



**Southville International School affiliated with Foreign Universities**



# **SHS STUDENT HANDBOOK**

**Effective Academic Year 2024 - 2025**

**EARN BRITISH DEGREES IN THE PHILIPPINES**

**Be Global, Be Amazing, Be Southville!**

## **Southville International School affiliated with Foreign Universities**

Lima corner Luxembourg Sts., BF International, Las Piñas City 1741 Philippines

This is to acknowledge receipt of the  
Southville International School affiliated with Foreign Universities (SISFU)  
Senior High School Student Handbook  
A.Y. 2024-2025

I understand that as a bonafide student of SISFU, it is my responsibility to read and understand the contents of this handbook. I promise to abide by all the rules and regulations for as long as I am with Southville International School affiliated with Foreign Universities.

This handbook shall remain enforced unless revised.

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**(Student's Signature Over Printed Name)**

**Grade:** \_\_\_\_\_

**Strand:** \_\_\_\_\_

**Student Number:** \_\_\_\_\_

**Conforme:**

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**(Signature Over Printed Name of Parent/Guardian)**

*Please submit this Acknowledgement Form to the Office of Student Affairs and Services*

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## **PURPOSE OF THE STUDENT HANDBOOK**

This handbook serves as a guide to the rules and regulations of **Southville International School affiliated with Foreign Universities (SISFU)**, that are aligned with the institutional core values, the 5Cs (Competence, Character, Collaboration, Commitment to achieve, and Creativity).

All students are expected to read, understand, and adhere to the policies, regulations, and procedures stipulated in this handbook to ensure order and harmony among the members of the SISFU community.

Should there be any changes after this handbook was published, the SISFU community will be notified through the bulletins, SISFU website, and in the next release of the revised handbook.

Revised as of August 05, 2024

## WELCOME MESSAGE

Dear SISFU Students,

Warm greetings and a heartfelt welcome to **Southville International School affiliated with Foreign Universities (SISFU)**! We are thrilled to have you join our esteemed academic community, where our primary focus is on delivering quality and excellence in international education.

As the pioneering institution in transnational education in the Philippines, SISFU has established remarkable partnerships and affiliations with renowned academic institutions from foreign countries. These collaborations enable us to provide you with curricula from selected institutions, right here in the Philippines, ensuring you receive the highest standards of academic excellence. Upon completing your courses, you will be proudly awarded diplomas or degrees from our esteemed foreign partners.

At SISFU, we are dedicated to providing a student-centered educational experience. Here, learning revolves around you. With a low student-faculty ratio, our dedicated faculty can focus on your individual learning needs, encouraging you to explore your talents and reach your full potential. Your education at SISFU extends beyond the classroom, with experiential learning opportunities woven into the practical aspects of your curriculum and internships - some of which are even paid and offered abroad in places like the U.S.A., the U.K., Australia, Switzerland, and the Middle East. This diversity in experiences and student body will prepare you to face the challenges of the 21st century with confidence.

Our lecturers and tutors, hailing from various parts of the world, bring not only their rich academic backgrounds but also a wealth of industry experiences, further enriching your educational journey. Rest assured, the academic rigor at SISFU will give you a competitive edge in the global marketplace.

We take immense pride in being part of your educational journey and in assisting you in discovering and maximizing your potential. SISFU offers an array of services and personal support to ensure your success. Our mission is to mold you into globally competitive, competent professionals, and successful entrepreneurs.

Once again, welcome to SISFU! Together, let's embark on an exciting journey of learning, growth, and transformation. We look forward to witnessing your achievements and celebrating your success.

If you have any questions or need assistance, feel free to reach out to us anytime. Let's make your time at SISFU truly unforgettable!

Best regards,

**Jocelyn P. Tizon, PhD**

President

Southville International School affiliated with Foreign Universities (SISFU)

## **SECTION 1: ABOUT SISFU**

### **1.1 INSTITUTIONAL VISION AND MISSION**

#### **Vision**

SISFU will be the leading transnational university that develops global leaders and professionals. It is distinguished by its excellent academic standards, outstanding instructional methodologies, relevant research, high levels of student achievement, a culture of innovation, and strong partnerships with ranked educational institutions. Its graduates are sought after by top national and global organizations.

#### **Mission**

SISFU, the premier transnational university in the Philippines, delivers globally-relevant quality undergraduate and graduate programmes developed by accredited educational partners from the UK, Australia and the USA. Using rigorous international standards in instruction, assessment and research, and supported by excellent facilities, highly-qualified faculty and industry collaboration, SISFU prepares students to be globally competitive, competent professionals, successful entrepreneurs, leaders and movers of society.

### **1.2 THE 5Cs CULTURE**

SISFU believes in five anchors that are necessary to succeed in the 21<sup>st</sup> century:

#### **Competence**

Competence is the knowledge and skill required to do a task. Tasks have evolved into complex components necessitating a very broad base of information but a focused development of skills. Competence includes analytical skills, problem solving, decision making, creativity, innovation, technical knowledge, verbal fluency, expertise in a discipline, global awareness and knowledge, a strong capacity to manage change, a positive attitude for staying updated in information, and lifetime dedication to learning.

#### **Character**

Character is the basic anchor in life. Great men and women achievers are known for their striking qualities of courage and conviction. Character is the deep reservoir from which words are spoken, behaviors acted out and wisdom manifested. Character encompasses values of time and money, justice, fairness, conviction, firmness, global sensitivity, local action, intrapersonal or interpersonal sensitivity, compassion, courage and integrity.

### **Collaboration**

Collaboration is possessing excellent interpersonal skills, persuasive communication competencies, and well-developed collaborative attitude and skills. Great leaders are known for having these qualities. Although achievement can be an individual effort, there is much more that can be attained where there is synergy. The power to effect changes, to alter paradigms and to make a difference stems from the strength derived from a mass base. To galvanize a group into action or to inspire members to work towards something are most essential.

Each member's talent, skill or competency is tapped; conflicts are effectively handled such that it benefits the group. Personality and cultural differences and varied perspectives are treated in a complementary way by using the diversity to enrich the quality of the decision or action taken. Most of all, a person with collaborative skills lives in harmony with himself and with others.

### **Commitment to Achieve**

Commitment to achieve is transforming dreams into reality, vision into tasks, and aspirations into actual output. It involves a consistent commitment to get things done and have goals accomplished. What has transformed learners into great leaders, managers into effective managers, athletes into exemplary athletes, teachers into unforgettable teachers, the list goes on ... is a burning PASSION to get things done. These people think of, talk of, dream of the reality. For them, this quality is spelled out as an achievement and results orientation, excellence in work, timely delivery of output, focus and perseverance.

### **Creativity**

Creativity is the more efficient way of doing things, the new solutions to old problems, and the insatiable quest to improve processes and life. The mobility we are experiencing now, the technology we use every day, the excellent facility in communication and efficiency in systems we have, the quality of entertainment we enjoy, and our ever-increasing stretching of life spans – these are all products of the genius of man. Creativity holds the key to our quality of life in the future. The genius in each child has to be awakened, nurtured, and ultimately utilized by mankind for its good.

## **1.3 SISFU LOGO**

- The Maroon color exemplifies the educational institution's passionate quest for knowledge.
- The White background refers to the purity of our intentions.
- The Globe represents our international presence and the Rings indicate our continuing search for technology.
- SISFU is written in a bold font to indicate the educational





- institution's passion in pursuit of its goals.
- SISFU in bold letters is carved in a wall of “T” to signify our commitment to pursue and defend the educational institution's Statement of Intention with vigor.
  - Two Laurel branches with leaves stand for the excellent achievements of the educational institution, especially its graduates.
  - The form of the logo is in the Shield of a knight for us to emulate the rich history and heritage of our partner schools.

## **1.4 SCHOOL HISTORY**

Dr. Genevieve Ledesma Laurel founded Southville International School and Colleges (SISC) in 1990 which grew rapidly into a full international school. In 1997, Roger and Helen Bartholomew teamed up with Dr. Ledesma-Laurel to start Southville International School Affiliated with Foreign Universities, the first transnational university in the country. In May 1998, the opening of SISFU was graced by prestigious dignitaries and a large contingent from the press.

SISFU answers the need for world-class education as trade barriers come down and countries become more and more interdependent on each other for a variety of products and services. With today's communication capabilities, knowledge and expertise can no longer be learned in isolation.

SISFU is characterized by a focused, relevant, outcomes-based curriculum, professional and industry-recognized qualification, cutting-edge technology, integrated learning strategies and an international faculty. In addition, the learning environment reflects the interaction between custom designed facilities and a motivated student body. Students also have the option of taking the final year of their studies abroad. SISFU brings high quality education to the Philippines to enable its students to be globally competitive.

## **1.5 SGEN INVOCATION**

### **The Lord is My Shepherd (Psalm 23)**

The Lord is my shepherd,  
I have everything I need.  
He lets me rest in fields of green grass,  
And leads me to quiet pools of fresh water,  
He gives me new strength,

He guides me in the right way as He promised,  
Even if that way goes through the deepest darkness,

I will not be afraid Lord  
BECAUSE YOU ARE WITH ME!  
Your shepherd's rod and staff protect me,  
I am sure your goodness and kindness,  
Will follow me every day of my life,  
And your house will be my home forever.

AMEN

## 1.6 SISFU HYMN

Lyrics and Arrangement by: Rosalinda Caoile

Shoulder to shoulder, dreaming together  
Sharing our hope and our vision  
Shoulder to shoulder, working together  
Facing the challenges of our mission

Shoulder to shoulder, marching together  
Holding high the torch of excellence  
Shoulder to shoulder, building together  
Leaders and champions of the world

We are the global champions  
We are the world's best men  
We are the leaders of the future  
We are brothers and friends

We are the global champions  
We are the world's best men  
We are the leaders of the future  
We are brothers and friends

Hail, Oh, Hail amazing SOUTHVILLE!  
Hail to our dear Alma Mater  
Hand in hand together we will stand  
Shoulder to shoulder, marching 'til the end

Shoulder to shoulder, marching together  
Holding high the torch of excellence  
Shoulder to shoulder, building together  
Leaders and champions of the world

Shoulder to shoulder, building together  
Leaders and champions of the world

## **1.7 PARTNER EDUCATIONAL INSTITUTION - PEARSON**

The Business and Technology Education Council (BTEC) is a U.K.-based work-related qualification and the world's most successful applied learning brand. It has been engaging learners in practical, interpersonal and thinking skills for over 25 years.

BTEC is built to accommodate the needs of employers and allow progression to a university. BTEC provides a practical, real-world approach to learning without sacrificing any of the essential subject theory. Its programmes can be taken alongside, or in place of, GCSEs and A levels. They can also form the knowledge component of Foundation Learning or BTEC Apprenticeships. Available across a wide range of industry sectors, they are continually developed and updated to meet the needs of employers and learners.

BTEC is a member of the Pearson Group of Companies. Few other awarding bodies in the world are regulated and reviewed to such exacting standards.

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## **SECTION 2: REGISTRATION AND ADMISSION**

### **2.1 APPLICATION REQUIREMENTS**

These are for evaluation purposes only and are not considered as official documents eligible for enrolling/transferring.

1. Four (4) pcs 2"x2" pictures with white background
2. 500-Word Essay
3. Copy of Diploma
4. Copy of Birth Certificate/Passport Information Page
5. Copy of Report Card
6. Accomplished Application Form

### **2.2 ADMISSION AND ENROLLMENT REQUIREMENTS**

The documents below are admission and enrollment requirements stated in the Conditional Letter of Acceptance received by the student after the interview with the Principal

- Original High School Report Card

- Official Transcript of Records (please indicate "Copy for SISFU")
- Original PSA Birth Certificate

*Additional requirements for Foreigners residing in the Philippines*

- *Copy of Alien Certificate of Registration (ACR)*
- *Copy of Student Visa/Special Study Permit (SSP)*

**Additional Requirements for Senior High School Transferees**

- Course Description

**Foreign Students**

1. Alien Certification of Registration (ACR) photocopy
2. Student Visa / Special Study Permit (SSP) photocopy
3. Passport bio page and entry to Philippines page photocopy
4. Processing of SSP
5. Required documents based on the applicant's entry level
6. Guide on Certification of Foreign Documents and Filipino students who studied abroad (click on this [link](#) to know the details)

**2.3 ADMISSION PROCEDURE**

1. The Applicant completes the [application form](#) (available online) and recommendation letter/reference form. These forms are submitted to the Education Specialist.
2. The Education Specialist meets the student and schedules an interview with the Head of School.
3. The Student Applicant is interviewed by the Programme Head.
4. The Programme Head determines if the applicant is qualified for the intended course based on the interview. Appropriate special subjects may be recommended by the Programme Head to prepare the applicant for the programme.
5. The applicant signs the school copy and receives the original Conditional Letter of Acceptance.
6. The applicant is given a month to complete the admission requirements.

**2.4 ENROLLMENT POLICIES AND PROCEDURES**

**Face to Face Enrollment & Registration**

1. Upon admission of the student, the Registration Staff determines if the student is a returnee or new student.

- a. A New Student/Transferee requests for a Registration Card and fills out the Student Identification Card Application Form from the Registration Office.
  - b. The Returnee Student secures the Online Clearance Permit and requests the Registration Card from the Registration Staff.
2. The student signs the Registration Card.
3. The returnee student updates his/her personal information during enrollment.
4. The returnee student seeks the approval of the Head of School.
5. The Accounting Staff verifies the assessed tuition fee.
6. The student pays for the tuition and other fees.

### **Online Enrollment & Registration**

1. Upon admission of the student, the Registration Staff determines if the student is a returnee or new student.
  - a. A New Student/ Transferee will inform the Education Specialist, Registration and Accounting Department regarding their payment. Once the payment has been verified, an E-copy of the Registration Card will be sent by the Registration Staff.
  - b. The Returnee Student secures the Online Clearance Permit.
2. The returnee student seeks the approval of the Head of School.
3. The Accounting Staff verifies the assessed tuition fee.
4. The student pays for the tuition and other fees.
5. An E-copy of Registration Card is issued to the student.

### **Late Enrollment**

For late enrollment, a student will only be considered for enrollment if it is within two weeks after the official start of classes. This is also subject to a late enrollment fee (see Section 3.1 on Late Enrollment Penalty).

For more information, please also visit the website: <https://sisfu.edu.ph/admission>

## **2.5 STUDENT IDENTIFICATION CARDS**

Identification Cards will be provided to the students no later than three weeks from enrollment. Students will not be allowed to enter the campus without a duly validated I.D.

### **New Students**

After enrollment, the student proceeds to the Admin and IT Support Office (3<sup>rd</sup> floor) for the processing of his/her ID.

## Returnee and New Student

1. The student presents his/her ID for validation, every term after enrollment.
  2. The ID is presented to the guard before entering the campus and other campuses of SISC.
  3. The student must carry his/her own ID. Using the ID of another student is a school offense.
- 

## SECTION 3: SCHOOL FEES

### 3.1 TUITION AND OTHER FEES

**Application Fee:** For students seeking admission into any programme, a one-time, non-refundable fee of USD30.00 is paid at the time the applicant will take the admission exam.

**Administration Fee:** For students who successfully pass the application requirements, a one-time, non-refundable fee of USD300.00 has to be paid on or before the start of classes. It serves as a reservation fee for the chosen programme.

**International Registration Fee (IRF):** The IRF covers the cost of official registration of the student with the foreign partner university for a specific period.

*Re-registration (IRF) applies when the student has completed HNC/Level 4 beyond the period of registration. Should the programme reach certification end date, appeals fee shall apply based on the partner institution mandate. Final decision is made by the partner institution.*

**Late Enrollment Penalty:** If a student is a continuing student and enrolls after the first day of classes, he/she shall be charged a late enrollment fee of USD150.00.

**Holding or Unfunded Check:** A penalty of PHP500.00 shall be charged for each instance a payor requests for withholding a post-dated check due for deposit, or every time a check bounces due to lack of funds.

**Transfer Fee:** Transfer fee from one programme to another within the 1st term is USD200.00. Any change of programme after 1st term, the transfer fee is equivalent to USD500.00.

### 3.2 PAYMENTS

Fees are to be paid in US Dollars or the Philippine Peso equivalent using the foreign exchange rate at the time of payment.

Please refer to [www.securitybank.com](http://www.securitybank.com) (USD Selling Rate) for the daily forex.

Payments may be made using:

- Over the Counter Payment (SISFU Cashier)
- Credit Cards (Visa/ Mastercard/Bancnet);
- Debit Cards (Visa/ Mastercard/Bancnet);
- Bank Transfers to SISFU Security Bank Account
- Checks (Peso and Dollar Check)
- BPI InstaPay (Peso Only)
- GCash (Peso Only via bank transfer)
- Paymaya (via bank transfer)
- PayMongo (using this link <https://paymongo.page//sisfu-tuitionfee>)

All payments and other financial transactions must be conducted at the Accounting Office only (Ground Floor of SISFU Building).

Please visit <https://www.sisfu.edu.ph/sisfu-accounting> for the updated payment channels.

### 3.3 PAYMENT SCHEME

Fees per term may be paid through the following schemes:

**Plan A:** Tuition Fees are paid in full.

**Plan B:** Tuition Fees are paid in two (2) installments with 3% interest on the tuition fee only.

**Plan C:** Tuition Fees are paid in three (3) installments with 5% interest on the tuition fee only.

*A 2% per month surcharge shall be imposed on late payments.*

Payment information may also be viewed at: <https://sisfu.edu.ph/sisfu-accounting>

### 3.4 REFUND POLICY

Students who leave the school after they have officially enrolled may be entitled to a refund of their tuition fee except for the miscellaneous fees and International Registration Fee (IRF). The following refund schedule shall be followed:

Tuition fees paid in full:

First Week:	80% refund
Second Week:	50% refund
Third & Fourth Weeks:	25% refund
After 30 days:	No refund

Tuition fees paid on installment:

First Week:	80% refund on tuition fee
Second to Fourth Week:	50% refund on tuition fee
After 30 days:	No refund on tuition fee

Refunds for advanced tuition fee payments requested before the start of the term will be processed upon the written request of the Parent/Guardian/Student addressed to the School Registrar with the understanding that a handling fee of USD100.00 (local students) and USD250.00 (foreign students) will be charged by SISFU.

If, for any personal reason or due to an administrative sanction from an infraction of rules and regulations, a student drops out of school during a given term, he/she shall be required to settle in full the outstanding accounts before any school record (e.g. report card, official transcript of records, etc.) can be released.

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## **SECTION 4: SUBSTITUTION AND CREDITING OF SUBJECTS**

The following guidelines are executed by transferring/shifting students applying for crediting of subjects and grades taken from SISFU or other school:

Guidelines:

1. Transferee student who wish to apply to substitute and credit of subjects already taken from the previous school should submit the following:
  - Substitution and Crediting of Subject Request Form
  - Senior High School Student Permanent Record
  - Course Description
2. Subjects (core, applied, and specialized) taken by a transferee from another school, may be credited provided that these subjects are equivalent to SISFU SHS subjects.
3. In case when a subject has an indefinite subject title (e.g Science) is deemed substituted and credited as long they have a similar subject description and content.
4. Transferee students must take other subject/s (core, applied, specialized) that are not approved for substitution and crediting and he/she missed through bridging class/es to achieve full alignment of his/her academic progression.



5. Students shifting from one strand to another, core and applied subjects already taken from the previous term/s may be credited. The student must take other subject/s (core, applied, specialized) that he/she missed from the previous term/s through bridging class/es to achieve full alignment of his/her academic progression.
  6. Substitution and crediting of subjects should be done upon admission of the student.
  7. Substitution and Crediting of Subjects are subject to validation and approval by the Principal and Registrar.
  8. Subjects which are not applied and approved for substitution and crediting will not be credited.
- 

## **SECTION 5: WITHDRAWAL FROM PROGRAMME**

Should a student decide to discontinue his/her academic programme, he/she must see the Programme Head or the Registrar within four weeks from the start of classes. The student will be asked to complete the Withdrawal Form to be submitted to the Registrar.

If a student is unable to complete the above withdrawal process, he/she will still be considered enrolled in the subject/s.

Scholars may change majors without any cost only when the subjects they have completed are common to their new major. When the subjects are not common, the tuition fees for the uncommon subjects already taken will be charged to the scholar.

Non-Scholars are allowed to transfer courses once the term has commenced.

In order to withdraw from a subject without academic penalty, a student must submit his/her Withdrawal Form on or before the 4th week of classes (see 3.4 refund policy). If he/she is able to withdraw within this period, the student will receive a grade of WITHDRAWAL (W) for the subject. If a student withdraws after the 4th week, he/she gets no refund from the tuition fee.

If a student is unable to withdraw after the sixth week, he/she will automatically receive a grade of FAILED (F) for the subject unless the withdrawal is due to a valid medical reason.

The Withdrawal Form is available at the Office of the Registrar. Below are the steps of the withdrawal process:

1. Fill out the Withdrawal Form. Below is the order of the signatories:
  - a. Programme Head/Dean of Academics
  - b. Accounting Head

c. Registrar

2. Indicate the reason for withdrawing from the subject/s, duly signed by the faculty of said subject/s.
3. If a student withdraws after the 6th week, he/she gets a “Referred” or “Failed” grade.

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## **SECTION 6: STUDENT RECORDS REQUEST**

The following is the procedure on the process of requesting documents from the Registration Department:

1. The Student fills out an [Online Document Request Form](#).
2. The Student completes the form and receives an acknowledgement that the request will be processed within 3-5 business days.
3. The Student secures approval from the following approving authorities at the corresponding departments:
  - 3.1. Academics
  - 3.2. Student Affairs and Services
  - 3.3. MIS
  - 3.4. Administration
  - 3.5. Registration
  - 3.6. Accounting (Last Department to Sign)

*Note: It is important that students are cleared by each department before the issuance of their requested document.*

4. The Registration Staff will send an invoice for the total amount of the documents and provide the SISFU Bank Details.
5. The Student pays the fees for the requested records or documents at the Accounting Department. Payments may be done in various ways without necessarily coming to school during these times.
6. The Accounting Staff verifies the payment and sends the student an acknowledgement and Official Receipt via email. The Registration Staff proceeds by informing the student that their request is now available for pick up/delivery.

7. In case the Student cannot claim the records or documents himself, the Student may designate an Authorized Representative and secure the following:

7.1. Letter of Authorization

7.2. Valid ID of the Authorized Representative

9. The Authorized Representative presents the Authorization Letter to the Registration Staff.

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## **SECTION 7: TERM CLEARANCE**

The student is required to fill out the clearance permit ([online](#)) a week prior to the end of the term.

1. The student fills out the [online clearance permit](#) required by the Registration Department.
  2. The clearance must be updated by the respective department (Academics, MIS/Admin, Student Affairs and Services, Accounting, and Registration) within 48 hours.
  3. The Registration Department sends an update regarding the status of their clearance via email.
  4. Once cleared, the student can now enroll.
- 

## **SECTION 8: MEDIUM OF INSTRUCTION**

### **RATIONALE:**

At our institution, we uphold the importance of fostering professionalism among our students and alumni in their academic endeavors and future careers. To achieve this, we emphasize the significance of effective communication skills through English. This initiative not only enhances the standing of our students and graduates in the global arena but also equips them with a competitive edge. English, being the universal language of the professional world, is an indispensable skill across all industries. Thus, a strong command of English is not just advantageous but essential.

The medium of instruction for all classes is English, except in Filipino and Foreign languages classes. Students are expected to use English whenever they are on campus and in any instruction with fellow students, faculty, and staff of the school.

## SECTION 9: SENIOR HIGH SCHOOL CURRICULUM

Southville International School affiliated with Foreign Universities delivers a very dynamic and progressive Senior High School curriculum such that both national and international programmes are creatively intertwined. Courses offered are supervised by foreign affiliates (Pearson, UK) in conjunction with prescribed curriculum of the Department of Education (DepEd) for Academic Track. Thus, students are provided an opportunity to earn dual qualifications at the end of the Senior High School programme.

### 9.1 ACADEMIC TRACK - ACCOUNTANCY, BUSINESS, AND MANAGEMENT STRAND (ABM)

GRADE	TERM	SUBJECT	CREDIT UNITS
11	1	General Mathematics	1.00
		Oral Communication in Context	1.00
		Organization and Management (Introduction to Business)	1.00
		Personal Development	1.00
		Physical Education and Health 1	0.50
		Statistics and Probability	1.00

GRADE	TERM	SUBJECT	CREDIT UNITS
11	2	Business Math	1.00
		Earth and Life Science	1.00
		Empowerment Technologies (08-Innovation and Commercialisation)	1.00
		English for Academic and Professional Purposes	1.00
		Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino	1.00
		Understanding Culture, Society, and Politics	1.00

GRADE	TERM	SUBJECT	CREDIT UNITS
11	3	Applied Economics (01-The Contemporary Business Environment)	1.00
		Fundamentals of Accounting, Business and Management 1 (Accounting 1)	1.00
		Pagbasa at Pagsusuri ng Iba't Ibang Teksto tungo sa Pananaliksik	1.00
		Physical Education and Health 2	0.50

		Physical Science	1.00
		Reading and Writing Skills	1.00
		Research 1 (Research Methods)	1.00

GRADE	TERM	SUBJECT	CREDIT UNITS
12	1	21st Century Literature from the Philippines and the World	1.00
		Business Finance (10-Recording Financial Transactions)	1.00
		Contemporary Philippine Arts from the Regions	1.00
		Media and Information Literacy	1.00
		Physical Education and Health 3	0.50
		Principles of Marketing (02-Marketing Processes and Planning)	1.00

GRADE	TERM	SUBJECT	CREDIT UNITS
12	2	Business Ethics and Social Responsibility (04-Leadership and Management)	1.00
		Fundamentals of Accounting, Business Management 2 (05-Accounting Principles)	1.00
		Introduction to the Philosophy of the Human Person	1.00
		Filipino sa Piling Larangan (Akademik)	1.00

GRADE	TERM	SUBJECT	CREDIT UNITS
12	3	Business Enterprise Simulation (06-Managing a Successful Business Project)	1.00
		Entrepreneurship	1.00
		Inquiries, Investigation and Immersion (03-Management of Human of Resource)	1.00
		Physical Education and Health 4	0.50
		Research 2	1.00

## 9.2 ACADEMIC TRACK - GENERAL ACADEMIC STRAND (GAS)

GRADE	TERM	SUBJECT	CREDIT UNITS
11	1	General Mathematics	1.00
		Oral Communication in Context	1.00
		Organization and Management (01-The Contemporary Business Environment )	1.00
		Personal Development	1.00
		Physical Education and Health 1	0.50

		Statistics and Probability	1.00
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GRADE	TERM	SUBJECT	CREDIT UNITS
11	2	Earth and Life Science	1.00
		Empowerment Technologies (08-Innovation and Commercialisation)	1.00
		English for Academic and Professional Purposes	1.00
		Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino	1.00
		Principles of Marketing (02-Marketing Processes and Planning)	1.00
		Understanding Culture, Society, and Politics	1.00

GRADE	TERM	SUBJECT	CREDIT UNITS
11	3	Creative Writing	1.00
		Pagbasa at Pagsusuri ng Iba't Ibang Teksto tungo sa Pananaliksik	1.00
		Physical Education and Health 2	0.50
		Physical Science	1.00
		Reading and Writing Skills	1.00
		Research 1	1.00
		Trends, Network and Critical Thinking in the 21st Century (03-Management of Human Resource))	1.00

GRADE	TERM	SUBJECT	CREDIT UNITS
12	1	21st Century Literature from the Philippines and the World	1.00
		Contemporary Philippine Arts from the Regions	1.00
		Entrepreneurship (09-Entrepreneurial Ventures)	1.00
		Fundamentals of Accounting, Business and Management 1	1.00
		Media and Information Literacy	1.00
		Physical Education and Health 3	0.50

GRADE	TERM	SUBJECT	CREDIT UNITS
12	2	Applied Economics (04-Leadership and Management)	1.00
		Disaster Readiness and Risk Reduction	1.00
		Fundamentals of Accounting, Business Management 2 (05-Accounting Principles)	1.00
		Introduction to the Philosophy of the Human Person	1.00

		Filipino sa Piling Larangan (Akademik)	1.00
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GRADE	TERM	SUBJECT	CREDIT UNITS
12	3	Inquiries, Investigation and Immersion (06-Managing a Successful Business Project)	1.00
		Philippine Politics and Governance	1.00
		Physical Education and Health 4	0.50
		Research 2	1.00

### 9.3 TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK - INFORMATION, COMMUNICATION, AND TECHNOLOGY STRAND (ICT)

GRADE	TERM	SUBJECT	CREDIT UNITS
11	1	General Mathematics	1.00
		Oral Communication in Context	1.00
		Personal Development	1.00
		Physical Education and Health 1	0.50
		Statistics and Probability	1.00
		Empowerment Technologies (Digital Technologies)	1.00

GRADE	TERM	SUBJECT	CREDIT UNITS
11	2	Earth and Life Science	1.00
		Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino	1.00
		Understanding Culture, Society and Politics	1.00
		English for Academic and Professional Purposes	1.00
		Research 1 (Research Methods)	1.00
		Professional Practice in the Digital Economy (01-Professional Practice in the Digital Economy)	1.00

GRADE	TERM	SUBJECT	CREDIT UNITS
11	3	Pagbasa at Pagsusuri ng Iba't Ibang Teksto tungo sa Pananaliksik	1.00
		Physical Education and Health 2	0.50
		Physical Science	1.00
		Reading and Writing Skills	1.00
		Innovation & Digital Transformation (02-Innovation & Digital Transformation)	1.00

GRADE	TERM	SUBJECT	CREDIT UNITS
12	1	21st Century Literature from the Philippines and the World	1.00
		Contemporary Philippine Arts from the Regions	1.00
		Media and Information Literacy	1.00
		Physical Education and Health 3	0.50
		Cybersecurity (03-Cybersecurity)	1.00
		Programming (04-Programming)	1.00

GRADE	TERM	SUBJECT	CREDIT UNITS
12	2	Introduction to the Philosophy of the Human Person	1.00
		Pagsulat sa Filipino sa Piling Larangan (Akademik)	1.00
		Inquiries, Investigation, and Immersion	1.00
		Data Analytics (12-Data Analytics)	1.00
		Database Design & Development (10-Database Design & Development)	1.00

GRADE	TERM	SUBJECT	CREDIT UNITS
12	3	Physical Education and Health 4	0.50
		Entrepreneurship	1.00
		Research 2	1.00
		Big Data & Visualisation (05-Big Data & Visualisation)	1.00
		Networking in the Cloud (06-Networking in the Cloud)	1.00

Legend:

	DepEd with Pearson Assured (Foundation) Subjects
	DepEd with Pearson BTEC Level 4 Subjects



## SECTION 10: GRADING SYSTEM

### 10.1 DEPED GRADING SYSTEM

Based on DepEd Order 08, s. 2015, the K to 12 Basic Education Programme uses a standards and competency-based grading system. These are found in the curriculum guides. All grades will be based on the weighted raw score of summative assessments.

Students are graded on Formative/Summative Assessments (SA/FA), Performance Tasks (PT), and Term Assessments (TA). These three are given specific percentage weights that vary according to the nature of the learning area.

#### GRADING COMPONENTS

The components of these assessments are classified into three, namely, Formative Assessments (FA), Performance Tasks (PT), and Term Assessments (TA). These three components may be defined as to the nature of the different learning areas.

- Formative Assessments are assessments that measure the students' skills and grasp of concepts in but not limited to written form. This may include quizzes, long tests, written reports, and other graded written outputs.
- Performance Tasks are assessments that measure the students' ability to show what they know and accomplish it in diverse ways. This may include skills demonstration, group presentations.
- Term Assessments measures students' learning at the end of the term; also serves as the summative assessment.

For Grades 11 and 12, the percent composition of the components of the summative assessments for each learning area shall be as follows:

COMPONENTS	WEIGHT
Formative Assessments	25%
Performance Tasks	50%
Term Assessment	25%
<b>Total</b>	<b>100%</b>

**LEVEL OF PROFICIENCY:**

Student shall be graded in accordance with the following system:

GRADING SCALE	DESCRIPTORS	REMARKS
100-90	Outstanding	Passed
89-85	Very Satisfactory	Passed
84-80	Satisfactory	Passed
79-75	Fairly Satisfactory	Passed
74-70	Did Not Meet Expectations	Failed
INC	Incomplete	Incomplete

An Incomplete (INC) grade is temporarily given to a student who may qualify for passing grade but has not taken any term assessments or its equivalent. Such requirement(s) must be satisfied within **30 days** upon receiving the final grades. Otherwise, the student shall automatically be given a 70% grade without the benefit of an appeal. Thus, a student is required to take a remedial class.

As per DepEd Order No 08, s. 2015 students who acquired a failing grade in any subject in any term must undergo remediation to help the student cope with the deficiency. SISFU responds to this recommendation by providing Required Remedial Class to those students who do not meet the passing grade of 75% in any subject at the end of the term. The equivalent of the Final Grade for remedial class is the Remedial grade. The Final Grade at the end of each term and the Remedial grade are averaged. This results in the Recomputed Final Grade. The student shall obtain a recomputed final grade of at least 75% to be promoted to the next level or term.

**GENERAL AVERAGE:**

The General Average is computed by averaging the grades of the core, applied, and specialized subjects per term.

## 10.2 PEARSON BTEC GRADING SYSTEM

### ASSESSMENT DECISION THROUGH APPLYING UNIT-BASED CRITERIA:

Assessment decisions for BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills, and vocational attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show 'analysis' and the related P criterion requires the student to 'explain', then to satisfy the M criterion a student will need to cover both 'explain' and 'analyze'

Therefore:

- To achieve a **Pass (P)**, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and therefore attainment at Level 4 of the national framework.
- To achieve a **Merit (M)**, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning outcome.
- To achieve a **Distinction (D)**, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.
- A student has not satisfied all the Pass criteria for the learning outcomes, he/she will receive **Referred (R)**.

### CALCULATING THE OVERALL QUALIFICATION GRADE:

A student's overall qualification grade is based on their performance in all units. They are awarded a Pass (P), Merit (M) or Distinction (D) using the points gained through all 120 credits, at Level 4 for the HNC. The overall qualification grade is calculated in the same way for the HNC and the HND.

#### POINTS PER CREDIT

GRADE	POINTS
<b>REFERRED</b>	0
<b>PASS</b>	4
<b>MERIT</b>	6
<b>DISTINCTION</b>	8

## POINT BOUNDARIES

GRADE	POINT BOUNDARIES
PASS	420-599
MERIT	600-839
DISTINCTION	840+

## SECTION 11: STUDENT PROMOTION AND RETENTION

### 11.1 DEPED

The school expects the students to meet the minimum academic grade requirement in all subject areas in order to be promoted to the next level. The following guidelines have been set by DepEd Order No. 8, s 2015:

Table 1 specifies the guidelines to be followed for student promotion and retention:

**Table 1. Student Promotion and Retention**

CONDITION	DECISION	
	Grade 11	Grade 12
<b>Final Grade of at least 75% in all subjects in a trimester</b>	Promotion after each term: Proceed to the next term  Promotion at the end of the academic year: Promoted to Grade 12.	Promotion after each term: Proceed to the next term  Promotion at the end of the academic year: Eligible for graduation
<b>Failed in a prerequisite subject in a term</b>	Must take and pass remedial class of prerequisite subjects within a specified timeline.	Must take and pass remedial class of prerequisite subjects within a specified timeline.
<b>Failed in non-prerequisite subjects in a term</b>	Proceed to the next term but must take and pass remedial class of failed subject/s within a specified timeline.	Proceed to the next term but must take and pass remedial class of failed subject/s within a specified timeline.

<p><b>Year-End Promotion and Retention</b></p>	<p>At the end of the extended academic year, if the student:</p> <p>(1) failed <b>2 subjects and below</b>, student is promoted to Grade 12 with conditions (tagged as irregular student placed under academic probation).</p> <p>(2) Failing <b>3 subjects and more</b>, students will have to repeat the current grade level.</p>	<p>At the end of the extended academic year, if the student:</p> <p>(1) failed <b>1 subject</b>, allowed to join the graduation exercises. However, student academic records will not be released until all the academic deficiencies are cleared.</p> <p>(2) failed <b>2 subjects</b>, a student will NOT be allowed to join the graduation exercises. All student academic records will not be released until all the academic deficiencies are cleared.</p> <p>(3) <b>failed 3 subjects and more</b>, students will have to repeat the current grade level.</p>
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**11.2 PEARSON BTEC**

To achieve Pearson BTEC Level 4 Higher National Certificate qualification, a student must have completed units equivalent to 120 credits at level 4 and achieve at least a pass in 105 credits at level 4.

The school expects the students to meet the specific criteria given in each unit in order to be qualified for the qualifications.

The school allows the student to clear Referred (R) unit/s through the process of Appeal for Reassessment.

Appeal for Reassessment for Referred (R) units are allowed up to four (4) units only. Students will not be allowed to make an Appeal for Reassessment on the fifth and succeeding units. Thus, students shall be disqualified from receiving the Pearson qualification.

## **SECTION 12: ACADEMIC REQUIREMENTS**

SISFU evaluates the performance of the students and the effectiveness of instruction. For this purpose, assessments must be conducted and their results are given to students on a timely basis. As enumerated in DepEd Order No. 8, s. 2015, there are two types of assessment, namely, formative and summative.

Formative assessment may be seen as assessment for learning and assessment as learning. As an assessment for learning, lecturers may analyze the results to make adjustments in their instructions. As assessment as learning, students will be given immediate feedback on their learning progress.

Summative assessment may be seen as an assessment of learning which is usually given at the end of a particular unit. Summative assessment measures whether learners have achieved the desired learning outcomes for a particular learning area.

Ensure that you are familiar with procedures and violations relating to Student Academic Integrity.

### **12.1 ASSESSMENT**

The Assessment per term is a comprehensive evaluation of the concepts and skills a student is expected to have learned during the term. The Senior High School Department schedules the date of assessments.

Policies and Guidelines:

1. Students are expected to observe all assessment rules and procedures that are enforced by the invigilator/proctor.
2. Assessment starts from the moment the assessment is handed over to the student up to the moment the same assessment is collected.
3. Students who come within 30 minutes after the assessment has started shall be allowed to take but shall never be given a time extension.
4. Therefore, no student shall be allowed to take the assessment 30 minutes after the assessment has started.
5. A student who failed to take the term assessment or submit a final requirement on account of illness or valid reason due to unforeseen events must present to the SHS Office a duly signed excuse letter from his/her parent or a medical certificate and must

secure a Special-Removal Examination Request Form. This must be approved by the Principal/Academic Head.

6. The special assessment will only be given after the scheduled term assessment.
7. No advance assessment will be given to the student.

## **12.2 PERFORMANCE TASK**

Performance Tasks are assessments that measure the students' ability to show what they know and accomplish it in diverse ways. This may include skills demonstration, group presentations, oral work, multimedia presentations, and research projects.

Policies and Guidelines:

1. Performance Task must be completed during the prescribed period.
2. Research-related outputs and capstone projects for Grades 11 and 12 will be done under the supervision of the subject teacher or research adviser.

## **12.3 ASSIGNMENT BRIEF**

An assignment brief may take a variety of forms, including practical and written types. An assignment brief is a distinct activity completed independently by students (either alone or in a team). An assignment brief is separate from teaching, practice, exploration and other activities that students complete with direction from and formative assessment by tutors.

Policies and Guidelines:

1. Assignment Brief is submitted following the deadline set by the lecturer.
2. Students must submit their draft and final assessment in the submission portal on or before the given deadline.
3. Students must upload his/her final assessment in Turnitin for the similarity index report of his/her assessment.
4. Those students who fail to submit the Assignment Brief on the given deadline are given a mark of R (Referred) and required to file an Appeal for Reassessment Form and must settle a fee of USD 150.00 per unit. (refer to Academic Appeal for Reassessment Process)

## **SECTION 13: STUDENT PROGRESS REPORT**

### **13.1 Student Midterm Performance Report**

This report is issued to students and parents in the middle of each term. This will also serve as feedback to students regarding their academic performance during the first part of the term. This report also guides the student for the necessary interventions, if needed.

### **13.2 Report Card**

Report Card is a document used by the school to officially communicate a student's academic performance. Report Cards are released to parents and students every term during the Parent-Teacher Conference.

### **13.3 Parent-Teacher Conference**

At the end of every term, parents meet the lecturers of their children to:

- discuss the progress of their child and other school-related concerns; and
- make an agreement as to how the teachers and the parents can best address the needs of the child.

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## **SECTION 14: ACADEMIC PROBATION SCHEME**

At the end of each term, students may be given the following academic probation status based on their academic performance:

### **14.1 Academic Probation (AP)**

This is for students who incur one or two failing final grades in any subjects per term and shall enroll in remedial classes the following term.

A new student, upon evaluation of requirements and approval of the Principal may also be placed under Academic Probation. New students under academic probation are expected to have no final grade below 75% in any subjects at the end of each term.

### **14.2 Strict Academic Probation (SAP)**

This prohibition is given to a student who:



- incurs three and more failing final grades in any subjects per term and shall enroll in remedial classes the following term; and
- have been placed under Academic Probation from the previous term and have incurred another failing grade in any subject at the end of the current term.

### **14.3 LIFTING OF ACADEMIC PROBATION**

An academic probation status is lifted at the end of each term following these conditions:

- students have cleared all academic deficiencies from the previous term; or
- if a new student does not incur a final grade below 75% in any subject at the end of the term.

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## **SECTION 15: ACADEMIC RECOGNITION AND GRADUATION**

Following the policies and guidelines set by SISFU's Academic Board/Awards Committee and in compliance with the implementation of Republic Act No. 10533, otherwise known as Enhanced Basic Education Act of 2013 (K to 12 Law), Senior high School is adopting the enclosed Policy Guidelines on Awards and Recognition for Basic Education Programme (DepEd Order No. 36, s. 2016).

These awards have been designed to formally recognize the outstanding performance and achievement of learners in academics, leadership, and social responsibility, among other aspects of student progress and development. These awards are given to encourage learners to strive for excellence and to become proactive members of the school and community. All learners who have met the standards, criteria, and guidelines set by this policy shall be recognized.

**Term Awards** - are given to students in recognition of their outstanding performance in class.

**Year-End Awards** - are given to qualified students based on the deliberation conducted by the Awards Committee (AC) following the set policies and guidelines.

**Special Recognition** - is given to the students who have represented and/or won in competitions at the district, division, regional, national, and international levels. This is to publicly affirm learners who have brought honor to the school.

### **15.1 ACADEMIC AWARDS AND SPECIAL CITATIONS FOR GRADE 11 AND GRADE 12**

## ACADEMIC EXCELLENCE AWARD PER TERM

The following criteria are observed to determine student eligibility for academic excellence at the end of each term:

Table 1 shows the specific Academic Excellence Award given to learners who meet the following cut-off grades:

Table 1. Academic Excellence Award

<b>Academic Excellence Award</b>	<b>Average</b>
With Highest Honours	97 - 100
With High Honours	94 - 96
With Honours	90 - 93

In addition, the following conditions have to be met:

- a. student must not have a grade lower than 86% in any DepEd subject for each term;
- b. student must not have a grade of R (Referred) in any Pearson BTEC HNC units; and
- c. student must not have been involved in any disciplinary case within each term.

## SUBJECT EXCELLENCE AWARD

The Subject Excellence Award is given to a student who achieved the highest final average in a DepEd Core subject.

In addition, the following conditions have to be met:

- a. student must not have received a grade lower than 90% in the said DepEd Core subject for the term; and
- b. student must not have been involved in any disciplinary case within each term.

## VALUES EXCELLENCE AWARD

This award is given to graduating students who represent and embody the institution's core values which are anchored on the 5Cs Culture: Character, Competence, Collaboration, Commitment to Achieve, and Creativity.

In addition, the following conditions have to be met:

- a. no letter grade lower than AO (Always Observed) in each term; and
- b. student must not have been involved in any disciplinary case within the academic year.

## 15.2 ACADEMIC AWARDS AND SPECIAL CITATIONS FOR GRADUATING STUDENTS

### GENERAL SCHOLASTIC EXCELLENCE AWARD

The following criteria are observed to determine student eligibility for academic excellence at the end of the year:

Table 2 shows the specific General Scholastic Excellence Award given to learners who meet the following cut-off grades:

Table 2. General Scholastic Excellence Award

General Scholastic Excellence Award	Average
GOLD	97 - 100
SILVER	94 - 96
BRONZE	90 - 93

In addition, the following conditions have to be met:

- student must not have a grade lower than 86% in any DepEd subject for each term;
- student must not have a grade of R (Referred) in any Pearson BTEC HNC units; and
- students must not have been involved in any disciplinary case within each term.

### ACADEMIC ACHIEVEMENT AWARD - DISTINCTION

This award is given to a student who achieves at least 840 point boundaries following the Pearson BTEC HNC overall qualification grade computation.

In addition, the following conditions have to be met:

- student must not have a grade of R (Referred) in any Pearson BTEC HNC units; and
- students must not have been involved in any disciplinary case within each term.

### PRESIDENT'S MERIT AWARD

Awarded to an outstanding graduate who has achieved academic excellence and who has exemplified the values of hard work and dedicated effort and is the TOP ONE of the graduating batch.

Table 3 shows the computation for President's Merit Award

Table 3. President's Merit Award

Year-End Average	
Grade 12	60%
Grade 11	40%

### **SUBJECT EXCELLENCE AWARD**

The Subject Excellence Award is given to a student who achieved the highest final average in a DepEd Core subject.

In addition, the following conditions have to be met:

- c. student must not have received a grade lower than 90% in the said DepEd Core subject for the term; and
- d. student must not have been involved in any disciplinary case within each term.

### **VALUES EXCELLENCE AWARD**

This award is given to graduating students who represent and embody the institution's core values which are anchored on the 5Cs Culture: Character, Competence, Collaboration, Commitment to Achieve and Creativity.

In addition, the following conditions have to be met:

- a. No letter grade lower than AO (Always Observed) in each term; and
- b. Student must not have been involved in any disciplinary case within the academic year.

### **LEADERSHIP AWARD**

The leadership award is given to graduating students who have demonstrated exemplary skills in motivating others and organizing projects that have made significant contributions to the school and/or community.

In addition, the following conditions have to be met:

- a. student must not have any failing grade within the academic year;
- b. student must not have been involved in any disciplinary case within the academic year; and
- c. student must be an active member of any recognized organization of the school.

Table 4 shows the set of criteria and weights that will be used by advisers and peers in the evaluation and deliberation process.

Table 4. Criteria for Leadership Award

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

### SGEN LOYALTY AWARD

This award is given to a graduating student who has been with the Southville Global Education Network (SGEN) schools (SISFU, SISC, SMC, SSIS) for eight (8) consecutive years or more.

### SPECIAL CITATIONS

This award is given to students who brought honor and prestige to the school by winning in competitions (academic, athletics, and the arts) at the district, division, regional, national, or international levels.

In addition, the following conditions have to be met:

- a. student must not have any failing grade within the academic year; and
- b. student must not have been involved in any disciplinary case within the academic year.

### 15.3 HOW TO DETERMINE AWARDEES

An Awards Committee (AC) shall be organized and led by the principal. The committee shall be composed of at least five (5) members coming from the teaching staff, academic head, registrar, and/or representative from student affairs and services.

The AC shall:

- a. Establish the processes and timelines in accepting nominations and determining qualifiers for awards.
- b. Communicate to the school community, parents, and other stakeholders the processes involved in giving awards as stipulated in the student handbook.
- c. Deliberate on the qualifications of the candidates for the awards based on the set criteria specific to the awards.
- d. Recommend to the School President the result of evaluation for approval.
- e. Communicate to the school community, parents, and other stakeholders involved in the results of the evaluation.
- f. Recommend to the School President the resolution on any related issue that may arise from the results of the awards.
- g. Ensure that guidelines and criteria are stipulated in this policy.

## **15.4 COMPLAINTS AND PROTESTS**

- a. Cases of protest shall be filed by the candidate with his/her parent or guardian to the Awards Committee within three (3) working days from the day of the announcement.
- b. The Awards Committee shall convene and deliberate on the case.
- c. The decision of the Awards Committee shall be presented to the School President for final evaluation.
- d. The Awards Committee shall then communicate the resolution of the complaint and protest to the concerned party after three (3) working days from the receipt of the complaint and protest.
- e. The School President's final decision of the case is final and irrevocable.

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## **SECTION 16: ACADEMIC SERVICES**

### **16.1 TUTORIALS**

The objectives of the tutorial services are to assist students who have difficulty meeting the school's academic requirements and to offer assistance to a student who has missed or will miss their classes for a considerable period of time.

- **AUDIT TUTORIAL**

This tutorial is given to a student who enrolled 30 days or more after the opening of classes. This program enables late enrollees to cope with the academic demands by attending make-up lessons.

- **PULL-OUT TUTORIAL**  
This tutorial is given to a student who needs special arrangements. The tutor prepares special lessons for the student on the subject.
- **ENHANCEMENT TUTORIAL**  
This tutorial is given to a student who needs assistance in a specific subject. This is for enhancement/reinforcement purposes only.

## **16.2 BRIDGING PROGRAMME**

This programme is designed for a student who is transferring from a different track/strand. This is to achieve full alignment as part of academic requirements.

## **16.3 REMEDIAL CLASS**

This class is given to a student who acquired failing grade/s at the end of each term. This is to clear their academic deficiencies and move them forward to the next grade level.

## **16.4 TUTORIAL SERVICES GENERAL POLICIES AND GUIDELINES**

1. A duly filled out Tutorial Request Form and Undertaking must be submitted to the Senior High School Office before the conduct of tutorial services.
2. The tutorial sessions shall commence as soon as the fees have been settled through the Accounting Office.
3. The finalization of the tutorial services is subject to the availability of lecturers. If no lecturer is available upon submission of the Tutorial Request Form, the office will look for another lecturer to handle the tutorial of the student.
4. Tutorial is done in school. If an official school function/event, suspension of classes, personal or medical absences coincide, a make-up session is arranged between the tutor and the student.
5. In case a student misses an agreed session/schedule without prior notice, the session is considered done and the number of hour/s will be deducted accordingly.
6. Reporting of student's progress will be done through:
  - a. Tutorial Report Form - given after each subject is completed.
  - b. Student Report Card - given during the scheduled distribution of Report Cards after each term via Parent-Teacher Conference (PTC).

## **SECTION 17: ATTENDANCE AND PUNCTUALITY**

Regular attendance and diligence in studies are vital for success. Therefore, students are expected to attend classes regularly and to be punctual at all times.

The following are the general guidelines for class attendance:

1. Class attendance is a must for all subjects.
2. A student is required to attend at least 80% of the classes in all the courses for which he/she is registered. This applies to all classes whether lectures, seminars, workshops, or industrial visits.
3. All students must attend all institutional activities of the school (e.g general assemblies, SISFUN, etc.) Students who fail to attend or arrive late for these activities will be considered absent from or tardy for the said event.
4. If a student arrives fifteen (15) minutes late for class, he/she will be marked as "late."
5. Two "late" are equivalent to one "absent"
6. If a student arrives for more than fifteen (15) minutes for class, he/she will be marked as "absent." The student will be allowed to enter the classroom.
7. If a student exceeds the permissible percentage for absences (20%), he/she will have to re-enroll in the subject when it is next offered.
8. Parents will be notified by the Office of Senior High School Programme when a student incurs habitual absences and tardiness.

### **17.1 CLEARING OF ABSENCES**

A student who has been absent from classes for more than a day should follow the procedures upon return to school:

- Present to the Office of Senior High School Programme a letter of excuse written and signed by the parent or legal guardian. The letter should contain the inclusive date (s) of and reason for the absence.
- For planned absence/s, the letter of request must be submitted five (5) days before the date of absence.
- For absences due to medical reasons, a student has to notify the SHS Office and present a medical certificate from a doctor indicating that the student is fit to return to school.

Absence/s may be excused following the matrix below provided that an excuse letter is submitted within the prescribed period:



<b>Reason of Absence(s)</b>	<b>APPROVED</b> <i>May take missed academic requirement(s) but will be given corresponding deductions on the student's raw score</i>	<b>DISAPPROVED</b> <i>Will get a raw score of zero (0) in the academic requirement(s) missed</i>
Medical Reasons	With a letter of request for an excused absence(s) and a medical certificate from a doctor.	No letter of request for an excused absence(s) and medical certificate from a doctor submitted after return to school.
Personal - Family Emergency, endeavors, etc.	With a letter of request signed by the parent or legal guardian and relevant supporting documents.	No letter of request submitted prior to the absence(s).
Appointment for legal documents	With a letter of request signed by the parent or legal guardian and proof of schedule of appointment for legal documents.	No letter of request submitted prior to the absence(s).
Demise of a relative	With a letter of request signed by the parent or legal guardian.	No letter of request submitted prior to the absence(s).
Planned Vacation Trip	Planned Vacation Trip for a minimum of 1 week	A. Planned Vacation Trip for more than 1 week  B. Scheduled during the Midterm/Final Assessment Week

## **17.2 CLEARING OF MISSED ACADEMIC REQUIREMENT DUE TO ABSENCES**

Students will be given one (1) week period to complete the missed academic requirement(s). Failure to complete the missed academic requirement(s) after the given period will automatically be given a mark of zero (0).

## **SECTION 18: UNIFORM AND DRESS CODE**

Our SISFU uniform distinguishes us from other universities. Students are therefore required to wear it at all times inside the campus. Students are groomed to be future managers, entrepreneurs, and leaders, hence we take pride in our uniform.

## 18.1 Business Uniform (Mondays-Thursdays)

LADIES	GENTLEMEN
<ul style="list-style-type: none"> <li>• White Blouse with SISFU logo</li> <li>• Khaki Skirt (A-line and no more than 2 inches above the knee) or trousers</li> <li>• Navy Blazer (round collar) with SISFU badge</li> <li>• Navy ribbon</li> <li>• Neutral or beige stockings/pantyhose (with skirt)</li> <li>• Black court shoes (2 inch heel)</li> <li>• Well-groomed and clean hair</li> <li>• Discreet make-up</li> <li>• Discreet jewelry (one set of stud earrings, no other visible body piercing)</li> <li>• Well-manicured fingernails</li> <li>• SISFU Pullover (optional &amp; must be worn under the blazer)</li> </ul>	<ul style="list-style-type: none"> <li>• White shirt with SISFU logo</li> <li>• Khaki Trousers (must be the prescribed fabric)</li> <li>• Navy Blazer (full jacket with lapel) with SISFU badge</li> <li>• Navy Tie (properly knotted)</li> <li>• Black leather belt</li> <li>• Black socks</li> <li>• Black leather formal/dress shoes</li> <li>• Well-groomed and clean hair (off the collar and face, no colouring)</li> <li>• Clean shaven</li> <li>• No earrings or other visible body piercing</li> <li>• Well-manicured fingernail</li> <li>• SISFU Pullover (optional &amp; must be worn under the blazer)</li> </ul>

## 18.2 Casual Business Days (Friday & Saturday)

LADIES	GENTLEMEN
<ul style="list-style-type: none"> <li>• Maroon SISFU polo shirt</li> <li>• Jeans or trousers on wash days should be full length (no shorts, pedal pushers or leggings or torn jeans)</li> <li>• Closed shoes</li> <li>• Socks</li> <li>• Other grooming standards as per business uniform</li> <li>• SISFU Pullover or Official Hoodie (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• Maroon SISFU polo shirt</li> <li>• Jeans or trousers on wash days should be full length (no shorts, pedal pushers or leggings or torn jeans)</li> <li>• Closed shoes</li> <li>• Socks</li> <li>• Other grooming standards as per business uniform</li> <li>• SISFU Pullover or Official Hoodie (optional)</li> </ul>

*Note: Students are not allowed to wear any other jackets, sweaters, hoodies, and the like on regular days.*

## 18.3 P.E Uniform

LADIES	GENTLEMEN
<ul style="list-style-type: none"> <li>• Black jogging pants with SISFU logo</li> <li>• P.E t-shirt with SISFU logo</li> <li>• Socks</li> <li>• Rubber Shoes (slip-ons/sneakers not allowed)</li> </ul>	<ul style="list-style-type: none"> <li>• Black shorts with SISFU logo</li> <li>• P.E t-shirt with SISFU logo</li> <li>• Socks</li> <li>• Rubber Shoes (slip-ons/sneakers not allowed)</li> </ul>

*Note: Only P.E, plain white, or SISFUN t-shirts will be allowed as an extra shirt. Folding of sleeves and jogging pants are prohibited.*

## 18.4 Dress Code

SISFU is committed to providing a safe and friendly learning environment for its students. Attire is not only a reflection of the individual student, but also of the general learning environment. Therefore, students have the responsibility to wear clothing that projects a positive attitude of pride in self, school, and community. Students are required to wear appropriate, comfortable, and safe clothing that is neat, clean, and in good taste. SISFU views the Dress Code as a serious issue and expects parents to promote the observance of this policy. Following are guidelines for students:

1. Students are reminded to wear decent attire while inside the school premises. They should refrain from wearing very short-shorts, singlet, miniskirts/micro-mini skirts, tattered pants, tank tops, bare midriffs, halter tops, tube tops, see-through clothes, and plunging necklines.
2. Statement shirts with obscene/suggestive words/slogans/pictures printed on worn outfits are strictly not allowed.
3. Headwear and accessories that pose a distracting appearance are strongly discouraged.
4. Any jewelry, body art, piercing or extreme hairstyle/color deemed by the school to be inappropriate due to the distraction it causes to the learning environment is not acceptable.
5. Jewelry with spikes, chokers, wristbands or extra-large rings are not allowed on campus

SISFU reserves the right to call the attention of the students who dress inappropriately. “Non Compliance, No Entry” policy will be enforced for students who are not compliant with the dress code policy.

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## SECTION 19: STUDENT SERVICES

The **Office of Student Affairs and Academic Support Services** support student success by providing a variety of support services, programmes, and activities that enhance student learning experience, and to help them in meeting the many demands of their personal and academic life.

### Office of Student Affairs and Services

The Office of Student Affairs and Services is the key resource on campus for students and serves as the main liaison between students and administration at SISFU. It is the “go to” office for a wide range of information on any academic support and services needed.

## **Student Organization**

Students are encouraged to be involved in co-curricular and extra-curricular activities. Forming groups or clubs is also encouraged. All students are automatic members of their academic organization. They are encouraged to join other non-academic organizations. This will help widen social and leadership skills. Student Organization Advisers are assigned to monitor the organizations and their activities. The performance of the organizations is taken into consideration when deliberating for the non-academic awards.

Student organizations are not allowed to use the name of the school to organize any activity without an approval from the Head of Student Affairs and Services.

Similarly, student organizations may not solicit funds in any form (i.e. sell tickets, collect funds/contributions, get financial sponsorships, etc.) without an endorsement from the Office of Student Affairs and Services.

Student organizations that are not recognized cannot conduct/organize on and off campus activities.

**Orientation** - SISFU holds an orientation at the start of the school year through the SISFU Preparatory Programme (SPP), designed to facilitate student adjustment to campus life. The programme includes information on the institutional mission, vision, and core values, academic rules and regulations, student conduct and discipline, student programmes, services, and facilities, as well as other information necessary for student development.

## **Registration Office**

The Office of the Registration supports registered students at SISFU as well as all faculty and staff members as regards to registration-related matters. The Registration is responsible for: class admission and registration, unit credit assessment, graduation verification, release of diplomas, preservation of student academic records and protection of their privacy, transcripts, student residency determination, and other registration-related matters.

## **Discipline Office**

The Office of Discipline promotes and supervises student discipline, and furthers development of values in coordination with the Counseling and Psychological Services (CAPS). The Office ensures that a student's behavior, on and off campus, adheres to the principle of espousing what is RIGHT, FAIR, and JUST for ALL members of the community.

The Head of Discipline acts as an intermediary between students and administration (faculty and management) and is an advocate of good governance and ethical leadership on all levels of the academic community. Since sensitive cases are brought to the Office, the Head of Discipline may report directly to the Dean/Programme Head when necessary.

## **Counseling and Psychological Services (CAPS)**

Support services like personal and career counseling, and group guidance are available to all students through the Counseling and Psychological Services (CAPS). It spearheads the following programs and services:

**Mentoring Programme** - Studies have shown that the adults to whom students of all ages are most likely to turn to, after their parents, are teachers. Faculty as Mentors are directly involved in student development. Designated faculty are trained in para-counseling and are assigned a number of students.

Mentors act as advisers or listeners. They help students attain success in academics and facilitate their ongoing personal, emotional, social, and psychological development.

**Student Counseling** – Students can explore and make sense of issues that may be distressing or disrupting their lives with a Student Counselor. Some of the issues that the counselor can discuss with a student are managing depression, panic attacks, time management, low self-esteem and relationships. Students may be referred by the counselor to a licensed guidance counselor or psychiatrist, as needed. Exploration of problems can lead to greater awareness, increased understanding, and change. The need for counseling can be initiated by a student or any school representative. Students are free to see the Student Counselor anytime the counselor is available. However, making an appointment is helpful and is more efficient.

## **Library**

The Library is a rich resource unit of learning. Located on the third floor of SISFU Building, the library offers a collection primarily consisting of printed as well as online materials to support the varied curricular offerings of the school.

### **Virtual Library Services**

The library will continue to support the students with online learning resources. Available in the Southville Library Online Resources (SLOR) through the EBSCO Internet subscription of 1.6 million researches, theses, dissertations, 22 searchable databases, and over 5,000 Academic and Business Source Elite journals and magazines and 206,000 e-book titles.

To know more about this, please go to :

<http://library.southville.edu.ph/>

<http://search.ebscohost.com/>

<https://collegelms.southville.edu.ph/> (Under useful links)

Note:

1. The login details are to be provided by Office of Student Affairs and Services; or
2. You may email [officeofthelibrary@southville.edu.ph](mailto:officeofthelibrary@southville.edu.ph)

## Health Services

The Health Services aims to promote good physical and mental health as well as proper health attitudes and practices among students and school personnel. These are available to all members of the SISFU community.

The clinic is also the venue for drug testing in compliance with Republic Act No. 9165, otherwise known as the Comprehensive Dangerous Drugs Act of 2002. The random drug testing is conducted by an independent testing service provider.

## Information and Communications Technology & WiFi Support

The Management Information Systems (MIS) Department is responsible for all IS/IT- related services of the school. It is mainly in charge of systems, data and network administration. It provides extensive IT services from help-desk support and computer laboratory maintenance.

Internet access is available throughout the campus. The Internet should be used only for learning and research purposes with everyone enjoined to use it wisely and responsibly. Downloading or uploading of unauthorized software and visiting sites unrelated to instruction are strictly prohibited.

The Internet through desktops is available in the Student Centre A, offices, and computer laboratories. Internet users are requested to be sensitive to others who may also want to use the facilities.

*Refer to Appendix K - Computer Systems and Internet Usage for a more comprehensive discussion.*

## Academic Support Services

**Faculty Consultation** – Students are provided after-school-hours consultation with subject tutors on module/subject assignments, topic clarifications, and other Q&A matters regarding the module.

Consultation hours are held as a result of the following:

- Student's name is included in the "List of Students at Risk" submitted by the tutor during the 4<sup>th</sup> week of the class. These are students whose academic

performance is below acceptable levels.

- A student may request for consultation with a tutor.
- Results of attendance monitoring and achievement tracking of students who need help.

**Training in English Language** - The English Language Centre was created to provide assistance to international and Filipino students who have not yet developed the required level of proficiency in the English Language as mandated by the admission standards of our international partners. The Center conducts testing in English Language proficiency and offers classes to potential students who need to improve their oral and written communication in English.

## **Other Services and Facilities**

### **Lecture Rooms**

The lecture rooms of SISFU are functionally designed with first-class ergonomic seats for optimum comfort and support. Fully air-conditioned, the rooms are also equipped with state-of-the-art multimedia and audio-visual equipment for classroom instruction purposes.

### **Computer Laboratories**

The modern computer laboratories are especially designed for the hands-on training of students studying computer and technology related subjects. The laboratory is also the training area for the Opera Front Office Management System. The 138-room Opera system provides training in the areas of reservations, sales, guest relations, statistics, reports and forecasts.

### **Hotel Suite**

The Hotel Suite is a spacious, beautifully decorated, furnished showroom and practical training area, maintained to five-star hotel standards. The suite is fully-carpeted with built-in cabinets, luxury furnishings and an *en-suite* bathroom. The interior has been designed in such a way that it gives an elaborate appearance, but on closer inspection, you will find that different interior finishes, textures and applications have been utilized in order to provide you exposure to a multitude of options with respect to aesthetics and interior design.

### **Bistro Lima**

The Bistro Lima is a training restaurant. With simple yet classy interiors, it is the perfect place to gather with friends and family to enjoy delectable food and beverage selections at very reasonable prices.

### **Kitchen**

The Kitchen is fully equipped with industry standard equipment and is Hazard Analysis & Critical Control Points (HACCP) compliant with respect to health, safety, hygiene and overall sanitation. The Kitchen is home for the hands-on lectures and practical applications in basic kitchen skills and kitchen operations where Hospitality Management and Culinary students prepare an array of international dishes.

## **SNX**

Located just off the lobby of the SISFU Campus, SNX offers ready-to-go snack items such as wraps, sandwiches, chips, breads, pastries and various beverage selections. Around noon, packed hot meals are also available at the SNX Counter. It is open Mondays to Fridays, 9:00 A.M. – 5:00 P.M.

## **CMLC**

Located on the 8th Floor, the Capital Market Learning Center (CMLC) houses industry-affiliated trading terminals that enable real-time monitoring and trading of bonds, equities, commodities and currencies worldwide. The CMLC is envisioned to be the war room for students who want to invest in capital markets or venture into entrepreneurship. With an in-house trader manning the center, visiting students are given free lectures about stock market investing. Investment ventures in need of capital can also avail of the entrepreneurship grants given by the Center. With trading terminals equipped with a database of financial figures, company reports, and stock prices that date back to 1982, the CMLC also serves as a research center for financial and capital markets.

## **Student Centre**

Located at the 3<sup>rd</sup> floor, the Laureano San Jose Santos Student Centre is a comfortable area open to all SISFU students and conducive for gathering, studying, and relaxing between classes. The Student Centre also offers a variety of board games for use inside during recreation time. It also has a mini-library and serves as the reading center for students.

## **SISFU Gymnasium**

The SISFU Gymnasiums are for Physical Education (P.E.) classes and other activities. Students should refrain from entering the gymnasiums when P.E classes are going on. Equipment must be used solely for their intended purpose.

## **Student Accommodation**

There are apartments and dormitories near the school that provide suitable accommodation for SISFU students. They are located within walking distance from the school and conveniently positioned near various commercial establishments.

## **SGEN Campus Services**

### **Cafeteria**

Food is served in the cafeteria. Everyone is expected to practice 5S. Trays, plates, bowls, and other utensils must be returned to the designated area located inside the cafeteria. Proper disposal of trash and leftovers, and proper arrangement of chairs and tables must be observed. Loud conversations and boisterous laughter are prohibited.



## **Food Court**

There are numerous kiosks in the food court where students can choose from a variety of food and beverage options that are provided by SISC concessionaires.

## **Automated Teller Machine (Automated Banking)**

Two automated teller machines (ATM) are made available for students, parents, stakeholders, faculty, and staff to facilitate easy bank transactions. It is in the Luxembourg Campus.

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# **SECTION 20: SAFETY AND SECURITY**

## **20.1 Wearing of School Uniform**

To ensure the safety and security of the SISFU community, both students and faculty are required to wear the prescribed school uniform or follow the dress code (please see Section 12: Uniform and Dress Code).

## **20.2 Student Identification Cards**

- Student ID cards must be presented to the guard upon entry and exit from the campus.
- Student ID cards must not be lent to any other person.
- In case of damaged ID, the student must request a new ID from the Office of the Registrar in writing. A payment of Php 300.00 is required for the replacement.
- In case of a lost ID, the student must request a new ID from the Office of the Registrar in writing. A notarized Affidavit of Loss and a payment of Php 300.00 are required for the replacement.
- Request letter for ID re-issuance and Affidavit of Loss Form [sample here](#)

## **20.3 Authorized Fetcher**

Students with authorized fetcher must submit a dismissal pass application form duly signed by the parent/legal guardian to SHS office to ensure the safety and orderly exit of students from school.

## **20.4 School Bus Riders**

Students who wish to ride in an authorized school bus must submit a dismissal pass application form signed by the parent/legal guardian to the SHS office. Only then the student will be granted a dismissal pass by the SHS office.

## **20.5 Commuters**

Students who wish to commute must submit a dismissal pass application form to the SHS office. Only then the student will be granted a dismissal pass by the SHS office.

## **20.6 Driving**

All traffic regulations set forth by the school will be observed. No student will be allowed to drive a vehicle within the school premises without the dismissal pass application form duly signed by the parent/legal guardian and upon presentation of a valid student/non-professional driver's license to be submitted to SHS office.

## **20.7 Parking**

Students with current and valid driving licenses may drive their own vehicles to school and park them in Southville designated parking areas.

SISFU will readily assist but will NOT be held liable for any incident concerning vehicles parked within the designated parking areas. Students must exercise utmost care in the parking area to ensure the safety of all vehicles and persons. Accidents should be reported immediately to any SISFU or SISC security personnel.

Students whose vehicles are driven by drivers are also directed to use Southville designated parking areas. The drivers are bound by Southville policies whenever they are within Southville facilities.

## **20.8 Leaving the School Campus**

Students may not leave the campus from the time they arrive at school until their dismissal time for that day.

Those who need to leave the campus for valid reasons (e.g. sickness, family emergency, etc.) should follow the procedure below in securing a Permit to Leave the Campus.

- The student should submit to the Office of the Senior High School Programme the following:
  - (a) Letter from their parent/s or guardian requesting permission for student to leave the campus or;
  - (b) Medical Services Receiving Slip from the school nurse advising the student to go home.
  
- If the school nurse recommends a student to go home, the Office of the Senior High School duly notifies the student's parent or legal guardian. An arrangement must be coordinated with the parent or legal guardian to fetch the student from the school.

- The student must secure and fill out in duplicate a Permit to Leave the Campus. This permit is validated or signed by the Office of the Senior High School Programme.
  - One copy will be attached to the parent's letter or medical services receiving slip from the school clinic submitted to the office.
  - The other copy will serve as a gate pass (to be presented to the guard on duty)

## **20.9 Accident Insurance**

All SISFU students are covered by accident insurance while on campus and during official school events.

## **20.10 Crisis Management**

### **Fire Emergencies:**

During fire emergencies, everyone is expected to do the following:

1. Leave the building as quickly as possible using the nearest fire escape and go to the designated evacuation area; and
2. Warn as many people as possible on his/her way out without necessarily slowing down. The person who discovers the fire must see to it that the nearest fire alarm is set-off.

### **Earthquake Preparedness:**

During an earthquake, it is imperative that the following safety tips should be observed.

#### **Before the Earthquake:**

1. Pay attention to safety orientations that will be conducted by the school.
2. Join and take disaster drills seriously.

#### **During the Earthquake:**

1. Duck, Cover, Hold
  - a. Duck or drop down on the floor.
  - b. Take cover under a sturdy desk, table or furniture, or cover your head with your bag to avoid falling debris.
  - c. Hold onto the legs of the table. If the table moves. Move with it.

When tremor stops,

- a. Be alert and pay attention to the instructions.
- b. Quickly walk out of the classroom in an orderly manner.

- c. Look out for falling debris and exit at the nearest way out.
- d. Do not use the elevator. Walk down the stairs calmly and proceed to a safe and open area.

When aftershocks occur while evacuating, repeat the DUCK, COVER & HOLD procedure.

**After the Earthquake:**

1. Proceed to the evacuation area.
2. Inform your Instructor/Programme Head of any missing classmate(s). Give the necessary information like where the missing person was last seen, for rescuers to easily track him/her.
3. Stay with your group/class all the time. Inform your instructor/dean if you have to leave even for just a few minutes.

**Bomb Threat**

- a. Secure your personal belongings.
- b. Check for suspicious-looking baggage or objects.
- c. Listen for instructions from the authorized school official.
- d. If evacuation is declared, do not run or push each other.
- e. Proceed to a designated evacuation area.
- f. Stay in the evacuation area until the building is declared safe for you to go back.

## **20.11 LOST AND FOUND**

The school stresses the development of honesty as a worthy value among the students. As such, they are encouraged to turn over any lost items found at the Administration office.

A confiscation policy applies to all found items left unattended:

**1st offense:** Promissory note signed by the Programme Head must be submitted to the Admin office upon retrieval

**2nd offense:** Promissory note signed by the Programme Head must be submitted to the Admin office upon retrieval and a payment of Php 200.00 for the retrieval fee.

**3rd and succeeding offenses:** Promissory note signed by the Programme Head must be submitted to the Admin office upon retrieval and a payment of Php 300.00 for the retrieval fee.

Retrieval Process: Items will only be released at exactly 5:00pm at the Administration Office.

The school does not assume responsibility for the loss of personal belongings left unattended within the school premises.

## SECTION 21: STUDENT ACADEMIC INTEGRITY CODE

SISFU students shall observe, practice, and pursue the highest degree of intellectual honesty and integrity by not choosing to cheat, lie, or plagiarize in accomplishing any academic work.

### 21.1 RATIONALE

The Student Academic Integrity Code (SAIC) aims to create an environment where academic integrity, and its resulting behavior, can be lived and practiced. It recognizes the importance of honesty, trust, fairness, respect, and responsibility in the academic life of the students enabling them to have responsibility for, and the ability to attain appropriate recognition for their academic and personal achievements. Moreover, it aims to establish standards of academic conduct and to provide a procedure that assures fair and just treatment to any student accused of violating any of the rules. By upholding the letter and the spirit of the code, ultimately, the SAIC aims to promote a culture of excellence where the students can be molded to be future “movers and leaders” of society.

### 21.2 Preamble

The Student Academic Integrity Code (SAIC) is a student’s commitment to observe, practice, and pursue the highest degree of ethical integrity and honesty in academic conduct.

It is an individual and collective commitment that students shall not cheat, lie, or plagiarize to gain an academic advantage over fellow students or gain undeserved academic credits in all their academic requirements.

### 21.3 Standards of Academic Integrity

#### 1. *A SISFU student shall not cheat.*

Whereas CHEATING is defined as the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive, and fraudulent means, a student, therefore, shall not commit any of the following:

- a. Give, receive, or use unauthorized or prohibited information, resources, or assistance on an examination, assignment, project, or any academic requirement;
- b. Write, take, research, develop, prepare, or answer an examination, assignment or homework, create a project, or make any academic requirement for another student, in whole or in part;
- c. Submit an examination, assignment, project, or any academic requirement written, taken, researched, developed, prepared, or created by another person, in whole or in part;

- d. Prevent or interfere with the use by other students of any library, laboratory, or other academic-related resource;
- e. Damage, destroy, impair, or steal any library, laboratory, or other academic-related resources or another student's completed assignments;
- f. Copy, in whole or in part, from another student during a test, competition, seatwork, project, etc.;
- g. Purposely allow oneself to be an accomplice in cheating by permitting another student to copy from one's academic work during a test;
- h. Alter or interfere with grading done on any form of academic work or as seen on the report card or any grading document/record;
- i. Use or consult, during an examination, any sources (e.g. electronic equipment such as mobile phones, laptops, etc.), other students, or any material not authorized by the teacher/instructor;
- j. Commit other acts of fraud or deceit;
- k. Steal and/or sell copies of tests and/or other instruments of evaluation; or forge signatures on any document that would require the signature of an authority (e.g. school officer, teacher/instructor, or parent, etc.).

**2. A SISFU student shall not lie.**

Whereas LYING is defined as the act of deceiving, misleading, or confusing another person or group of persons by telling half-truth statements or acts to gain undue academic advantage or avoid natural consequences of violation/s against the SAIC for oneself and/or another student, a student, therefore, shall not lie, verbally or in writing, to a teacher/instructor, officer, or parent/guardian to:

- a. Improve one's grade or academic standing;
- b. Unjustly accuse another/other student/s to gain academic advantage;
- c. Cast doubt on the integrity of another student, a teacher, or school officer without enough proof or basis;
- d. Conjure/make-up false stories to save oneself and/or another student from consequences as a result of the violation;
- e. Conjure/make-up stories to mislead, delay, or confuse an investigation of an offense against the code; and
- f. Coerce another student to lie during an investigation.

**3. A SISFU student shall not plagiarize.**

Whereas PLAGIARISM is defined as the act of representing the work of someone else as one's own and submitting it for any purpose, a student, therefore, shall not commit the following:

- a. Use, quote, or incorporate the ideas, words, sentences, paragraphs, or parts of another person's writings without giving appropriate credit, and representing the output as one's own (including those from a Generative AI platforms);

- b. Represent another's artistic or scholarly works such as musical compositions, computer programmes, photographs, paintings, drawings, or sculptures as one's own;
- c. Allow oneself to be an accomplice by permitting another student to plagiarize one's academic work;
- d. Submit a paper or project purchased from a research or term paper service, including from the Internet; or undocumented web source usage; and
- e. Coerce another person to plagiarize and/or submit work in one's name.

## **21.4 The Student Academic Integrity Code Pledge Statement**

All SISFU students are expected to memorize by heart and understand the SAIC Pledge Statement.

*I do hereby acknowledge the existence of the SISFU Student Academic Integrity Code.*

*I therefore commit myself to avoid cheating, lying, and plagiarizing.*

*I understand that the code is important in maintaining a culture of excellence in the campus characterized by the highest degree of intellectual honesty and integrity in academic conduct.*

*I understand that I shall be responsible for any consequence that might result should I choose to violate the letter and or spirit of any of the provisions stated in the code.*

This short version of the written pledge is placed in all examinations, assessments and assignments and is signed by the students before they start taking the exams or submit assessments.

*I do hereby commit to observe, practice, and pursue the highest degree of intellectual honesty and integrity in academic conduct by not choosing to cheat, lie, or plagiarize in accomplishing any academic work.*

## **21.5 Procedure in Handling Violations Against the Student Academic Integrity Code**

If a student violates any of the standards/provisions in the Student Academic Integrity Code, the investigating officer and/or body is/are bound to observe substantive and procedural due process. A student accused of violating any of the standards of the code shall be given due process and shall remain innocent until proven guilty.

## **21.6 Consequences of Violations Against the Student Academic Integrity Code**

In the event a student is proven guilty after having been afforded due process, the sanctions stated in Section 20 of this Handbook shall be upheld unless changed or refined by the Discipline Board and/or the Academic Council.

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## **SECTION 22: STUDENT CODE OF CONDUCT**

The term “student” refers to an individual to whom SISFU maintains records and who:

- a. Is enrolled in or registered in an academic programme of SISFU.
- b. Has completed the immediately preceding semester or term and is eligible for re-enrollment, including the break between academic terms.
- c. Has not filed for Leave of Absence (LOA).

To carry out its work of teaching, nurturing, character building, research and public service, Southville International School affiliated with Foreign Universities has an obligation to maintain conditions under which the school can work freely, with full recognition by all concerned of the rights and privileges, as well as the responsibilities and accountabilities, of those who comprise the SISFU Community.

Students are members of both society and the academic community with inherent rights and responsibilities. Students are expected to comply with the general laws, school policies, and campus regulations.

Students’ behavior not only projects their upbringing but also their education, hence, SISFU aims to uphold academic and values excellence among the students. All SISFU students are always expected to exhibit good behavior.

SISFU believes that its students are responsible individuals. It is the responsibility of the students to keep their parents or guardians updated on their academic performance in school. The school is not duty-bound to inform parents or guardians regarding these issues. They are also expected to keep their parents or guardians aware of the status of their attendance, and discipline violations. Ignorance on the part of the parents or guardians on the academic standing or discipline records of their son/daughter **may not be attributable to the school.**



## JURISDICTION

This Discipline Policy covers ALL students of SISFU. SISFU has jurisdiction over student conduct committed on school property, dormitories, and within its immediate vicinity or in connection with official school functions whether on or off campus.

Although SISFU will not routinely invoke its disciplinary processes over student conduct that occur off-campus, except in connection with official school functions, the school shall have discretion over conduct that occurs off-campus if the **alleged misconduct affects the good name and reputation of the school or affects the student's status.**

### 22.1 Types of Offenses

#### 22.1.2 Major Offenses

##### 22.1.2.1 Vandalism

Destruction of property belonging to the school and/or any school administrator, faculty member, staff, another student or to a visitor while on campus or in any school function.

##### 22.1.2.2 Destruction of Property

Damage to or destruction of any property of SISFU or its employees, students, visitors, or the neighboring community.

##### 22.1.2.3 Cheating

Cheating in any form of assessment which includes but is not limited to the following: exams, assessment papers, case analysis, experiments or assignments, and other course requirements.

**22.1.2.3.1** Unauthorized possession or distribution of any material relative to the assessment whether the student uses them or not.

**22.1.2.3.2** Copying or allowing another student to copy which, in this case, both parties are liable.

**22.1.2.3.3** Looking at or allowing someone to look at another student's paper which, in this case, both parties are liable.

**22.1.2.3.4** Unauthorized communication in any form with another student or any person in any form during an examination or test.

**22.1.2.3.5** Having somebody else take an examination or test for oneself

which, in this case, both parties are liable.

**22.1.2.3.5 Plagiarism and other forms of academic dishonesty**

**22.1.2.4 Physical Abuse**

Physical abuse including but not limited to rape, sexual assault, sex offenses, other physical assault, threat of violence, or conduct that threatens the health and safety of any person.

**22.1.2.5 Use of Aggressive Gestures/Verbal Harassment**

“Fighting words” and gestures that provoke others are personally abusive words, while gestures are actions which, when directly addressed to any person are, in the context used and as a matter of common knowledge, will most likely provoke a violent reaction. Such words include but are not limited to terms widely recognized to be derogatory references to race, religion, sex, sexual orientation, and other personal characteristics.

“Fighting words” and gestures constitute “harassment” when the circumstance of their utterance creates a hostile and intimidating environment.

**22.1.2.6 Engaging in Fights**

Fights within SISFU premises or outside the school during an academic function and/or school activity.

**22.1.2.7 Inflicting Physical Injury**

Inflicting physical injury on another inside SISFU premises or outside the school during an academic function or school activity.

**22.1.2.8 Physical Confrontation/Aggravation**

Any kind of aggravation that results in heated verbal or physical confrontation between or among students, administrator, faculty member, staff.

**22.1.2.9 Threatening Resulting to Crime**

Threatening another, regardless of the position in the institution, with any act amounting to a crime or with the infliction of any injury or harm upon the person, his/her honor or integrity.

**22.1.2.10 Unauthorized Possession and/or Use of Prohibited Drugs and/or Drug Paraphernalia**

Unauthorized bringing in, carrying, possession or using of prohibited or regulated drugs or chemicals without proper prescription and/or drug paraphernalia inside SISFU premises or outside the institution during any academic function or school activity, and another violation of the provision of R.A. 9165, otherwise known as the “Comprehensive Dangerous Drugs Act of 2002”.

**22.1.2.11 Positive for Prohibited Drugs and/or Regulated Drugs**

Tested positive for THC (Tetrahydrocannabinol or marijuana), benzodiazepine (valium), methamphetamine (shabu), ecstasy, cocaine, or any other prohibited and/or regulated drugs after the Confirmatory Test. (*refer to Appendix J*)

**22.1.2.12 Possession of Deadly Weapon**

Bringing in, carrying or possession of a deadly weapon inside SISFU premises or outside the school during an academic function or activity without the approval of any of the following directly concerned: Head of Student Affairs, Head of Discipline, or Dean/Programme Head.

**22.1.2.13 Deliberate Disruption Resulting to Serious Disturbance**

Deliberate disruption resulting in serious disturbance of any academic function or school activity.

**22.1.2.14 Unauthorized Bringing of Prohibited Items**

Unauthorized bringing in and possession of items such as, but not limited to, cigarettes, e-cigarettes, liquor or alcoholic beverages, Swiss knives, assault knives, guns, metal knuckles, and explosives.

**22.1.2.15 Drinking or being under the influence of liquor or alcoholic beverages**

Drinking liquor or alcoholic beverages inside SISFU and/or Southville premises, or outside the institution during an academic or school activity; or entering SISFU and/or Southville premises or attending academic functions or school activities under the influence of liquor or alcoholic beverages.

**22.1.2.16 Smoking**

Smoking inside the campus and smoking outside the school during academic functions or school activities using cigarettes and/or e-cigarettes. *(Please see Appendix I - No Smoking Policy)*

**22.1.2.17 Deliberate Act to Malign Resulting in Contempt**

Deliberate act to align (in any form) any SISFU administrator, faculty, staff, security guards, maintenance personnel, students, and visitors resulting in ridicule or contempt including posting malicious and derogatory comments on social media.

**22.1.2.18 Direct Assault upon the Person**

Direct assault upon the person of any member of the administration, faculty, staff, or any student or person vested with authority.

**22.1.2.19 Act of Profanity**

Acts of profanity that include but not limited to the display or distribution of pornographic materials inside SISFU, as well as accessing pornographic website within the school premises.

**22.1.2.20 Acts that Bring the Name of the School into Disrepute**

Acts that bring the name of the school into disrepute such as public and malicious imputation of a crime, a vice or defect, real or imaginary, or any act, omission, condition, status or circumstance tending to cause dishonor, discredit, or contempt to the name of SISFU.

**22.1.2.21 Unjust Enrichment or Stealing**

Unjust enrichment or stealing whether attempted, frustrated, or consummated.

**22.1.2.22 Unauthorized Collection or Exaction of Money**

Unauthorized collection or exaction of money, checks or other instruments equivalent to money in connection with matters pertaining to the school.

**22.1.2.23 Habitual Disregard or Willful Violation of Policies**

Habitual disregard or willful violation of established policies, rules or regulation consisting in the commission of three minor offenses of the same kind or nature, or five minor offenses of different kinds or nature.

**22.1.2.24      Forgery, Falsification of Official Records or Documents**

Forging, falsifying or tampering with academic or official records or documents of any kind, intentionally making a false statement of any material fact, or practicing fraud or deception in connection with anything that pertains to SISFU.

**22.1.2.25      Lending an ID to Another Student / Borrowing an ID from Another Student / Using an ID of Another Student / Using a Fake ID to Gain Access to the Campus**

**22.1.2.26      Gambling**

Any form of gambling or games of risk where items of value are involved or wagered.

**22.1.2.27      Acts of Subversion or Insurgency**

Any act of sedition or act of rebellion (insurgency is an armed rebellion against a constituted authority).

**22.1.2.28      Membership with and/or Organizing a Fraternity or a Sorority**

Membership with and/or organizing a fraternity, sorority or any organization not sanctioned by the school. (*refer to Appendix P*)

**22.1.2.29      Involvement in Hazing or any Form of Physical Injuries**

Involvement in hazing or any form of physical injuries for the purpose of initiation, admission or continuance of membership in any organization, society or group, whether open or secret. For this purpose, the members involved shall be liable whether they actually participate in the hazing or not. The officers of the organization, society or group shall also be liable, whether or not they were present during the hazing incident. (*refer to Appendix P*)

**22.1.2.30      Being Convicted in Court for a Criminal Offense**

Conviction in any court for a criminal offense involving moral turpitude against person or property other than through reckless imprudence.

**22.1.2.31 Sexual Harassment**

Making sexual advances in words or deeds to another student or to any member of the academic community and any other violation of RA 7877 also known as the Anti-Sexual Harassment Act of 1995. (*refer to Appendix Q*)

**22.1.2.32 Public Display of Physical Intimacy**

Public display of affection or intimacy while inside the premises of the school or even outside the school during an academic or school activities, or while wearing the school uniform outside the school.

**22.1.2.33 Acts of Lasciviousness**

Act that are lasciviousness in nature which include but are not limited to intentional touching or massaging, either direct or through clothing, of the private parts, anus, groin, breast, inner thigh or buttocks, and other sensitive parts of the human body.

**22.1.2.34 Perjury**

Willful giving of false, misleading or verifiably false statement or incomplete testimony to any authority, verbal or otherwise.

**22.1.2.35 Computer Security Breach**

Accessing an institution's computer or computer network without authority or beyond authorized access. Acts that constitute computer security breach include but are not limited to the following:

**22.1.2.35.1 Altering Information**

Altering information (changing passwords of any school person, altering information beyond one's authorized access, etc.) or damaging/destroying information (deleting someone else's file, etc.).

**22.1.2.35.2 Introducing False Information**

Any act to mislead by giving false information.

**22.1.2.35.3 Preventing Authorized Use of Information**

Preventing authorized use of information that may lead to on-productivity and inefficiency.

**22.1.2.35.4 Preventing Normal Operations**

Preventing normal operations of computers or computer networks of SISFU.

**22.1.2.35.5 Hijacking other online classes or video conferences**

**22.1.2.35.6 Attacking or uploading malicious files or programs in the school's Learning Management System**

**22.1.2.35.7 Posting malicious images in the group discussion**

**22.1.2.35.8 Hacking the Learning Management System**

**22.1.2.35.9 Using other accounts**

**22.1.2.35.10 Using multiple devices during assessments**

**22.1.2.35.11 Hacking the account of the teacher and other employees**

**22.1.2.35.12 Trolling in the video conference chatbox**

**22.1.2.36 Possession and Use of Explosive Device**

Possession or use of an explosive device, legal or otherwise, inside the school or outside the school during academic or school activities.

**22.1.2.37 Violation of the School's Internet Policy**

The social networking platforms are not the proper forum or venue for the discussion or airing of grievances against or of personal or private concerns with administrators, students, or parents. In line with the policy of open communications, the different stakeholders in the school are encouraged to discuss concerns, issues or grievances with the person concerned or with the immediate head.

Any student, who airs, ventilates, discusses, discloses or uploads concerns or issues with the other stakeholders on the social networking platforms without first taking it up with the person concerned shall be guilty of fomenting, creating or

causing dissension of discord, disloyalty or disrespect for authority and/or acts inimical to the common good of the institution and shall be dealt with accordingly.  
(refer to Appendix K)

**22.1.2.38 Disrespect of Authority**

Gross acts of disrespect in words or in deed that put the school officer, administrator, faculty member, academic and non-academic personnel, security guard, maintenance personnel, student and visitor to ridicule or embarrassment.

**22.1.2.39 Bullying**

An act which seeks to harm, intimidate, or coerce someone perceived as vulnerable, causing the victim to suffer physical, mental, psychological, or emotional trauma.

**22.1.2.39.1 Face-to-Face**

Willful aggressive behavior that is directed towards a particular victim who may be outnumbered, younger, weak, with disability, less confident, or otherwise vulnerable.

**22.1.2.39.2 Cyber-Bullying**

Any misconduct mentioned above which is done through the use of electronic devices such as, but are not limited to, texting, instant messaging, and social media platforms.

**22.1.2.40 Violations of RA 10173 or the Data Privacy Act of 2012**

An act that secretly records conversations, meetings, conferences, and the like deemed confidential using electronic devices such as cellphones, tablets, etc.

**22.1.2.41 Violations of any Dormitory Rules and Regulations**

An act violating any dormitory rules and regulations of the Southville Dormitories.

**22.1.2.42 Operating an Organization not Recognized by the School**

An organization not recognized by the school conducting activities on or off campus.

**22.1.2.43 Analogous Acts to Previously Cited Cases and Circumstances**



Other acts analogous to the aforementioned, which may be determined by the school authorities.

22.1.3 Consequences for Major Offenses will be any or a combination of the following:

**22.1.3.1 Restitution**

Reimbursement which may be in the form of monetary payment or appropriate service to repair the damaged property.

**22.1.3.2 Community Service**

A minimum of two (2) days of community service, doing menial tasks in any offices/units/departments in SISFU.

**22.1.3.3 Probation**

The student will be placed under Strict Disciplinary Probation from the time the offense was committed until the following term.

**22.1.3.4 Suspension**

During suspension, the student will not be allowed to attend classes. The student will be held responsible for all the lessons he/she will miss during suspension. Number of days will be determined upon deliberation by the Discipline Board.

**22.1.3.5 Disqualification from Honors upon Graduation**

Students found guilty of cheating or any form of academic dishonesty and/or involvement in any major discipline case will be disqualified from graduating with honors.

**22.1.3.6 Ineligibility for Re-Enrollment**

The student will be allowed to finish the term but will not be allowed to re-enroll the following term.

**22.1.3.6 Dismissal/Expulsion**

Permanent termination of student status in the school.

## **22.1.4 Minor Offenses**

### **22.1.4.1 Accessing Restricted Areas**

Entering any restricted areas within the campus without prior notice.

### **22.1.4.2 Loitering**

Going into another campus building (SISC Luxembourg, Tropical, Munich, STAR, College Campuses, and SSLC) without any official business. The act of loitering can lead to disruption of classes and/or the destruction of property.

### **22.1.4.3 Habitual and Willful Failure to Comply with Summons or Notices**

Habitual and willful failure to comply with summons or notices issued for purposes of investigation in connection with discipline-related offenses.

### **22.1.4.4 Unauthorized use of Mobile Phones and Other Electronic Gadgets**

Unauthorized use of mobile phones and other electronic gadgets for non-academic purposes during class, school assemblies, or programs.

*\* Students may be allowed at times to take a photo of board work or presentations.*

### **22.1.4.5 Acts which Disturb Peace and Order**

Acts which disturb peace and order such as boisterous laughter, shouting, yelling, horsing around along hallways that disrupt classes and academic-related activities or school functions.

### **22.1.4.6 Non-wearing/Inappropriate Wearing of Prescribed School Uniform**

Not following the proper way of wearing the school uniform including non-wearing of the school ID.

### **22.1.4.7 Littering**

This includes littering and not doing 5S. Violators are bound by the Anti-Littering Policy of SISFU. (*refer to Appendix H*)

### **22.1.4.8 Eating in Non-Eating Places**

Eating in areas designated as non-eating places such as classrooms, computer laboratories, libraries, multi-purpose halls, etc.

**22.1.4.9 Bringing Food in the Classrooms**

This is highly discouraged to maintain a clean and healthy academic-friendly environment.

**22.1.4.10 Selling/Engaging in Business and Soliciting Donations**

Unauthorized selling items, engaging in business or soliciting contributions or donations on campus without prior approval from the Office of Student Affairs.

**22.1.4.11 Preventing the Circulation of School Publication**

Preventing the circulation of a recognized student publication by withholding or removing a substantial number of copies comes from the newsstands.

**22.1.4.12 Purposely Removing Announcements, Poster, Notices on Bulletin Boards**

Purposely removing announcements, posters, notices and the like on bulletin boards, preventing other students from knowing or getting the needed information.

**22.1.4.13 Violating any Policy of the Management Information System**

Violation of any policy of the MIS such as but not limited to playing any form of computer games, chatting, and using mobile phones and other electronic communication devices in computer laboratories, removing parts in the keyboard, and/or using computer units other than its intended purpose.

**22.1.4.14 Use of Classrooms and Other Facilities without Reservation**

Use of classrooms and other school facilities for any purpose without any reservation or authority.

**22.1.4.15 Uttering and Writing Derogatory Remarks**

Uttering or writing derogatory remarks, profane and obscene words/phrases, and/or making indecent, obscene gestures.

**22.1.4.16 Violating the Speak English Drive Policy**

Violating the policy on the Speak English Drive by not interacting and communicating in correct English.

**22.1.4.17 Wearing Inappropriate Attire During School Activity**

Wearing inappropriate attire during school activities that require a specific dress code. (*refer to Section 18*)

**22.1.4.18 Analogous Acts to Previously Cited Cases and Circumstances**

Other acts analogous to the aforementioned, which may be determined by the school authorities.

**22.1.5 Consequences for Minor Offenses will be any or a combination of the following:**

**22.1.5.1 Verbal reprimand**

**22.1.5.2 Issuance of violation slip**

Each student is given three (3) chances. On the fourth (4th) violation slip, the student will already be charged with a MAJOR offense.

**22.1.5.3 Confiscation of prohibited items upon entry at the gate (during bag inspection) or when used inside the campus.**

**22.1.5.3.1 Policy on Confiscated Items:**

**22.1.5.3.1.1** All confiscated items must be turned over to the Office of Student Affairs and Services.

**22.1.5.3.1.2** Consumable items like cigarettes, lighters, and the like will be disposed of at the end of each day.

**22.1.5.3.1.3** Non-consumable items like shades, earrings, bull caps, etc. must be claimed at the Office of Student Affairs and Services within five (5) school days.

**22.1.5.3.1.4** Unclaimed items will be disposed of accordingly

at the end of each month.

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## **SECTION 23: DISCIPLINE DUE PROCESS**

In the event a **MAJOR OFFENSE** is committed by a student, the following procedure shall be observed:

1. A written Incident Report must be submitted by the victim or a witness to the incident to the Office of Student Affairs and Services for formal investigation;
2. The Discipline Officer conducts an initial investigation within **24 hours** upon receipt of the Incident Report.
3. If the student is of legal age, the Discipline Officer initially informs the concerned student of the complaint and requires the said student to submit a written response within **48 hours** from the time of notice.
4. If the student is a minor, the Discipline Officer initially informs the parents/guardians of the concerned student of the complaint and invites the parents/ guardians for a case conference. A written response is solicited from the concerned student within **48 hours** from the time of notice to parents/guardians.
5. Upon receipt of the written response of the concerned student and/or the case conference with the parents/guardians, the Discipline Officer considers the response of the concerned student in the investigation and performs an initial evaluation on the facts of the case.
6. The Discipline Officer may call for other witnesses and get their statements as well.
7. The Discipline Officer submits copies of the case file to the members of the Discipline Committee for assessment within 48 hours after receipt of the written response and statement.
8. An initial meeting will be held with the Discipline Committee. The Discipline Committee will review the case, recommend actions and decide on the appropriate action to be taken.
9. The Discipline Officer informs the student (if the student is of legal age) or the parent/guardian (if the student is a minor) of the decision of the Discipline Committee.

In case of an appeal:

- a. The parent/guardian, through the student, must submit a Letter of Appeal addressed to the Executive Vice President.
- b. The Executive Vice President convenes the Discipline Committee to re-study the decision and either they agree, amend, or change the decision.

- c. The Discipline Officer, along with the concerned Programme Head, meet the parent/guardian and discuss the decision of the Executive Vice President and the Discipline Committee.

In case of **MINOR OFFENSE**, the following procedure is followed;

- a. Any faculty, staff, or student who witnesses a minor violation submits an Incident Report to the Office of Student Affairs and Services.
- b. The Discipline Officer invites the concerned student for a case conference within 24 hours upon receipt of the report.
- c. The Discipline Officer processes the case/incident and sanctions the student accordingly.

### **THE DISCIPLINE COMMITTEE**

The Discipline Committee is convened and chaired by the Executive Vice President / Director for Student Affairs. The following are the permanent members of the Discipline Committee:

- |              |  |
|--------------|--|
| Chairperson: | Discipline Officer / Head of Student Affairs and Services  |
| Members:     | 1. Academic Dean<br>2. Programme Head of the concerned student<br>3. Head of Counseling and Psychological Services (CAPS) /<br>Guidance Counselor / Guidance Designate |

The presence of three (3) individuals (including the Chairperson) will be considered a quorum.

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## **SECTION 24: COMPREHENSIVE CHILD PROTECTION POLICY**

*"Safety and security don't just happen; they are the result of collective consensus and public investment. We owe our children, the most vulnerable citizens in our society, a life free of violence and fear."*

*Nelson Mandela*

### **24.1 Child's Rights**

**What are Child Rights?**

Child Rights include:

- the right to be born and have a name.
- protection given to children to ensure a happy and healthy development without fear of harm or exploitation.
- rights that are not based on gender, religion, ethnicity, class, age, or other factors.

### **Why is the Child Protection Policy Important for the Institution/ School?**

Reasons why the Child Protection Policy is important for the institution/ school:

- prevents incidents between employees (teacher & staff) and children and between children;
- prevents legal issues that may emerge from inappropriate behavior;
- shows commitment to keep children safe.

### **What should a Child Protection Policy include?**

The CPP should include:

- recognition of the rights of children (go to [www.unicef.org/crc](http://www.unicef.org/crc))
- procedures for reporting child abuse within the institution/ school
- guideline on the use of photos and stories of children

## **24.2 Child Protection Policy of Department of Education**

The Philippine Department of Education (DepEd) promotes a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse.

Thus, the provisions of the Department of Education's Order No. 40, Series of 2012 on the Child Protection Policy on Bullying and the Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627, entitled An Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in Their Institutions (Anti-Bullying Act of 2013) were issued and have remained in full force and effect.

## **24.3 Child Protection Guidelines and Procedures**

It is every institution's (school/ organization) responsibility to do its best to protect the children within their care which, either directly or indirectly, it has a moral and legal obligation to guard from both intentional and unintentional harm.

Thus, Southville International School affiliated with Foreign Universities (SISFU) enhanced these guidelines and procedures with the existing provisions from the Child Protection Policy on Bullying of the Department of Education's Order No. 40, Series of 2012, and the Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627 or the Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of

Bullying in their Institutions (Anti-Bullying Act of 2013). Other rules and regulations were adapted from the United Nations Convention on the Rights of a Child.

The guidelines and procedures as well as their implementation in this document will serve as a learning reference tool providing detailed information on the definition of the terms, roles and responsibilities of all the stakeholders (parents, students, teachers, and staff), prevention procedures, Code of Conduct (violations included), and the possible indicators of child abuse.

#### **24.4 Definition of Terms**

**Bullying** may be defined as deliberately hurtful behavior, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

**Child** is defined as anyone under the age of 18, in line with the UN Convention on the Rights of the Child (1989).

**Child Abuse**, according to the World Health Organization (WHO), constitutes “all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment, or commercial or other exploitation resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

**Child prevention concerns** include suspected, alleged, self-disclosed or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

**Child protection** is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm including harm to self.

**Child Protection Policy** is a statement of intent that demonstrates a commitment to protecting students from harm (to self and from others) and makes clear to all what is required in relation to the protection of the students. It serves to create a safe and positive environment for children and to demonstrate that the school is taking its duty and responsibility of care seriously.

**Comprehensive Child Protection System** is grounded in a child-rights framework and implemented through an inclusive and integrated set of policies, practices, and programmes at all levels, with adequate financial, physical and human resources, enforcement and accountability, and with the involvement and support of children, families, the community and civil society.



**Direct Contact with Children** is being in the physical presence of a child or children in the context of the institution's work, whether contact is occasional or regular, short or long term.

**Emotional Abuse** is the persistent emotional ill treatment of a child as to cause severe and adverse effects on the child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations are being imposed on children; cause children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

**Indirect Contact with Children** is having access to information on children in the context of the institution's work, such as children's names, locations (addresses of individuals or projects), photographs and case studies.

**Informed Consent** is the capacity to freely give consent based on all available information, according to the age and evolving capacities of the child. For example, if you seek consent from a child regarding taking his or her photograph and using it for publicity purposes, the child is informed as to how the photograph will be used and is given the opportunity to refuse it. If a child is invited to give input into the development of a child protection policy, he or she must be made aware of the time it will take, what exactly will be involved, his or her roles and responsibilities and only then will he or she be able to give his or her "informed consent."

**Neglect** is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

**Physical Abuse** may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. These symptoms could also include harm to self, such as, cutting and suicide ideation.

**Sexual Abuse** involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

## **24.5 Impact of Child Abuse**

### **24.5.1 Long term impact of unmitigated child abuse function**

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has

established the relationship between long-term child abuse and lifetime health and well-being, especially if the children do not get appropriate support to help them cope with the trauma.

The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long-term impact on the victims, and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless and unable to live a complete life.

#### **24.5.2 Long term impact of child abuse**

- Poor educational achievement
- Inability to complete responsibilities
- Inability to live according to plan/ability
- Inability to care for self
- Inability to coexist, cooperate or work with others
- Lack of self-confidence, prone to addiction
- Inability to express love / or accept love
- Inability to lead family, constant health problem
- Prone to mental health problems
- Low self-esteem, depression and anxiety
- Post-traumatic stress disorder (PTSD)
- Attachment difficulties
- Eating disorders
- Poor peer relations, self-injurious behavior (e.g., suicide attempts)

#### **24.6 Signs of Offenders**

In addition to knowing the signs of victimization, below are some early warning signs to look out for in potential offenders:

##### **24.6.1 Students**

- Has unusual interest in sex, sexualizing inanimate objects and activities
- Does not stop sexual misbehavior when told to stop
- Uses force and coercion in social situations
- Has unusual intensity when discussing sex and sexuality
- Socializes with children much younger
- Gives gifts, requires secrecy in relationships

## **24.6.2 Adults**

- Has “favorite” student or child
- Attempts to find ways to be alone with children
- Uses inappropriate language, jokes and discussions about students/children
- Gives sexualized talk in the presence of students/children
- Gives private gifts or has private chats on Facebook and in any form of social media

## **24.7 Roles and Responsibilities**

### **24.7.1 Child Protection Team**

The School-Based Child Protection Team will consist of the:

- Principal
- Discipline Officer / Head of Student Affairs and Services
- Head of Counseling and Psychological Services (CAPS)
- School Nurse
- Head of Human Resource
- Head of Admin Services
- Representative from the Barangay (included in the Student’s Handbook)

The main role of a school-based Child Protection Team (CPT) is to ensure that there is a comprehensive Child Protection Program (CPP) in place at the school and to annually monitor the effectiveness of the program. Specific tasks include:

- ensuring that a comprehensive Child Protection Program is in place in the school;
- working within the school's existing structures to ensure the development and adoption of a Child Protection Curriculum that will meet the needs of the school;
- ensuring that the Child Protection Curriculum is taught and assessed annually;
- supporting teachers and counselors in implementing the Child Protection Curriculum;
- ensuring/guiding professional development training for all staff including teachers and non-teaching personnel regarding the Child Protection Program;
- ensuring/guiding parent education programs to support understanding of the objectives and goals of the CPP policy and curriculum;
- ensuring systems are in place and monitored to educate and involve all school employees in the child protection program; and

- serving as a resource group in working with cases requiring child protection - assist reporting and follow-up disclosures to the multidisciplinary team or where appropriate.

### **24.7.2 Employees and External Clients**

All employees (teachers/ non-teaching employees/volunteers/consultants/partners/ external clients) should always:

- empower children by discussing with them their rights, what is acceptable and unacceptable, and what they can do if there is a concern;
- be loving, caring, and responsible;
- demonstrate encouragement and motivation;
- show equal treatment of students regardless of gender;
- give children opportunity to be involved in their choices;
- be a positive role model;
- talk to children about their contact with staff or others and encourage them to raise any concerns;
- be aware of situations that may present risks to children and manage these;
- ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed; and
- ensure that a sense of accountability exists among staff so that poor practices or potentially abusive behavior does not go unchallenged.

### **24.7.3 Parents and/or Guardians**

Parents should play their part in Child Protection by:

- familiarizing themselves with the school's rules and regulations and all the policies stipulated in the SISFU Student's Handbook;
- informing the school through a phone call on the morning of their child's absence, or sending a note on the child's return to school, so the school is re-assured as to the child's situation;
- informing the school by sending a note whenever anyone, other than themselves, intends to pick up/ fetch the child after school;
- letting the school know in advance if their child is going home/ riding or carpooling with a friend/ classmate to an address other than their own home or attending a party;

- discussing safety practices for students who were issued gate passes; and
- raising concerns they have in relation to their child with the school.

#### **24.7.4 Students**

Students should report any abuse or concern to their teachers, guidance counselors, and/or the CPP Team.

The school-based child protection team conducts weekly meetings to give updates and ensure that the policy and guidelines are cascaded to all employees.

### **24.8 Prevention**

#### **24.8.1 Human Resource Management**

Southville International School affiliated with Foreign Universities conducts background and or reference checks on faculty, non-teaching employees, and staff as a condition for hiring. Pre-employment requirements are submitted to the HRMD Office prior to deployment.

The background check for outsource service providers are done by the requesting department to ensure compliance with mandatory and safety requirements of the school. The requesting department performs an onsite visit to the company of the outsource service provider and keeps the records of their visit and background check.

#### **24.8.2 Education and Training**

##### **24.8.2.1 Students**

SISFU students are empowered to be an advocate of their own well-being. The Guidance Designate has a great responsibility in these efforts, especially in their role regarding the social and emotional well-being of the students. This is achieved through counselors working with teachers to teach students the fundamentals of child protection, personal advocacy, safety, and healthy relationships.

##### **24.8.2.2 Parents**

SISFU is committed to engaging parents as partners in child protection. The school strives toward this goal through clear and consistent communication about the Child Protection Guidelines and Procedures. This is done through the SISFU Preparatory Programme, Students and Parents Bulletin, Student Handbook, and Parent Teacher Conference. In particular, Parenting Sessions provide a great opportunity to engage parents and guardians in discussing healthy adult-student relationships and the various ways to work together in partnership for children protection.

### 24.8.2.3 Employees – Faculty, Coaches, Non-teaching Employees and External Partners

SISFU recognizes the importance of educating the faculty, coaches, non-teaching employees, and external partners about its commitment to child protection and ways adults can maintain and nurture healthy adult-student relationships. The Office of the Taylor Center for Professional Development conducts training with all SISFU Faculty and Staff through its Learning Institute Program (LIP) series.

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## SECTION 25: STUDENT CONCERN AND FEEDBACK

The following are various mechanisms for a student to voice out their thoughts or ideas:

- In general, the **Office of Student Affairs and Services** is in charge of developing programmes and initiatives that can enrich the lives of our students while in school, such that students enjoy their time on campus and feel positive about choosing to study at SISFU. The Student Affairs and Services Head serves as an advocate for student concerns and provides them with a personalized venue to express themselves.
- **Suggestion box**: the box is located in the Student Center. Here, a student may drop a commentary on any aspect of their stay at SISFU
- **Institutional survey**: SISFU conducts this survey twice a year to find out in what areas of our programmes and services can be modified and improved.
- **Focus Group Discussions**: Students can also express their concern or give their feedback during the FGDs facilitated by the Programme Heads
- **Student Council**: this is a student's venue to suggest, discuss, and brainstorm with the Council representatives or officers on how they can enrich the campus life and how best they can counsel and help a student in the process; Student Council officers are here to help represent students' ideas.
- **Open-door policy**: a student may approach Academic Chancellor, Dean, or Programme Heads should he/she have any question on any matter related to academics .

Open communication is one key to finding one's time at SISFU fulfilling and enjoyable.

## STUDENT CONCERNS

A student concern or complaint is an allegation against a faculty or staff member that the member has harmed a student by violating a policy, rule, or regulation, or otherwise engaged in inappropriate conduct. Student complaints may have serious consequences for the faculty or staff member concerned.

Students should recognize that differences in personality, opinion, and perceptions do occur, and can often be solved by discussion between the parties. Whenever possible, students are encouraged to address such differences directly with the faculty or staff member.

To ensure that the concerns of the customers are accurately relayed to the concerned employee who will address the complaint and those concerned are given appropriate feedback. To proactively create measures to listen, interact with, and observe both current students and diverse customer groups, tailoring our methods to the unique characteristics of each segment and market, maximize the use of VOC -LADA tool for receiving, processing, and closing of complaints or concerns of external and internal customers whether reported or self-initiated.

## HANDLING STUDENTS / CUSTOMER CONCERNS / COMPLAINTS

*[Reference:QSP-MKT-004 \(Handling Customer Complaints rev012 dtd 1 July 2024\)](#)*

### Procedure in Handling Students/Customer Concerns / Complaints

This work procedure covers the steps in addressing student / customer concerns or complaints and giving feedback to the student / customer (complainant). SISFU emphasizes the use of the VOC-LADA approach to listen to, analyze, act on, and assess student / customer feedback.

- The student / customer informs a department of his/her request, concern, or complaints through scanning the CUSTOMER CONCERN'S AND COMMENDATION FORM QR code posted around the campus, through social media, email, or in a face-to-face manner. Students may also visit the PR Office or Office of Student Affairs and Services to discuss such. Customer Concern's and Commendation Form is accessible [here](#)
- The department acknowledges receipt of the student / customer concerns within **24 business hours via email or phone call**. Communicate when the student / customer should expect to hear a feedback/update about the request from the department to manage customer expectations. The staff should inform the department head concerned.
- The department addresses the request, concern, or complaints accordingly. Simple requests, concerns, or requests should be resolved within 1-3 days of receiving the complaint.

- If simple concerns, resolve them immediately (within 24 hours). Update the concern form and put the closure date/time. Ensure acknowledgement of the student / customer of the resolution of the case.
- If the request, concern, or complaint would require a period to resolve, the student / customer is given an update at least:

1 week to resolve – 2x updates  
 1 month to resolve – 2x a week update  
 more than a month to resolve – weekly update

- The department closes the request, concern, or complaint as RESOLVED.
- To go the extra mile, the overall assigned person in charge of monitoring the resolutions of all requests will make a final communication to the student / customer to check satisfaction with our handling of his/her request.

<b>Feedback Cycle Time</b>					
<b>Nature of concern - Category</b>		<b>Acknowledgement</b>	<b>Feedback</b>	<b>Resolution Closure</b>	<b>Timeliness of service</b>
<b>Simple</b>	can be resolved within the dept. with guided policy	Within 24 hours	Within 24 hours	Within 24 hours	Rating from 1 Poor – 5 Outstanding
<b>Complex</b>					
B.1 Level 1	need resolution by higher superior of the dept. head		2x updates	Within 7 days	To be rated by the PR Staff 5 – resolved within schedule 4 – 1 day later 3 – 2 days later 2 – 3 days later 1 – 4 days later
B.2 Level 2	need resolution by Academic Heads, Institutional Heads and TRI		2x per week	Within 30 days	
B.3 Level 3	leading to discipline case, with budget matters, need resolution by Acad Board, TRI/EXCOM		weekly update	More than a month	
<b>Evaluation and feedback from the customer: Text to be sent out by PR team after the closure of the concern</b>					
"We'll always be glad to assist you, please help us to improve better."					
Delightful - 5 4 3 2 1		Overall satisfaction - 5 4 3 2 1			
Other comments: _____					



## **APPENDIX A: STUDENT RIGHTS AND RESPONSIBILITIES**

SISFU recognizes the importance of a Charter defining student rights and responsibilities and encouraging diversity among the students.

### **A. Policy Statement**

1. All students have the right to:

- access to school services and facilities (except restricted areas);
- be treated fairly with respect and dignity;
- study in a supportive and nurturing environment ;
- assemble in peaceful manner in the campus;
- access their records;
- be informed of the existence of this charter and to have access to it;
- have access to education, service and representation regardless of gender, sexual orientation, race, religious conviction or other status;
- be free from all sexual, physical and racial harassment and from other inappropriate behavior;
- access relevant information provided by the school concerning financial assistance provided by the school such as grants and scholarships;
- access accurate, timely and sufficient information regarding enrollment and other administrative procedures;
- have their intellectual property and copyright recognized;
- be able to communicate freely; to voice alternative points of view in rational debate, and to have their intellectual freedom protected;
- expect the school to provide a safe and accessible environment including facilities, equipment and grounds;
- have their opinion represented through the student council on all matters affecting students; and
- be able to appeal or register a complaint or grievance against any academic assessment, academic procedure, administrative procedure, perceived discrimination or harassment, or the abrogation of any right stated in this Charter

- .

2. All students have the responsibility to:

- recognize the rights of every other SISFU student;
- respect and uphold principles of academic integrity;
- ensure that their student record is accurate at all times;
- uphold the reputation of the school while engaged in student activities;
- act at all times in a way that respects the right and privileges of others;
- to respect school property and the property of others;
- complete obligations in a timely manner and pay any fees, charges or fines as they fall due or to make alternative arrangements for payment.

- participate actively in the teaching and learning and research environment , in particular by attending classes as required, complying with workload expectations, and submitting required work on time;
- take an active part in the management of their enrollment with the school and monitor their own progress within the teaching-learning environment;
- understand that despite all efforts to promote successful teaching and learning outcomes, student work may still not reach the standard required to pass a unit; and
- familiarize themselves and comply with the review, appeal, complaint or grievance procedure.
- Ensure the processing of their student visa in accordance with the school rules and procedure and as mandated by law (please see Appendix G - .Student Visa and Study Permit).

## **B. SISFU's Commitment to Student Experience and Customer Satisfaction**

### **The Transnational University of Choice – Excellence in Student Experience and Customer Satisfaction**

- Continuous Enhancement of Student Experience and Customer Satisfaction
- On-going dialogue with students and parents; continue to develop student support programmes identified in these dialogues
- Continue to enhance opportunities for students' financial literacy
- Equal access to education in SISFU through scholarships and financial grants to deserving students
- Develop innovative academic and non-academic programmes as conditions and students' needs change
- Expand students' accommodations/dorms
- Enhance sports programmes
- Embedded the 5Cs culture (character, competence, commitment to achieve, creativity, collaboration) in contextualizing the curricula and in students' extra-curricular activities.

## **APPENDIX B: PROFESSIONAL DECORUM**

### **Rationale**

The Professional Decorum of the Southville Global Education Network (SGEN) is a program that serves as a vehicle for students to achieve Academic and Values Excellence.

It is a program designed to facilitate a student's growth in life values such as Respect, Responsibility, Relationship, Integrity, and Humility – values that are critical in an individual's personal development. Ultimately, it is SGEN's way of giving to society well-formed and values-driven individuals who will make a difference.

### **Objectives**

The SGEN Professional Decorum aims to:

- a. Develop students who respect themselves, others, and properties.
- b. Develop students who build positive relationships.
- c. Develop students who are responsible with themselves, others, and properties.
- d. Develop students who possess integrity.
- e. Develop students who possess humility.
- f. Develop a culture of excellence in the campus where good manners and social graces prevail.

### **Components**

- a. Respect
- b. Responsibility
- c. Relationship
- d. Humility
- e. Integrity

### **Behavioral Indicators**

#### **a. RESPECTFUL students...**

1. Greet each other, teachers, staff/personnel, parents, guests as they see and meet them.
2. Wait to be recognized before talking in class or in an assembly and in conversations with adults.
3. Practice good social graces in varied situations like dining, assemblies, etc.
4. Knock before entering a room.
5. Say "please," "thank you," "excuse me," "sorry," or "welcome" on day-to-day

6. conversations with peers and adults.
7. Maintain silence along the corridors and hallways to promote a positive academic atmosphere.

**b. RESPONSIBLE students...**

1. Come to class on time.
2. Come to class prepared.
3. Submit requirements on time.
4. Keep things in order.
5. Practice 5S (Sort, Sweep, Sanitize, Standardize, Self Discipline) everywhere.
6. Maintain good grooming.

**c. RELATIONAL students...**

1. Offer help to those who need it.
2. Use appropriate language that is not offensive or foul.
3. Show love and concern for oneself and others by not bullying, teasing, or taking advantage of others.
4. Encourage and inspire others to do /show/ practice good behavior.
5. Demonstrate verbal and non-verbal expressions that build relationships (e.g. no shrugging of shoulders, etc.).

**d. Students who possess INTEGRITY...**

1. Practice self-direction by not taking the possession of others without permission.
2. Speak the truth.
3. Show consistency between words and actions.
4. Stay firm and strong even when influenced/coerced by others to do/show/practice bad behavior.
5. Observe the Academic Integrity Code by not cheating and plagiarizing.
6. Take a firm stand against bad behavior shown by others.

**e. HUMBLE students...**

1. Encourage others rather than putting them down.
2. Listen to and value the advice, recommendations, feedback, ideas, etc. of peers.
3. Acknowledge, admit, and/or accept faults, mistakes, shortcomings, etc.
4. Apologize (say sorry) when called for.

## APPENDIX C: SISFU ONLINE/VIRTUAL CLASS GUIDELINES

### I. For Students

You are here to take part in a positive learning experience that should develop your personal, academic and employability skills. To get the most of the opportunities we provide, you will need to take responsibility for your own learning and development.

#### A. Before the Online Class

1. Establish daily routines and ensure you are aware of your online class schedule for the week.
2. Identify a comfortable, quiet space in your home where you can work effectively and successfully (avoid lounging on the bed or sofa, etc).
3. Prepare and set-up your device at least 10-15 minutes in advance, so you are ready to start on time.
4. Some faculty members will be sending you materials and instructions in advance, it is your responsibility to complete the required readings and preparation before the actual online schedule.
5. You are expected to be respectful of the virtual classroom environment. You may wear your uniforms (Type A or Type B) to set the tone for learning or wear civilian clothes following SISFU's dress code. (Please see Section 12 - Uniform and Dress Code for reference)
6. Snacks and meals may be taken in between online sessions, when you are actually offline.
7. Use the official SGEN email account at all times.
8. All communications with your respective faculty members should be via Google Classroom chat.
9. Inform your faculty if you are unable to maintain video conferencing throughout the session due to data restrictions.
10. If internet is limited, here are some steps to save data:
  - a. To change your video resolution when using Meet on your computer:
    - 1.) In a web browser, open <https://meet.google.com/>.
    - 2.) Click Settings and select Network.
    - 3.) Choose a setting you want to change:
      - > Send resolution — The image quality from your device that others see.
      - > Receive resolution — The image quality that you see from other participants.
    - 4.) Click Done.
  - b. Send resolution (maximum)

- High Definition (720p) — (Available on computers with a quad-core CPU or higher) Uses more data, but your camera will send a better quality picture.
  - Standard definition (360p) — Uses less data, but your camera will send a lower quality picture.
- c. Receive resolution (maximum)
- High Definition (720p)—(Available on computers with a quad-core CPU or higher) Uses more data, but you see a higher quality picture.
  - Standard definition (360p) — Uses less data, but you see a lower quality picture.
  - Standard definition (360p) - single feed — To save more data, the other participants' thumbnails turn off.

## **B. During the Online Class**

1. Attendance will be taken via a 'roll call' at the beginning and end of each session.
2. Mute your microphone when not actually speaking, so as to limit ambient and other distracting sounds.
3. Complete your academic tasks/work with integrity and honesty.
4. Follow online etiquette and be a responsible digital citizen.

## **C. After the Online Class**

1. Take note of submission dates.
2. Should there be challenges in submission dates that would be beyond our control, inform your faculty and Dean/Programme Head.
3. Check regularly updates and newsletter posted by the respective Academic Offices.

## APPENDIX D: ONLINE EXAMINATION STUDENT GUIDELINES

1. **Set-up** your computer at least 20 – 30 minutes prior to the commencement time of your examination.
  - a. Laptop or tablet/personal computer.
  - b. A working webcam with a microphone or a phone with a built-in camera.
  - c. Sound output via headset or earbud (optional)
  - d. Internet connection (to test the internet connection, visit <https://www.speedtest.net/> at least 2 mbps download and upload speed.
  - e. A table and a chair
  - f. Well lit, quiet, and free from distraction room/environment
  - g. A testing surface that is clutter-free and contains only one computer, one monitor, one keyboard, and one mouse. No other items permitted, unless specifically required by your lecture.
  
2. **Ensure** that you are familiar with procedures and violations relating to Student Academic Integrity, you may refer to:
  - a. Student Handbook - Section 19 Student Academic Integrity Code
  - b. Partner school policies and procedures:

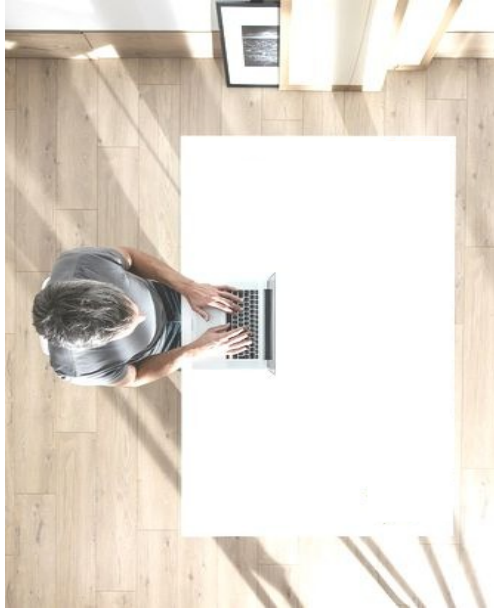
**De Montfort University:**

<https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/index.aspx>

**Pearson:**

<https://www.pearson.com/legal-information/our-policies.html>

3. **To be observed during the exam:**
  - a. Proper posture – sit up straight facing your laptop/computer with a camera.
  - b. Remove all unnecessary things in your exam area. Text books, learner guides, etc., are not permitted.
  - c. Remember – no extra or other gadgets allowed.
  - d. During the exam, your hand should be on the keyboard of the gadget you will use to take the online exam.



- e. Face should not be blocked by headphones, headpiece or any other kind of headbands/hoodie.
- f. The camera should not be disconnected during the exam session at any time.
- g. The web-cam must be focused on you (the one taking the exam) at all times.
- h. You may not lean out of the camera view during your exam session. The invigilator must be able to see you at all times.
- i. You must not willingly receive any kind of communication from any person during the exam.
- j. You are not permitted to talk or chat with any other participant taking the examination.
- k. Reading the exam aloud is prohibited.
- l. You must not leave the online exam testing area.
- m. No other people are allowed in the exam testing room.
- n. **OBSERVE INTEGRITY AT ALL TIMES!** Do not open any browser or site except the one given by your lecturer/invigilator. You will be locked out of the exam page.

#### 4. Exam Proper

- a. Using your laptop/personal computer or gadget with the same capacity that is connected to the internet, open (*Faculty to insert Google Meet or Zoom link, class ID and password*) and start the video conference.
- b. Attendance will be taken.
- c. Then mute your microphone.
- d. Upon the instruction of the invigilator you will be asked to open the browser and go to the assigned exam platform
- e. You will be informed when to start the designated reading time.



- f. Any specific questions relating to the exam must be asked during the reading time and it is at the invigilators discretion as to whether they will be answered. After this, questions are not permissible.
- g. If you wish to gain the invigilators attention, raise your hand via the video session & wait for the invigilator to communicate with you.
- h. During reading time, you are only permitted to type/encode on the sheets identified as 'scrap paper'. *(note for faculty to include 'scrap paper sheets' when uploading the exam paper)*
- i. Do not commence your work or answer the questions until the allocated reading time has concluded or you are directed to start.
- j. Do not forget to click the check/submit button to submit your exam.

## APPENDIX E: STUDENT ORGANIZATION

SISFU encourages students to pursue their interests and student organizations may be created and the Office of Student Affairs and Services will determine the relevance of the organization to the needs of the students.

All organizations must have individual vision and mission statements. Every year, a set of officers must be elected/appointed, and the elected/appointed officers will conduct a planning workshop to map out the projects for the coming academic year.

The organizational structure of student organizations may change depending on the strategic needs of the members, but such changes must be approved by the Office of Student Affairs.

### Major Organizations

1. **Student Council** - In the spirit of diversity, the council promotes and protects the individual and collective rights and welfare in fostering a close relationship with everyone on campus. The Student Council serves as the representative of the Paladins' ideas to the school management, which upholds the ideals of SISFU, geared toward ensuring their social, cultural, international, and physical development.
2. **The Bridge** - Being the official student organ of the school, captures and delivers the university's ethos through the means of promoting a healthy academic life and student-centered development. The Student Publication achieves this by keeping in touch with the pulse, covering relevant stories, and creating a following of avid readers, listeners, and viewers.

### Academic Organizations

1. **SISFU Business Club (SBC)** - Creativity, Tenacity, Team Orientation, Leadership, and Entrepreneurial drive are critical to success in tomorrow's business world. To encourage and develop collaboration among SISFU Business students, the SISFU Business Club will work to create opportunities to learn and grow as individuals and teams beyond the classroom in preparation for careers in the real world. Recognizing the lasting value of networking and experience in the world of business, the SISFU Business Club will open doors and invite industry leaders to share their insights.
2. **Hospitality Management and Culinary Association (HMCA)** - An organization for the students who are interested in the Hotel or Food and Beverage Industry. It is where the Culinary Arts and Hospitality Management unite. HMCA aims to provide the students challenging, interactive, and fun learning activities that will foster camaraderie, creativity

and growth. Students will be honed to be proactive in serving the community, as well as to be future leaders of the hospitality industry.

3. **Digital Alliance (DA)** - Flourishes within the online world and its many communities. A knowledge driven organization that strives to educate others in the capabilities and correct usage of software and technology and aims to build their skills in editing and enhancing different types of media and passions.

### **Extracurricular Organizations**

1. **Cradle** - An organization for people interested in learning, showcasing, and exploring the craft in performing arts. Cradle empowers students to become well-rounded and creative artists who will effectively embody the importance of culture and the arts in everyday life.
2. **Rotaract Club of SISFU** - Consisting of a global network of diverse service volunteers, Rotaract Club of SISFU provides opportunities to enhance the students' social and leadership skills for their personality development. Students will discover a wealth of experience in addressing the physical and social needs of the communities, preparing you for the global community in which students will eventually play a leading role.
3. **SISFU Kinetics** - The SISFU Kinetics Club aims to provide a platform for students to engage in a wide range of sports and athletic activities. The organization's objective is to promote physical health, develop athletic skills, build character, enhance cognitive functions, and provide an inclusive and diverse community to ensure equal participation.

#### **Note:**

Students are required to join at least one organization during their stay at SISFU. During SISFU Preparatory Programme (SPP), the Office of Student Affairs and Services through the help of student organization officers will orient the new students about student organizations and that they can join a maximum of three (3) organizations one of which is their home organization that is depending on the programme.

- Digital Alliance (DA) - for Digital Technology students
- Hospitality Management and Culinary Association (HMCA) - for Hospitality Management and Culinary students
- SISFU Business Club (SBC) - for Business students

## **APPENDIX F: ATTENDANCE ON DECLARED MANDATORY INSTITUTIONAL AND STUDENT ORGANIZATION EVENTS**

### **Rationale:**

Our student organizations and school event organizers put in significant effort to create enriching and enjoyable events that foster a strong sense of community, engagement, and participation among students.

### **Policy Statement:**

The school-wide attendance policy for mandatory institutional and student organization events is designed to ensure active involvement and support for our vibrant campus community.

**Attendance Requirements:** All students are required to attend events organized by the student organizations they are a part of and declared mandatory institutional events. However, exceptions can be made with a valid excuse presented to, or pre-arranged with, the event organizer and the Student Affairs office.

**Valid Excuses:** Acceptable excuses include personal emergencies, medical reasons, prior academic commitments, or any other genuine circumstances that prevent attendance. These excuses must be communicated to the relevant parties in advance.

**Non-Attendance Consequences:** In the event of unexcused non-attendance, students will be required to perform "community service" hours as a means of contributing positively to the school community. The community service requirement will be equivalent to twice the duration of the missed event. For example, if an event spans 8 hours, the student will need to complete 16 hours of community service.

**Nature of Community Service:** "Community service" involves engaging in tasks or assignments within various departments of the school. This experience will provide students with valuable insights into different aspects of the institution and contribute to their personal and professional growth.

**Scholar Service Distinction:** For students holding scholar positions, any violation of the attendance policy for mandatory events will result in the addition of community service hours on top of their assigned scholar service hours. This ensures a high level of commitment to both academic excellence and community engagement.

**Class Scheduling Consideration:** Unauthorized absences from events that impact scheduled classes will be treated as absences from those classes. Consequently, classes affected by such events will be rescheduled to enable students to attend these essential school or organization activities.

**Completion Timeline:** Community service hours must be fulfilled before the conclusion of the academic year. These hours will be incorporated into the clearance process, ensuring that students meet all requirements for progression and graduation.

By adhering to this policy, students contribute to a vibrant and supportive campus environment while gaining valuable experiences that foster personal and academic growth.

## **APPENDIX G: VISA AND STUDY PERMIT**

Please present your passports to the Registration Office upon enrollment.

1. If the existing visa date is less than a month from the expiration date, you are required to process the extension of the visa to two months. Once you have fulfilled this, you have to submit his passport and I-card to the Registration Office..
2. Complete the appropriate form: student conversion or student extension visa.
3. Complete all document requirements, including 10 pieces of 2 x 2 ID picture.
4. Secure a clearance permit from the Registration Office, to process payment for your visa application and admin fee.
5. A school representative may accompany you to the Bureau of Quarantine for medical clearance.
6. A school representative shall accompany you to the Bureau of Immigration and Deportation (BID) for biometrics.
7. The School Registrar shall inform students when the passport and I-card are available for claim.

Important: It is a student's responsibility to monitor the expiration of his/her visa. Approach the Registration Office two months prior to the expiration of your visa to process your extension in order to avoid penalty charges. Please refer to the VISA POLICY of the Philippines.

## **APPENDIX H: 5S AND NO-LITTERING POLICY**

SISFU, as one of the members of the Southville Global Education network (SGEN) recognizes the need to promote and safeguard the health and sanitation of all its campuses. The responsibility of the whole school community is to keep school buildings and grounds litter free. We want to ensure a conducive academic atmosphere for learning where there is order in the physical environment.

The 5S and No-Littering Programme monitoring is done by the following MONITORS (Faculty, Programme Heads, Coordinators, Discipline Head, Student Affairs, Department Heads, Officers and Non-Teaching Employees);

1. Anyone of the abovementioned monitors can apprehend any student violating the 5S and No-Littering Programme
2. The apprehending officer reports the student to the Discipline Office and Administration Office. The Discipline Officer may take the necessary intervention for the concerned students.

## **APPENDIX I: NO SMOKING POLICY**

### **Cigarettes and E-Cigarettes**

#### A. Rationale

Pursuant to the implementing Rules and Regulations of Tobacco Regulation Act of 2003 (RA 9211), CHED Memo No. 63, Series of 2007, DepEd Memorandum No. 111, Series of 2019, and Las Pinas City Ordinance No. 353-97, SISFU implements a strict NO SMOKING POLICY within 100 meters from any point of school vicinity including the parking lots and its peripheries (Tropical Avenue, Lima, Yokohama, Munich, and Luxembourg Streets, Legacy TownHomes, CAA Road in front of LPDH, Select, Shell Gas Station, McDonalds, 7-11, South Star Drug Store, Pan de Manila, Bon Jour, Total Gas Station), effective April 2015.

#### B. Penalty Offenders will be charge a fine of:

First Offense: Php 100.00

Second Offense: Php 200.00

Third and succeeding Offense: Php 500.00

#### C. Implementing guidelines

1. Anyone who catches violators must report immediately to the nearest guard on duty or officer-in-charge of managing the case. Non-student violators will be handled by the Office of Administration and the Safety and Security Office. Student violators will be managed by the Office of Student Affairs and Services. Possible non-student violators are drivers, guards, guardians, parents, faculty, and staff.
2. School authorities (i.g. teacher, staff, and security personnel et al) are empowered and mandated to apprehend the violators.
3. The I.D of any student who would violate the policy would be confiscated by any school authority and endorsed to the Office of Student Affairs and Services for Implementation of appropriate sanction. If they refuse to surrender their I.D., just get the name or any identifier and coordinate with the Head of Discipline for corresponding action.
4. Non-student violators will be issued a violation slip by the school authority that apprehended the former.
5. Fines would be paid to the Accounting Office.



## **APPENDIX J: SISFU DRUG ABUSE POLICY**

SISFU Drug Abuse Policy In Compliance To RA. 9165 - An Act Instituting The Comprehensive Dangerous Drugs Act Of 2002

*The school heads, supervisors, and teachers may apprehend or cause the arrest of suspected drug users and/or pushers in school or within the vicinity of the school.*

*The arrest powers may be exercised beyond the immediate vicinity of the school if the school officials are in attendance of any school or class function in their capacity as school heads, supervisors, and teachers.*

*The new drug law provides for random drug testing of high school and college students in public and private schools.*

The policy of SISFU prohibits the use, possession, sale or transfer of dangerous drugs, as defined in the Dangerous Drugs Act of the Philippines, by any student in the campus, its immediate surroundings, or during sponsored activities conducted off-campus.

The policy and rules relating to drug use infractions are deliberately stringent. They have been formulated to preserve the welfare of the majority of the students and the integrity of the educational institution. Their design and use are intended to deter and educate students not to use drugs. Consequences of drug abuse are intended to be seen as caring and supportive, not draconian.

The educational institution expects parents and students to be aware of the policy procedures, and the serious implications that infractions may have for the student's future academic career.

As part of the policy, a screening and detection procedure via student urinalysis will be conducted before enrolment each term or at random during the term. So far as possible, urine samples will be collected on the campus premises, properly labeled and tested on site so that results will be known as soon as possible. SISFU will appoint an accredited drug testing agency to conduct the drug tests. In the event of a positive result, the student's parents will be informed immediately, and asked to join a parents-administration conference.

Any student who sells or traffic in dangerous drugs, as defined in the Dangerous Drugs Act of the Philippines, inside or outside of the campus or at any sponsored event will be dropped permanently from the educational institution immediately.

All costs of urinalysis, including the transportation of samples by the university up until a confirmed positive result is obtained, will be borne by the educational institution. Once a positive result is confirmed, all further costs of urinalysis and counseling will be at the expense of the parents/guardian of the student concerned.

## **APPENDIX K: COMPUTER SYSTEMS & INTERNET USAGE POLICY**

This Internet Usage Policy provides students with rules and guidelines about the appropriate use of the school equipment, network and Internet access; having such a policy in place helps to protect both the school and the student.

This Internet Usage Policy applies to all students of SISFU who have access to computers and the Internet to be used in the performance of their work. Use of the Internet by students of SISFU is permitted and encouraged where such use supports the goals and objectives of the school. However, access to the Internet through SISFU is a privilege and all students must adhere to the policies concerning computer and Internet usage. Violation of these policies could result in disciplinary action. Students may also be held personally liable for damages caused by any violation of this policy.

### **I. Computer and Internet Usage**

- A. Students are expected to use the Internet responsibly and productively.
- B. School-related activities include research and educational tasks that may be found via the Internet that would help the student academically.
- C. All Internet data that is composed, transmitted and/or received by SISFU's computer systems is considered to belong to SISFU and is recognized as part of its official data. It is therefore subject to disclosure for legal reasons or to other appropriate third parties.
- D. The equipment, services and technology used to access the Internet are the property of SISFU and the school reserves the right to monitor Internet traffic and monitor and access data that is composed, sent or received through its online connections.
- E. Emails sent via the schools' email system should not contain content that is deemed to be offensive. This includes, though not restricted to, the use of vulgar or harassing language/images.
- F. All sites and downloads may be monitored and/or blocked by SISFU if they are deemed to be harmful and/or not productive to the student.
- G. The installation of software such as instant messaging technology is strictly prohibited unless required in class.

## **II. Unacceptable Use of the Internet by Students includes, but not limited to:**

- A. Access to sites that contain gaming, obscene, hateful, pornography, unlawful, violent, Adware, Drugs, Gambling, Discrimination, Weapons, Anonymizer, Proxy, or otherwise illegal material.
- B. Sending or posting discriminatory, harassing, or threatening messages or images on the Internet or via SISFU's email service.
- C. Using computers to perpetrate any form of fraud, and/or software, film or music piracy.
- D. Stealing, using, or disclosing someone else's password without authorization
- E. Downloading, copying or pirating software and electronic files that are copyrighted or without authorization.
- F. Sharing confidential material, trade secrets, or proprietary information outside of the organization.
- G. Hacking into unauthorized websites.
- H. Sending or posting information that is defamatory to the school, its products/ services, colleagues and/or customers.
- I. Introducing malicious software onto the company network and/or jeopardizing the security of the organization's electronic communications systems.
- J. Sending or posting chain letters, solicitations, or advertisements not related to the schools' purposes or activities.
- K. Passing on personal views as representing those of the organization.
- L. Uploading pictures/ videos/ comments that may implicate or tarnish the reputation of the school or its personnel.

All terms and conditions as stated in this document are applicable to all users of SISFU's network and Internet connection. All terms and conditions as stated in this document reflect an agreement of all parties and should be governed and interpreted in accordance with the policies and procedures mentioned above. Any user violating these policies is subject to disciplinary actions deemed appropriate by SISFU.

## **Policy to regulate the use of electronic gadgets and other related devices**

Section 1. It shall be prohibited for any student, not being authorized by their professor to use any electronic gadget and other devices smartpone, mobile phone, smart watch, entertainment gadget, gaming console, camera or any other similar electronic device including its accessory while and during class session.

Section 2. Any student who willfully or knowingly does or who shall aid, permit, or cause to be done any of the acts prohibited in the preceding section or who violates the provisions of the following sections, or aids, permits, or causes such violation shall be subjected to disciplinary action provided for in the next paragraph.

Confiscation of School ID of the student; The ID of the erring student shall only be released upon payment of a fine amounting to Three hundred (300.00) pesos in Philippine Currency coupled with satisfactory explanation by such student to the Programme Head. This section shall not apply in cases provided for under Section 6 of this Policy.

Section 3. Nothing contained in this Policy, however, shall render punishable for any student, who is authorized by their professor, to execute any of the acts declared to be prohibited. The authority or permission granted or issued by the professor shall specify: (1) the student or students who will be allowed to use their electronic device; (2) the period of the authorization; (3) the scope of authorization and; (3) the electronic device to be allowed.

Section 4. Using an electronic device for any purpose, other than what has been permitted by the professor shall also be a violation under this Policy.

Section 5. Use of Mobile phones by the students for any purpose shall be prohibited during class session. All students must turn off or otherwise put their mobile phone on “silent mode” during class.

It shall be prohibited for any student to have mobile phones or any similar device in their possession while on duty, whether in the kitchen, restaurant training room, office or any other event or activity facilitated by SISFU, thereof.

Section 6. Using of electronic gadget or any other electronic device during examination shall be a prima facie evidence of cheating and shall be punishable under other related policy of the school regarding cheating.

## **Social Media**

The social networking platforms are not the proper forum or venue for the discussion or airing of grievances against or of personal or private concerns with co-employees, administrators, students, or parents. In line with the policy of open communications, the different stakeholders

in the school are encouraged to discuss concerns, issues or grievances with the person concerned or with the immediate head.

Any employee, parent, student or administrator, who airs, ventilates, discusses, discloses or uploads concerns or issues with the other stakeholders on the social networking platforms without first taking it up with the person concerned shall be guilty of fomenting, creating or causing dissension or discord, disloyalty or disrespect for authority and/or acts inimical to the common good of the institution and shall be dealt with accordingly.

## APPENDIX L: ONLINE NETIQUETTE FOR SGEN STUDENTS

The Digital Citizenship framework based on ISTE focuses on being a responsible and respectful digital citizen.

<b>Be a Responsible Digital Citizen</b>
1. Think before you post. Consider the potential consequences of sharing information online.
2. Protect your personal information. Avoid sharing sensitive details like your address, phone number, or school ID number.
3. Be mindful of online reputation. Your digital footprint can impact your future.
4. Respect copyright. Understand and respect intellectual property rights.
5. Be aware of cyberbullying. Treat others with kindness and respect online.
6. Use your SGEN email account exclusively for academic purposes.
7. Utilize Google Chat as the primary platform for school and class group chats.
8. Refrain from using personal email accounts or other messaging apps for school-related discussions.

<b>Be a Respectful Digital Citizen</b>
9. Communicate respectfully. Use appropriate language and tone in online interactions.
10. Be inclusive. Respect diverse perspectives and cultures.
11. Practice empathy. Consider the feelings of others before posting.
12. Be honest and trustworthy. Maintain integrity in online interactions..
13. Obtain permission. Seek consent before adding others to a group chat.
14. Avoid creating groups without supervision. Refrain from creating group chats without the supervision of a responsible adult or authorized school personnel.
15. Respect group chat purpose. Use group chats for their intended purpose and avoid off-topic conversations.
16. Leave groups respectfully. If you no longer wish to be part of a group chat, politely inform the group and exit.

<b>Build Positive Online Relationships</b>
17. Be inclusive and welcoming. Create an environment where everyone feels valued and respected.
18. Collaborate effectively. Work together with classmates on online projects and discussions.
19. Report about any cyberbullying, harmful content or inappropriate behavior to your teachers or to other officers of the school.
20. Protect the school's online reputation. Uphold the school's values and image in online interactions.

## **APPENDIX M: SPEAK ENGLISH POLICY**

### **Rationale**

The Speak in English Drive of the institution underscores professionalism among students and graduates in their transactions; it also contributes to one's global competitiveness. The English language is the lingua franca of the industry and it is an expected communication skill in all sectors of the industry. Hence, competence is a must. Furthermore, "Speak in English Drive" aims to:

- Respond to CRITICAL DEMAND of the industry. Good Communication skills, particularly verbal and written English, are expected from graduates who will join the industry and the world of work.
- Facilitate understanding among different cultures. English as an international language has been the global language of business, education, science and technology.
- Widen the opportunity of improving one's communication skills. Speaking, listening, reading, and writing are fundamental to human communication and the only way to improve these skills is through constant use and practice.

In the end, a SISFU graduate is envisioned to be a contributing member of any professional organization that makes a difference in the world through a high regard of professionalism, especially in terms of speaking, time management, affection control, and rubbish-free environment.

### **Implementing guidelines**

- All Heads, Faculty, and staff are expected to use English when dealing with students.
- In order to successfully execute the speak in English Drive, this policy shall be observed:
  1. Apprehending authority is ANY member (teaching and non-teaching personnel) of the SISFU community;
  2. The student violator will be identified by the apprehending authority indicating all pertinent information;
  3. Student violators will pay a penalty of Php 5.00 per offense committed.
  4. Funds collected will go to students' activities.

## APPENDIX N. LIBRARY GUIDELINES AND POLICIES

The Library is located on the 3rd Floor of the SISFU Building. The collection primarily consists of print and non-print material to support the varied curricular offerings of the school.

### Information on the Use of the SISFU Library

1. New students must attend the Library Orientation in order to help them use the library effectively.
2. SISFU students have to obtain a library card from the circulation counter of the College Library, 4th Floor, SISC building. Library cards will only be issued to students who are officially enrolled at SISFU. A list of these students will be provided by the SISFU Registrar's Office to the SISC Library Coordinator at the beginning of each term. The following are the requirements for library card applicants:
  - Upon receipt of their card, students will complete needed information on the library card
  - The students are required to submit one 1x1 latest ID picture to be attached on their card
  - Library cards are non-transferrable. In cases of lost library cards, reapplication is then required.
3. Students have to present their library cards before they can borrow from the college library.
  - Some books may be borrowed for a maximum of 3 days
  - Other books classified as "reserve books" are available for library use only.
4. Students should refer to the Library Guide to understand the guidelines for the use of the Library, as well as to maximize the benefits and services provided by the Library.
5. Students should return books on or before the due date. Failure to do so will mean paying a fine of five (5) pesos per day. It is the responsibility of the student to return borrowed books on "due dates". A library clearance will be required prior to the term's final exam to ensure that the student does not have overdue books in his/her possession by the end of each term.
6. Students may use their own laptops in the College Library. However, laptops need to be registered at SISC in order to obtain the required password for WIFI access.
7. Students are responsible for the securing of their laptops and valuables.
8. Students may borrow a maximum of 3-5 books for overnight use only.
9. Faculty may borrow a maximum of 10 books that can be used for the whole semester.



## **Policies for Library Users**

1. Silence shall be observed at all times in all parts of the library.
2. Students are advised to follow the uniform code before entering the library premises
3. Strictly no food and drinks allowed.
4. All bags should be deposited at the baggage area inside the library. Bring with you your Valuables, (e.g., money, cell phones, etc.)
5. Library materials and equipment are part of the school's property and should be handled with care.
6. Group work may be allowed in the library, provided they will not disturb the rest of the users.
7. Loud discussions, eating, loitering and playing cards are strictly prohibited.
8. Cell phones, mp3 players and other communication devices must be on a silent/vibrating mode or switched off inside the library.
9. Users should present books, or material for inspection upon entering/leaving the library.
10. Library users are encouraged to read announcements to stay updated with the current changes in the library.

## **Services**

1. Readers Services. This covers the basic and essential divisions of the College Library. These are the Circulation, Filipiniana, General Reference and Audio-Visual, and Periodicals.
2. Instructional Media Services. The Audio-Visual Room houses a collection of CD's, VCD's CD-ROM, and DVD's that may be borrowed for viewing upon request. These materials may not be checked out by students; however, teachers may borrow these materials for overnight purposes if there are no reservations made by another borrower. Borrowing of these items is only done every Friday to ensure availability of these items for classroom/instructional purposes. Reservation of the library Viewing Room should be done 2 days prior to the actual usage.
3. Technical Services. This is responsible for the "health and well-being" of the library's collection. Its basic function is to organize the book and non-book collections of the library, which are made available through the process of Acquisition and Cataloging and Classification.

## **Overdue Notice for Students**

1. The list of students with accountabilities is prepared as per record of the library.
2. The list of students with accountabilities is posted before the end of every semester at the main entrance of the College Library and Students Affairs Bulletin Board to serve as a reminder for early settlement.
3. List of students with accountabilities is submitted to their respective College Dean/ Chairpersons and Principals/Deputy Principals for assistance.
4. Students with accountabilities should see the library staff for the settlement of their accountabilities.
5. Library maintains the listings for 1 whole year.

### **Lost Books/Materials of Students, Faculty and Staff**

1. Borrower informs the library staff of the lost book.
2. Library Staff verifies the system's record and checks the borrower/user's account.
3. Borrower is informed of the cost of the lost books/materials.
4. Borrower/s has options regarding lost books/materials.
  - a. 1st option----- Replacement of the same title
  - b. 2nd option----- Pay the corresponding amount of the books/materials
  - c. 3rd option-----Replacement of any related subject with the latest publication
5. Library user's preferred replacement of the books/materials is processed.
6. Library Staff verifies the current amount of the lost book / materials through book dealers / publishers / suppliers.
7. Library Staff prepares the Library Receipt Slip indicating the corresponding amount of lost book/material for replacement.

## **APPENDIX O: SISFU STATEMENT OF ANTI-DISCRIMINATION POLICY**

As an international school that welcomes students from diverse racial, ethnic and cultural backgrounds, Southville International School affiliated with Foreign Universities (SISFU) teaches and expects its students to treat one another with understanding and compassion. There is no place at SISFU for racism, homophobia and other kinds of discrimination or hatred in speech and in behavior. We pride ourselves on diversity, inclusion and equality for all students where they feel safe and valued.

We have a zero tolerance policy for any act or language that violates the rights and dignity of individuals, and seeks to intimidate and foster hate towards another person's race, religion, disability, ethnicity, gender or gender identity. Even one hate incident is one too many and students, faculty and staff are made to understand that it will not be tolerated. We strive to create a diverse, safe and inclusive learning environment that respects and embraces the differences between and among us.

We will quickly respond to any homophobic or racist incident, investigate and sanction if needed, and continue to engage in meaningful conversations pertaining to gender, race and other differences. We are committed to educating our students' minds and hearts, and preparing them to live and thrive in a diverse world. We see in them a reason to hope for a more just and humane society in the future.

## **APPENDIX P: REPUBLIC ACT NO. 8049**

### ***AN ACT REGULATING HAZING AND OTHER FORMS OF INITIATION RITES IN FRATERNITIES, SORORITIES, AND OTHER ORGANIZATIONS AND PROVIDING PENALTIES THEREFORE***

**Section 1.** Hazing, as used in this Act, is an initiation rite or practice as a prerequisite for admission into membership in a fraternity, sorority or organization by placing the recruit, neophyte or applicant in some embarrassing or humiliating situations such as forcing him to do menial, silly, foolish and other similar tasks or activities or otherwise subjecting him to physical or psychological suffering or injury.

The term "organization" shall include any club or the Armed Forces of the Philippines, Philippine National Police, Philippine Military Academy, or officer and cadet corp of the Citizen's Military Training and Citizen's Army Training. The physical, mental and psychological testing and training procedure and practices to determine and enhance the physical, mental and psychological fitness of prospective regular members of the Armed Forces of the Philippines and the Philippine National Police as approved by the Secretary of National Defense and the National Police Commission duly recommended by the Chief of Staff, Armed Forces of the Philippines and the Director General of the Philippine National Police shall not be considered as hazing for the purposes of this Act.

**Section 2.** No hazing or initiation rites in any form or manner by a fraternity, sorority or organization shall be allowed without prior written notice to the school authorities or head of organization seven (7) days before the conduct of such initiation. The written notice shall indicate the period of the initiation activities which shall not exceed three (3) days, shall include the names of those to be subjected to such activities, and shall further contain an undertaking that no physical violence be employed by anybody during such initiation rites.

**Section 3.** The head of the school or organization or their representatives must assign at least two (2) representatives of the school or organization, as the case may be, to be present during the initiation. It is the duty of such representatives to see to it that no physical harm of any kind shall be inflicted upon a recruit, neophyte or applicant.

**Section 4.** If the person subjected to hazing or other forms of initiation rites suffers any physical injury or dies as a result thereof, the officers and members of the fraternity, sorority or organization who actually participated in the infliction of physical harm shall be liable as principals. The person or persons who participated in the hazing shall suffer:

1. The penalty of reclusion perpetua (life imprisonment) if death, rape, sodomy or mutilation results there from.
2. The penalty of reclusion is temporal in its maximum period (17 years, 4 months and 1 day to 20 years) if in consequence of the hazing the victim shall become insane, imbecile, impotent or blind.

3. The penalty of reclusion temporal in its medium period (14 years, 8 months and one day to 17 years and 4 months) if in consequence of the hazing the victim shall have lost the use of speech or the power to hear or to smell, or shall have lost an eye, a hand, a foot, an arm or a leg or shall have lost the use of any such member shall have become incapacitated for the activity or work in which he was habitually engaged.

4. The penalty of reclusion temporal in its minimum period (12 years and one day to 14 years and 8 months) if in consequence of the hazing the victim shall become deformed or shall have lost any other part of his body, or shall have lost the use thereof, or shall have been ill or incapacitated for the performance on the activity or work in which he was habitually engaged for a period of more than ninety (90) days.

5. The penalty of prison mayor in its maximum period (10 years and one day to 12 years) if in consequence of the hazing the victim shall have been ill or incapacitated for the performance on the activity or work in which he was habitually engaged for a period of more than thirty (30) days.

6. The penalty of prison mayor in its medium period (8 years and one day to 10 years) if in consequence of the hazing the victim shall have been ill or incapacitated for the performance on the activity or work in which he was habitually engaged for a period of ten (10) days or more, or that the injury sustained shall require medical assistance for the same period.

7. The penalty of prison mayor in its minimum period (6 years and one day to 8 years) if in consequence of the hazing the victim shall have been ill or incapacitated for the performance on the activity or work in which he was habitually engaged from one (1) to nine (9) days, or that the injury sustained shall require medical assistance for the same period.

8. The penalty of prision correccional in its maximum period (4 years, 2 months and one day to 6 years) if in consequence of the hazing the victim sustained physical injuries which do not prevent him from engaging in his habitual activity or work nor require medical attendance.

The responsible officials of the school or of the police, military or citizen's army training organization, may impose the appropriate administrative sanctions on the person or the persons charged under this provision even before their conviction. The maximum penalty herein provided shall be imposed in any of the following instances:

(a) when the recruitment is accompanied by force, violence, threat, intimidation or deceit on the person of the recruit who refuses to join;

(b) when the recruit, neophyte or applicant initially consents to join but upon learning that hazing will be committed on his person, is prevented from quitting;

(c) when the recruit, neophyte or applicant having undergone hazing is prevented from reporting the unlawful act to his parents or guardians, to the proper school authorities, or to the police authorities, through force, violence, threat or intimidation;

(d) when the hazing is committed outside of the school or institution; or

(e) when the victim is below twelve (12) years of age at the time of the hazing.

The owner of the place where hazing is conducted shall be liable as an accomplice, when he has actual knowledge of the hazing conducted therein but failed to take any action to prevent the same from occurring. If the hazing is held in the home of one of the officers or members of the fraternity, group, or organization, the parents shall be held liable as principals when they have actual knowledge of the hazing conducted therein but failed to take any action to prevent the same from occurring.

The school authorities including faculty members who consent to the hazing or who have actual knowledge thereof, but failed to take any action to prevent the same from occurring shall be punished as accomplices for the acts of hazing committed by the perpetrators.

The officers, former officers, or alumni of the organization, group, fraternity or sorority who actually planned the hazing although not present when the acts constituting the hazing were committed shall be liable as principals. A fraternity or sorority's adviser who is present when the acts constituting the hazing were committed and failed to take action to prevent the same from occurring shall be liable as principal.

The presence of any person during the hazing is prima facie evidence of participation therein as principal unless he prevented the commission of the acts punishable herein.

Any person charged under this provision shall not be entitled to the mitigating circumstance that there was no intention to commit so grave a wrong.

This section shall apply to the president, manager, director or other responsible officer of a corporation engaged in hazing as a requirement for employment in the manner provided herein.

**Section 5.** If any provision or part of this Act is declared invalid or unconstitutional, the other parts or provisions thereof shall remain valid and effective.

**Section 6.** All laws, orders, rules or regulations which are inconsistent with or contrary to the provisions of this Act are hereby amended or repealed accordingly.

**Section 7.** This Act shall take effect fifteen (15) calendar days after its publication in at least two (2) national newspapers of general circulation.

## **APPENDIX Q: REPUBLIC ACT NO. 7877**

### ***AN ACT DECLARING SEXUAL HARASSMENT UNLAWFUL IN THE EMPLOYMENT, EDUCATION OR TRAINING ENVIRONMENT, AND FOR OTHER PURPOSES.***

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

**Section 1. *Title.*** - This Act shall be known as the "Anti-Sexual Harassment Act of 1995."

**Section 2. *Declaration of Policy.*** - The State shall value the dignity of every individual, enhance the development of its human resources, guarantee full respect for human rights, and uphold the dignity of workers, employees, applicants for employment, students or those undergoing training, instruction or education. Towards this end, all forms of sexual harassment in the employment, education or training environment are hereby declared unlawful.

**Section 3. *Work, Education or Training -Related, Sexual Harassment Defined.*** - Work, education or training-related sexual harassment is committed by an employer, employee, manager, supervisor, agent of the employer, teacher, instructor, professor, coach, trainer, or any other person who, having authority, influence or moral ascendancy over another in a work or training or education environment, demands, requests 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.

(a) In a work-related or employment environment, sexual harassment is committed when:

(1) The sexual favor is made as a condition in the hiring or in the employment, re-employment or continued employment of said individual, or in granting said individual favorable compensation, terms of conditions, promotions, or privileges; or the refusal to grant the sexual favor results in limiting, segregating or classifying the employee which in any way would discriminate, deprive or diminish employment opportunities or otherwise adversely affect said employee;

(2) The above acts would impair the employee's rights or privileges under existing labor laws; or

(3) The above acts would result in an intimidating, hostile, or offensive environment for the employee.

(b) In an education or training environment, sexual harassment is committed:

(1) Against one who is under the care, custody or supervision of the offender;

(2) Against one whose education, training, apprenticeship or tutorship is entrusted to the offender;

(3) When the sexual favor is made a condition to the giving of a passing grade, or the granting of honors and scholarships, or the payment of a stipend, allowance or other benefits, privileges, or consideration; or

(4) When sexual advances result in an intimidating, hostile or offensive environment for the student, trainee or apprentice.

Any person who directs or induces another to commit any act of sexual harassment as herein defined, or who cooperates in the commission thereof by another without which it would not have been committed, shall also be held liable under this Act.

**Section 4.** Duty of the Employer or Head of Office in a Work-related, Education or Training Environment. - It shall be the duty of the employer or the head of the work-related, educational or training environment or institution, to prevent or deter the commission of acts of sexual harassment and to provide the procedures for the resolution, settlement or prosecution of acts of sexual harassment. Towards this end, the employer or head of office shall:

(a) Promulgate appropriate rules and regulations in consultation with and jointly approved by the employees or students or trainees, through their duly designated representatives, prescribing the procedure for the investigation of sexual harassment cases and the administrative sanctions therefor.

Administrative sanctions shall not be a bar to prosecution in the proper courts for unlawful acts of sexual harassment.

The said rules and regulations issued pursuant to this subsection (a) shall include, among others, guidelines on proper decorum in the workplace and educational or training institutions.

(b) Create a committee on decorum and investigation of cases on sexual harassment. The committee shall conduct meetings, as the case may be, with officers and employees, teachers, instructors, professors, coaches, trainers, and students or trainees to increase understanding and prevent incidents of sexual harassment. It shall also conduct the investigation of alleged cases constituting sexual harassment.

In the case of a work-related environment, the committee shall be composed of at least one (1) representative each from the management, the union, if any, the employees from the supervisory rank, and from the rank and file employees.

In the case of the educational or training institution, the committee shall be composed of at least one (1) representative from the administration, the trainers, instructors, professors or coaches and students or trainees, as the case may be.

The employer or head of office, educational or training institution shall disseminate or post a copy of this Act for the information of all concerned.



**Section 5. *Liability of the Employer, Head of Office, Educational or Training Institution.*** - The employer or head of office, educational or training institution shall be solidarily liable for damages arising from the acts of sexual harassment committed in the employment, education

or training environment if the employer or head of office, educational or training institution is informed of such acts by the offended party and no immediate action is taken.

**Section 6. *Independent Action for Damages.*** - Nothing in this Act shall preclude the victim of work, education or training-related sexual harassment from instituting a separate and independent action for damages and other affirmative relief.

**Section 7. *Penalties.*** - Any person who violates the provisions of this Act shall, upon conviction, be penalized by imprisonment of not less than one (1) month nor more than six (6) months, or a fine of not less than Ten thousand pesos (P10,000) nor more than Twenty thousand pesos (P20,000), or both such fine and imprisonment at the discretion of the court.

Any action arising from the violation of the provisions of this Act shall be prescribed in three (3) years.

**Section 8. *Separability Clause.*** - If any portion or provision of this Act is declared void or unconstitutional, the remaining portions or provisions hereof shall not be affected by such declaration.

**Section 9. *Repealing Clause.*** - All laws, decrees, orders, rules and regulations, other issuances, or parts thereof inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

**Section 10. *Effectivity Clause.***- This Act shall take effect fifteen (15) days after its complete publication in at least two (2) national newspapers of general circulation.

## **APPENDIX R: REPUBLIC ACT NO. 10627**

### **AN ACT REQUIRING ALL ELEMENTARY AND SECONDARY SCHOOLS TO ADOPT POLICIES TO PREVENT AND ADDRESS THE ACTS OF BULLYING IN THEIR INSTITUTIONS**

*Be it enacted by the Senate and House of Representatives of the Philippines in Congress  
assembled:*

**Section 1. Short Title.** – This Act shall be known as the "Anti-Bullying Act of 2013".

**Section 2. Acts of Bullying.** – For purposes of this Act, "bullying" shall refer to any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

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

**Section 3. Adoption of Anti-Bullying Policies.** – All elementary and secondary schools are hereby directed to adopt policies to address the existence of bullying in their respective institutions. Such policies shall be regularly updated and, at a minimum, shall include provisions which:

(a) Prohibit the following acts:

- (1) Bullying on school grounds; property immediately adjacent to school grounds; at school-sponsored or school-related activities, functions or programs whether on or off school grounds; at school bus stops; on school buses or other vehicles owned, leased or used by a school; or through the use of technology or an electronic device owned, leased or used by a school;
- (2) Bullying at a location, activity, function or program that is not school-related and through the use of technology or an electronic device that is not owned, leased or used by a school if the act

or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of a school; and

(3) Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying;

(b) Identify the range of disciplinary administrative actions that may be taken against a perpetrator for bullying or retaliation which shall be commensurate with the nature and gravity of the offense: *Provided*, That, in addition to the disciplinary sanctions imposed upon a perpetrator of bullying or retaliation, he/she shall also be required to undergo a rehabilitation program which shall be administered by the institution concerned. The parents of the said perpetrator shall be encouraged by the said institution to join the rehabilitation program;

(c) Establish clear procedures and strategies for:

(1) Reporting acts of bullying or retaliation;

(2) Responding promptly to and investigating reports of bullying or retaliation;

(3) Restoring a sense of safety for a victim and assessing the student's need for protection;

(4) Protecting from bullying or retaliation of a person who reports acts of bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying; and

(5) Providing counseling or referral to appropriate services for perpetrators, victims and appropriate family members of said students;

(d) Enable students to anonymously report bullying or retaliation: *Provided, however*, That no disciplinary administrative action shall be taken against a perpetrator solely on the basis of an anonymous report;

(e) Subject a student who knowingly makes a false accusation of bullying to disciplinary administrative action;

(f) Educate students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms of such school for the anonymous reporting of acts of bullying or retaliation;

(g) Educate parents and guardians about the dynamics of bullying, the anti-bullying policies of the school and how parents and guardians can provide support and reinforce such policies at home; and

(h) Maintain a public record of relevant information and statistics on acts of bullying or retaliation in school: *Provided*, That the names of students who committed acts of bullying or retaliation shall be strictly confidential and only made available to the school administration, teachers

directly responsible for the said students and parents or guardians of students who are or have been victims of acts of bullying or retaliation.

All elementary and secondary schools shall provide students and their parents or guardians a copy of the anti-bullying policies being adopted by the school. Such policies shall likewise be included in the school's student and/or employee handbook and shall be conspicuously posted on the school walls and website, if there is any.

The Department of Education (DepED) shall include in its training programs, courses or activities which shall provide opportunities for school administrators, teachers and other employees to develop their knowledge and skills in preventing or responding to any bullying act.

**Section 4. *Mechanisms to Address Bullying.*** – The school principal or any person who holds a comparable role shall be responsible for the implementation and oversight of policies intended to address bullying.

Any member of the school administration, student, parent or volunteer shall immediately report any instance of bullying or act of retaliation witnessed, or that has come to one's attention, to the school principal or school officer or person so designated by the principal to handle such issues, or both. Upon receipt of such a report, the school principal or the designated school officer or person shall promptly investigate. If it is determined that bullying or retaliation has occurred, the school principal or the designated school officer or person shall:

- (a) Notify the law enforcement agency if the school principal or designee believes that criminal charges under the Revised Penal Code may be pursued against the perpetrator;
- (b) Take appropriate disciplinary administrative action;
- (c) Notify the parents or guardians of the perpetrator; and
- (d) Notify the parents or guardians of the victim regarding the action taken to prevent any further acts of bullying or retaliation.

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

**Section 5. *Reporting Requirement.*** – All schools shall inform their respective schools division superintendents in writing about the anti-bullying policies formulated within six (6) months from the effectiveness of this Act. Such notification shall likewise be an administrative requirement prior to the operation of new schools.

Beginning with the school year after the effectiveness of this Act, and every first week of the start of the school year thereafter, schools shall submit a report to their respective schools division superintendents all relevant information and statistics on acts of bullying or retaliation. The schools division superintendents shall compile these data and report the same to the

Secretary of the DepED who shall likewise formally transmit a comprehensive report to the Committee on Basic Education of both the House of Representatives and the Senate.

**Section 6. *Sanction for Noncompliance.*** – In the rules and regulations to be implemented pursuant to this Act, the Secretary of the DepED shall prescribe the appropriate administrative sanctions on school administrators who shall fail to comply with the requirements under this Act. In addition thereto, erring private schools shall likewise suffer the penalty of suspension of their permits to operate.1âwphi1

**Section 7. *Implementing Rules and Regulations.*** – Within ninety (90) days from the effectiveness of this Act, the DepED shall promulgate the necessary rules and regulations to implement the provisions of this Act.

**Section 8. *Separability Clause.*** – If, for any reason, any provision of this Act is declared to be unconstitutional or invalid, the other sections or provisions hereof which are not affected thereby shall continue to be in full force or effect.

**Section 9. *Repealing Clause.*** – All laws, decrees, orders, rules and regulations or parts thereof which are inconsistent with or contrary to the provisions of this Act are hereby repealed, amended or modified accordingly.

**Section 10. *Effectivity.*** – This Act shall take effect fifteen (15) days after its publication in at least two (2) national newspapers of general circulation.

## **APPENDIX S: DepEd Order No. 40, S. 2012: Child Protection Policy**

### **Section 2 - Statement of Policy**

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

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

The Convention on the Rights of the Child (CRC) aims to protect children from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment and exploitation, including sexual abuse. The same Convention establishes the right of the child to education, and with a view to achieving this right progressively, and on the basis of equal opportunity, it obliges the government to take measures to encourage regular attendance in school and reduce dropout rates. Thus, it is mandated that all appropriate measures be undertaken to ensure that school discipline is administered in a manner consistent with the child's human dignity, and in conformity with the CRC.

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

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

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

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

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

(Please see the full link of [DepEd Order No. 40, S. 2012: Child Protection Policy](#) here.)

## **APPENDIX T: DepEd Order No. 40, S. 2017: Guidelines for the Conduct of Random Drug Testing in Public and Private Secondary Schools**

### **I. Rationale and Policy**

1. Republic Act No. 9165, otherwise known as the “Comprehensive Dangerous Drugs of 2002”, declares it a policy of the State “to safeguard the integrity of its territory and the well-being of its citizenry, particularly the youth, from the harmful effects of dangerous drugs on their physical and mental well-being”.
2. The Department of Education is mandated to substantially contribute to the implementation of such policy through: (a) the integration in the curricula instruction on drug abuse prevention and control; (b) support for co-curricular activities for the prevention and deterrence of the use of dangerous drugs; and, (c) conduct of authorized drug testing for students of secondary schools.
3. DepEd is committed to strengthen the Department’s programs on Antillegal Drugs for students. Relevant bureaus and services have been directed to further enhance the anti-illegal drugs component of the curriculum. On co-curricular intervention, DepEd is intensifying its youth formation initiatives and advocacies, through the capacity building of youth formers (teachers, guidance counselors, and peer facilitators) and the provision of programs and activities for leadership development among learners. On authorized drug testing, DepEd will conduct drug testing among secondary level students.

### **II. Scope**

4. These Guidelines govern the conduct of drug testing in public and private secondary schools in SY 2017-2018 and thereafter.
5. The Guidelines follow the parameters laid down by RA 9165 and its Implementing Rules and Regulations, as well as the Dangerous Drugs Board Regulation No. 6, Series of 2003, as amended by Dangerous Drugs Board Regulation No. 3, Series of 2009.

(Please see the full link of [DepEd Order No. 40, S. 2017: Guidelines for the Conduct of Random Drug Testing in Public and Private Secondary Schools](#) here.)



## **APPENDIX U: General Guidelines for the Random Drug Testing for Students of Secondary, Tertiary, Vocational and Technical Schools**

### **DANGEROUS DRUGS BOARD REGULATION NO. 6 Series of 2003**

**SUBJECT:** General Guidelines for the Conduct of Random Drug Testing for Secondary or Tertiary Students Pursuant to Section 36 (c), Article III of Republic Act No. 9165, the following guidelines are hereby promulgated. The guidelines shall be applicable to the random drug testing of students in public and private secondary, tertiary/ higher education institutions and post-secondary technical vocational schools.

These guidelines outline the purposes of the random drug-testing program, as well as procedures and necessary consequences of a positive drug test result after confirmation.

All procedures undertaken shall take into account the ideals of fairness and rehabilitation and not isolation of the drug dependent. The school must not violate the constitutional rights due process, equal protection and self-incrimination.

#### **GUIDING PRINCIPLES IN THE IMPLEMENTATION OF RANDOM DRUG TESTING IN SCHOOLS AND MANAGEMENT OF DRUG TEST RESULTS**

1. Government recognizes the primary responsibility of the family, particularly the parents, for the education and awareness of its members of the ill effects of dangerous drugs.
2. Parental involvement shall be maximized in the implementation of drug education, random drug testing, treatment and rehabilitation of drug users and dependents.
3. The school, with the assistance of Local Government Units (LGUs) and other agencies where the school is located, has the obligation to employ every reasonable means to provide a healthy and drug-free environment to its populace.
4. Cognizant of the right of the students to continue and complete their studies, the government and the schools shall give emphasis to the implementation of measures aimed at guidance and counseling together with the treatment and rehabilitation of any student found to have used or to be dependent on dangerous drugs.
5. Academic freedom of institution of higher learning shall be respected in the implementation of random drug testing and all other pertinent provisions of RA 9165.
6. The implementation of drug abuse prevention and education programs in schools shall be intensified as an integral part of the overall demand reduction efforts of the government.
7. The random drug testing shall be implemented as a collaborative undertaking of the government, the schools, the students, and their parents. The whole process shall not in any manner be utilized to harass the students.
8. Random drug testing shall be implemented primarily for prevention and rehabilitation.

9. The drug testing program shall guarantee and respect the personal privacy and dignity of the student.
10. The drug test results shall be treated with utmost confidentiality.
11. The test results shall not be used in any criminal proceedings.

### **PURPOSES OF RANDOM DRUG TESTING**

1. To determine the prevalence of drug users among the students
2. To assess the effectivity of school-based and community-based prevention programs
3. To deter the use of illegal drugs
4. To facilitate the rehabilitation of drug users and dependents
5. To strengthen the collaboration efforts of identified agencies against the use of illegal drugs and in rehabilitation of drug users and dependents.

### **DEFINITION OF TERMS**

**“Drug Counselor”** shall mean a person trained in the techniques of guidance counseling particularly dealing with cases of drug dependency. The Drug Testing Coordinator shall designate one such person.

**“Drug Testing Coordinator”** shall be the point person in the school tasked with handling random drug testing which shall be the principal of a secondary school, the administrator of a technical vocational education and training institution or the administrator appointed by the president/ chief executive officer in tertiary institutions.

**“Parents”** shall, for purposes of these guidelines, include court appointed guardians.

**“Random selection”** refers to the unbiased process of selecting students who are to undergo drug testing.

**“Rehabilitation”** is the dynamic process, including aftercare and follow-up treatment, directed towards the physical, emotional/psychological, vocational, social and spiritual change/enhancement of a drug dependent to enable him to live without dangerous drugs, enjoy the fullest life compatible with his capabilities and potentials and render him to become a law-abiding and productive member of the community.

**“Schools”** shall mean an institution that has its primary purpose the education of students including secondary, tertiary and technical vocational education and training institutions.

**“Selection Board”** shall be the board constituted at the level of the school composed of the Drug Testing Coordinator as chairperson, one representative each from the students, faculty and parents as members. The authorized governing body duly recognized by their respective constituents shall choose the representatives from these stakeholders based on a set of selection criteria formulated for this purpose. In the absence of a parent’s association, the School Head may appoint any parent who shall be a member of the Selection Board.

**“Supervising Agency”** shall refer to the government agency that exercises supervision over the school such as the Department of Education (DepEd), Commission on Higher Education (CHED), or the Technical Education and Skills Development Authority (TESDA).

## **PROCEDURES IN THE CONDUCT OF RANDOM DRUG TESTING**

### **1. Notification**

The Supervising Agency, through an appropriate order that includes these guidelines on random drug testing, shall inform all schools under its supervision about the government’ action against illegal drugs.

The schools’ administration shall be required to explain these provisions and their procedures to the school community and when applicable, include these in the schools’ handbook or listing of procedures.

(The Supervising Agencies’ Memorandum Circulars should include a list of DOH-accredited Testing Centers/Laboratories.)

All students and their parents shall be notified in writing on the process and manner by which the random drug testing shall be conducted. Such notification may be sent at any time during the school term. Failure to return the acknowledgement receipt shall not be a bar to the conduct of the drug testing.

### **2. Samples**

- a. The Supervising Agency shall inform randomly selected schools on their inclusion in the random drug testing program.
- b. The whole student population of the school selected shall be included in the random sampling.
- c. The number of samples should yield a statistical 95% confidence level for the whole student population.

### **3. Selecting the Samples**

- a. The Drug Testing Coordinator shall convene the Selection Board within five days from the receipt of notice from the Supervising Agency stating that the school is included in the program.
- b. On the day of the testing, the Selection Board shall conduct the random selection of those to be tested.
- c. The Selection Board shall ensure the confidentiality and integrity of the random selection process.

- d. The selection process shall be random through a lottery which may be computerized, or in any other manner that shall be agreed upon by the Board.
- e. The random selection of students and the drug testing shall be done on the same day.
- f. Prior to testing, the selected students shall be asked to reveal the prescription medicines, vitamins, food supplements that they had ingested within the past five (5) days. The Drug Testing Coordinator shall keep listing and utilize this in the evaluation of the confirmatory drug test.
- g. The laboratory shall follow the DOH prescribed guidelines in the collection of urine specimens. Universal precautions shall be observed at all times. DOH Prescribed Guidelines shall be posted in strategic places/ visible areas of the school.
- h. The monitor assigned to ensure the integrity of the collection process should be of the same sex as the student.
- i. The drug testing shall be done in the school and conducted by a duly accredited drug-testing laboratory. The school, through its respective health personnel, shall assist the Drug Testing Laboratory in the conduct of the drug testing.
- j. The Drug Testing Coordinator shall ensure the confidentiality and integrity of the random drug testing for the students, teachers, administration and personnel of the school. It is strongly recommended that the drug testing of the students, teachers, administration and personnel are done simultaneously.

#### **4. Treatment of Random Drug Test Results**

- a. The results of the test shall be strictly confidential. No school shall publish or post results whether positive or negative.
- b. Any person who violates the rules of confidentiality of the results and selection shall be liable under Section 72 or RA 9165 and such other appropriate laws.
- c. The laboratory shall place the drug test result in a sealed envelope and deliver the same via personal service to the Drug Testing Coordinator. The Drug Testing Coordinator shall then inform all the students tested individually of the test results.
- d. In case the test results are positive, the Drug Testing Coordinator shall inform both the student and parent concerned that a confirmatory test shall be conducted. The student shall be told to inform his parents of the scheduled conference with the Drug Testing Coordinator. The student shall be advised to refrain from revealing the test results to other persons.
- e. During the scheduled conference, the Drug Testing Coordinator shall relay to the parent's full information on the process that shall be undertaken for the confirmatory test. In the event that the parents do not appear on the scheduled conference, the students shall be informed of the schedule of the confirmatory test.
- f. The confirmatory drug test shall be conducted in the same manner as the initial drug test.
- g. The results of the confirmatory test shall be transmitted by the laboratory in a sealed envelope and handed directly to the Drug Testing Coordinator.
- h. The Drug Testing Coordinator shall inform both the parents and the student of the results of the test.

- i. The Drug Testing Coordinator shall not delegate the task informing the student and parent to any other person, nor shall the Drug Testing Coordinator reveal the results of the test to any person other than the student and parent.
- j. First time positive confirmatory drug test results shall not be grounds for expulsion or any disciplinary action against the student.
- k. The Drug Testing Coordinator shall refer the student and his parent to a government-owned DOH-accredited facility or DOH-accredited government physician to determine the student's dependency level.
- l. The student may opt for a private DOH-accredited facility or physician for this initial determination provided it is at his own expense.
- m. In the event that it is determined that the student is a drug dependent, the school test may impose the appropriate sanctions against the student as provided for in the school's Student Handbook and the Manual of Regulations for Private Schools, provided that in the case of public secondary schools, if the student is later on found to have been rehabilitated, the student shall then be allowed to re-enroll.
- n. The student shall then undergo a three (3) month observation and counseling period under the supervision of the DOG-accredited facility or physician in consultation with the parent. Such a process of observation and counseling shall be done in coordination with the Drug Counselor of the school.
- o. At the end of the three months, it is hoped that with the counseling done, the student will be properly rehabilitated. If student shows no signs of improvement, recovery or fails the drug test the second time, the DOH-accredited facility or physician may make a recommendation to the student, parent, and Drug Testing Coordinator to have the student referred to a DOH-accredited suited to the student's level of dependency. If another drug test is conducted for another period on the same student population, and the student is found positive the second time, the school shall proceed in accordance with Section 61, R.A. 9165. The parent and the student may choose to enroll the student in a private rehabilitation center or program or opt to avail of the rehabilitation services of the government through a DOH-accredited facility. If the parents refuse to act, the school shall proceed in accordance with Sec. 61 of RA 9165 without prejudice to the provision of Section 73, RA 9165.

### **REPORTORIAL REQUIREMENTS OF RESULTS OF THE RANDOM DRUG TESTING**

1. The Drug Testing Coordinator, Drug Counselor and employees of DOH-accredited facilities, testing laboratories, shall not reveal the names of the students or test results to any other persons except to the student concerned or his parents.
2. The aggregate test results from each school which shall not include the identities of the students tested, shall be submitted by the School Head to the Division Superintendent of DepEd for secondary schools, the Regional Director of CHED for tertiary schools, and Training

Institution Administrator for TESDA for consolidation for the purpose of evaluating the efficacy and effectiveness of drug abuse prevention programs.

### **TRAINING OF GUIDANCE COUNSELORS**

The Department of Education, Commission on Higher Education, Technical Education and Skills Development Authority, the Philippine Drug Enforcement Agency, and Dangerous Drugs Board, in coordination with each other, shall formulate and conduct the training program for guidance counselors for the purpose of enhancing their skills in handling drug abuse prevention programs and handling drug dependency cases.

### **EXPENSES OF THE PROGRAM**

The Department of Health, in coordination with the Supervising Agencies, shall designate the drug testing laboratories that shall be utilized for purposes of the program. Payment of testing fees shall be done by the government through the Department of Health to the Drug Testing Laboratories.

### **ENFORCEMENT OF COMPLIANCE**

Students who refuse to undergo random drug testing shall be dealt with in accordance with the rules and regulations of the schools; provided that at no time shall refusal to undergo testing give rise to a presumption of drug use or dependency; provided further that the school may impose sanctions on such refusal other than the offense of drug use or dependency. Schools that refuse to implement the random drug testing program shall be liable under Section 32 of RA 9165 without prejudice to other administrative sanctions imposed by the Supervising Agencies. The Supervising Agency shall report the same to the Philippine Drug Enforcement Agency (PDEA) and the Dangerous Drugs Board (DDB).

### **MISCELLANEOUS PROVISIONS**

Separability clause. If any provision of these Guidelines of the application thereof to any person or circumstance is held to be invalid, the other provisions of these Guidelines and the application of such provision to other persons or circumstances shall not be affected thereby. Effectivity. These Guidelines shall take effect immediately after its approval by the Dangerous Drugs Board.

ADOPTED and APPROVED this 1st day of August, 2003 at Camp Crame, Quezon City

### **THE ABOVE PROVISION HAS BEEN AMENDED AS FOLLOWS: BOARD REGULATION No. 3 Series of 2009**

**SUBJECT:** GENERAL GUIDELINES FOR THE CONDUCT OF RANDOM DRUG TESTING FOR STUDENTS OF SECONDARY, TERTIARY, VOCATIONAL AND TECHNICAL SCHOOLS, AMENDING BOARD REGULATION NO. 6, SERIES OF 2003.

WHEREAS, Section 36 (c), Article III of Republic Act 9165, mandates that the students of secondary and tertiary schools shall undergo drug testing and that all drug testing expenses whether in public or private schools under this Section will be borne by the government;

WHEREAS, government already implemented a similar random drug testing activity in 2005 for secondary level students, and in 2007, for tertiary level students;

WHEREAS, there is a need to amend provisions of the implementing guidelines in order to adopt new policy directives and remedy perceived ambiguities in the previous Issuance;

WHEREFORE, be it RESOLVED, as it is hereby RESOLVED, to amend Board Regulation No. 6, Series of 2003 specifically the following provisions thereof:

**SECTION 1.** Subject, is hereby amended by including “students of vocational and technical schools” as among those covered by the guidelines which should now read as follows:

Subject: “GENERAL GUIDELINES FOR THE CONDUCT OF RANDOM DRUG TESTING FOR STUDENTS OF SECONDARY, TERTIARY, VOCATIONAL AND TECHNICAL SCHOOLS”

**SECTION 2.** Letter A “Guiding Principles in the Implementation of Random Drug Testing in Schools and Management of Drug Test Results” is hereby amended by adding another paragraph as paragraph number 12.

1. Random drug testing for students is considered by the government as entirely a “health” issue and aims to provide appropriate interventions to those who will be tested positive for dangerous drug use, which will help the student stop further use and/or abuse of the substance.

**SECTION 3.** Letter C “DEFINITION OF TERMS” is hereby amended to include the terms “CHAIN OF CUSTODY, INTERVENTIONS and LABORATORY, which shall be defined as follows:

CHAIN OF CUSTODY – refers to procedures to account for each specimen by tracking its handling and storage from point of collection to final disposal. These procedures require that the applicant’s identity is confirmed and that a Custody and Control Form is used from time of collection to receipt by the laboratory. Within the laboratory, appropriate chain of custody records must account for the samples until disposal.

INTERVENTIONS- are therapeutic programs appropriate for high-risk individuals/students who are using dangerous drugs and who need special assistance to recognize the signs and symptoms of initial drug use and dependency. It may include corrective or rehabilitative actions that may take the form of crisis intervention, peer counseling, peer leadership programs,

parent/peer groups, or psychological counseling at the individual or family level and structured rehabilitation programs. It may also include medical intervention of the afflicted student whenever necessary.

LABORATORY- refers to a DOH-accredited private or government facility that is capable of testing a specimen to determine the presence of dangerous drugs therein.

**SECTION 4.** Letter D “PROCEDURES IN THE CONDUCT OF RANDOM DRUG TESTING” is hereby amended such that:

Item 2.a. should read as: “The Supervising Agency shall inform all schools on their inclusion in the random drug testing program.”

Item 4. on Treatment of Random Drug Test Result is hereby amended in its entirety such that it shall read as follows:

#### 4. TREATMENT OF RANDOM DRUG TEST RESULTS

- a. The results of the test shall be strictly confidential. No school shall publish or post results whether positive or negative.
- b. Any person who violates the rules of confidentiality of the results and selection shall be liable under Section 72 or RA 9165 and such other appropriate laws.
- c. In case the test results are positive at the screening level, the same specimen shall immediately be submitted for confirmation observing all strict chain of custody procedures and confidentiality of records.
- d. If a student is “confirmed” to be using a dangerous drug, the following shall be observed:
  - i. The Laboratory, places results in a sealed envelope for transmission to the Central Office of the Supervising Agency
  - ii. The Supervising Agency shall then transmit the results to the concerned school/institution by informing the particular school/institution’s random drug testing (RDT) Coordinator previously assigned by the selection board.

The Supervising Agency shall remind the RDT Coordinator of the confidential nature of the results and strict handling of the “chain of custody” of the information should be observed.

- iii. The school/institution’s RDT Coordinator shall then inform the parent and the student of the results and how the information is regarded with utmost secrecy and confidentiality

1. The Coordinator shall remind the student that divulging the results with anybody will be at his own risk; and



2. That if possible, the information should remain in the confines of their house.
- iv. The parent, the RDT Coordinator and the student shall then prepare for a case conference to discuss issues of drug use and possible dependency.
  - v. The Drug Testing Coordinator shall refer the student and his/her parent to a government-owned DOH-accredited facility or DOH-accredited government physician to determine the student's dependency level.
  - vi. A date and venue shall be selected for the case conference
    1. Date should be agreeable to all concerned in the case conference (Parent, Student, RDT Coordinator and the DOH Accredited Physician).
    2. Venue should have a semblance of privacy (preferably in a room, with an office table where group discussions and individual sessions can be done).
    3. Whichever is more convenient for the student and parent, venue could be as follows:
      - a. Regional Office or hospital of the DOH
      - b. Regional Office of the Supervising Agency
      - c. Other designated venue which can assure privacy
  - vii. The RDT Coordinator shall inform the Supervising Agency Central Office coordinator on the possible dates and venue for further discussions of options.
  - viii. Once, finalized, the group shall proceed as planned with the case conference.
    1. Drug dependency level of the student shall be evaluated;
    2. Cross reference of information shall be validated from the parent and RDT Coordinator;
    3. Treatment planning for the students shall be discussed and presented to the students and parent;
    4. Options for treatment should be presented to the parent and Student;
    5. If a student (below 18 years of age) is found to be a drug dependent, the school authority shall refer him/her to the Department of Social Welfare and Development (DSWD) or a local social worker for counseling and other intervention;
    6. The parent and the student may choose to enroll the student in a private rehabilitation center or program or opt to avail of the rehabilitation services of the government through a DOH-accredited facility.

- a. If child opts for government service, the DOH treatment and rehabilitation centers nearest to the area can provide services;
  - b. If the parent and student would opt for private services, appropriate referrals will be done, taking note of the progress of treatment on a regular basis;
7. Trained guidance counselors can also be utilized.
- e. If a student is “confirmed” negative from dangerous drug use, the following shall be observed:
1. Names per school/institution of all who tested negative will be summarized in a result form.
  2. The Summarized result form shall be transmitted to the Supervising Agency concerned.
  3. Supervising Agency Central Office shall forward the same to the concerned school/institution’s RDT Coordinator.
  4. The RDT Coordinator and/or teacher adviser/ and/or guidance counselor shall individually inform each student and parent concerned regarding the results.
- f. Positive confirmatory drug test results under this Regulation shall not be a ground for expulsion or any disciplinary action against the student and should not be reflected in any and all academic records. Under no circumstances shall the results be used to incriminate any student for further legal action which may result in administrative/civil/criminal liabilities. Likewise, consistent with the requirements of confidentiality, the results of drug tests conducted pursuant to this Board Regulation shall not be used as evidence in any court or tribunal, where the subject student stands to be accused of any crime or felony, and for any other purpose.
- g. The student shall then undergo the prescribed intervention program under the supervision of the DOH-accredited facility or physician, or private practitioners, or social worker, in consultation with the parent. Such a process of observation and counseling shall be done in coordination with the Drug Counselor of the school.
- h. If student shows no signs of improvement, recovery or fails the drug test the second time, the DOH-accredited facility or physician, may make a recommendation to the student, parent, and Drug Testing Coordinator to have the student referred to a DOH-accredited facility suited to the student’s level of dependency. If another drug testing is conducted for another period on the same student population, and the student is found positive the second time, the school shall proceed in accordance with Section 61, R.A. 9165.
- i. If the parents refuse to act, the school shall proceed in accordance with Sec. 61 RA 9165 without prejudice to the provision of Section 73, RA 9165.

**SECTION 5.** Letter F “TRAINING OF GUIDANCE COUNSELORS” is hereby amended such that letter F shall read as follows:

#### F. TRAINING OF GUIDANCE COUNSELORS

The Department of Education (DepEd), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), the Philippine Drug Enforcement Agency

(PDEA) and Dangerous Drugs Board (DDB) in coordination with each other, shall formulate and conduct the training program for guidance counselors for the purpose of enhancing their skills in handling drug abuse prevention programs and handling drug dependency cases. The school guidance counselors and other qualified medical personnel shall be encouraged to undergo DOH accreditation.

**SECTION 6.** Letter H “ENFORCEMENT AND COMPLIANCE” is hereby amended to delete the phrase “impose sanction” and change it with the phrase “implement interventions” and adding as additional sentence “Interventions should be consistent with the provisions of this Board Regulation and its guiding principles of the first paragraph and adding as third paragraph thereof the phrase; “Supervising Agencies should encourage institutionalization of Drug Testing Activities in schools/institutions to achieve competencies and self-reliance on random drug testing. Schools who initiated the conduct of similar drug testing activities shall submit reports to the Supervising Agencies for proper accreditation of the Department of Health.” So that letter H of the Guidelines should now read as follows:

#### H. ENFORCEMENT OF COMPLIANCE

Students who refuse to undergo random drug testing shall be dealt with in accordance with the rules and regulations of the schools; provided that at no time refusal to undergo testing shall not give rise to a presumption of drug use or dependency; provided further that the school may implement interventions on such refusal other than the offense of drug use or dependency. Interventions should be consistent with the provisions of this Board Regulation and its guiding principles.

Schools that refuse to implement the random drug testing program shall be liable under Section 32 of RA 9165 without prejudice to other administrative sanctions imposed by the Supervising Agencies. The Supervising Agency shall report the same to the Philippine Drug Enforcement Agency (PDEA) and the Dangerous Drugs Board (DDB).

Supervising Agencies should encourage institutionalization of Drug Testing Activities in schools/institutions concerned over-and-above the random drug testing program conducted by the government. The Supervising Agencies for proper accreditation of the Department of Health. Attached is the flow chart of activities which shall be integral part of this Regulation. All issuances, including Board Regulation No. 6, s. 2003 or part thereof inconsistent herewith, are deemed repealed or modified accordingly.

**SECTION 7.** Effectivity- This Regulation shall take effect after fifteen (15) days after its publication in two (2) newspapers of general circulation and after its registration with the Office of the National Administrative Register (ONAR), UP Law Center, Quezon City.

APPROVED and ADOPTED, this 3rd day of June, in the year of Our Lord, 2009 in Quezon City.