嘉南中學

HOPE CHRISTIAN HIGH SCHOOL

ACSCU-AAI ACCREDITED LEVEL III



PARENT & STUDENT HANDBOOK

www.hchs.edu.ph

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I. ABOUT THE SCHOOL

Hope Christian High School is a non-stock, non-profit educational institution.

SCHOOL HISTORY

1945
After liberation from the Japanese occupation, the city of Manila was in ruins. Chinese schools were unable to reopen immediately. Ms. Yu Bun Pek and Mr. Wang Yu Min initiated the organization of a tuition-free school. With the approval of Pastor Silas Wong, and under the leadership of Elder Keng Leng Kiat, the United Chinese Evangelical Church of the Philippines unanimously passed a resolution to establish the school.

1946
The school then named "Chia Nan" officially opened. Classes were held below the United Chinese Evangelical Church of the Philippines. Mrs. Julia Tan became its first principal.

1947
On January 12, the Board of Trustees was officially established with Elder Yu Khe Thai as the chairman.

1949
The first three-storey building of "CHIA NAN" was inaugurated.

1950
After Mrs. Tan's resignation, Ms. Christina Wang was appointed as the new principal in April. The High School program was added to the curriculum. Ms. Christina Wang and Dr. Tina Holkeboer went abroad for an evangelistic campaign. Rev. Joseph Esther was appointed as the acting principal.

1952
Mr. Simon Ting and Ms. Huang Bao Soan began the Chinese High School Department. "CHIA NAN" has now grown to offer complete English and Chinese High School curricula.

1953
"CHIA NAN" was renamed HOPE CHRISTIAN HIGH SCHOOL. It used the property purchased by the Hope Christian Foundation. After Dr. Tina Holkeboer's retirement, Mrs. Joseph Esther became the Head of the English Department.

1955
The first batch of High School Senior Students of the English Department (Batch Anchor) graduated. There were 9 students.

1956
The Hope Christian Foundation purchased a lot that was later used as the site of the new church building. The first batch of seniors of the Chinese Department graduated.

1958
The Foundation decided that a playground should be constructed at the site where the old church stood.

1959
The school building that housed the high school was completed. Because of lack of space for the growing student population, the Foundation decided to use the church site for the construction of a four-storey elementary building.

1960
Ms. Christina Wang took a leave of absence to pursue further studies in the United States. The Board appointed Rev. Joseph Esther and Mrs. Esther to be the acting principals of the Chinese and English Departments, respectively.

1963
The old church building was torn down, paving the way for the construction of a new church building.

1965
In April, Ms. Christina Wang became ill and underwent a major operation in May. Soon after, she left for Taiwan to continue her treatment. In her absence, the Administrative Committee headed by Rev. Joseph Esther took over her administrative duties.

1966
After faithfully serving the Lord for sixteen years, Ms. Christina Wang went home to be with the Lord on January 31. Mrs. Hwang Bao Yu was appointed by the school board as the new principal.

1968
During the summer of this year, the high school building was remodeled and the elementary building was reconstructed.

1969
Miss Gregoria G. Beltran, who was then the vice-principal, was sent to the United States to study the latest trends in education.

1970
The School Board appointed Ms. Gregoria G. Beltran to succeed Mrs. Hwang Bao Yu as the school principal. In August, the school Board, under the chairmanship of Chiong Phai Hun, together with the Foundation, purchased another lot. The house standing on the lot owned by Elder Ty Han Eng was remodeled to become classrooms for kindergarten pupils. An indoor gymnasium was also constructed.

1976
With the growing population of the Kindergarten Department, the board purchased an adjacent lot.

1978
In August, construction of a new kindergarten building started.

1979
The new four-storey kindergarten building was completed. The first three floors of the building housed the classrooms and offices of the Kindergarten Department. The fourth floor was an auditorium with a seating capacity of one thousand (1000).

1983
With the student population reaching more than three thousand (3000), the School Board, with the Alumni Fellowship, purchased another lot with a residential building adjacent to the elementary building on April 19.

1986
The existing residential house was remodeled to house the carpentry and cooking classrooms. The ground floor was converted into a cafeteria. Four (4) Quonset hut-type of classrooms were put up for the first graders.

1987
The School Board appointed Ms. Encarnacion Beltran, Mrs. Chua Nay Sun Sy, and Dr. Marian Shih as Assistant Principals for English Instruction, Chinese Instruction, and Administrative Affairs respectively. In April, the High School Program was granted "Level II" accredited status by the Association of Christian Schools and Colleges, Accrediting Agency Incorporated (ACSC-AAI).

1988
The construction of the six-storey Alumni Building started in August. The Kindergarten and Elementary Programs were granted "Level II" accredited status by ACSC-AAI.

1989
The Alumni Building was inaugurated in November during the school's 43rd founding anniversary. This building

housed Grades IV-VI classrooms, a large Home Economics Room, Music Room, Computer Laboratory, Speech and Science Laboratory, and other offices.

1996
The school celebrated its 50th (Golden) Founding Anniversary with a year-long program of activities, culminating with a cultural presentation at the Cultural Center of the Philippines on November 2-3.

1997
After having faithfully served the school for more than four decades, Miss Georgia G. Beltran retired as principal. Ms. Encarnation Go Beltran, Assistant for Academics since 1989, also retired. The Board of Trustees appointed Ms. Wanda Po Liam Giok as Principal and Rev. Stewart A. Young and Mrs. Rosita Co Te as Assistant Principal for Academic Affairs for English and Chinese, respectively.

1998
Technological innovations were introduced across the school such as computerized assessment of tuition fees. The offices were also provided with computers and Internet access and teachers were trained in the use of computers. Computers used by students in the laboratories were upgraded. For the first time, Chinese computer lessons were offered to the senior students.

In partnership with our mother church, the United Evangelical Church of the Philippines (UECP), Hope Christian High School organized a career retreat for seniors - *Experience '98*. This was a three-day, two-night event held at Crown Peak Hotel in Subic. In December of this year, the Children's Choir presented the musical, *The Ornament*, at the school auditorium.

1999
Further innovations were introduced as teachers were trained in the use of Microsoft Excel for computation of grades. The school's website was launched in November in time for the school's 53rd founding anniversary.

The graduating seniors, Batch Resplendence, staged a youth musical, *Friends Forever*, as a tribute to their parents, teachers, and friends.

2000
For a more conducive learning environment, the School Board undertook the air-conditioning of classrooms in the Kindergarten and Alumni Building during the summer. A student center named E-Center was put up in the lower chapel of the old church building, providing an alternative place for students to hang out after class. The E-Center is open to all high school students and offers services such as tutorial, counseling, Bible studies, prayer support, recreational games, among others.

2001
The school signed a three-year agreement with Genetic Computer Institute of Singapore to handle the computer instruction. Moreover, the school's computer labs were equipped with brand-new computers. The Visual Arts program for elementary students was also launched.

2002
Rev. Stewart A. Young was appointed principal. The school's organizational structure was once again revised to respond to current challenges and better meet the school's needs. Mrs. Pacita S. Tan was appointed to serve as the Director of Academic Affairs, Mrs. Lilian C. Young, as the Director of Administrative Affairs, and Rev. Robert Alan C. Pada, as the Director of Student Affairs.

Other highlights include the introduction of the Visual Arts program for high school students, the launching of the English as Second Language (ESL) program with Mrs. Rosemary S. Frondoso as consultant, a computer media laboratory donated by Equitable Card Corporation, and DSL Internet access for all school offices and the library.

2003

The Montessori Integrated Program was adopted for the Preschool Department with alumna Ms. Heidi Tenefrancia as consultant. A comprehensive reading and intervention program was started for the Elementary Department. New facilities were introduced. A new stage lighting system was added in the auditorium in time for the Renaissance Batch's (2003) performance of a Christian teen musical entitled *Glow in the Dark.* Added to this, a computer biometric timing device was introduced to keep track of the personnel's attendance.

2004
Communication channels were improved. The school's Alumni and External Affairs Office was created under the Office of the Principal, the purpose of which is to bridge the gap between the school and her alumni and the larger community. Moreover, the school's updated website www.hchs.edu.ph and a new website for Hope alumni, www.hopealumni.org, were launched.

More preparations were made to give way for newer infrastructure. In preparation for the demolition of the high school building, the elementary building was renovated and installed with air-conditioning units to house the high school students. The school was granted an official permit by the Bureau of Immigration to admit foreign students.

2005
The school became a member of the US-based Association of Christian Schools International. A partnership with Centro Escolar University was forged to provide a continual education program for teachers and support services for special students and students with learning disabilities.

The old high school building was demolished over the summer to give way to the new high school building. More innovations were introduced as a new enrollment system was set up wherein various schemes of payment were offered. Also, magnetic white boards were installed in all classrooms to replace the traditional chalkboards.

2006
The school celebrated her 60th founding anniversary with a year-long list of events including a school musical program called *Hope: Only Hope*, an alumni concert, a trade fair and a grand alumni homecoming. In preparation for the event, the school repainted all her existing buildings, and improved many of her facilities -- including a major renovation of the school auditorium and the addition of an elevator in the preschool building. Other notable achievements include the accreditation and certification of the school's Montessori Preschool Program from the US-based Montessori Institute of America. Moreover, a partnership with the Philippine Normal University's Reading and Linguistics Department was instituted to enhance the school's reading program.

2007
The Board of Trustees appointed Mrs. Magdalena Go Uy, the chairwoman of the Board, to be the Acting Principal after Rev. Young's resignation. In April, the High School, Elementary and Preparatory Programs were granted Level II (5 years) re-accredited status by the Association of Christian Schools, Colleges and Universities Accrediting Agency Incorporated (ACSCU-AAI).

The construction of the 8-storey high school building started in September.

2008
Mrs. Joy Dy and Ms. Grace Tan joined the school as Principal-Consultant and Assistant Principal respectively. The ACSCU-AAI granted the school with the highest accreditation status, level III, which made HCHS the first Christian school in Manila to be granted the highest level for both elementary and high school programs.

The school adopted programs to aid student learning. *Genyo*, a fully integrated e-learning program by Diwa Learning Systems, allows students to learn beyond the traditional classroom setting. *Tell Me More*, a multimedia learning program by Edutrends, is the first of its kind to apply speech recognition technology to English language learners. An intensive reading program for elementary and high school students developed by the world's fastest reader, Dr. Teresa Calderon, was adopted. This program aims to develop students' vocabulary, comprehension skills, literary appreciation skills, study skills and other various reading competencies. The *Sakamoto Math Method* was also integrated into the school program as well. Teachers started to deliver lessons, assignments, and quizzes via the Internet.

2009-2010
With the theme *Hope: A Beacon Through 63 Years of Fruitful Service*, the school commemorated another blessed year under God's protecting arms. The event was made even more significant as it coincided with the grand inauguration of the new fully wired (Wi-Fi ready) high school building. Each classroom is equipped with an LCD projector and a computer to enhance the learning experience of the students.

The school held its first automated election for the Student Council Organization (SCO) officers, initiated by its Information Technology (I.T.) Department, months ahead of the first national automated elections in the country.

The school also served as the Secretariat during the 3rd Annual COCOPEA Convention held at SMX MOA, and the

satellite host of the 24th Annual Assembly of Accrediting Agency Incorporated in Tagbilaran, Bohol.

The Spiritual Formation Department also implemented changes this year. It organized its first Words of Wisdom (WOW) Oral Bible Memorization Contest. The Bible verses were derived from the WOW booklet, the official HOPE Bible-reading guide published by the Spiritual Department. An Evangelism Explosion workshop was held during the summer to enhance the teachers' skills in sharing the Word of God to all age levels. Also, the first Bible Camp was launched for the elementary students' spiritual enrichment.

To provide equal learning opportunities, the Junior Hope Chorale for the elementary students, the Preschool Choir for the little ones, the Chinese Cultural Dance Troupe and the Basketball Clinic were formed.

As an outreach to the community, the Hope Learning Center, in coordination with the United Evangelical Church of the Philippines, opened.

2010-2011
Dr. Cecilio K. Pedro was appointed as the acting Principal, and Miss Angeline Tan as the Head of the Academic Department. Under the leadership of Dr. Pedro, the school hosted the first Consortium Assembly of the eleven Hope Christian schools in the country.

Aside from the different activities initiated by the school, the school administration, faculty, and students supported the metro-wide *Run for Pasig* sponsored by ABS-CBN. Batch '92 donated a large electronic LED panel display fronting Benavidez Street to promote school activities and student achievements.

2011-2012
The school introduced iPad2 to the first-year high school students as a useful device for educational purposes. In celebration of the school's 65th Founding Anniversary, the school successfully initiated different activities such as the *Run for Hope*, a fund-raising run for the benefit of the HCHS Scholarship Foundation, a musical drama entitled *A Time for Christmas*, a blood-letting project called *A Drop of Hope*, and a fund-raising concert for the Hope Handbell Ringers, *The Bells of Hope*.

In November, the Board of Trustees elected Ms. Angeline Tan as the Principal, Rev. Dr. Leonides Son as the Vice Principal for Administrative Affairs, and Ms. Grace Tan as the Vice Principal for Student Services.

The Preschool, Elementary and the High School Programs underwent a re-survey visit on February 13-17, 2012 and was once again granted the highest-level accreditation status (Level III) by the Association of Christian Schools, Colleges and Universities Accrediting Agency Incorporated (ACSCU-AAI).

2012-2013
The school was granted permission from the Department of Education to start a bridging program, thereby reducing the next three (3) school years into seven (7) months each. Another highlight is the school's partnership with Pru-Life UK to launch Cha-Ching, a financial literacy program for elementary students.

2013-2014
Two major partnerships with foreign schools were forged in the first half of 2013. On May 19, 2013, through the untiring efforts of Honorary Chairman Mr. Chenglay, Jr., Hope Christian High School signed a memorandum of agreement with Chidian Elementary School in Fujian, China, paving the way for an exchange platform which shares resources and enhances teaching standards. Months later, on July 2, 2013, HCHS once again signed a memorandum of agreement with Gyeonggi Global Trade High School of South Korea. The subject areas for potential collaboration and cooperation are as follows: exchange of existing staff and students, publications, academic materials and other resources, joint research and teaching activities, participation in seminars and academic meetings, and joint training programs.

In November, the school opened her doors to 181 Tacloban students affected by the aftermath of super typhoon Yolanda. Employing a "free enrollment" policy, Tacloban students were encouraged to continue their studies even without school transcripts. Help from various churches, organizations and alumni poured in to help provide school supplies, board and lodging, and material necessities to these Tacloban students. As a response to the need for housing Tacloban students, the Alumni Building was converted into a dormitory.

On February 18, 2014, the HCHS Robotics Team conducted the 1st Hope Christian High School Robotics Olympiad (HCHSRO) at the preschool gymnasium. FIRST Robotics Learning Center, Philippine Lego Users Group (PHLUG), Centro Escolar University (CEU), Adamson University and Malabon Science High School were all invited to take part in this event.

In March 2014, President Benigno "Noynoy" Aquino III visited HCHS in a dialogue entitled *Hope for the Philippines: A Table Talk with the President*. The event was a response to letters written by the current batch of 3rd year high school students to President Aquino, airing their concerns and expressing their well-wishes on his birthday. In the said event, the President addressed the concerns of the Tacloban students and commended the school for exercising Christian charity in opening her doors to these students.

2014-2015
The school enjoys a more spacious quadrangle after the old chapel building was demolished. Two school-wide aerobics sessions were held to promote fitness among all members of the school community.

More technological innovations were introduced as high school teachers made digital books in iBooks format. Starting this school year, the Grade 6 students adopted the use of the iPad as a tool for learning.

The Academic Department introduced subject electives STEM (Science, Technology, Engineering, and Mathematics) for Grades 4-6, as well as financial literacy, creative writing, action research, and natural and social sciences research for Junior High School.

The school partnered with American Foreign Services (AFS) Intercultural Programs Philippines, Inc. opening opportunities for high school students to learn about other cultures through exchange programs and other activities.

The school was granted a permit to operate senior high school for the following tracks: Accounting, Business and Management; Science, Technology, Engineering, and Mathematics; Humanities and Social Sciences; Computer Programming and Animation, and Caregiving.

2015-2016
HCHS became one of the frontrunners in the implementation of the Senior High School Program offering Academic Tracks which include Science Technology Engineering and Mathematics (STEM), Accountancy Business and Management (ABM) and Humanities and Social Sciences (HUMSS). The school also offered a Technical-Vocational Track on Animation and Computer Programming.

At the start of this school year, HCHS teachers visited some international schools such as Brent International School and German European School Manila for benchmarking. The school also facilitated the faculty development program for Vineyard Christian Academy when they visited during the summer. Hope Christian High School was also recognized as a "Gone-Google School" by Google because of its initiative to integrate Google Apps for Education in the classroom.

The school also partnered with the United Evangelical Church of the Philippines in using the former church site as the students' quadrangle during weekdays and parking for the church during weekends.

2016-2017
This year marked the 70th Founding Anniversary of Hope Christian High School. External linkages have been one of this year's highlights of the academic program particularly in the Senior High School. HCHS partnered with De La Salle University and Junior Achievers (JA) Philippines for the Senior High through CONNECT-ED program. Experts from DLSU came to HCHS to mentor the faculty and review the senior high curriculum, while JA coaches and trainers mentored the ABM students and teachers in Business Enterprise Simulation. HCHS also partnered with CitiAds for the on-the-job training of the students under the Tech-Voc track.

The first Research Congress was also held giving opportunities to senior high students to present their capstone and research to the school community, particularly the Grade 10 students. It was also the year when the school produced her first batch of Grade 12 graduates composed of ninety-seven (97) students.

The grand celebration of the 70th anniversary was held in The Theater in Solaire. It was followed by the Grand Alumni Homecoming in Manila Hotel during the school's Foundation Week. The year-long celebration culminated in the annual Open House where the official school mascot – the kangaroo -- was launched.

2017-2018
This year marked another milestone for the academe - HCHS was granted another five (5) years of Level III re-accreditation status by the Association of Christian Schools, Colleges and Universities Accrediting Agency Incorporated (ACSCU-AAI). A school-wide HSK Chinese Proficiency Test, under the supervision of the Philippine Chinese Education Research Center in partnership with the China-based organization Hanban, was implemented

by conducting pre- and post-tests across all grade levels. Koobits was integrated into Math classes as an additional learning supplement. HCHS was awarded a candidate status for the International Baccalaureate-Primary Years Programme (IB-PYP).

Three rooms in the Preschool Building were renovated during this school year: the Preschool Library, the Preschool Kitchen, and the Daycare Center. The Preschool Library renovation was sponsored by Batch Sapphire '92, the Preschool Kitchen by an anonymous donor, and "Sharon's Cradle" (the Daycare Center) was donated by the Go Family.

HCHS also donated tables and chairs to Dansalan College Foundation in Marawi City, destroyed during the "Marawi Siege," for the rebuilding of their campus.

"Shine Forth" was the theme for the 71st Founding Anniversary.

2018-2019
Hope Christian High School became an official candidate school for the International Baccalaureate – Primary Years Programme. The school started to implement changes in the teaching method during this year. *Brainfit* officially entered into a three-year partnership with the school. Replacement of the Preschool Gym roof was done this year as well. "Imprints of God's Faithfulness" was the theme for the 72nd Founding Anniversary.

2019-2020
Classrooms were modified for IB learning. The High School Building was repainted. Maker Space was launched in September, during Teacher's Day. Three areas were developed to allow this new addition to the school learning spaces: the Computer Room was converted as "Works of Wonders" for STEM – Robotics; the Alumni Lobby was converted to "Creation Lab" for Carpentry & Electronics; and the Library into a Language Maker Space, "World of Words."

Ms. Jan Laurice Ong was appointed as the Assistant Principal for Academic Affairs, and Ms. Cindy Lim was appointed as the Assistant Principal for Administrative Affairs.

The school's 73rd Founding Anniversary was "Streams of Hope, Channels of Blessing."

2020-2021
Hope Christian High School was officially recognized as an IB World School authorized to implement the Primary Years Program. Administrators and teachers continue to train non-stop to improve the quality of education, and to deliver world-class education to the students.

Despite being a year of challenge – the world being hit by COVID-19, Hope Christian High School was able to take on the challenge and successfully implemented Distance Learning. Textbooks and teacher-made-modules were utilized for teaching. Applications such as Zoom, Google Meet, iTunes U, Seesaw and Google Classroom were some of the applications used for meeting with students and for submission of class work.

The 74th Founding Anniversary with the theme "Celebrating God's Wondrous Salvation, Lifting High His Banner" and Closing Exercises / Commencement Exercises were all celebrated virtually.

2021-2022
The Hope Theater Hall, and the roof of the Preschool Building, started its renovation process under the supervision of our Hope Alumni Association President Mr. Oliver Uy.

We rejoice in the fruit of the first HCHS Senior High batch who have graduated from college recently, bestowing on us 16 Latin Honors.

On the academic side, the school continued its second year of distance learning amidst the pandemic. Hope Christian High School became the first Chinese Christian school to be authorized to implement the International Baccalaureate – Primary Years Programme (IB-PYP).

An unexpected bonus was the face-to-face graduation of our Senior High School students held at the United Evangelical Church of the Philippines.

The 75th Founding Anniversary theme was "Sound His Grace, Shine His Glory!"

2022-2023
After two years of online classes due to the pandemic, the school opened its doors for hybrid classes, offering

both face-to-face and online classes.

Renovation was fully completed for the Hope Theater Hall, now also known as Chiong Pai Hun Theater Hall and was dedicated on November 20, 2022. Hope Christian High School was certified by the Philippine Council for NGO Certification (PCNC) as a donee institution.

With the envision of connecting classroom learning with real-life situations, developing the students' hard and soft skills, and strengthening interdisciplinary learning, the school became an official candidate school for International Baccalaureate - Middle Years Programme (IB - MYP).

The 76th Founding Anniversary theme was "Reminiscing with Joy, Prospecting with Praise"

2023-2024
HCHS was awarded another five (5) years of Level III re-accreditation status by the Association of Christian Schools, Colleges and Universities Accrediting Agency Incorporated (ACSCU-AAI). On June 17-19, 2024, HCHS under the supervision of Mr. Andres Ilocto also hosted the 38th ACSCU-ACI National Assembly.

Visions '74 made a generous donation for the facelift and new equipment for the Maker Space at the Alumni Building. This collaborative learning hub allows students to design, create, and solve problems using a variety of tools, materials and technologies. This learning space encourages hands-on inquiry-based learning while fostering creativity, innovation and real-world problem solving.

77th Anniversary theme "Steadfast Faith, Triumphant Hope"

2024-2025
In January of 2025, Hope Christian High School was authorized to implement the International Baccalaureate – Middle Years Programme, continuing its IB programme offering for the junior high school students (11-16 years old). The school also started its application for the International Baccalaureate – Diploma Programme, for 18-19 years old students who are in senior high school.

Batch Respledence 99 took the initiative to upgrade the preschool outdoor playground providing students with more opportunities for exploration, play, discovery and social interaction, contributing to their physical, cognitive, social and emotional growth.

The school's 78th anniversary theme, "Soaring High on Wings of Faith" , reminds the school community that when we anchor our faith in Christ, God enables us to soar to greater heights, reflecting His glory and fulfilling His purpose in our lives.

2025-2026
Hope Christian High School was authorized to implement the International Baccalaureate – Diploma Programme last June 2025, making the school an IB Continuum school.

The old elementary building was demolished in September of 2025, to give way for the construction of the Mixed-use Educational Building, providing students with a more dynamic and flexible space for learning, collaboration, exploration, creativity, socialization and recreation.

In January 2026, the preschool and primary department underwent a re-evaluation process for the IB Primary Years Programme. The IB Evaluation team determined that the school's PYP practices are aligned with the IB standards and practices.

The 79th Anniversary theme "Rooted in Christ, Built for His Glory" highlights the truth that Christ is both the foundation and the source of our strength. As we remain deeply rooted in Him, our lives become living testimonies of His grace, bearing lasting fruit and bringing glory to God in all that we do.

SCHOOL VISION

Hope Christian High School seeks to inspire her reflective learning community to acknowledge God's love, obey God's law, develop the self, and contribute to global society.

VISION DEFINED

Seeks to inspire

- To influence through modelling, and the preparation of a conducive environment
- Not to force but to impress
- Not external but internalized

Her learning community

- All stakeholders of the school -- including all students, faculty, administrators, staff personnel, parents, alumni, and the school board

To acknowledge God's love

- To know about God's love
- To experience God's love
- Carried out through integration in all subjects and spiritual ministries (Bible class, chapel services, retreats, etc.)

To obey God's law

- To obey biblical principles
- Values formation
- Values integration in everyday life

To develop the self

- Cultivate self-discipline
- Develop independent learning habits
- To see the learning process (construction of reality)

To contribute to global society

- Essence of civility and responsible citizenship
- Compassion for humanity
- A deep sense of social equity and justice

SCHOOL MISSION

Hope Christian High School is committed to continually provide world-class Christian education relevant to the changes and challenges of the times for the glory of God.

MISSION DEFINED

To continually provide

- The mandate to be consistent in the delivery or service – (sustainability)
- The endless cycle of planning, implementation, evaluation, improvement

World class Christian education

- Standard-based, sequential, measurable curriculum
- System that is based on a biblical worldview as opposed to a naturalist worldview

Relevant to the changes and challenges of the times

- Contextual, essential, useful
- Practical, marketable
- Adaptable to the ever-changing world

For the glory of God

- Education as a means of reaching the community for Christ
- Established by God for God's glory

SCHOOL CORE VALUES

Holistic Growth & Development
Oneness in Purpose
Pursuit of Excellence
Example of Christ-likeness

SCHOOL MOTTO
For Life and Eternity

SCHOOL VERSE
Jesus said, *"I am the way, the truth and the life; No man cometh unto the Father, but by Me."* (John 14:6)

SCHOOL COLORS
White - stands for purity of life on earth
Blue - stands for eternal life in heaven

SCHOOL LOGO

SCHOOL SLOGAN
Developing Leaders for God and Man

SCHOOL MASCOT



A kangaroo has short hind legs and a long tail enabling it to only move forward. HCHS believes the school is like a kangaroo moving forward to new discoveries, and conquering new heights with confidence. Like how a mother kangaroo carefully looks after her young in the pouch, so does our teacher "*Joy*" (the mother kangaroo) embraces each student in her care. HCHS desires that every student will come to know Jesus as their personal Lord and Savior and become a mature and growing Christian ("*Cris*" – the joey or the baby kangaroo). As the students move forward to new places, they will continue to exhibit Christ-likeness in their speech and action.

SCHOOL PERSONA



The HCHS Teacher Persona is derived from the Biblical character Lois, known as the grandmother of Timothy and the mother of Eunice. Lois was described in the Scriptures as someone who handled the Word of God wisely and well, passing on the legacy of faith and love to the next generations. HCHS embodies Lois' passing on of faith and love in the present generation and of hope for the eternal future.

SCHOOL SONG

jiānán měilì huāyuán,
嘉南 美麗 花園,
kuàilè guāngmíng cànlàn。
快樂 光明 燦爛。
zhēnl shēngmìng huār xiānyàn,
真理 生命 花兒 鮮豔,
shèngfù shu zì jinxun。
聖父 手 自 揀選
jiānán jiānán
嘉南！ 嘉南！
kuàilè guāngmíng cànlàn。

O school of high learning
With purpose glorious.
Your brilliant banners of
Truth and life,
We carry 'mid the strife.
March on! March on!
With banners of Truth and Life.

快樂 光明 燦爛。
bituō chuántng jiàoyù,
擺脫 傳統 教育,
xuéxí laoshī jīdū。
學習 老師 基督。
yīnqín búxiè jiélì zhuíqiú,
殷勤 不懈 竭力 追求,
zhēnli shi ni zìyóu。
真理 使 你 自由。
zhuīqiú zhuīqiú！
追求！ 追求！
zhēnl sh n zìyóu。
真理 使 你 自由。

Leaving tradition old,
We learn from Christ the Lord.
With earnest diligence now we seek,
The truth that frees the meek.
Seek on! Seek on!
For truth that frees the meek.

wèi yí dàshì érlái,
為 一 大事 而來,
zuò yí dàshì ér qù。
做 一 大事 而 去。
shēngmìng hujù wmen gāoj,
生命 火炬 我們 高舉,
zhàoliàng hēiàn shìjì。
照亮 黑暗 世紀。
gāoju gāoju！
高舉！ 高舉！
zhàoliàng hēiàn shìjì。
照亮 黑暗 世紀。

For this great task we come,
Our work is so gladly done.
We lift the torch of the Christian life
This time to sanctify.
This time to sanctify.
Lift high! Lift high!
The torch that will sanctify.

INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate program aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, government and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

INTERNATIONAL BACCALAUREATE LEARNER PROFILE

HCHS envisions her students to develop the IB learner profile of being Caring, Knowledgeable, Open-Minded, Reflective, Balanced, Communicators, Inquirers, Thinkers, Risk-Takers and Principled.

STATEMENT OF FAITH

The Holy Bible is the inspired infallible Word of God. The Bible is the sole authority of living. The truths contained within the sixty-six books of the Old Testament and the New Testament are relevant in all matters of life and faith.

There is one Triune God, eternally existing in three persons - Father, Son and Holy Spirit. They are co-eternal in being, co-identical in nature, and co-equal in power and authority.

The Lord Jesus Christ is fully God and man. He is the only begotten Son of God, was born of the Virgin Mary, and dwelled sinless among men in order that God's righteousness and man's sinfulness may be revealed.

Man was created in the image of God and endowed with dignity. However, man has fallen and is inherently sinful. He is alienated from God, spiritually dead, and in dire need of redemption.

The substitution and vicarious death of Christ through the shedding of His blood is the basis of man's atonement and salvation from sin. This act of redemption was completely accomplished through the death, burial, and bodily resurrection of the Lord Jesus Christ.

Salvation is a free gift from God brought to man entirely by grace through personal faith in the person and works of the Lord Jesus Christ. Once a person acknowledges Jesus Christ as the Savior and Lord of his life, and through the power of the Holy Spirit who dwells in him, he is tasked to live a life of holiness, in fellowship with other believers in love, unity, and in accordance to the teachings of God's Word, anticipating the return of Christ.

PHILOSOPHY OF EDUCATION

Our philosophy of education is premised on a God-centered view that all truth is God's truth, and that the Bible is the inspired and only infallible authoritative Word of God that contains this truth. God created all things and sustains all things. Therefore, the universe and humanity are dynamically related to God and have the purpose of glorifying Him. All humans are sinners by nature and choice; therefore, they cannot glorify or know God. Only by receiving God's free gift of salvation through God's Son and committing his/her life to the Lordship of Jesus Christ can humans know God and be reconciled to Him.

We aim to provide a Christian perspective on life; and the Word from which will come a balanced personality and proper understanding and acceptance of one's role in life at home, at work, at play, and at worship - all grounded in the Christian concept of truth and life. This philosophy channels our energies to promote high academic standards while helping students to achieve skills in creative and critical thinking using the best integrated curriculum materials. The objective of our instructional program is to enable the students to pursue the post-secondary education of their choosing whether in college, university, or vocational training.

Our education for the students encompasses the spiritual, mental, intellectual, physical, social and emotional dimensions. These are inseparable and through them all run the thread of the spiritual. Therefore, we shun the tendency to teach the Bible compartmentally or on the intellectual level alone. Christian thought must be interwoven throughout the curriculum.

The role of the teacher is primarily to be an acceptable model of Christian living. The teacher must initiate a climate for the teaching-learning process. The teacher must be skilled in facilitating knowledge vital to living the Christian life and in guiding students through their experiences in the educational process. In addition, the teacher must genuinely love each learner. He/she must recognize his/her responsibility before God and must depend completely upon the Holy Spirit to achieve the desired results.

The role of the learner is to be engaged in the teaching-learning process. The learner is an inquirer, discoverer,

agent, and assessor of the knowledge, feelings and behaviors that are taught and experienced. The curriculum is the medium, whether content material or life experience, selected for use in the teaching-learning process to achieve the goals of HCHS' education. Our curriculum also adheres closely to the minimum learning competencies required by the Department of Education.

GENERAL EDUCATIONAL OBJECTIVES

Hope Christian High School adheres to uphold the objectives of Philippine Education based upon the ***Enhanced Basic Education Act of 2013*** which states that:

1. The state shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and the society-at-large.
2. Every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one's self.

For this purpose, the State shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment. In order to achieve this, the State shall:

1. Give every student an opportunity to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards;
2. Broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment; and
3. Make education learner oriented and responsive, to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning, including mother tongue as a learning resource

SPECIFIC OBJECTIVES

Hope Christian High School aims to train and transform her students through:

► Academic Development
► Spiritual Formation
► Personal Enrichment
► Social Awareness

HOPE CHRISTIAN HIGH SCHOOL in its commitment to the Mission-Vision sets the following specific objectives:

PRESCHOOL DEPARTMENT

1. To introduce the children to God's love and His way of forgiveness.
2. To set a foundation for the formation of Christian values such as love and respect for one's parents, respect for the feelings of others, honesty, cleanliness in speech, thought and actions.
3. To develop healthy and positive habits in eating, studying, sleeping, working, etc.
4. To train for acceptable relational skills with other children and adults.
5. 5. To acquire the basic skills in 3Rs— Reading, wRiting, and aRithmetic.
6. To cultivate a positive attitude towards reading.
7. To develop a positive self-image as persons created in the image of God.
8. To develop basic communication skills and provide opportunities for effective practice.
9. To grow in the ability to express self freely and creatively through various positive experiences.
10. To train for a sense of responsibility in promoting peace, love, acceptance, fairness, a clean environment, preservation of nature, etc.
11. To provide a school environment that promotes the acquisition of basic communication skills.

PRIMARY DEPARTMENT

1. To introduce every pupil to the love of God and His way to forgiveness.
2. To instill and develop in the hearts and minds of our pupils a genuine love and respect for God.
3. To set a foundation for the development of Christian values such as respect for one's parents, love of neighbors, honesty, industry, thrift, cleanliness in speech, thought, and actions, etc.
4. To involve the child in the life of the church through attendance in Sunday School.
5. To provide adequate training of the 3Rs— **R**eading, w**R**iting, and a**R**ithmetic.

6. To acquaint the child of his/her rights, duties and responsibility for a healthy and active involvement at home, school and immediate community.
7. To provide an effective guidance program to help the child develop holistically — social, physical, intellectual, emotional, moral, spiritual, etc.
8. To expand the child's interest in the different events going on in our country as well as other countries.
9. To develop the child's physical body through a customized physical education program and extracurricular activities.
10. To provide opportunities for the child to have social and cultural exposure through active participation in the different contests and events held inside and outside the school.
11. To provide a wholesome pupil, parent, and teacher-relationship in the school and in the community.
12. To provide adequate instruction in the basic preparation for education beyond the elementary school level.
13. To give instruction in the duties of Philippine citizenship.
14. To provide occasion for the development of social graces.
15. To make provision for individual differences.
16. To provide a wholesome environment for the children.
17. To include spiritual training in its program of instruction and extra-curricular activities.

HIGH SCHOOL DEPARTMENT (JUNIOR AND SENIOR HIGH SCHOOL)

1. To acquire a solid foundation and develop further basic skills and aptitudes in the different courses of learning and areas of interest in preparation for college work.
2. To form desirable personal values such as respect, politeness, initiative, industry, self-reliance, independent thinking, resourcefulness, and responsibility required in community life.
3. To encourage active participation in meaningful activities like drama, music, sports, arts and crafts and different academic, athletic and cultural clubs.
4. To provide sufficient skills in the intellectual and spiritual aspect of the curriculum with emphasis on the physical and natural sciences, Bible studies, church worship service, fellowships, etc.
5. To have a good and wholesome understanding, love and appreciation of Filipino cultural heritage, a knowledge of the duties and responsibilities of a Filipino citizen.
6. To develop the students' awareness towards social consciousness and responsibilities to be a good citizen of a developing nation especially in times of current changes and functions of the government.
7. To produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God.
8. To produce citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high levels of personal well-being, as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large.

SENIOR HIGH SCHOOL TRACK AND STRANDS

Accounting, Business and Management (ABM)

The program is an introductory course in accounting, business and management where students are trained to think logically and scientifically, equipped with the principles of accounting, finance, marketing, and entrepreneurship, and inculcated with business ethics, Christian values, and social responsibility.

Science Technology Engineering and Mathematics (STEM)

The program is designed to prepare learners who will pursue STEM related courses at the tertiary level by promoting a culture of inquiry, investigation and innovation through critical thinking and scientific method.

Humanities and Social Sciences (HUMSS)

The program encompasses the knowledge and skills coupled with Christian Values to prepare learners with a wide array of social concerns and services focusing on human society and culture.

General Academic Strand (GAS)

The strand is designed for learners who want to explore and experience the different academic disciplines to help them choose their specific career path at the tertiary level.

Technical-Vocational-Livelihood (TVL)

The TVL track is designed for learners who prefer to prepare themselves either for work or to pursue a higher educational degree after their senior high school. The school's program offers computer programming or animation.

II. STUDENT CODE OF CONDUCT

STUDENT'S RIGHTS AND RESPONSIBILITIES

1. **IT IS THE RIGHT OF EVERY STUDENT** to be part of an environment where one is addressed politely, treated with respect and free from discrimination.
   Your responsibility is to **PRACTICE COURTESY** by:
   - Using appropriate language that encourages or uplifts a person.
   - Using polite expressions like please, excuse me, I'm sorry, thank you, "po" and "opo", may I borrow, kindly open / pass, and the like.
   - Respecting the rights of others by:
     - Forming a line and waiting for your turn (e.g., drinking from the water fountain, buying food at the canteen, etc.).
     - Walking quietly on the right side of the passageway.
   - Observing acceptable manners, courteous speech, and appropriate social etiquette
     - Social manners to be observed are:
       - Always acknowledge the presence of school personnel regardless of status – whether he/she is the principal, school guard or guests.
       - Address people properly by using "Ma'am" or "Sir."
       - When talking to another person, establish eye contact and listen intently to show respect, without any smacking of lips and/or rolling of eyes or other similar behavior which may be misinterpreted as disrespectful. Answer in a modulated voice and a tactful manner.
       - Be forgiving when somebody makes mistakes. Encourage him/her to learn from the mistakes by not laughing at him/her.
       - When coughing, sneezing, burping or yawning, turn your head away from others, cover your mouth with the full part of the hand, and say "Excuse me" afterwards.
   - Common courtesies to be observed:
     - When people ask how you are, answer first then ask him/her back how he/she is doing.
     - When receiving a gift, always say "Thank you." Never say any negative word that can insult the giver.
     - Say "Excuse me" or "I am sorry" when you bump into someone or when someone bumps into you. It doesn't matter whose fault it is.
     - Open the door for someone who is closely behind you. Let the person enter first.
     - Prompt obedience to teachers, staff and even substitute teachers

2. **IT IS THE RIGHT OF EVERY STUDENT** to be part of an environment which is free from intimidation, including all forms of abuse, (i.e., verbal, written, cyber or physical form).
   Your responsibility is to **PRACTICE RESPECT** by:
   - Not causing or encouraging bullying, teasing, harassing, or ganging up on others.
   - Avoiding any behavior which would hurt, embarrass, upset or cause discomfort to others.
   - Showing due consideration for others when moving through busy crowded corridors.
   - Not engaging in inappropriate teasing, name-calling, cutting remarks, threats, and physical or sexual harassment.

3. **IT IS THE RIGHT OF EVERY STUDENT** to work, learn and achieve success in an environment which supports, helps, and encourages anyone to express one's thoughts, and ask questions; thereby enabling one to reach one's goals.
   Your responsibility is to **PRACTICE DISCIPLINE, COOPERATION AND SENSITIVITY** by:
   - Arriving on time for all your classes and activities with all necessary books and supplies. If you are late, get a tardy slip from the security guard and fill it out properly. Apologize to your teacher for being late and go to your seat quietly.
   - Being cooperative and displaying a positive 'can do' attitude.
   - Completing all assignments and class work within an agreed time frame.
   - Avoiding any type of behavior (i.e. going in and out of the room, standing and moving around the room) which would distract other students from learning effectively.
   - Securing proper passes (CR, Office, Clinic) when going out of the classroom.

- Listening attentively when others are speaking and being sensitive to what they say.
- Accepting and giving opinions which may be critical of ideas but not of people.
- Preparing for all the school work without cheating or unauthorized copying of the work of others (plagiarism).

4. **IT IS THE RIGHT OF EVERY STUDENT** to expect that all property and equipment in school whether personal, shared, or belonging to the school, should remain free from deliberate damage, abuse or theft.
   Your responsibility is to **PRACTICE RESPECT AND GOOD STEWARDSHIP** by:
   - Keeping school properties (like chairs, computers, keyboards, pianos, walls and others) clean, neat and free from vandalism.
     Any damage to or loss of the above-mentioned properties shall be repaired, replaced, or paid for by the person concerned.

     If such damage or loss was done deliberately or through the negligence of a student, an appropriate penalty shall be imposed.
   - Using school property in an appropriate manner.
   - Turning off electrical and electronic equipment if you are the last to leave the room.
   - Compensating owners for property damages due to negligence, inappropriate use or lack of prior permission.
   - Keeping valuables at home and not bringing these to school.
   - Bringing only enough money to cover your needs for one school day.

5. **IT IS THE RIGHT OF EVERY STUDENT** to be able to spend your day at HCHS in a pleasant, clean and safe environment.
   Your responsibility is to **PRACTICE CONSIDERATION FOR OTHERS** by:
   - Keeping the school and its facilities clean all the time. Loitering is not allowed in offices. Students may visit these offices only for official business. Likewise, loitering along corridors and on the landings in the stairways , especially during class hours, is strictly prohibited.

     A. The following places inside the campus are strictly off-limits to students:
     - Chiong Pai Hun Theater Hall;
     - gym cubicle at the 8th floor basketball gym;
     - elementary, junior high school, and senior high school faculty rooms;
     - high school building ledges;
     - 4th and 5th floors of the Alumni Building for non-dormers;
     - other areas which might be identified or restricted as the need arises.

     The use of classrooms and other physical facilities of the school must be approved by the Building Administrator / General Services Department Head after the accomplishment of the procedural requirements and guidelines set by the Student Formation Office.

     B. Elevator Policies

     Preschool Elevator

     - Preschool and elementary students are **not permitted** to use the Preschool Elevator unless specifically authorized by the school administration (e.g., due to health concerns, emergencies, or other valid reasons).

     -Students who are authorized to use the elevator must be accompanied by a parent, guardian, or a designated school personnel at all times.

     High School Elevator

     - Students coming from the Alumni Building who are proceeding to the High School Building are permitted to use the elevator only for the upward travel from Ground Floor to the Sixth or Seventh floor.

     - The use of the elevator for any other purpose or destination is **not permitted**, unless otherwise authorized by the school administration (e.g., due to health concerns, emergencies, or other valid reasons)

*All students are expected to observe proper elevator etiquettes, follow safety regulations, and comply with the instructions of school personnel at all times.

- Picking up and placing litter in appropriate containers and cleaning up the area/room after each use.
- Using recyclable and environment-friendly utensils.
- Not bringing or consuming any non-prescription drug, alcohol, cigarette, e-cigarette, tobacco or any other illegal substances.
- Not bringing dangerous/sharp items or any form of toys like guns, knives, swords, tops or slingshots to school.
- Refraining from bringing chewing gum on campus as it can cause unsightly litter.

6. **IT IS THE RIGHT OF EVERY STUDENT** to be a member of a school which is highly valued by parents and the community.
   Your responsibility is to **PRACTICE OBEDIENCE, LOYALTY AND COOPERATION** by:
   - Complying with all school and community rules.
   - Behaving in an appropriate manner when off-campus, on school trips, at camps, and while traveling to and from the school.
   - Not smoking or consuming alcoholic drinks/prohibited drugs inside and outside the campus
   - Complying with the HCHS uniform policy and generally behaving in a manner which brings forth pride in our school and in the achievements of its students.
   - Showing allegiance to the country and the school, and respect to its representation (like the flag, national anthem, school song etc).

7. **IT IS THE RIGHT OF EVERY STUDENT** to settle disputes in a fair and rational manner within a reasonable time frame.
   Your responsibility is to **PRACTICE HUMILITY AND COOPERATION** by:
   - Allowing all members involved in a dispute to be heard,
   - Seeking assistance from a teacher or administrator for a dispute to be resolved amicably.
   - Accepting with good grace the final decision of the arbitrating members of the school administration.

8. **IT IS THE RIGHT OF EVERY STUDENT** to be safe in and out of school.
   Your responsibility is to **PRACTICE SAFETY TOWARDS YOURSELF AND TO OTHERS** by:
   - Following all school rules, policies, and safety procedures.
   - Respecting the rights, property, and well-being of others.
   - Reporting unsafe conditions, accidents, bullying, harassment, or suspicious activities to school authorities immediately.
   - Walking responsibly in hallways, stairways, and school premises.
   - Using school facilities, equipment, and materials properly and responsibly.
   - Practicing good digital citizenship and avoiding cyberbullying or inappropriate online behavior.
   - Keeping the school environment clean, orderly, and free from hazards.
   - Following emergency and evacuation procedures during drills and actual emergencies.
   - Refraining from bringing prohibited, dangerous, or illegal items to school.
   - Looking out for one another and promoting a culture of care, respect, and responsibility.

OFF-CAMPUS ACTIVITIES

The school allows recognized student organizations and other legitimate student groups, such as classes or sections, to engage in off-campus activities that will contribute to the holistic development of the students.

Duly recognized student organizations and other legitimate student groups, such as classes or sections, may organize off-campus activities such as retreats, field trips, community service activities, etc. Likewise, students may be allowed to participate in competitions, seminars, etc. that are to be held outside the school, subject to the policies stated herein

The Director/Adviser shall be responsible for ensuring the implementation of the policies and guidelines for off-campus activities involving their students. The Office of the Vice Principal or

Student Formation Office may implement additional procedures and guidelines as they deem appropriate to the nature of its programs, for as long as he/she shall designate a Personnel-In-Charge (PIC) for each off-campus activity who will ensure that the activity is compliant with all the requirements, and should sign in conformance.

To promote the safety of the students in an off-campus activity, the Student Formation requires that for every fifty (50) students, there must be at least one faculty adviser/faculty member/PIC present to accompany the participants.

Students are expected to observe the Code of Conduct stipulated in the Student Handbook during off-campus activities.

9. **IT IS THE RIGHT OF EVERY STUDENT** to be secure free from any form of unreasonable search and seizure as defined by law. As an exception, if it will threaten the lives and properties of the school community.
   Your responsibility is to **PRACTICE OBEDIENCE TO SCHOOL AUTHORITIES, SCHOOL POLICIES AND SCHOOL CODE OF CONDUCT** by:
   - Allowing school authorities to conduct searches of any of its facilities: classrooms, comfort rooms, student's personal belongings such as bags and desks limited to the subject of an inquiry or investigation.
   - Submit to bodily search of any student, school personnel and/or visitors, including search of vehicles upon entry and exit of school premises.
     A search/inspection is conducted:
     a. When there is a reasonable ground belief that a student, school personnel and/or visitors may have objects or property in his possession of which constitutes a violation of the existing rules and regulations of the school
     b. To prevent the commission of an offense
     c. To determine the possibility of the commission of an offense; or in aid of the school inquiry of a disciplinary case
   - How is the search conducted:
     a. Search is done in the presence of the student who owns the desk, locker, bag, or any object which is the subject of the search and/or inspection. In urgent cases in which the concerned student cannot be found after diligent efforts (e.g absent, etc), the search and/or inspection may be done in the presence of at least two witnesses (one student and one school personnel).

        In most extreme and serious cases, the school agents or its authorities will use reasonable force in order to gain access to the container or enclosure. The school shall not be liable for whatever damage the container or enclosure sustains due to the force in opening it.

     b. If the object involves the use of the student's cellphone, the parents or guardians will be notified of the possibility of its seizure.

   CONFISCATED ITEMS
   Confiscation is the exclusive right of any school authority who finds it necessary to withhold an item from its owner.

   The following items/objects may be confiscated if these will be brought to school, and are not needed in any school activity.
   1. Prohibited items such as adult-content comics, magazines, computer games, expensive toys, trading cards, excess cash or pieces of jewelry.
   2. All confiscated items shall be turned over and claimed from the Student Affairs Office by the parents or authorized guardian of the student concerned.
   3. Confiscation of items/objects will be dealt with according to the procedures stated herein.

PARENT'S RESPONSIBILITIES

Education is a partnership between the school and home. The School expects that:

- Parents will be responsible for establishing values at home through their actions and delivering the proper messages to their children that education is very important.

- Parents will be responsible for teaching their child/children the proper behavior that recognizes the rights and property of others.
- Parents will be responsible in supporting the school's rules and interventions for violations and discussing them with their child/children.
- Parents will be responsible for monitoring daily attendance and punctuality of their child/children and performance in school.
- Parents will be responsible for maintaining regular communication with the school and participating in school activities.
- Parents will be responsible for supporting the school policies and programs.

HANDLING OF REPORTS RECEIVED BY THE SCHOOL SOCIAL MEDIA PAGE OR THROUGH OFFICIAL EMAIL ACCOUNTS OF SCHOOL PERSONNEL

In the event that the school official social media page of the school or through official email accounts of school personnel, receives reports related to an alleged violation of the DepEd Child Protection Policy, or other relevant laws, rules, and regulations, the social media manager or the school personnel shall inform the Prefect of Discipline. The Prefect of Discipline shall act upon the report following the procedures stated under DepEd Order No. 40, s.2012.

GUIDELINES ON DISCIPLINE

There are two reasons why discipline has to be observed within the school. One is to motivate the students to become better. The other is to prevent students from behaving in undesirable ways. The school is concerned with the strengthening of the students' character. It wants to impress the importance of rules and regulations, respect for law and authority, and inculcate a sense of morality and good behavior.

The school's authority to discipline governs all students in any of the following circumstances:

- While the student is officially enrolled in the school
- Anytime within the school campus and vicinity
- At school-related activities (in and off campus)
- Anytime the students are wearing the school uniform
- In any circumstance when it is clear to an outsider that a student is from HCHS

All students are expected to report any violation of school rules and regulations to the school authorities especially if the safety and welfare of a school community member is at stake.

As a member of the HCHS family, a HCHS student has the responsibility to help promote the general welfare of the members of the school community.

Upon enrolment at Hope Christian High School, the student, together with his/her parents, signifies his/her intention to accept and abide by the rules and regulations of the school.
The school has the final authority in establishing and interpreting school rules. This means that the school has the authority to:

- Determine what is and what is not acceptable behavior for the students;
- Classify offenses, and
- Decide on the corresponding intervention based on aggravating and mitigating circumstances.

Note: Occurrence of offenses are counted on a yearly basis.

EXTENSION is extended time given to students to do extension tasks whether on a school day or Saturdays depending on the offense committed. Extension can be before or after school time. Prompt compliance is required. Students who fail to comply will be given extra hours of extension.

RESTRICTION is the temporary deferment of the student to participate in designated activities or be in certain areas.

SUSPENSION

- Suspension refers to the school's prevention of a student from attending class and from taking any examinations, quizzes and graded recitations given during the specified period, which will henceforth be marked zero (0). Students will be responsible for missed class activities to cope with the class. Suspension can be served at home or in-school.

- Preventive Suspension is a temporary removal of the student charged for major violations/offenses of school rules while the investigation is ongoing.

	MINOR OFFENSES	ACTION TAKEN
1	Habitual tardiness	● Verbal Warning from 1st to 3rd tardy. Class adviser informs parent/s. ● Written Warning on the 4th to 5th tardy ● Written Warning on 6th tardy with parent conference ● Deportment lowered by one level and Extension on the 7th tardy ● Deportment lowered by one level and Extension for every 3 accumulated tardiness after the 7th tardy ● Disqualification from Academic Honors on the 13th tardy ● Suspension on the 15th tardy
2	Going out of the room without permission or pass Loitering during class hours, prolonging break.	● Verbal Warning ● Parent Conference with the Class Adviser and/or Discipline Officer after 3 verbal warnings
3	Entering off limit areas	
4	Improper/incomplete uniform – not following the prescribed school uniform or haircut, not wearing school ID, having unbuttoned polo, and the like. Defacing of I.D. cards or using unofficial I.D. lanyard.	● Verbal Warning until the 4th offense ● Written Warning on the 5th offense ● Written warning on the 6th offense and parent conference ● Deportment lowered by one level on the 7th offense.
5	Wearing of make-up (except for school-sanctioned events can use tintless/colorless lip balm for chapped lips)	● Verbal Warning until the 4th offense ● Written Warning on the 5th offense ● Written warning on the 6th offense and parent conference ● Deportment lowered by one level on the 7th offense.
6	Use of colored nail polish and accessories	● Verbal Warning until the 4th offense ● Written Warning on the 5th offense ● Written warning on the 6th offense and parent conference ● Deportment lowered by one level on the 7th offense
7	For boys: Wearing of earrings, anklets, nose rings. For girls: Wearing of anklets ; Wearing of nose rings, big/dangling / chandelier type earrings, and/or more than one earring on each ear.	● Verbal Warning until the 4th offense ● Written Warning on the 5th offense ● Written warning on the 6th offense and parent conference ● Deportment lowered by one level on the 7th offense.
8	Sporting unacceptable hairstyle or outlandish colored hair (except for natural hair)	● Written warning and parent conference ● Extension on the 2nd Warning ● Deportment lowered by one level on the 3rd Warning
9	Having tattoo	● Removal of tattoo ● Written warning and parent conference ● Extension on the 2nd Warning ● Deportment lowered by one level on the 3rd Warning
10	Bringing and/or playing cards (similar to deck of s, cards used in gambling, trading cards and magic , gathering cards, collectible / photo cards) within	● Confiscation of item: 1st time – 1 week 2nd time – 1 month

	school premises. Playing educational cards / toys, mind / puzzle games (i.e., Scrabble, UNO, cards, etc.) during class time.	3rd time – entire school year ● Written warning and parent conference ● Deportment lowered by one level on the 2nd Warning
11	Eating inside the classroom/assembly area during class hours or activities.	● Food confiscated ● Verbal Warning
12	Playing online games and watching any video not related to school lessons.	● 1st time – Written Warning ● 2nd time – Parent Conference ● 3rd time – Suspension of iPad/gadget usage for Three (3) days (Assignments shall be submitted in handwritten form)
MAJOR OFFENSES		**ACTION TAKEN**
1	Cutting classes (face-to-face and online) or not attending classes during school hours.	● 1st time – Written warning with school intervention and parent conference ● 2nd time – Written warning and 2 days in-school suspension ● 3rd time – Home suspension
2	Disturbing or distracting other students while classes/assemblies are going on (e.g., howling, shouting)	
3	Uttering vulgarities, either written, verbal or online posting or chat	● 1st time – Written Warning with Parent Conference and School Intervention ● 2nd time – In-school Suspension of up to 3 days ● 3rd time – Home Suspension (4-5 days) ● 4th time – Dismissal
4	Saying insulting words or negative comments and/or demonstrating disrespectful gestures/ remarks – both physical and verbal - to any person that is uncalled for.	
5	Any unwanted physical contact like punching, kicking, slapping, inflicting school pranks and the like	● 1st time – Written Warning with Parent Conference and School Intervention ● 2nd time – In-school Suspension of up to 3 days ● 3rd time – Home Suspension (4-5 days) ● 4th time – Dismissal
6	Fighting within the school premises, or wherever and whenever the student is identifiable to be from HCHS. Coercing or provoking a person to fight	
7	Demonstrating insubordinate behavior towards school personnel, including verbal abuse, showing disrespectful gestures, defiance, or rudeness.	● 1st time – Written Warning with School Intervention ● 2nd time – Home Suspension (5 days) ● 3rd time – Preventive Suspension
8	Gambling of any form - regardless of whatever is at stake in the bet apart from money - inside and outside the school premises.	● 1st time – Confiscation of Item, Written Warning with Parent Conference and School Intervention ● 2nd time – Home Suspension of up to five (5)days ● 3rd time – Dismissal
9	Threatening, intimidating, creating fear, extorting money, food, or possession, or bribing	● 1st time – Confiscation of Item, Written Warning with Parent Conference and School Intervention ● 2nd time – Home Suspension (3 days) ● 3rd time – Dismissal
10	Cheating, copying another's work, giving out answers during tests/exams. Plagiarism	● 1st time – Marked zero (0) in the activity/test/ exam, Written Warning and Parent Conference with School Intervention. ● 2nd time – Marked zero (0) in the activity/test/ exam, and Suspension up to three (3) days ● 3rd time – Marked zero (0) in the activity/test/ exam, and Suspension up to five (5) days
11	Mishandling of student or club funds	● 1st time – Settling the appropriate funds, Written Warning with Parent Conference and School Intervention ● 2nd time – Settling the appropriate funds, possible disqualification for merits, Parent Conference and Home Suspension (3 days). ● 3rd time – Suspension of up to five (5) days.

12	Unauthorized operation or tampering with laboratory facilities, machines, computers, tools, vehicles and other equipment.	● 1st time – Restoration or replacement of the item at the student's expense, Written Warning with Parent Conference and School Intervention ● 2nd time – Suspension of up to 3 days. Restoration or replacement of the item at the student's expense, and Parent Conference with Scho Intervention. ● 3rd time – Restoration or replacement of the item at the student's expense and Dismissal
13	Unauthorized removal, mutilation or tampering officially posted notices, announcements, or bulletins	
14	Vandalizing or destroying school property	
15	Inappropriate display of affection between two people within the school vicinity or wherever and whenever the student is identifiable to be from HCHS (e.g. holding hands, hugging, kissing, sitting on someone's lap, staying in isolated or dimly lighted areas or engaging in intimate acts of affection).	● 1st time – Parent Conference and School Intervention. ● 2nd time – Home Suspension of up to 3 days ● 3rd time – Dismissal
16	Stealing or getting people's things without permission	● 1st time – Return or replacement of the item at the student's expense, Parent Conference and School Intervention. ● 2nd time – Return or replacement of the item at the student's expense. Suspension of up to 3days ● 3rd time – Return or replacement of the item at the student's expense. Dismissal
17	Forgery, falsification, misinformation and disinformation	● 1st time – School Intervention and in-school suspension of up to three (3) days ● 2nd time – Home Suspension of up to five (5) days ● 3rd time – Dismissal
18	Using somebody else's ID	
19	Solicitation or the collection of contribution f whatever purpose within the school premises without authorization from the Principal. Illegal / unofficial selling of items, borrowing or lending money	● 1st time – Return of the item, Written Warning with Parent Conference and School Intervention ● 2nd time – Home Suspension of up to five (5)days Deportment lowered by one level. ● 3rd time – Dismissal
20	Taking and/or posting pictures/videos of school personnel, fellow students, or other people without due permission from the person involved and which could embarrass them.	● 1st time – Written Warning, and Parent Conference with School Intervention ● 2nd time – Public Apology in the Same Manner as the Offense, Written Warning, Parent Conference, a Home Suspension of up to five (5) days ● 3rd time - Public Apology in the Same Manner as the Offense / Dismissal
21	Unauthorized bringing of toys (ex. toy guns, fancy knife, sword)	● 1st Time - Confiscation of the item, Parent conferen with School Intervention ● 2nd time-3 days Home suspension ● 3rd time- Dismissal
GRAVE OFFENSES		**ACTION TAKEN**
1	Smoking, drinking or possession of alcoholic beverages, cigarettes, e-cigarette (vape), inhalants and the like. Entering the school premises smelling of cigarette and/or liquor.	● 1st time – Confiscation of the item, Parent Conference with School Intervention, and 5 days Home Suspension ● 2nd time – Dismissal
2	Bringing and or Possession of firearms and weapons Unauthorized possession of matches, lighters, or any object designed or used to endanger lives, inflict injuries or cause damage to property or lives.	● Dismissal
3	Committing acts of immorality (like exposure of body parts and commission of sexual acts) Verbal gestures or written defamation against God,	

	church and school	
4	Involvement in activities like acting, modelling, posing for advertisements and endorsement of any form of print multimedia which are contrary to Christian beliefs and affect the good name and reputation of the school (Student needs to secure approval from the school before appearing in any public appearances.)	● Parent Conference ● Preventive Suspension ● Dismissal
5	Possession or transmission of obscene/pornographic literature or materials	● 1st time – Confiscation of the item, Written Warning with School Intervention and Parent Conference. ● 2nd time – Confiscation of the item, Written Warning, and Parent Conference, and Suspension of up to Five (5) days ● 3rd time – Dismissal
6	Initiating and/or engaging in actions resulting to moral damage to persons or institutions through malicious gossip, hateful spreading of information/messages via the Internet/e-mail, cell phones and other means of communication.	● 1st time – Written Warning, and Parent Conference with School Intervention ● 2nd time – Public Apology in the same manner as the Offence, Written Warning, Parent Conferenc and Home Suspension of up to five (5) days. ● 3rd time – Public Apology in the Same Manner as the Offense. Dismissal.
7	Creating a dummy/pseudo account or using other people's account, password, or social media network account to post, delete, rename, modify, copy, move files or pictures that that will cause direct and indirect harm or shame towards another. Sending messages via social media networks or other modes of communication anonymously or using an alias. *or any acts stated in the Cybercrime Law	● Parent Conference ● Preventive Suspension ● Dismissal
8	Plagiarizing	● Parent Conference ● Preventive Suspension ● Dismissal
9	Commission of any case of profanity or acts of sexual immorality, sexual harassment, pregnancy, sexual misconduct, and the like.	● Parent to meet Class Adviser/Discipline ● Dismissal and/or Suspension of up to seven (7) days.
10	Bullying to cause harm on another person's honor or property such as blackmail, threats, and the like	● Parent Conference ● Preventive Suspension ● Dismissal
11	Promotion, participation, or any involvement in any action that may lead to loss of life or serious physical, mental and psychological injury whether intentionally, or as a result of recklessness or gross negligence	● Parent Conference ● Preventive Suspension ● Dismissal
12	Retaliation against a student who reports somebody misdemeanor or provides information during an investigation. Obstruction/falsification of information during investigation	● Parent Conference ● Preventive Suspension ● Dismissal
13	Possession of Illegal Drugs and Paraphernalia, hazing or initiation of any kind either within or outside the school grounds.	● Dismissal (subject for EXPULSION)

	Encouraging a schoolmate to join or participate in any unrecognized clubs, organization, fraternity/sorority, rallies and the like.	● Dismissal (subject for EXPULSION)

All minor and major offenses will result in lowered deportment. Grave offenses will have a deportment grade of D. The school may, at its discretion and during the pendency of the investigation, put any student on preventive suspension if there is a reason to believe that the presence of said student might put him/her at risk of more harm, or will jeopardize the general peace and order of the campus. Such suspension may extend to the parents or guardians of the students involved in the incident.

Other Offenses
The list of offenses is not exhaustive AND NOT EXCLUSIVE. With the "Special Parental Authority" vested by the Family Code of the Philippines, the school claims the right to discipline in whatever manner it deems necessary any unacceptable behavior of the student, even if it is not explicitly stated in the Parent – Student Handbook.

DUE PROCESS ON DISCIPLINE CASES:

1. Reporting and Addressing the Incident
    - The student, teacher, or staff member must first report the incident to their Class Adviser and may be asked to submit a written incident report regarding a specific disciplinary concern (e.g., misconduct, violation of rules, academic dishonesty).
    - A parent/guardian/student may raise an informal concern directly with a teacher, the PYP coordinator, and/or the supervisors.
    - Informal concerns may be voiced orally or in writing. At this stage, the parent/guardian/student may be seeking information, clarifying a situation, or determining whether to make a formal complaint.
    - At this stage, the goal is to support the concerned individual's understanding of the nature of the program and resolve the concern through open and respectful dialogue.
    - The teacher/ classes adviser should address the concern informally first (e.g., verbal warning, reminder of school rules), record the incident in the logbook, and report the incident to his/her respective Administrative Supervisor for documentation purposes
    - Parents may also choose to first discuss concerns with the school counselor. The school counselor will assist the parents, the concerned student if needed, and the classroom teacher. Staff are encouraged to document conversations regarding the informal parent/guardian/student concern, noting information sought, clarifications provided, and any agreed upon resolution.
    - School Status, contact log entry, email, and/or written conference notes are appropriate documentation for informal concerns. The staff member addressing the informal concern will file the documentation for the remainder of the school year.

2. Mediation or Meeting
    - In some cases, a mediation or meeting involving the concerned parties may be arranged to facilitate dialogue, understanding, and resolution of the grievance.
    - The school administration, along with relevant staff members and parents, will participate in the mediation or meeting.
    - A neutral third party, such as a guidance counselor, the discipline officer, or the level coordinator may be present to facilitate the discussion and ensure fairness.
    - If the case is minor and resolved, documentation is filed and the process ends. If it is a major case and/or a serious misconduct, the case will be escalated to the department supervisor for further actions.

3. Formal Complaint Filing
    - If the case is unresolved or serious, a formal written complaint is submitted to the Student Formation Office for further investigation
    - The complaint should include:
        - Names of students involved
        - Details of the incident
        - Evidence or witness statements
        - Actions already taken
    - The Student Formation Office Head and/or the Department Administrative Supervisor will then conduct an investigation through gathering necessary details (time, place, persons involved) and interview both parties and the other possible people involved.

4. Resolution and Sanction
   - Based on school policies and the student handbook, appropriate disciplinary action is determined (e.g., warning, community service, suspension).
   - The resolution is documented and communicated in writing to the student and parents.

Due Process for Addressing Misconduct :
With the expectation of fair and equitable treatment of all students, the following shall constitute the procedures to be followed in extension, suspension, and dismissal of students:

1. The student shall be informed of the nature and facts of the alleged misconduct.
2. The student shall be given an opportunity to explain or present his/her side of the circumstances of the alleged misconduct and to present witnesses on his/her behalf.
3. The parents shall be invited for a conference.
4. The student and parents shall be informed of the results of the investigation and the necessary actions to be taken.

   The Investigation Committee* consists of the Supervisors, Faculty Representative, Discipline Officer, Grievance Committee Head, and the Assistant Principal for Student Services.

   **Committee members are guided by Child Protection Policy, DepEd Order #40 s2012*

   The committee would make a recommendation for disciplinary action to the Principal and the Principal's decision in the matter is final.

The school reserves the right to dismiss at any time during the school year, or not readmit on the succeeding school year, any student whose conduct or influence is regarded as undesirable or unsatisfactory. The school also reserves the right to impose disciplinary measures not contained in the Student Handbook on any student whose conduct will affect the student body and the school.

ANTI-BULLYING AND CHILD PROTECTION POLICY

Hope Christian High School is committed to provide a caring, friendly and safe environment for all students so they can learn in a relaxed and secure atmosphere. Bullying in all its forms, regardless of the means, place and time of its commission, is prohibited. The school will do whatever is necessary and possible within its authority to eradicate bullying in all its forms.

DEFINITION OF BULLYING
BULLYING refers to willful aggressive behavior that is directed towards a particular victim who may be outnumbered, younger, weak with disability, less confident, or otherwise vulnerable.

1. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, ticking, headlocks, inflicting school pranks, teasing, fighting, and the use of available objects as weapons.
2. Any act that causes damage to a victim's psyche, and/or emotional well-being.
3. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting, and commenting negatively on the victim's looks, clothes, and body.
4. "Cyber-bullying" or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of different forms of technology, such as, but not limited to texting, email, instant messaging, chatting, Internet, social media, online games, or other platforms or formats as defined in DepEd Order No. 40, s.2012.
5. "Social bullying" refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group.
6. "Gender-based bullying" refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity (SOGI).
7. Retaliation against a student who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about the bullying incident.
8. All forms of bullying analogous to those provided under the Anti-Bullying Law.

HCHS Child Protection Committee (CPC)

There will be a child protection committee that will be composed of the following:

1. Assistant Principal for Student Affairs;
2. Supervisor / Coordinator for Student Affairs;
3. Grievance Committee Head
4. School Counselling Office Head;
5. Representative from the Parents' Community; and
6. School teacher

Reporting Procedures

The School encouraged any and all members of the community of HCHS to report any and all incidents of bullying, suspected bullying, or any threat to the safety of any students to any school administrator, class adviser, subject teacher, or counselor, or by sending an email to the guidance office: **guidance@hchs.edu.ph**

Elementary students from Grade 1 to 5 may report any and all incidents of bullying to the Grade School Supervisor for Student Affairs or Primary Administrative Supervisor. Grade 6, JHS, SHS, and DP Students may report the matter to the High School Administrative Supervisor or the Supervisor for Student Affairs.

Preliminary Action

All Bullying Incident Reports received by any school administrator, class adviser, subject teacher, or counselor must be reported to the Supervisor for Student Affairs, who must, immediately upon receipt of the Bullying Incident Reports and without delay, take action to:

a. Stop or put a stop to any and all acts that constitute bullying;
b. Cause the physical separation of the students involved;
c. Remove the complainant or, in appropriate cases, the accused from the site, and endorse the complainant and the accused to the appropriate party (e.g., subject teacher, class adviser or school counselor), at the discretion of the Supervisor for Student Affairs;
d. Ensure the victim's safety by -
   d.1 Determining and addressing the victim's immediate safety needs, and
   d.2 Ensuring medical attention, if needed, and securing a medical certificate, in cases of physical injury, informing the parents or guardians of the incident, and the preliminary steps to be taken to prevent any further acts of bullying or any retaliation.

Investigation

1. Immediately upon taking preliminary action in accordance with reports received, the HCHS CPC will promptly conduct an investigation on the Bullying Incident Report.
2. The parents or guardians of the students involved will be informed of the investigation. Both the complainant and the accused will be given an opportunity to provide a statement to the HCHS CPC.
3. The HCHS CPC may interview other parties who may have personal knowledge of the alleged incident or the circumstances giving rise to the complaint and evaluate any information or documents relevant to the complaint. This information may include emails, texts, video recordings, or any other physical evidence. Any teacher, counselor, school staff, student, parent, or volunteer who witnessed the acts that may constitute bullying is or will be urged to fully and fairly cooperate in the investigation.
4. Unless extenuating circumstances prevent otherwise, the investigation shall be completed no later than ten (10) school days from the receipt of the Bullying Incident Report.
5. Upon the completion of the investigation, the HCHS CPC will draft a written summary of findings on the Bullying Incident Report, which will include findings of:
   (i) facts surrounding the incident described in the Bullying Incident Report, and
   (ii) whether there is preponderance of evidence that bullying, as defined in this Policy, has been committed.
   In conducting the investigation, the HCHS CPC will consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying.

The HCHS CPC will examine the context, nature, scope, frequency, duration, history, and location of incidents, as well as the identity, number, and relationships of the persons involved. Upon the determination of the existence or nonexistence of bullying, the parents and guardians will be informed of the investigation.

EXISTENCE OF BULLYING	NON-EXISTENCE OF BULLYING
1. Inform the parents or guardians of the students involved	1. Inform the parents or guardians of the students involved
2. Provide proper intervention, if needed.	2. Dismiss the complaint
3. Impose proper school discipline as provided herein the handbook	3.Provide proper intervention, if needed.

HCHS CODE OF CONDUCT FOR ELECTRONIC FACILITIES

Rationale
Educational technology has been integrated in the learning programs of the school to further improve the learning experiences and achievements of the 21st century learners. Gadget / iPad technology provides a wide range of opportunities to inspire and motivate our young people to achieve their full potential and engage them fully in their learning.

The use of technology in education is a privilege given to the learners and NOT A RIGHT. Therefore, it is expected that learners will make use of the technology for educational purposes in a manner consistent with the established learning and teaching objectives of Hope Christian High School.

This policy applies to all students – users of any gadget / iPad hardware and software technology in Hope Christian High School. It applies to all gadgets / iPads used by our students wherever they are physically located – within the school, outside the school and even at home. Due to the changeable nature of information and communications technology, this policy will undergo periodic review and as such, the school reserves the right to amend any sections or wording at any time. The following details define the proper use of the device in school and out of school hours.

Electronic facilities includes:
a. computer hardware
b. peripherals (printers, scanners, mobile phone when connecting to the network and electronic cameras)
c. computer software
d. personal tablets
e. school-owned tablets

HCHS's FULL supervision of all gadgets / iPads used in school, particularly:
- The school retains ownership of all apps.
- The school owns the right to manage all gadget/iPad devices using a Mobile Device Management (MDM) system.
- The school will provide all required components to ensure that the gadget / iPad operates effectively in the classroom, including Wi-Fi access.
- The school maintains the right to filter Internet content and manage the use and connection of the iPad to the school network.
- Any student who uses any gadget/iPad in the school must sign up and adhere to the terms stated in this policy.
- Students will not be permitted to use any gadget/ iPad in school unless it has been configured for use in Hope Christian High School.
- HCHS will have full supervision of the device via the school's MDM system. This will include the ability to install applications, software, documents, and e-books onto the device and turn on/off different features at selected times of the day.
- Privately purchased gadgets/iPads can be used in the school. A student will not be permitted to use any gadget/iPad in school unless they have completed and returned this agreement.
- HCHS disclaims all responsibility for damage to gadgets/iPads brought into the school which are left unattended or do not meet the regulations of the school or this policy.

Taking Care of Gadgets / iPads
Students are responsible for the general care of the gadget / iPad. Owners of gadgets / iPads which are broken or fail to work properly and are covered under the leasing agreement insurance policy must contact their gadget provider / Service Center or AppleCare for an evaluation of their device.

Carrying other gadgets and iPads

1. A protective case must be used with the gadget / iPad. The case must have sufficient padding to protect the gadget / iPad from normal treatment and provide a suitable means for carrying the device within the school.
2. Gadgets / iPads should always be within the protective case when carried.
3. The screens are particularly sensitive to damage from excessive pressure on the screen. Avoid placing too much pressure and/or weight (such as folders and workbooks) on the gadget / iPad screen. The gadget or iPad screen can be damaged if subjected to rough treatment.
4. Avoid excessive movement of school bags containing your gadget or iPads.
5. Gadgets / iPads must never be left unattended or in any unsupervised area.
6. Gadget / iPads must be kept in student's lockers during chapel time, at break time and lunch time.

Using Gadgets / iPads in School

1. Gadgets / iPads are intended for use at school during specific days. In addition to teacher expectations for gadget / iPad use, school messages, announcements, planners, calendars and schedules may be accessed using the gadget / iPad. Therefore, students are responsible for bringing their gadgets / iPads, fully charged, to all classes each day.
2. Gadgets / iPads must not be left in the school overnight (unless confiscated or by prior arrangement) Students should not lend or share their allocated gadgets / iPads with other students unless expressly asked to do so by a teacher in a classroom situation.
3. If students leave their gadgets / iPads at home, they are responsible for getting any assignments or coursework completed as if they had their gadget / iPad present. Spare gadgets / iPads will not be available to students who forget to bring their gadgets/ iPads to school or who fail to charge their gadgets / iPads.
4. At all times, the class teacher's decision is final regarding use, or non-use of any gadget / iPad, collectively or individually.

Passwords and Apple ID

Students are expected to take reasonable measures to secure access to their gadget / iPad by using a password. Students are prohibited from removing the password from the device or sharing this password with anyone else except their parents or as requested by a designated member of staff. Students must not attempt to access other students' gadget / iPad by 'guessing' or making trial-and-error password attempts.

Each iPad requires its own Apple ID. Students will follow guidelines and instructions on creating their Apple IDs which will be done off the school premises. This Apple ID should be used only on the school iPad. Apple ID information should be kept secure to the student, and it is the responsibility of the student to recover any lost or forgotten passwords. School-assigned Apple IDs should not be used on other personal or home Apple devices and are for use only on school iPads. The Apple ID of another student or classmate or friend should not be used to download apps. Only the personal Apple ID will be used in each iPad.

Photographs and Images (Still and Animated)

Photographs/Images stored on the gadget / iPad will be in accordance with the school's core values. The school reserves the right to randomly check any gadget/ iPad for unsuitable content. No images or video material taken in school may be uploaded from any device to social networking sites unless asked to do so by a teacher as part of schoolwork. Recording, photographing or filming of classroom teachers, school personnel or other students is prohibited unless specifically permitted by the class teacher.

Sounds, Music, Games or Apps

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Gaming on gadgets / iPads while in school is strictly prohibited at all times. Apps on gadgets / iPads shall be under the approval and supervision of the school. Personal apps may be removed in the device if the school does not approve the content. Apps provided by the school for school use remain the property of the school at all times.

Internet Access

Students may only access the Internet through "school-provided" access. Students are not permitted to access the Internet via their own mobile connection 3G/4G functionality (or otherwise / personal hotspotting) as this is unmonitored and unfiltered access. Pocket Wi-Fi and gadgets supporting this Internet connection shall be subject for confiscation. HCHS is not responsible for any material accessed by a student in this manner.

Home Internet Access and iPad Use

Students are allowed to use their gadgets / iPads at home for schoolwork and set up wireless networks on their

gadgets / iPads to assist them with homework, coursework, etc. It is the responsibility of the Parent/Guardian to monitor and oversee gadget / iPad use within the home setting.

Instructions regarding App Purchases / Apple Accounts are available to parents/guardians. Parents / Guardians should be mindful of personal information stored by students on school provided gadgets / iPads (e.g., credit card/bank details/photographs). HCHS will not accept responsibility for personal data that students store in their school gadgets / iPads.

Managing Files
It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. iPad malfunctions are not an acceptable excuse for not submitting work. Students will be guided through the creation, maintenance of backups, and the use of Cloud accounts on the iPad. Students will be responsible for backing up on a regular basis.

Software Updates
Upgraded versions of licensed software/apps are available from time to time. Students will be expected to download all updates prompted by Android / Apple. Updates should be done at home and not during class hours.

Inspection
Students may be selected at random to provide their gadgets /iPads for inspection, so they comply with the Technology Usage for Learners.

iPad Identification
Student's gadgets / iPads will be labelled in the manner specified by the school. iPads can be identified in the following ways:

1. Serial number, also known as the mobile device management system ID.
2. The school will enforce the enabling of Location Services on gadgets / iPads. This will be used as a security measure to minimize loss or theft.

Parent/Guardian Responsibilities
Parents are expected to talk to their children about the values and standards that they should follow on the use of the Internet just as they do on the use of all media information sources such as television, telephones, movies, radio, iBooks, etc. Parents are expected to:

1. Ensure that their child keeps their device safe and uses them in accordance with the school procedures outlined above.
2. Ensure that their child uses their device in accordance with school policies.
3. Allow their child to use his/her gadget / iPad at home to assist him / her with homework, coursework, etc.
4. To monitor and oversee gadget / iPad use within the home setting.
5. To ensure their child's online safety by supporting the guidance provided by HCHS.

Activities <u>SPECIFICALLY PROHIBITED</u>
In addition to the guidelines outlined in the school's wider Policy on Technology Usage, students are not permitted to:

1. Illegally install or transmit copyrighted materials.
2. Lend their gadget / iPad to anyone else unless specifically asked by a teacher.
3. Change gadget / iPad settings (exceptions include personal settings such as font, size, brightness)
4. 'Jailbreak' their gadget /iPad.
5. Download vault or ghost apps to keep content hidden.
6. Use or access another student's gadget / iPad without permission.
7. Leave their device in the school premises overnight.
8. Attempt to modify, upgrade or repair gadgets / iPads issued under this policy.
9. Send or display offensive messages, material, or inappropriate/mass e-mails. There should be no expectation of privacy when it comes to investigations in cases of suspected wrongdoing (cyber-bullying, spamming, etc). In such cases, the school reserves the right to suspend your account. The content of your email account will then be subject to investigation.
10. Use obscene language or content.
11. Cause damage to the Android / IOS, device, computer systems or computer networks.
12. Use other people's passwords.
13. Trespass in another's folders, works or files.

14. Use anonymous/false accounts on social media such as Facebook, Yahoo Messenger and the like.
15. Download illegal content or material that is suspicious.
16. Upload any photo or video content taken in school to any social networking sites.
17. Use chat rooms or sites that sell term papers, book reports, and other forms of student work.
18. Utilize school's Internet/e-mail accounts for financial or commercial gain, or activity that is illegal in any form.
19. Participate in credit fraud, electronic forgery, or any unlawful act.
20. Access their gadgets / iPad on the corridors at breaktime or lunchtime.

Legal Propriety

Students should comply with trademark and copyright laws and all license agreements. Ignorance of the law is not an excuse for immunity. If a student is unsure, s/he should ask a teacher or a parent. Use or possession of hacking software is strictly prohibited. Violation of the law may result in criminal prosecution or disciplinary action.

Disciplinary Measures for iPad Misuse/Gadgets

Activity that is deemed misuse or inappropriate use of the Gadget / iPad will follow the guidelines of our Behavior and Sanctions Framework. Each case of misuse and misconduct using gadget / iPad technology will be considered on an individual basis.

VERBAL WARNING

1. Failure to bring gadget/ iPad to school (1st offense in one term)
2. Failure to bring gadget/ iPad to school (2nd offense in one term)
3. Disrupting a lesson through improper use of sound, music or notifications

MINOR gadget / iPad MISUSE (Minor Offense)

1. Failure to bring iPad to school (3rd offense in a one quarter)
2. Using Airdrop / file sharing / cloud in class without permission of the teacher

SERIOUS gadget/ iPad MISUSE (Major Offense)

1. Accessing games during class, break time or lunch time
2. Using prohibited apps in school (e.g. Snapchat, Twitter, Instagram, Facebook)
3. Using Instant Messaging services in school (e.g. Facebook Messenger, WhatsApp)
4. Prohibited applications found on gadget / iPad (including VPN)
5. Abusive or offensive language stored on gadget / iPad
6. Sending or receiving instant messages in school or during class
7. Using 'Facetime' while in school
8. Searching for offensive or inappropriate material on the Internet using the gadget / iPad
9. Accessing another student's device, applications or content
10. Offensive or inappropriate photos, images or video content on the gadget / iPad
11. Recording sound or video in class without permission of the teacher
12. Capturing images on camera in class without permission of the teacher
13. Uploading images, sound or video content captured in school to social media

Please Note: Due to the changeable nature of digital technology and social media landscape, this list is non-exclusive. It will undergo periodic review and as such, the school reserves the right to amend any sections or wording at any time as it deems necessary.

Inappropriate Use

Any student who persistently refuses to cooperate or violates any aspect of the provisions of this policy may face other disciplinary actions deemed appropriate in keeping with the school's Code of Conduct.

NOTE: If a student finds any mail or electronic message containing inappropriate content or abusive language or if the subject matter is questionable, he/she is asked to print a copy and turn it in to the Student Formation Office.

Rules of Netiquette

1. Be careful. DO NOT disclose any personal information that may cause harm or violate anyone's privacy. Do not reveal sensitive information such as passwords to any unauthorized person. Passwords should be kept confidential and changed regularly.

2. Be responsible in selecting websites. Students should only use websites approved by both the school and their parents.
3. Be prudent in accessing authorized areas and sites.
4. Be righteous in accessing or doing anything that might be illegal or unethical (including pornography, harassment, discrimination of race, creed, or color).
5. Be obedient in obeying the rules and accessing online services.
6. Be polite in your e-mail and interaction with others – inappropriate or abusive language will not be tolerated.
7. Be respectful towards the privacy, property and personhood of others. Students can only link to another student's website or photos after securing proper permission from the student concerned.

Student Pledge for gadget / iPad Use

I will take good care of my gadget /iPad.
I will never leave my gadget /iPad unattended.
I will never loan out my gadget / iPad to other individuals.
I will know where my gadget / iPad is at all times.
I will charge my gadget / iPad's battery daily before I go to school.
I will keep food and beverages away from my gadget/ iPad since they may cause damage to the device.
I will not disassemble any part of my gadget/ iPad or attempt any repairs.
I will protect my gadget / iPad with a protective case.
I will use my gadget / iPad appropriately and limit it for educational use.
I will keep my gadget / iPad free from unnecessary decorations such as markers, stickers, etc.
I will not install and/or use apps that are violent, sexual, cultic, or occultic in nature.
I understand that my gadget / iPad is subject to inspection at any time without prior notice by school officials.
I will follow the policies outlined in the Guidelines and Policies on gadget / iPad while in school, as well as outside the school.
I will be responsible for all damage or loss caused by neglect or abuse.
I agree to be responsible in the use of technology and information gathered that subscribes to the ethical standards of Hope Christian High School and the Philippine Law

III. SCHOOL POLICIES, RULES AND REGULATIONS

Rules and policies are essential for the smooth running of the school and more importantly, they are created to keep students and staff safe and well. It is every student's responsibility to know and abide by the rules and regulations of the school. Adherence to school rules and regulations would help create an atmosphere of order in the school.

A. ADMISSION POLICY

Guiding Principles

Hope Christian High School is committed to providing equal educational opportunities for all individuals, irrespective of race, ethnicity, gender, religion, disability, or socioeconomic background. As part of this commitment, we maintain an open admission policy that welcomes all applicants who meet our minimum admission requirements.

Our open admission policy ensures that every individual has the opportunity to pursue the best possible education and achieve their academic goals. We believe in the inherent potential of every student and are dedicated to fostering an inclusive and diverse learning environment.

Under our open admission policy lie the following guiding principles:

1. **Equal Opportunity**: The school does not discriminate against any individual based on race, ethnicity, gender, religion, disability, or socioeconomic status in the admission process. Admission to Hope Christian High School is open to all applicants who meet its minimum admission standards and requirements defined below.
2. **Accessibility**: The school ensures that all students have access to the school's various facilities, materials, and resources that the school can provide to help students develop physically, emotionally, spiritually, and academically to their fullest potential.
3. **Inclusivity:** The school provides educational programs and services that meet various needs of all its students to meet their educational goals.

At Hope Christian High School, we are committed to fostering a culture of inclusivity, diversity, and opportunity. Our open admission policy reflects this commitment and ensures that all individuals have the chance to pursue their educational aspirations and achieve academic success.

Admissions Procedure

1. The admission process starts with inquiry and application that could be made through the admissions office either via email or in person.
2. Upon receipt of the admission requirements, documents, and payment of the application fee, the guidance office schedules and administers assessments that include the following: Culture Fair IQ test, English and Chinese Language Diagnostic Test, English Literacy, Math, and Science Tests.
3. In addition, students sign the school's Academic Integrity Pledge acknowledging the importance, understanding, and commitment to abide by the ethical rules and regulations of academic work.
4. Upon release of the entrance tests, designated school officials interview students and parents or guardians for a review of assessments, requirements, programs and policies of the school.

Admissions Assessment and Student Needs

Based on the results of assessment and review of student records, the guidance office makes appropriate recommendations to parents to meet their learning needs, whether language, literacy, remediation, or enrichment as outlined in the Provisions for Learning section of the Inclusion Policy of the school.

Identifying student needs starts with the assessment during the admission process and continues until students conclude their education and meet their educational goals.

Language Requirements

There is no minimum language requirement for the Chinese and Filipino programs at HCHS. The school provides programs for students in both Chinese and Filipino at the emergent level and if necessary, students can take basic Chinese and Filipino to access the language programs in school.

Foreign students from countries where English is not the language of instruction need to meet the minimum English language requirements as defined by the MYP language acquisition phase 2 (Emerging level), with decoding and basic social communication skills in the English language.

Foreign students accepted at any grade level must meet the level 5 Proficient English language level to join the regular core subjects and access the MYP curriculum to meet the graduation requirements of the Middle Years Programme.

Students with Exceptionalities
Students diagnosed with special needs and exceptionalities are accepted, with the school collaborating with parents and guardians who provide for the additional assessment, resources, and support, required or given by outside specialists. To meet the learning needs of these students, procedures and practices are defined in the Inclusion Policy.

Conditions For New Students
In order to maintain the standard of the school, the new or transferee students are placed under a probationary period during his/her first year of study. During this period of one academic year, each student must maintain the following:

- No failing final grades
- No deportment lower than B-
- No violation of the school's Code of Conduct and Discipline for students
- Not more than 12 tardy

Notice of Acceptance
An applicant who qualifies for admission will be advised through a Notice of Acceptance from the Registrar's Office and will be eligible to make reservation for the next school year. The accepted applicant will be given two (2) weeks after receiving the Notice of Acceptance to pay the reservation fee at the Business Office.

The reservation fee is non-refundable and non-transferable but deductible from the tuition fee. An applicant who fails to pay the reservation fee within the allotted time will be included in the "wait-list" and the slot will be given to another qualified applicant.

Withdrawal Policy
If the student wishes to withdraw his/her application, the parent or guardian must submit a letter for cancellation of registration. The student must secure an official clearance from the Registrar's Office. All submitted documents shall become the property of the Registrar's Office and are not to be returned to the applicant. Application and reservation fees are neither refundable nor transferable.

Admission Requirements
1. Submit the following documents fastened in a plain long folder. Incomplete documents will not be processed for admission.
    a**. Local Students**
        • Application Form with four (4) copies of recent passport-size picture
        • Clear photocopy of Philippine Statistics Authority (PSA) Birth Certificate
        • Two (2) clear photocopies of most recent school year's English and Chinese report cards (Form 138). Original copies should be presented for verification.
        • Certificate of Good Moral Character from previous school.
    b. **Foreign Students**
        • Application Form with four (4) copies of recent passport-size picture.
        • Birth Certificate issued by their country of origin.
        • Authenticated copy of Alien Certificate of Registration (ACR/I-Card) and/or photocopy of passport information and current visa. Original copies should be presented for verification.
        • Two (2) clear photocopies of most recent school year's English and Chinese report cards (Form 138). Original copies should be presented for verification. (*Note: If the student credentials are not in the English Language, they must be translated to English.)*
        • Certificate of Good Moral Character from previous school.
2. Payment of application fee
3. Entrance Test / Assessment
4. Interview

Note: RE-ADMISSION
Former students who transferred to another institution and wish to re-apply will be treated as new applicants, provided they were neither dismissed nor placed under disciplinary probation during their stay at HCHS.

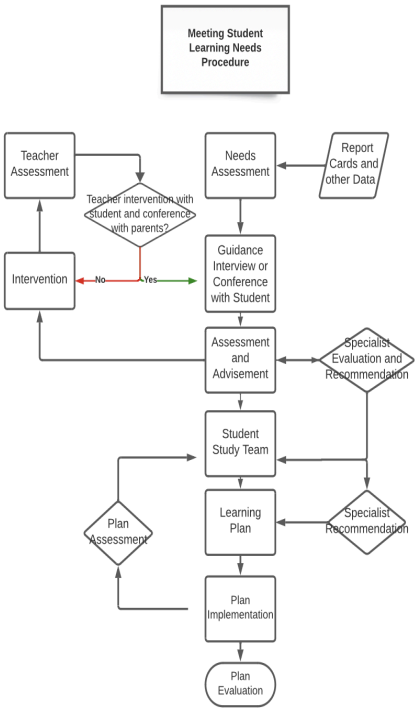
B. INCLUSION POLICY

As a private Christian educational institution, Hope Christian High School believes that education is a basic human right, and regardless of gender, race, religion, or socio-economic status, students deserve the same access to the best quality of education. It recognizes the rights of all learners including those with disabilities to an "inclusive, equitable, relevant, and quality basic education by providing them effective and efficient educational services that will enable them to become well-rounded, happy, and productive individuals." DepEd Order No. 044, s.2021

Given its resources, the school is committed to providing an inclusive educational program and the best possible K-12 educational opportunity, aiming to meet international standards in all of its programs, from Preschool to Senior High School. To achieve this goal, it provides and implements the International Baccalaureate Primary Years Programme (PYP) for its Primary and Elementary School and the Middle Years Programme (MYP) for its Junior High School program to all its students.

The school further believes that everyone has the responsibility to fulfill the measure of their creation and potential. Therefore, as a private school, the school, with its administration, support and teaching staff, aims to provide an inclusive education to all its students, with the commitment to meet the diversity of learning needs and styles, provide safe learning spaces for all, and remove learning barriers to fulfill this responsibility through the resources and support it is capable of providing within its context, as stipulated in DepEd Order No. 43, s. 2013 and DepEd Order No. 44, s.2021.

Procedures for Identifying Learning Needs



Understanding that students come from various educational backgrounds and needs when they are admitted into the school, HCHS follows a thoughtful approach to meet the learning as well as socio-emotional needs of students.

1. **Initial Assessment of Learning Needs**
   Identifying student needs starts with the assessment during the admission process and continues until students conclude their education and meet their educational goals. The admission and the guidance offices assess the following:
   a. General academic preparedness of students
      Assessment includes intelligence tests and review of previous academic preparation as shown in report cards from other schools.
   b. Literacy skills
      Assessment includes reading and writing skills necessary to meet the literacy expectations in Junior High School.
   c. Numeracy skills
      These include the foundational skills in math required to meet the numeracy demands in Junior High School.

Based on the interview and assessment, the guidance office makes appropriate recommendations to parents to meet their learning needs, whether language, literacy, remediation, or enrichment as outlined in the Provisions for Learning section.

As stated in the admission policy, students diagnosed with special needs and exceptionalities are accepted, with the school collaborating with parents and guardians who provide for the additional assessment, resources, and support, required or given by outside specialists.

2. Instructional Assessment of Learning Needs

Understanding that students come at different learning levels and with different background knowledge, teachers provide an instructional inquiry cycle that initially assesses both skills and background knowledge. Thereafter, teachers provide differentiation of learning, either enrichment or remediation as needed, identified below in the provisions section.

Depending on the needs of students, the teacher provides or may recommend the following:

a. Level 1 remedial intervention: Teachers provide after school support and level 1 remedial intervention, i.e., remediation of concepts and skills within core subjects which include the following:
    1. reviewing previous grade or unit concepts and skills
    2. reteaching concepts from previous units of inquiry or lessons
    3. providing additional practice to fill in learning gaps
    4. providing help during the consultation period
b. Level 2 After school intervention: Depending on the need or when student level is below one or two grade levels, teachers may recommend level 2 after school intensive intervention, i.e., intensive support beyond school services and hours. Teachers engage parents, guardians, and students in collaborative efforts to remove barriers of learning that may include behavioral and socio-emotional factors.

The Guidance Office also regularly reviews the progress of students as shown in their report cards and other data points such as standardized and Lexile test results. After reviewing such data, the school through its guidance office may initiate meetings with and give appropriate advice to teachers, parents, and teachers.

3. Assessment of Special Needs

In situations where the initial admission procedure has not identified special learning needs and where regular differentiation support and remediation do not meet student learning needs, teachers may refer the case to the guidance counselors who may provide assistance and/or advice for further advice or recommendation to students and parents, remediation, or possible intervention.

In cases where specific special needs have become apparent and after careful review of instructional remediation and documentation provided by general education teachers, the guidance counselor may convene a student study team (SST), composed of an administrator, guidance counselor, subject teachers, parents, the student, and a learning specialist, and recommend to parents to seek outside assessment by specialists such as an occupational therapist, a developmental pediatrician, or a special education specialist.

Depending on the recommendations of specialists, parents may seek and provide for outside support services such as a shadow teacher, while the school general education teachers can provide students with modifications of the curriculum or accommodations in its implementation as required by the learning plan.

Collaborative SST meetings are held annually or as needed to monitor and assess progress of the individualized learning plan. During the meeting, teachers provide the student's present level of performance, from which the group decides whether to amend or keep the individualized learning plan.

Provisions for Diverse Learning Needs

1. A Challenging Curriculum

HCHS implements the Primary Years and Middle Years Programmes that provide for a challenging framework in all subject areas. The Middle Years Programme is inquiry-based, conceptually-driven, and constructivist in approach where students participate in determining inquiry questions with answers that require real-life applications. With the guidance of the teachers, students construct their own understanding of the world and apply these concepts in real life not only in specific subjects but also across subject areas, providing depth and complexity to the concepts they learn.

Additionally, subject area objectives and criteria require investigations, creativity and critical thinking, collaboration and communication, self-management and self-regulation as students explore content standards identified by national and international curricula.

For good measure, students at Grade 10 (Year 5) are required to pursue their own interest or project in any subject area, one that requires creativity and/or critical thinking and one that they conceptualize, plan, and implement themselves with the mentorship of a supervisor.

In conclusion, this curricular and instructional framework sets challenging learning standards but is flexible enough to meet the needs of varied groups of learners including the following:

(1) Gifted and talented or the highly capable--students who exhibit high levels of task commitment, creativity, and above average academic ability (Renzulli and Smith, 1978);
(2) High achieving students--students achieving advanced levels of proficiency in specific subject areas in the standardized test for at least two years in a row.

2. Differentiated Instruction for All

HCHS employs differentiated instructional practices to serve the diverse needs of students including students with competencies or skills that fall one or two above or below the students' grade level. HCHS teachers are trained and equipped with level one instructional strategies, i.e., strategies adapting the content, process, or product of learning to the needs and levels of students.

During the class inquiry process, teachers provide individualized inquiry opportunities to students including those highly capable to extend their learning along relevant topics of their own choice. Small group engagement tasks also provide opportunities for differentiated instruction to specific needs.

For students with language needs or limited English proficiency, teachers front load concept vocabulary using various strategies such as Frayer model, word visualization, and word analysis. Teachers present video representations of reading topics, scaffolding the gap between their background knowledge and reading level on one hand and the level of the reading material on the other.

The school provides level two ancillary programs: an independent reading program--Scholastic reading program and an intensive language program for limited English proficient students to facilitate their reading and language development. Teachers train students in the specific steps of the writing process, e.g. brainstorming, organizing, revising, and editing to develop writing skills. Furthermore, teachers provide sentence starters and paragraph frames, and other strategies to help students with their writing needs especially in the core subject areas and to facilitate grade level learning.

Where and when feasible, teachers provide differentiated content materials accessible to student language or skills levels, without compromising the standards set by the national curriculum and the IB framework implemented by the school or interfering with the pacing of the regular instructional plan.

3. Universal Design of Learning: Multiple Means of Learning

Following Universal Design of Learning (UDL) principles, teachers also provide students with multiple ways of engagement, representation, and expression in the learning process, which meet the learning style needs of all students. Specifically, teachers provide the following:

a. multiple means of engaging students in the learning process by providing a variety of tasks that engage various modes of learning: kinesthetic, visual, verbal, and auditory or a combination thereof.
b. variety of choices in representing the content and products of learning through the use of various media: print, video, and/or audio, and
c. variety of ways of expressing ideas either verbally, in writing, or other means including the assistance and use of technology or computers and the option to use their stronger or preferred mode of learning.

4. School-Wide Social-Emotional Learning and Information Literacy Programs

In addition to the regular advice and as part of the school's commitment to implement an inclusive education, the Guidance Office, in collaboration with homeroom teachers, provides for a regular socio-emotional learning training (SEL) program that covers self-management and self-regulation skills.

This program specifically trains students in self-management skills such as goal-setting, time-management, and developing action plan; and in self-regulation skills such as becoming aware of and managing emotions and stress, persevering, and other socio-emotional skills. This is implemented in the Homeroom Program together with the character and values educational program mandated by the national curriculum.

5. After-School Co-curricular Enrichment Programs

In addition to the above, the school offers enriching co-curricular activities after school hours for students with interests and capabilities in the following areas:

a. Robotics

b. Journalism
c. International and Local Math Competition Training
d. Performing Arts: Dance and Music
e. Team Sports
f. Chess

Adaptable Expectations in Maximizing Potentials
The school offers various learning programs and differentiated instructional practices to meet the diverse needs of students, keeping in mind the diversity of capabilities, adapting expectations with the aim of maximizing the potential of individual students and achieving optimum learning outcomes.

Continuing Professional Development Program
The school is committed to providing teachers and staff with continued professional development programs as it provides challenging as well as differentiated programs in terms of remediation, intervention, and enrichment.

C. LANGUAGE POLICY

Guiding Principles of the HCHS Language Policy
Hope Christian High School (HCHS) was founded in 1946 based on the need to develop the Chinese immigrant community's language and cultural heritage in its new home country, the Philippines. HCHS places premium importance not only on the development of the Chinese language and heritage but also on the development of the Filipino language and English, being the medium of instruction and communication.

Consistent with the IB language philosophy, the school promotes a multilingual policy of developing English, Chinese, and Filipino languages with the aim of developing a high level of bilingual proficiency in English and the student's primary language, as well as a third language to a level it can reasonably develop.

The school adheres to the following principles:

1. The primary languages of the student body, Chinese and Filipino, mirror the socio-cultural identity of its student body, therefore the school values the importance of its continued study and development.
2. Language plays a crucial role in the cognitive development and educational goals of its students, with English being the medium through which instruction is facilitated and carried out and Filipino or Chinese as the mother tongue or primary language of its student body. Therefore, the school promotes the development of these languages to the highest level possible through the subjects and programs it offers.
3. Language at the early grade levels is best learned through a combination of a holistic and phonetic approach, i.e., an integrated and balanced approach where both reading and writing and phonics are taught in their natural social and academic language contexts. This means literacy skills including phonics are learned through explicit and differentiated teaching of skills in the context of language and visually rich texts.
4. With professional development support from the school administration, all teachers are language teachers and have responsibilities in the language development of students and in facilitating communication in their subject areas.

Language Programs and Practices
The school develops and implements the following programs and practices that support the above principles that are consistent with IB and national curriculum requirements:

K-12 Language Programmes

1. **English**, being the medium of instruction and communication, is taught and facilitated from kindergarten to Senior High School in all subjects.
   The school also offers English Language Acquisition classes to students at grades 4 and 5 in the Primary Years Programme at two different proficiency levels identified below in its English as an Additional Language Program for students whose English language has not reached proficient level or who come from other countries where the medium of instruction is a language other than English.
2. As the host country language and the mother tongue of some students, Filipino is taught as early as kindergarten. Students who are five years old and above are introduced to the language, as this is required by the Department of Education in the Philippines. Additional support is given to students who are non-Filipino speakers, enabling them to be more confident in understanding and learning the language.

3. Being a Filipino-Chinese school, the school also places importance in learning Mandarin as the language heritage of Filipino-Chinese students, to develop an understanding and appreciation of the Filipino-Chinese culture. As early as 2 years old, Mandarin is introduced to students to promote the Chinese language and culture.

Multi-Language Development and Multi-Cultural Heritage
The school is committed to promoting and developing the students' mother tongues in as many language and cultural programs and activities the school sponsors and by participating in cultural and language activities with other schools throughout the year.

Aside from developing English, Chinese, and Filipino throughout its Pre-K through 12 curricular programs, other enrichment programs include the following:

1. Buwan ng Wikang Pambansa (Filipino Language Month) held in August of every school year.
2. Chinese New Year Festivities, 成语绘画比赛 Chinese Idiom Drawing Contest; Group Chinese Singing Contest, and Amoy Speaking Contest held throughout the school year.

Language Practices for All Teachers
All teachers, regardless of subject specialization, are language teachers and are strongly encouraged to implement strategies that facilitate language development and provide inclusivity and equity to all learners. Such research-based practices that apply not only to language learners but to all learners in general should be embedded in their units of inquiry. General language practices include the following:

1. Building on students' prior or background knowledge. Students come with their own background subject knowledge and varied experiences. With this in mind, the teaching practices should include finding out what they know about the subject content, making connections with what they already know, and in the case of English language learners, transferring what they know into the target language, thereby facilitating the learning process.

2. Learning about language. At Pre-K to grade 3, level, students coming from other non-English speaking schools learn the English language through the same process of learning foundational language skills such as explicitly teaching of sound-letter correspondence of phonemes, decoding and basic comprehension skills in the contexts of meaningful reading texts.

   At the upper grade levels, language learners can profit from integrated foundational lessons using a holistic reading approach, i.e., learning phonics through the context of the meaningful reading selections, which also reinforces regular students' foundational language skills. Strategies include choral and dramatic reading, Total Physical Response, and differentiated texts in small group reading.

3. Language Learners can also profit from understanding the analysis of concept or content words in any subject. In many cases, the parts of words and the study of their etymology in the higher grade levels provide meaningful understanding of the concepts and content that words represent.

   At the discourse level, students can benefit from instruction on the structure of written assignments that make the ideas flow better and help readers follow the ideas easier.

4. Language scaffolds. Learning requires providing scaffolds for learners to meet academic standards in any subjects. Such practices include sentence starters, visual representations of ideas, advanced organizers that provide overviews of lessons, hands-on activities that include physical responses, and multi-sensory engagement tasks.

EAL Pathway to MYP Programme
HCHS provides an English as an Additional Language (EAL) program for grade 4 and 5 students whose home language or who come from schools where the medium of instruction is a language other than English.

Upon entry, the school administers the English Language Placement and Diagnostic test that places Elementary English learners in grades 4 and 5 into two proficiency groups or categories which correspond to the following levels of proficiency:

1. Emerging (Basic): levels 1 and 2 equivalent to Pre-K to grade 2
2. Capable (A and B): level 3 equivalent to grade 3

ESL students in Pre-K to three are placed in all regular classes, while students in grades four and five are pulled out from their regular class and provided language support until they have developed foundational language skills to access the regular curriculum.

Criteria for Full Inclusion into the PYP Programme

A. Grades 4 and 5 students coming from countries where the medium of instruction or whose home language is not English have to develop foundational skills in reading and writing, i.e., phonics and decoding skills and basic writing skills.
B. Overall performance of grades 4 and 5 ESL students based on academic language support in the English Language Acquisition class and ATL skills with a P or 'proficient' or A or 'advanced' rating especially in the ATL **S**elf-management skill (focus and attentiveness, completion of assignments, and perseverance) and Capable Level in the Language Acquisition Subject Guide.
C. Recommendation of the EAL teacher based on the above criteria for full inclusion.

Language Acquisition Capable Level Phases 3 and 4 (PYP)

Listening:

- identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts
- analyse conventions in a wide variety of simple and some complex authentic texts
- analyse connections between a wide variety of simple and some complex authentic texts

Reading

- identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple and some complex authentic texts
- analyse conventions in a wide variety of simple and some complex authentic texts
- analyse connections between a wide variety of simple and some complex authentic texts

Speaking

- use a wide range of grammatical structures generally accurately
- use clear pronunciation and intonation in a comprehensible manner
- communicate all or almost all the required information clearly and effectively

Writing

- use a wide range of vocabulary in writing
- use a wide range of grammatical structures generally accurately use a wide range of grammatical structure
- organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

Descriptors of Language Proficiency Levels and Phases (MYP)

Phase 1 Emergent communicator

They engage in simple rehearsed and some unrehearsed exchanges to convey basic information on everyday personal and social topics in a very limited range of familiar interpersonal situations. They communicate some required information, in recognizable formats, with some sense of audience and purpose to suit the context.

Phase 2

They engage in simple rehearsed and unrehearsed exchanges to communicate their understanding and opinions on everyday personal and social topics in a range of familiar and some unfamiliar situations in interpersonal and cultural contexts. They communicate all required information, organized in appropriate formats, with a clear sense of audience and purpose to suit the context.

Phase 3 Capable communicator

They engage in some authentic and spontaneous conversations to communicate their understanding and opinions on everyday personal, social, and in some topics of global significance in a range of familiar and unfamiliar situations in interpersonal and cultural contexts. They communicate some required information, organized into a recognizable format, with some sense of audience and purpose to suit the context.

Phase 4

They engage in authentic and spontaneous conversation to communicate their understanding and opinions on topics of everyday personal, social, and global significance in a range of familiar and unfamiliar interpersonal and in cultural contexts. They communicate all the required information organized in an appropriate format with a clear sense of audience and purpose to suit the context.

Phase 5 Proficient communicator

They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural

contexts. They communicate all required information, organized in an appropriate format with a sense of audience and purpose, to suit the context.

Phase 6
They engage in authentic and spontaneous conversation to communicate their understanding, opinions and perspectives on topics of personal, academic and global significance in a wide range of interpersonal and cultural contexts. They communicate all required information organized effectively in an appropriate format with a discerning sense of register, audience, and for a variety of purposes to suit the context.

Taken from Language Acquisition Guide (For use September 2020/January 2021)

D. SCHOOL ATTENDANCE

ATTENDANCE POLICIES
Every student is required to adhere to the policies established by the Department of Education regarding school attendance. Any student who commits twenty percent (20%) absence of the prescribed number of classes may be dropped from the official student list. The Department of Education requires every student to be present for at least 80% of the total number of days in a school year.

ABSENCES
Uninterrupted daily attendance is extremely important to the total development of the child. Therefore, regular, daily, punctual attendance is required. There are two reasons for excused absences: (1) illness, (2) bereavement. If there is a medical appointment during the school day, please secure a permit and approval from the department supervisor.. If possible, please make such appointments after school hours. In the event of illness, a parent may send an excuse letter to the teacher. A medical certificate or letter may be required for verification. It would be the responsibility of the student to keep up with class and course work. Every student is expected to make up any work missed because of absences.

A student who will be away from school for more than 3 days must file a leave of absence. The parents should write a letter of request before the leave. As a matter of policy, the school would only excuse a leave of absence due to the following reasons: health, emergency, death in a family. All vacations and trips should be scheduled during holidays or during the summer.

Students with perfect attendance and no tardy incurred for the entire school year will be awarded the Punctuality Award and Perfect Attendance Award. Any absences designated as Excused or Unexcused will be counted for the purpose of ascertaining the 100%. Only activities specifically exempted by the school (like outside competitions) will not be counted as accrued absences.

TARDIES
Absences represent a lack of responsibility which results in disturbance of the classroom activity. The student will be considered late if s/he is not in the assigned seat or at the workstations when the class begins or when the morning prayer starts. Responding quickly to the school bell shows the student's desire to be punctual. Students coming in 15 minutes late from the start of the class time are considered absent. Reasons like over-sleeping are not acceptable. Disciplinary actions will be given in accordance to the number of tardiness on a periodical basis. However, tardiness may place him/her on probationary status.

No. of Times Late	Effect on Deportment Grade	Action Taken
1-3	No deduction in letter grade	1st Notice on Tardiness will be issued on the third tardy with Parent-Teacher Conference
4-6	Will go down one letter grade	2nd Notice on Tardiness will be issued on the sixth tardiness
7		Extension time
8-10	Will go down two letter grades	4th Notice on Tardiness will be issued on the tenth tardiness
11		Administrative / Academic Duty
12-14	Will go down three letter grades	5th Notice on Tardiness will be issued on the fourteenth tardiness
15		Suspension
16 or more	Will go down four-letter grades	Suspension/Appropriate disciplinary intervention
20 or more	C-	Disciplinary Probation Status / Candidate for Dismissal

ATTENDANCE WHEN CLASSES ARE SHIFTED ONLINE

When classes are shifted to online due to exigencies, synchronous online links will be sent through group chats, learning management programs, or parent's or student's email addresses. Students must attend virtual classes on time.

Synchronous online classes differ in time in preschool level, elementary level, junior high school, senior high school, and DP levels. Each class lasts only for a limited number of minutes. Attendance will be monitored strictly to ensure that students take part in all important activities/lessons.

Students who miss one-third of synchronous time (15 minutes or more), whether at the beginning, middle, or end of a subject, will be considered absent. Students who are unable to attend because of poor or no internet connection will be considered absent.

REPORTING BACK TO SCHOOL AFTER RECOVERING FROM A CONTAGIOUS ILLNESS

1. If you are sick, stay home until you are well.
2. Communicable Diseases/Hospitalization - Students who are diagnosed with a communicable disease or are hospitalized must inform their class adviser as soon as possible. The class adviser shall promptly report the case to and coordinate with the school medical staff to ensure appropriate monitoring, support, and implementation of necessary health and safety protocols.
    - Before returning to school, the student must present the **latest Medical Certificate (MC)** from the attending physician, which should clearly indicate that he/she is no longer contagious or he/she is fit to return to school. The MC must be submitted on or before the student's return to school.
3. The School Clinic reserves the right to assess the student's condition and recommend additional measures, when necessary, to ensure the safety and well-being of the student and the school community.

CLINIC GUIDELINES

Students may request to be excused from class for scheduled medical or dental appointments. Students who become ill while at school and are unable to continue attending classes or participating in school activities, may also be permitted to go home, subject to the following conditions:

1. The student must submit a written letter from their parent/guardian or a referral/appointment letter from their doctor.
2. The student must inform the class adviser and the school medical staff as early as possible on the day of the appointment.
3. The student must be fetched by a parent or guardian. If the parent or guardian is unable to come personally, they must notify the class adviser or the school medical staff in advance, preferably through a written letter, indicating the name of the authorized person who will fetch the student.
4. If no one is available to fetch the student for a scheduled medical or dental appointment, the parent or guardian must submit a written letter authorizing the student to leave the school premises unaccompanied.
5. Students who become ill while at school **must** be fetched by a parent, guardian, or an authorized representative designated by the parent or guardian. Students who become ill during school hours are **not permitted** to go home alone under any circumstances.

E. CLASS SUSPENSION

GENERAL RULE

In cases of heavy rains that cause flooding in certain areas and no announcement has been made by the Department of Education or the local government, parents should make the decision whether or not to send their children to school, taking into primary consideration the health and safety of their children.

Classes in Preschool shall be automatically suspended, without need for any announcement from the school or the Department of Education when Typhoon Signal #1 is raised by PAGASA.

Classes in Preschool, Grade School and High School shall be automatically suspended, without need for any announcement from the school or the Department of Education when Typhoon Signal #2 is raised by PAGASA.

In case of inclement weather, even when there is no typhoon signal, and in view of the propensity of the school area to be flooded, you may listen to radio stations like DZMM, FM 101.1, FM 90.7, or to the television and internet (www.pagasa.com or HCHS' Facebook Page) for official announcement. Alternatively, you may call the school at 53108071 to 73. Political unrest and other severe natural calamities may also warrant a school suspension. For

mid-day suspension by the Department of Education and/or Manila City Government, dismissal time will be at lunch time.

CLASS SUSPENSION (DepEd Order No.14, series 2026)

HINGA (CHECK-IN)

Learners experience heightened stress due to the impact of emergencies, crises, or disasters. Community recovery is ongoing.

TYPHOONS AND TROPICAL CYCLONES	HEAVY RAINFALL AND FLOOD	EARTHQUAKES AND LANDSLIDES
Tropical Cyclone Wind Signal No. 3 Work, ALS, and In-person Classes for all Levels are Automatically Suspended	*Orange Warning (Rainfall) and Critical Water Level (Flooding)* Work, ALS, and In-person Classes for all Levels are Automatically Suspended	*Intensity V Significant Building Damages, Checks are made within 2 Days* Classes per Grade Level are Suspended at the Discretion of the Local Chief Executive or other relevant National Government Agencies

POWER OUTAGES	EXTREME HEAT CONDITIONS	LOW AIR QUALITY OR VOLCANIC FOG
Power Outage for 2-3 Days There is No Automatic Suspension of Classes.	*Extreme Caution 33°-41°C* There is No Automatic Suspension of Classes. However, the Local Chief Executive may still Exercise Authority to Declare Suspensions	*Acutely Unhealthy (purple) PM 2.5 between 55.1-90* There is No Automatic Suspension of Classes. However, the Local Chief Executive may still Exercise Authority to Declare Suspensions

Source: DepEd Order No. 14, series of 2026

HINAY (EASE-IN)

Minor to moderate disruptions to in-person classes where learners experience mild stressor uncertainty. Routines are disrupted and access to learning spaces or support at home is uneven.

TYPHOONS AND TROPICAL CYCLONES	HEAVY RAINFALL AND FLOOD	EARTHQUAKES AND LANDSLIDES
Tropical Cyclone Wind Signal No. 1 - Classes in Kindergarten are Automatically Suspended Tropical Cyclone Wind Signal No. 2 - In-person classes are Automatically Suspended from Kindergarten to Junior High School	*Yellow Warning (Rainfall) Alarm Water Level (Flooding)* Classes per Level are Suspended at the Discretion of the Local Chief Executive or other relevant National Government Agencies	*Intensity IV and Below Minimal Building Damages:* checks are made within the day. Classes per Level are Suspended at the Discretion of the Local Chief Executive or other relevant National Government Agencies

POWER OUTAGES	EXTREME HEAT CONDITIONS	LOW AIR QUALITY OR VOLCANIC FOG
Power Outage during Class Hours There is No Automatic Suspension of Classes.	*Caution 27°-32°C* There is No Automatic Suspension of Classes. However, the Local Chief Executive may still Exercise Authority to Declare Suspensions	*Unhealthy (orange) (35.1-45.0) (red) (45.1-55.0)* There is No Automatic Suspension of Classes. However, the Local Chief Executive may still Exercise Authority to Declare Suspensions

Source: DepEd Order No. 14, series of 2026

HINTO (STOP)

Learners' safety and basic needs are at risk; distress or displacement is highly likely. Extreme unsafe conditions within the community or family.

TYPHOONS AND TROPICAL CYCLONES	HEAVY RAINFALL AND FLOOD	EARTHQUAKES AND LANDSLIDES
Tropical Cyclone Wind Signal No. 4 Work, ALS, and In-person Classes for all Levels are Automatically Suspended	*Red Warning (Rainfall) and Critical Water Level (Flooding)* Work, ALS, and In-person Classes for all Levels are Automatically Suspended	*Intensity VI and above Extreme Building Damages; Checks and Aid are delayed by 3 or more Days* Work, ALS, and In-person Classes for all Levels are Automatically Suspended

POWER OUTAGES	EXTREME HEAT CONDITIONS	LOW AIR QUALITY OR VOLCANIC FOG
Power Outage for 4 or more days There is No Automatic Suspension of Classes.	*Extreme Caution 42°-52°C* There is No Automatic Suspension of Classes. However, the Local Chief Executive may still Exercise Authority to Declare Suspensions	*Emergency (maroon) PM 2.5 > 91* Work, ALS, and In-person Classes for all Levels are Automatically Suspended

Source: DepEd Order No. 14, series of 2026

SUSPENSION OF CLASSES IN SPECIAL CLASSES

The Mayor, as Head of the Local Government Unit Disaster Coordinating Council, may cancel classes in his/her area of responsibility in extreme cases such as floods, high tide, political unrest, etc

DISCRETIONARY CLASS SUSPENSION

The School Principal, in the absence of an announcement from local government officials, may suspend classes if the conditions in the school and/or in the areas immediately surrounding it will endanger the lives and safety of the students, teachers and other school personnel.

DISMISSAL TIME WHEN THE SUSPENSION OF CLASSES IS ANNOUNCED AND STUDENTS ARE IN SCHOOL
No indiscriminate and hurried withdrawal of students shall be permitted on such occasions to enable the school authorities to implement safety measures for all students. The dismissal may be in staggered times to avoid an influx of students in the gates.

The procedure for dismissal during regular days will still be followed, i.e. assigned exit gates, use of fetcher's tapping out of I.D., etc

When classes are suspended, the school authorities will exert every effort to inform the parents of the dismissal time through the school website, private messages, or group chats.

LUNCH SERVICE DURING SUSPENSION OF CLASSES
Should there be students who intend to stay beyond lunch time, they may go to the canteen and make arrangements.

RESUMPTION OF CLASSES
Classes shall resume the following day unless the Local Government Unit/Department of Education or a school authority announces otherwise.

AFFECTED SCHEDULED ASSESSMENTS/PERFORMANCE TASKS
All scheduled tests will push through the following day following the same sequence unless expressly rescheduled by the teacher.

SHIFTING TO ONLINE CLASSES
The Mayor, as Head of the Local Government Unit Disaster Coordinating Council, who advises the schools to shift to online classes, the class adviser will post as to the manner and means on conducting online classes.

EXTENDED SCHOOL DAYS
If the required number of school days is not met due to typhoons, natural calamity, political unrest or other causes, the school may hold classes on Saturday or extend class hours during the weekdays to fulfill the minimum required number of days.

EMERGENCY DRILLS AND GO-KITS
Announced and unannounced emergency drills are conducted during the school year to prepare students, faculty and staff to respond accordingly to any emergency situation, i.e., fire, earthquake, bomb threats. Route/movement supervisors are assigned to facilitate orderly evacuation. All students are required to have Go-Kits. This contains emergency medical and food supplies that will be crucial in an emergency situation.

F. SYSTEM OF COMMUNICATION

1. **OFFICIAL SCHOOL ANNOUNCEMENTS**
   Every student is expected to take note of announcements made during assemblies, over the public address system in the classroom, private group chats, or HCHS Official School Facebook Page, or learning management systems.

2. **MEMORANDA**
   Important information is given to the students regularly through printed or electronic school memorandum, or through postings on the school website or the official school page on social media. All reply slips are expected to be returned on or before the specified date.

3. **PARENT TEACHER CONFERENCE (PTC)**
   Parent-Teacher Conferences are set every term. Parents may request additional conferences with the teachers following this procedure:
   A. Set an appointment date and time with the teacher through the Communication Notebook, Toddle Messages or call the school number 53108071 to 73.
   B. Confirmation of the teacher is through the Communication Notebook or Toddle Messages.

4. **PRIVATE GROUP CHATS**
   As a general rule, group chats may not be used for communications regarding school matters between school personnel and learners. However, group chats may be used for communication if the following requirements are met:

- If there are no other practicable means for teachers to communicate with learners;
- The communication is regarding school matters; and
- The parents or guardians, and learners consented to the making of the group chat.
  (Regional Memorandum No.15, series 2024)

For Preschool and Elementary Levels:
The private group chats (Viber, Messenger, or Toddle chat) will be created and regulated by the PYP Coordinator. Only the parents and guardians of the students will be asked to join. The parents must adhere to the rules set. As a matter of policy, the group chat will be dissolved after the school year.

For High School Levels (Junior High School, Senior High School and Diploma Programme)
The private group chats (Viber, Messenger, We Chat, or Google Chat) will be created by the class adviser and the students will be asked to join the group for communications regarding school-related matters. Provided:

- The students consented to the making; and
- The parents or guardians allowed his/her child to join; and

Absent one of the requisites mentioned above, the student will not be a part of the group chat. The student will be informed through his/her school email address or his/her parent's.

As a matter of policy, the group chat will be dissolved after the school year. No private communications between the teacher and the learners except if it involves a violation of the child protection policy, other relevant laws, and school handbook.

G. ACADEMIC POLICIES

G.1. ACADEMIC INTEGRITY

Guiding Principles

1. **Responsibility:** The school commits to implementing the practices, processes, and approaches to learning and teaching as described in its programs that allow students to build and construct knowledge, apply their own understanding in real-life contexts, and communicate the same in the production of academic and scholarly work.
2. **Credibility:** Valid and accurate description and assessment of a student's own level of achievement create credibility of the school's program effectiveness. Such credible assessment, in turn, builds trust in the institution's ability to provide meaningful and effective academic programs.
3. **Respect and Honesty:** Knowledgeable and creative students submit academic products of their own independent work, understanding that their work leads to and reflects their own development as a learner and producer of academic output.
   Students understand that in the process of developing their own conceptual understanding, they also build upon the work of others, and acknowledging the work of others is essential in doing authentic research work. It exhibits respect for the work of others and honesty in completing their own academic work.

Academic Community Responsibilities
School Administration
The school implements programs, structures, and procedures that support the Academic Integrity Policy and promotes authentic learning and adherence to its principles and minimize violations of the Academic Integrity Policy:

1. Implement explicit school and IB guidelines in the safekeeping and administration of assessment materials and tools during summative assessment performance tasks and e-assessments.
2. Provide for or require the following practices and structures:
   a. Clear definitions and descriptions of academic integrity responsibilities and guidelines including consequences for infractions of the academic integrity policy.
   b. School calendar that optimizes time to accomplish schoolwork and provides preparation for summative assessments and Term Tests.
   c. Time-management workshops during homeroom to manage student workload.
   d. Originality assurance checks or on-line application to determine originality of student as part of the systems and structures for authentic student work.
   e. Structures such as turning in devices and turning off on-line information access to ensure authentic assessments.

f. Procedures to manage academic misconduct to ensure due process.

3. Communicate academic integrity policy and its importance through
   a. Orientation of school community including teachers, support staff, parents and guardians
   b. Academic honesty pledges during the admission and assessment process
4. Review academic integrity policy in accordance with IB and international practices.

Teacher and Non-Teaching Staff

Teachers are at the forefront in the implementation of the Academic Integrity Policy especially in the proper administration of assessment and in preventing violations of this policy. The following three expectations and suggestions have been taken the IB Academic Integrity Policy:

1. Adhere to school academic integrity policy and IB subject guidelines, rules, and regulations "particularly regarding the level of teacher support deemed acceptable when providing student support" and understand that students should produce work independently or on their own.
2. Emphasize that the purpose of education is not merely to earn a high grade but "acquire knowledge and to develop skills for the future."
3. Understand that students engage in academic dishonesty due to various reasons such as lack of understanding of the purpose of education in general and the academic integrity policy in particular, lack of preparation and skills particularly research and time management skills, ease of access to on-line information, tutorial and editing services, pressure to get high grades, and others.

Specifically, using the above guidelines to promote academic integrity and the development of academic skills including those of time-management, teachers are expected to implement the following:

1. Provide a syllabus with a schedule of assignments, summative performance tasks, and required term tests.
2. Provide ample time and support that students need in creating action plans for medium-term assignments such as scientific investigation and sociological research to ensure completion of projects within reasonable periods of time.
3. Explicitly teach research skills such as note-taking, summarizing, paraphrasing, and citing references following international formats such as the APA Publication Manual.
4. Require and follow a process, e.g. project or journal log, involved in the production of academic work such as art and design works, written or oral reports, and other projects that include researching, annotating, organizing, and outlining, etc.
   Providing clear guidelines and specific feedback for the completion of such work allows for the authentic production of work.
   Requiring the use of a planner or a journal and/or following a process with specific output from each step in the completion of a project prevents the submission of work from Artificial Intelligence application.
5. Use formative assessment practices and tools to provide feedforward for instructional decisions and feedback for students to help them focus on areas of improvement.
6. Define individual output in group work that has to be done independently of other members of the group.
7. Require Academic Integrity Pledges for projects requiring out-of-classroom work.
8. Use quality assurance checkers for originality of work.
9. Ensure the lack of access to internet and devices during tests and arrange the classroom set-up to prevent the possibility of collusion.
10. Keep three years of student summative assessment work for references of copying or plagiarism.

Librarian

1. Provide student orientation on the research tasks and individual support to access print and online resources for research projects such as PYP exhibit and MYP Personal Project.
2. Provide reference materials for research assignments and training that includes identifying credible sources, proper documentation, and in-text and end-of-text citation of references.
3. Collaborate and provide support to classroom teachers in identifying resources for class research and the Personal Project.

Guidance Counselors

1. Provide students with training in time-management to allocate time for various subject requirements including long-term projects such as the Personal Project and Action as Service activities.

Parents and Legal Guardians

1. Understand the general purpose of the following:

a. The various programs and components of the programme, the learning process allows their children to focus on the development and practical application of concepts and skills.
b. The summative assessment should produce only the student's own unique and independent work without the assistance of outside help.
c. Academic integrity fosters academic development, and academic misconduct has consequences.

2. Support their children in the implementation of learning tasks by
   a. reinforcing the principles and importance of the process of learning.
   b. providing a conducive learning space and time for the completion of tasks.
   c. allowing their children to develop within their zone of proximal development and complete tasks at home on their own and abstain from giving undue assistance to their children.
   d. as recommended by IB, actively participating in updating and disseminating the principles and practices of academic integrity.

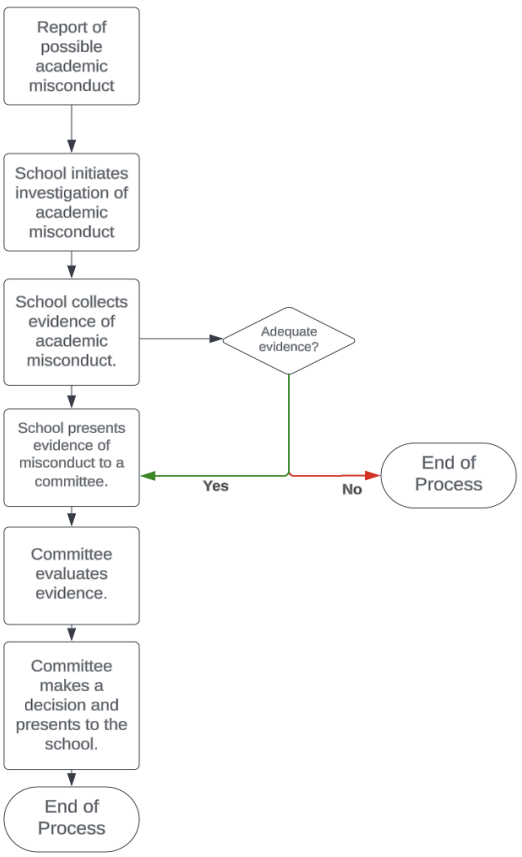
Students

1. Understand the following general purposes and guidelines of learning:

   a. With the school's various programs including the PYP/MYP/DP, the learning processes and tasks allow them to develop concepts and skills.
   b. Summative assessment tasks are carefully designed and administered to ensure independent and honest work without the use of any outside help.
   c. Not participating in the process of learning puts them at risk of not meeting learning expectations of knowledge, skills, and ability to apply them in meaningful contexts.
   d. Academic integrity fosters academic development, and academic misconduct has consequences.
2. Develop the IB student profile of becoming a knowledgeable and principled learner and practice the principles of academic integrity, e.g. responsibility, credibility, trust, and honesty.
3. Follow international guidelines of acknowledging and referencing sources of information.
4. Report integrity issues with teachers for proper management.
5. Understand the school's matrix of academic misconduct and consequences.
6. Understand, adhere to, and sign the Academic Integrity Code whenever required.

Academic Misconduct Investigation Procedure

The following flowchart describes the process in dealing with reports of academic misconduct. The Academic Integrity Committee is composed of representatives from the administration, student council, faculty, parents, and the PYP/MYP/DP Coordinator. Ultimately, the committee decides based on the evidence of academic misconduct and imposes the corresponding and appropriate penalty following the matrix for academic misconduct and penalties.



Types of Examples of Academic Misconduct and Penalties

Academic Misconduct	First Offense Penalty	Second OffensePenalty	Third Offense Penalty
Plagiarism Copying from external sources or peers, lack of citation, or failure to give credit to sources of information	Revise work to include credits, citation, or reference. Written warning with school intervention	Marked zero on the work Suspension for up to three days	Marked zero on the work Suspension for up to five days
Submitting work of another student instead of own independent and unique answers or work	Marked zero on the work Written warning and parent conference with school intervention	Marked zero on the work Suspension for up to three days	Marked zero on the work Suspension for up to five days
Collusion Exchanging verbal or written notes and sharing of answers during exam	Marked zero on the test Written warning and parent conference with school intervention	Marked zero on the test Suspension for up to three days	Marked zero on the test Suspension for up to five days
Commissioned work or work obtained through a third party such as AI and tutors	Marked zero on the work Written warning and parent conference with school intervention	Marked zero on the work Suspension for up to three days	Marked zero on the work Suspension for up to five days
Submitting new work different from or not a product of the process designed by the teacher	Redo work under close supervision, following the process involved in the completion of work	Lose opportunity to submit work, zero mark on work and community service	Marked zero on the work and community service

G.2 ASSESSMENT

Assessment Principles

The HCHS community and stakeholders adhere to the following principles that embody the core values of assessment and believe in the importance of assessment tools and strategies to promote learning progress and maximize learning.

1. **Assessment as an ongoing Process**

   Assessment occurs throughout the learning cycle: before, during, and after the learning process. Teachers develop the unit of inquiry engagement tasks based on what students know, understand, and can do. Students progress through the process of achieving the unit objectives at different rates, and teachers need to adapt the unit of inquiry accordingly, therefore the need to assess throughout the learning process.

2. **The Role of Formative Assessment**

   A. Assessment for Learning: Assessment to identify learning needs

   Before starting a unit of inquiry, teachers use a variety of formative assessment tools to identify gaps in learning and adapt instruction to student learning needs such as the following:

   (1) **standardized achievement test** that the school administers to students to find the school's, section's, and students' achievement and competency levels

   (2) **diagnostic assessment** that teachers develop to find out student content knowledge and performance levels for a particular unit of inquiry. This may come in the form of approaches to teaching strategies such as I see, I Think, I wonder; Think, Puzzle, Explore; or KWL and variations thereof.

   Teachers build on current student knowledge and skills, reviewing and reteaching concepts that they may have missed but are crucial to their learning progress. In cases where preliminary assessment shows very limited previous knowledge and very low ability to access the regular curriculum, corresponding interventions are recommended to parents.

   During the learning process, teachers continue to use formative assessments to find out what students are learning and how they are successful in teaching essential concepts and skills. This may come in the form of quizzes, entrance and exit tickets of various types, and other informal strategies such as thumbs up, thumbs down, thumbs sideways. These formative assessment strategies allow teachers to inform their instruction, e.g., adapting future activities, clarifying concepts, reteaching essential concepts, or providing additional practice to further develop skills.

   B. Assessment as Learning: Self-reflection and Self-assessment

   a. Self-Reflection

   In addition, teachers engage students in metacognitive self-reflection of the 'what' and the 'how' of

learning. They engage in end-of-unit reflection of (1) **concepts** they have learned and engagements tasks that worked for them, (2) **connections** to other disciplines and their own life, (3) **changes** in or development of important attributes in the IB MYP student profile of becoming better Inquirers, thinkers, communicators, risk-takers,or becoming more principled, open-minded, caring, balanced, knowledgeable, and finally (4) **challenges** they still face in their own learning. Some disciplines or subjects groups such as Art, Design and P.E. require reflection or self-assessment of e-portfolio.

b. ATL Self-Assessment

Students are provided opportunities to self-assess their own critical and creative thinking, socio-communicative, and self-management skills. Students reflect on these skills at strategic points during the process specifically where those skills are focused on in engagement tasks, e.g. collaborative, communicative, and critical thinking self assessment after a collaborative or group activity. Teachers explicitly teach Approaches to Learning (ATL) strategies that students use to meet engagement tasks and to become lifelong learners in the following five broad categories of 21st Century Skills:

(1) **collaborative skills** where students need to learn to share, take turns, clarify, take on collaborative roles;
(2) **communicative skills** such as presenting, explaining, persuading while using various media to support their communication skills;
(3) **critical thinkin**g **skills** such as comparing, analyzing, respectfully asking for and providing evidence for ideas, evaluating and reflecting on ideas;
(4) **creative thinking** or **transferring skills** to new situations, composing literary or artistic works, and producing innovative solutions;
(5) **self-management or self-regulation skills** such as planning, organizing, and carrying out inquiries, projects, or activities; and affective skills such as persevering, managing stress, and other socio-emotional skills such as growth mindset.

Students engage in self-reflective skills that assess their own level of achievement in these major categories of Approaches to Learning (ATL) and at the same time think of ways to improve on those skills.

C. Assessment of Learning: Assessment to identify levels of achievement

Summative Assessment as Evidence of Achievement Levels

At the end of an instructional period, teachers administer summative assessments to determine the level of student performance by comparing student performance using a rubric with criteria descriptors in band levels of 1-2, 3-4, 5-6, and 7-8. At HCHS, these are defined by the MYP subject objectives and criteria and broadly reflect the Department of Education's standards and competencies.

Group Summative Assessment

Hope Christian High School values the importance of collaborative skills and provides opportunities to develop these skills in performance of understanding tasks. Some Summative Performance Tasks may require initial group activity such as scientific investigations but should be carefully assessed based on the individual work done by students. In the case of scientific investigation, the experiment could be done as a group but the presentation, analysis, interpretation, and evaluation of data should be done individually. This is different from collaborative engagement tasks done in class where students work as a team, whereas the summative assessment performance tasks should be done individually and separately from others.

In cases where collaborative work is necessary to complete a summative assessment task, delineation of each individual's part in the whole project is essential to assess the individual student's level of achievement and assessed against the subject criteria.

3. Recording Assessment Results

HCHS records assessment tasks through its official learning management system that parents and students can access. These assessment tasks are categorized into three groups: (1) formative assessment tasks, (2) summative assessment tasks and (3) self assessments and reflections.

Formative Assessments. Formative assessment is interwoven with learning. It aids the teacher in finding out what the students already know and can do. It is characterized by continuous and constant monitoring by the teacher of a student's readiness, skill development and concept understanding with the aim of providing feedback to the student's learning. Formative assessments are given regularly and carried out at the end of a

regular class time. These assessment tasks are recorded but not graded. These may include quizzes, entry and exit tickets, and other assessment tools identified in section one which teachers use to find out student background knowledge and inform instruction.

Self-Assessment and Reflections. These tasks are the students' own assessment of the developmental progress in the learning process. These may include ATL self-assessments, unit self-reflections, service activities, and self-assessments.

Summative Assessments. Summative assessment occurs at the end of a specific teaching period or a unit. It is the culmination of skills and knowledge learned in the unit and provides students with opportunities to demonstrate their understanding and apply their knowledge in various ways. Summative assessments include the following:

(1) **Summative performance tasks** given at the end of each unit of inquiry and are graded according to the criteria published by IB.
At least two judgments of each of the four subject criteria form the sole basis of the MYP grade. Teachers use the criteria to communicate student levels of achievements in each of the objectives of the subjects. The MYP grade is given at the end of the school year.

(2) **Written Works** are unit tests or long quizzes based on the concepts and application of concepts taught during a unit of inquiry.

(3) **Unit Tests / Term Tests** are given at the end of every term, usually about three months. These tests can be the second unit of inquiry of every term and are based on concepts and skills or applications of concepts in real-life contexts.

The formative assessments such as quizzes, entrance and exit ticket, reflections and self-assessments of ATL skills and portfolios are recorded but not graded and are used to support the learning process. Summative performance tasks consolidate the students' disciplinary and interdisciplinary knowledge and understanding of concepts defined in the subject group overviews. The results of the summative performance task should also reflect the students' ability to apply these concepts in familiar and unfamiliar real-life and authentic contexts. These summative performance tasks should reflect the complexity and depth of the content and competency standards of the student's grade level.

All of the above categories of assessments constitute the basis of the grade reported to parents and students at the end of every term.

4. Assessment Strategies and Tools:

Assessment gives feedback to teachers regarding a student's learning and development. Students likewise take responsibility for their own learning and development and take part in the assessment process by constantly doing self-evaluation and reflection. Parents are periodically informed and updated about their child's progress and given feedback as to how they can help their child at home.

Teachers use varied methods to gather information relevant to student learning. This includes observation, performance tasks/performance assessments, note-taking/learning logs, tests/quizzes, and open-ended tasks. Teachers collect this data and record this information using the following methods: rubrics, examples, continuums, checklist and anecdotal records.

G.3 GRADING SYSTEM

Reporting Achievement Levels

Hope Christian High School uses two scoring systems based on two different grading scales to identify and report the same levels of achievements.

1. the Department of Education system of reporting grades with a grade scale of up to 100.
2. the IB grading scale based on descriptors
    a. PYP uses letter grades to evaluate students' level of proficiency
    b. MYP uses a grade scale of 1-7 with well-defined descriptors for each level of achievement.
    c. DP uses a grade scale of 1-8 with well-defined descriptors for each level of achievement.

Grading System adapted based on D.O.15, 2026 - *Revised Guidelines on Classroom Assessment, Grading System, Awards and Recognition of the K to 12 Basic Education Program of the Department of Education:*

A. Preschool to Grade 3

A descriptive grading system shall be implemented in Kindergarten to Grade 3 to reflect the learner's developmental progress and support foundational learning. Descriptive (non-numerical) grades shall be used in reporting learner performance through the progress report.

B. Grades 4 to 12

The numerical grading system shall remain in place with grades computed from Written Works (WW), Performance Tasks (PT) and Examinations (EX) or Term End Assessment (TA) using assigned weights specific to each learning area. Greater emphasis shall be given to performance tasks as primary evidence of learners' understanding, application and higher order skills.

Weight of the Components for Each Learning Area for PYP and MYP levels

Learning Area / Subject Group	**WW**	**PT**	**EX / TA**
Language and Literature (English) / Science / Unit of Inquiry / Individuals and Societies (Social Studies) / Numeracy (Mathematics) / Filipino / Character Education	20%	50%	30%
Music, Art, Physical Education and Health Home Economics and Livelihood / Technology and Livelihood Education (TLE) / Information and Communications Technology (ICT) / Bible	20%	60%	20%

PYP student will be evaluated based on his/her level of proficiency in various competencies and skills in each learning area, and is communicated through the following:

PYP Descriptive Grade (Preschool to Grade 5)	**Description**	**DepEd Grade Boundaries for scholarship and association purposes**
Beginning (B)	The student struggles with his/her understanding of the concept; the pre-requisite and fundamental knowledge and/or skills and competencies have not been acquired or developed adequately to aid understanding.	74 and below
Developing (D)	The student possesses the minimum knowledge and skills, but needs help in certain areas, and throughout the performance of authentic tasks.	75 to 82
Approaching Proficiency (AP)	The student has developed the fundamental knowledge and skills with a little guidance from others; able to transfer understanding through authentic performance tasks.	83 to 89
Proficient (P)	The student has developed fundamental knowledge and skills, and is able to transfer understanding independently through authentic performance tasks.	90 to 97
Advanced (A)	The student exceeds the core requirements in terms of knowledge, concepts, skills and competencies, and is able to transfer them automatically through authentic performance tasks.	98 to 100

The MYP final grade is based solely on at least two judgments of summative performance tasks of all four clearly-defined criteria aligned with the disciplinary objectives.

The MYP Assessment Criteria Across Subject Groups

Subject Groups	**Criterion A**	**Criterion B**	**Criterion C**	**Criterion D**
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/ performing	Evaluating

Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Note: The strands and levels of achievements in each of the criteria is defined in this MYP Program document.

IB Validation of MYP Year 5 Grades through eAssessment

In MYP year 5 (grade 10), performance levels can be validated by an optional on-screen assessment of the following subject areas: Language and Literature, Individuals and Society, Mathematics, Sciences, and Interdisciplinary at the end of year 5 (grade 10) to determine comparison with international standards if the student so chooses**.**

Another optional eAssessment are **ePortfolios** in the following disciplines: Design, Physical and Health Education, Language Acquisition, and Art are also externally moderated to validate teacher judgments.

MYP Grade Scoring

The table provides a means of converting the criteria totals into a final grade based on a grading scale of 1–7. To arrive at a criteria level total for each student, teachers add together the student's final achievement levels in all four criteria of the subject group as shown below:

Grade Boundaries for Criteria Totals*	MYP Final Grade	Local Grade (DepEd)	MYP Levels of Achievement Descriptors
1-5	1	68	● Produces work of very limited quality. ● Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. ● Very rarely demonstrates critical or creative thinking. ● Very inflexible, rarely using knowledge or skills.
6-9	2	70	● Produces work of limited quality. ● Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. ● Infrequently demonstrates critical or creative thinking. ● Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
10-14	3	73	● Produces work of an acceptable quality. ● Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. ● Begins to demonstrate some basic critical and creative thinking. ● Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
15-18	4	75 - 79	● Produces good-quality work. ● Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. ● Often demonstrates basic critical and creative thinking. ● Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
19-23	5	81 - 85	● Produces generally high-quality work. ● Communicates secure understanding of concepts and contexts. ● Demonstrates critical and creative thinking, sometimes with sophistication. ● Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

24-27	6	87 - 91	● Produces high-quality, occasionally innovative work. ● Communicates extensive understanding of concepts and contexts. ● Demonstrates critical and creative thinking, frequently with sophistication. ● Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
28-32	7	93 - 97	● Produces high-quality, frequently innovative work. ● Communicates comprehensive, nuanced understanding of concepts and contexts. ● Consistently demonstrates sophisticated critical and creative thinking. ● Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

C. Senior High School - Strengthened SHS Curriculum (DepEd Order no.17 s.2026)

For SHS subjects, assessment components shall be adjusted as follows:

a. For Field Exposure, Arts Apprenticeship, and Creative Production, the EXs component shall consist only of a TE, with no STs, and shall carry the full 15% weight.

b. For SHS Research Electives, Design and Innovation, and Work Immersion, there shall be no EXs component. WWs (40%) shall serve as progressive summative evidence (e.g., quizzes, documentation, matrices, tools, portfolios), while PTs (60%) shall focus on major outputs (e.g., research proposals, manuscripts, oral presentations).

c. For Work Immersion, WWs (20%) shall refer to learner portfolios (including documentation and consolidated outputs from workplace tasks), while PTs (80%) shall correspond to industry-based evaluations or grades provided by the workplace supervisor.

The weight of the components for each learning Area for SHS is as follows:

Learning Area / Subject Group	WW	PT	EX / TA
SHS Core Subjects , Other SHS Academic Electives	20%	50%	30%
SHS Field Exposure	15%	70%	15%
SHS Arts, Sports and Health & Wellness Electives	20%	60%	20%
SHS Research Electives and Design & Innovation	40%	60%	-
SHS TechPro Electives	15%	65%	20%
SHS Work Immersion	20%	80%	-

D. Senior High School (DepEd Order no.8 s.2015)

The grading system of HCHS Senior High School Program uses a standards-competency-based system. The components are as follows.:

a. Written Works – may include long quizzes, unit tests, long tests, essays, written reports, and other written output.

b. Performance Tasks – may include skills demonstration, group presentations based on a performance task, oral works, multi-media presentations, or research projects.

c. Assessment (Mid-Term and Finals) – may be in the form of knowledge, process, understanding-based tests, performance-based assessment or any combination thereof.

d. The weight distribution and components of the grading system are as follows:

Components	Core Subjects	Academic Track		Tech-Voc Track	
		All other subjects (contextualized & specialization)	Work Immersion / Business Enterprise / Simulation / Research / Exhibit / Performance	Other subjects (contextualized & specialization)	Work immersion / Research / Exhibit Performance
Written Work	25%	25%	35%	20%	
Performance Task	50%	45%	40%	60%	
Quarterly Assessment	25%	30%	25%	20%	

E. IB Diploma Programme

DP follows the criteria and rubrics of the various Internal Assessments as defined in each subject guide. In

addition to the internal assessment, teachers include in their computations of the periodic summative exams that simulate the external assessments of each subject area. Both the Internal Assessment and simulated mock assessment constitute the grade that teachers report to parents.

The IB Diploma Programme publishes the general descriptors for the 1-7 grades given in each of the subjects. The HCHS Grade Boundaries are used to report grades to the Department of Education.

IBDP Grades	DepEd Grade Boundaries	General Grade Descriptors
1	69 and below	● The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. ● Ability to comprehend and solve problems or to express ideas is not evident. ● Responses are rarely accurate or valid. ● Organization is lacking to the point that responses are confusing. ● Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, ● Little to no intercultural understanding.
2	70-74	● The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. ● Evidence of research and/or investigation is only superficial. ● There is little ability to comprehend and solve problems. ● Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. ● There is very little creativity, awareness of context or audience and ● Little evidence of intercultural understanding.
3	75-79	● The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. ● Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. ● Collaborative investigations are approached ethically and responsibly, but require close supervision. ● Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. ● Responses lack clarity and some material is repeated or irrelevant. ● There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
4	80-84	● The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. ● Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. ● The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. ● In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. ● Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. ● Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.

5	85-89	1. The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. 2. Research, investigation and technical skills are evident and sometimes well developed. 3. Analytical ability is evident, although responses may at times be more descriptive than evaluative. 4. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. 5. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. 6. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
6	90-94	1. The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. 2. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. 3. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. 4. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. 5. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
7	95-100	1. The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. 2. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. 3. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. 4. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. 5. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

Taken from The International Baccalaureate - Diploma Programme grade descriptors

IB Diploma Programme Internal and External Assessments

Group	**Subjects**	**Internal Assessment (20% HL, 30% for SL)**	**External Assessment (80% for HL and 70% for SL)**	**Scoring Scheme**
Language and Literature	English	Individual Oral Commentary	● Paper 1: Guided Textual Analysis ● Paper 2: Comparative Essay ● Essay on non-literary body of work of 1,200-1500 words **(HL only)**	1-7
Individuals and Societies	Geography, Economics, Business Management	Geography: Field Work Study Economics: Case Study Business Management: Business Research Project	● Geography: Paper 1: Geographic themes Paper 2: Geographic Perspectives: Change ● Paper 3: Global Interaction **(HL only)** ● Economics: Extended response, Data response, and Policy paper (HL only) ● BM: structured questions based on the case study and one extended response questions based on the case study, one structured question and one extended response based on the unseen stimulus material with a quantitative focus, and	1-7

			three compulsory questions based on th unseen stimulus material **(HL only)**	
Language B	Mandarin	**Individual Oral:** Conversatio with Teacher based on a visu stimuli followed by a discussion	● Paper 1: Productive Skill (Writing) (250–400 words for SL and **450–600 wor for H**L) ● Paper 2: Receptive Skills (Listening & Reading)	1-7
Mathematics	Approaches and Analysis Application and Interpretation	Mathematical Exploration	● Paper 1: short and extended response (without technology) ● Paper 2: short and extended response based on the syllabus (with technology) ● Paper 3 **(HL only)** extended response problem solving question	1-7
Sciences	Biology Chemistry Physics	Scientific Investigation	● Paper 1: Multiple choice and data-based questions ● Paper 2: Data-based questions and short responses ● Paper 3: short and extended responses (Physics both HL and SL with different weights for the three tests)	1-7
Arts	Visual Arts	Exhibition	● Part 1: Comparative Study (**for HL:** 2-5 additional screens of works influenced by artists studied) ● Part 2: Process Portfolio	1-7
Core	Theory of Knowledge Extended Essay CAS	TOK Exhibition	8. TOK Essay: Maximum of 1,600 words 9. Extended Essay: 4,000 word essay 10. CAS*	3 points

* Although a requirement, CAS hours do not compute into the total points, CAS requirements must be met to receive the IB DIploma.

IB DIPLOMA: A candidate can only receive an IB Diploma if the following conditions are met:

1. CAS requirements are met.
2. The candidate has achieved at least 24 total points.
3. A grade has been awarded in all subjects, TOK and the EE.
4. A grade of at least a 2 has been awarded in all subjects.
5. There are no more than two grade 2s awarded (SL or HL).
6. There are no more than three grade 3s or below awarded (SL or HL).
7. The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
8. Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5points at SL)

G.4 PROGRESS REPORT

The progress report card is considered a legal document. Therefore, it is imperative that the student should handle it with utmost respect and responsibility. The progress report is given at the end of every term. The computer-generated progress report and student portfolio are released per term during the Parent-Teacher Conference (PTC). Three-Way Conference (Parent-Teacher-Student) is done on the Second Term and the Student-Led Conference (for Grades 1-5) is scheduled during the 3rd Term.

Due Process for General Academic Concerns:

1. Identify the Concern; Informal Concern Procedure

- The student and/or the parent/guardian should first clarify with the subject teacher regarding the specific academic concern (e.g., task given, test results, assessment feedback, low grade).
- The student and/or the parent/guardian should set an appointment with the subject teacher concerned through the department secretary
- The teacher prepares any supporting documents such as class records, assignments, feedback forms, or communication to clarify and address the specific academic concerns raised.

2. Formal Complaint Submission
   - If the concern or the issue remains unresolved, parents are asked to submit a written complaint addressed to the Academic Supervisor or Program Coordinator.
   - The written complaint with the parent's signature attached, may be a physical copy given to the academic office or sent through acad@hchs.edu.ph
   - The written complaint must include:
     - Student's name, grade, and section
     - Subject/course involved
     - Clear description of the concern
     - Steps already taken to resolve the issue (if any)
     - Desired resolution or outcome (if any)

3. Review and Resolution
   - The Academic Supervisor or Program Coordinator acknowledges receipt of the written complaint and reviews the concern raised by gathering information from both the student and the teacher concerned. within 2-3 working days**.**
   - The Academic Supervisor or Program Coordinator will schedule a meeting with the student and/or parent/guardian wherein possible solutions are discussed, and agreements are documented in writing.
   - If no resolution is reached, the complaint may be elevated to the Vice Principal for Academic Affairs and/or Principal**.**

Due Process for Results in the Progress Report Card:

Any inquiry or contest of what is reported in the progress report card must be done officially in a letter addressed to the Department Supervisor or Program Coordinator within a week after the day of distribution of the report card. After that grace period, the grades will remain final and non-contestable. The written complaint or letter with the parent's signature attached, may be a physical copy given to the academic office or sent through acad@hchs.edu.ph

The Academic Supervisor or Program Coordinator acknowledges receipt of the written letter or complaint and reviews the concern raised within 2-3 working days, by gathering pertinent information and relevant documents from the teacher concerned. The Academic Supervisor or Program Coordinator will then schedule a meeting with the student and/or parent/guardian to discuss the matters of concern.

G.5 CONDUCT / DEPORTMENT

The deportment is the conduct exhibited by the student as observed by the teachers during English and Chinese classes. Therefore, the deportment of the student is the average grade computed from the grades submitted by all the teachers of both sessions. Thus, the computation is 1/3 from the Chinese Department and 2/3 from the English Department for Grades 1-10.

Deportment Mark:

95 and above	=	A+
94 – 92	=	A
91 – 89	=	A-
88 – 86	=	B+
85 – 83	=	B
82 – 80	=	B-
79 – 77	=	C+
76 – 75	=	C
74 – below	=	C-

In the case of the Senior High School, all teachers/instructors will evaluate the conduct of the students in their respective subjects and average this as a whole. This may reflect in their Recommendation Letters and/or Certificate of Good Moral Character.

CONDUCT PROBATION

A student who receives a conduct of C in the periodic report card is placed on conduct probation status. Once a student is on a conduct probation, his/her progress is closely monitored. The duration of the conduct probation status is one term. If there is no progress, the conduct probation status period may be extended, or the student may be asked to change school environment.

G.6 PROMOTION AND RETENTION

GRADES 1-10

The student should have the final weighted average of at least 75% (D); otherwise, he/she is retained in the same level. If a student incurred failures in one or two minor or major subjects, he/she is required to attend remedial classes during summer. Failure in more than two major subjects is considered retained. Two (2) minor subjects is equivalent to one (1) major subject. A student who was retained in the same level for two consecutive years will be asked to transfer to another school.

GRADES 11-12

A student should have at least a final grade of 75 in all subjects at the end of the school year in order to be promoted to the next level. If a student fails in a pre-requisite subject, he must pass remedial classes for failed competencies in the subject before being allowed to enroll in the higher-level subject.

G.7 AWARDS AND RECOGNITION (Adapted from DepEd Order No. 36, s.2016 / DepEd Order No. 015, s.2026)

The Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program articulates the recognition given to learners who have shown exemplary performance in specific areas of their school life. These guidelines are anchored in the Classroom Assessment for the K to 12 Basic Education Program (DepEd Order No. 8 s. 2015), which supports learners' holistic development in order for them to become effective lifelong learners with 21st – century skills. This policy aims to give all learners equal opportunity to excel in relation to the standard set by the curriculum and focus on their own performance rather than to compete with one another. It recognizes that all students have their unique strengths that need to be identified, strengthened, and publicly acknowledged.

In support of the holistic development of Filipino learners, it is important to veer away from valuing only academic performance based on high grades and move toward valuing and celebrating a wide range of student achievements. The awards aim to acknowledge and promote student excellence in various areas and to provide formal recognition of student achievements that can motivate learners to strive for excellence in academic, leadership, and social responsibility. In effect, the policy encourages all learners to remarkably and skillfully perform specific kinds of tasks critical to their success in school and at work. Consequently, the policy will include all learners and encourage them to be proactive members of their school and community.

A. Classroom Awards for Preschool to Grade 6

These awards are given to younger students at the end of the school year to affirm their positive traits and attitudes and/or to recognize significant improvement in their behavior.

B. Recognition for Perfect Attendance

This award is given at the end of the year to encourage learners to attend and actively participate in class. Perfect attendance means that a student must be present in all of his/her classes and must have no absences for the entire quarter. Learners who are representing the school for various purposes (e.g., in-school or off-campus activities) may also qualify for this award.

C. Grade-level Awards

1. Academic Excellence Award

At the end of the school year, the Academic Excellence Award is given to learners from Grades 1 to 12 who have attained a General Weighted Average of at least 90, with no final grade lower than 85 and no grade lower than 80 in any subject in any term. The learner should have a Deportment grade of at least B+ and tardiness should not be more than 12 times in a school year. In addition, the learner should not have any derogatory record or discipline cases within the school year.

2. Leadership Award

The leadership award is given to learners in Grades 6 and 12 who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community. This award is given during the completion or graduation ceremony. To qualify for this award, a learner must:

a. have no failing grades in any of the learning areas
b. have not committed any offense punishable by suspension or higher sanction
c. be a class officer or an active member/officer of any recognized school club, team, or organization.

Criteria for Leadership Award	Weight	Advisers	Peers
1. Motivational Skills a. Communicates effectively	40%	24%	16%

b. Shows initiative and responsibility c. Engages group and/or club mates to participate actively d. Establishes collaborative relationships e. Resolves conflicts			
2. Planning and Organizational Skills a. Plans and designs relevant activities for the class, club and/or school b. Implements planned activities effectively and efficiently c. Monitors implementation of plans and tasks d. Manages and/or uses resources wisely	40%	24%	16%
3. Contribution to the school and/or community Renders service and/or implements activities relevant to the school population and/or community	20%	12%	8%
		60%	40%

3. Award for Outstanding Performance in Specific Disciplines

These awards are given to recognize learners in Grades 6, 10 and 12 who have exhibited exemplary skills and achievement in specific disciplines. These disciplines are Athletics, Arts (e.g. visual, media, music, or performing arts), Communication Arts, Mathematics, Science, Social Sciences, and Technical-Vocational Education (Tech-Voc).

The following table specifies the criteria and weights that will be used in the evaluation and deliberation process for the award for outstanding performance in specific disciplines. This award shall be given to learners who have met at least 90% (outstanding rating) of the criteria.

Criteria for Awards for Outstanding Performance in Specific Disciplines

Note: Peer evaluation is only applicable to disciplines that involve collaborative work. Candidates will be evaluated by at least 30% of their peers (group, team, class, or club mates) as well as their coach, class or club advisers.

Criteria	Weight
1. Academic Rating – final grade in the learning area or average of the final grades in subjects specifically related to the award.	20%
2. Skill in the discipline as shown through: a. Output (oral or written, projects, etc., if applicable) b. Membership in a club/team (if applicable) c. Class or school representation d. Winnings and awards	40%
3. Attitude towards the discipline a. Peer evaluation (if applicable) b. Commendation from coach/adviser	20%
4. Contribution to the school related to the discipline in any of the following: a. Tutorials/Coaching b. Performance in school's various functions and events c. Products d. Projects e. Volunteer work	20%
TOTAL	100%

4. Award for Work Immersion

The award for Work Immersion is specific to Senior High School (SHS) tracks. This award may be given to Grade 12 graduating students who have exemplified outstanding performance based on the terms of reference or engagement set by the school and evaluation of the direct supervisor and subject teacher. The awardee(s) must have received high efficiency rating for their diligence and consistency in performing their duties and responsibilities throughout the immersion program. Only those learners who have received an outstanding academic rating in the Work Immersion subject (at least 90%) shall be awarded. This rating in the report card consists of the learner's performance and/or output during the Work Immersion.

5. Award for Research or Innovation

The Award for Research or Innovation is specific to SHS tracks. Grade 12 graduating students – individuals, pairs, or groups of not more than four members -- must have led the planning and execution of a research or innovation to advance the potential applications of technology, or done research whose findings can be used to drive better efficiency and productivity as well as to improve the lives of the people in the school and/or community.

Criteria	Weight
1. Research	20%
2. Output a. Usefulness / Significance of research Usefulness to the school and/or community or contribution of the research to the existing body of information related to the study b. Rigor Soundness of methodology - research design, data collection and data analysis	 35% 30%

Innovation Criteria and Weights

Criteria	Weight
1. Output a. Originality or novelty of the product or service b. Relevance, applicability, replicability, sustainability and/or usefulness to the school and/or larger community c. Cost-effectiveness, efficiency, and/or practicality d. Environmentally safe	 15% 25% 20% 10%
2. Delivery or Presentation a. Clarity of the product development process and the innovative features shown during presentation b. Acceptability of the innovation to the target beneficiaries	 10% 15%
3. Study or Research Research basis of the service or product	15%

6. Award for Club or Organization Achievement

This award is given to a duly recognized club or organization which has created positive impact on the school and/or community it serves through the implementation of all its planned projects and activities; provided strong support to the implementation of the school activities and attainment of the school's objectives; and taken great strides to help its members develop their potentials.

The following table shows the set of criteria and weights that will be used in the evaluation and deliberation process for this award. Only those clubs or organizations that have received at least 90% of the criteria below shall be awarded.

Criteria and Weights for Awards for Club or Organization Achievement

Criteria	Weight
1. Club/Organization Performance a. Plans and develops club/organization's objectives, projects, and activities. b. Implements projects and activities, and delivers services based on the club/organization's objectives and plans. c. Manages and/or uses resources wisely. d. Shows teamwork and collaboration among its members	50%
2. Exemplary Output Delivers a concrete output related to the objectives and purpose of the organization and the school.	30%
3. Contribution to the School and Community Benefits the members of the club/organization and the greater majority of the school population and/or community	20%

D. Special Recognition

Learners who have represented and/or won in competitions at the district, divisional, regional, national, or international levels will be recognized. These awardees have demonstrated their exemplary performance in academics, athletics, and the arts, and/or represented the school in DepEd-recognized activities. In addition to the above awards, the schools may give due recognition to learners who have brought honor to the school.

The actual certificates, medals, trophies and/or plaques received by the learners from the various activities or competitions shall be used to publicly affirm and acknowledge the contribution of the awardees in giving honor to the school. This will be done during a flag ceremony or in a school-awarding ceremony. In case external sponsors, partners, and donors opt to give awards, the school, subject to compliance with policy guidelines, shall regulate them. These awards should be consistent with the DepEd's Vision, Mission, and Core Values, and must be named after the trait, value, or achievement recognized, or an esteemed person who is deceased.

HCHS Model Student Award

HCHS acknowledges the holistic growth of her students. Every school year, one student in each grade level may receive a cash voucher (deductible from the tuition fee) for being the Model Student of the Year. The criteria for this award are as follows:

English Academic Performance	50%
Attendance	25%
Deportment Grade	25%

AWARDS COMMITTEE

The School Head or the Principal, at the beginning of the school year, shall organize an Awards Committee (AC) for each grade level. The committee is composed of at least three (3) members from the Academic Department, the Student Services Department and a designated teacher/trainer.

The total count of committee members should be an odd number. The chairperson of the AC could be any of the teachers, department heads, grade-level chairpersons, or curriculum/academic heads. No member of the AC must be related within the second degree of consanguinity or affinity to any of the candidates for awards.

The Awards Committee shall:

- Establish the process and timelines in accepting nominations and determining qualifiers for grade-level awards.
- Formulate rubrics specific to the grade-level awards.
- Communicate to the school community, parents, and other stakeholders the process in giving awards.
- Verify the authenticity of documents submitted.
- Deliberate on the qualifications of the candidates for the awards based on the rubrics and the documents submitted.
- Recommend to the school head or principal the result of evaluation for approval.
- Communicate to the school community, parents, and other stakeholders involved the results of the evaluation.
- Recommend to the school head or principal the resolution on any related issue that may arise from the results of the awards.
- Ensure that guidelines stipulated in this policy are followed.

Cases of protest shall be filtered by the candidate with his/her parent or guardian to the School Head within three (3) working days from the announcement and shall be decided on by the School Head or Principal, considering the recommendations of the AC within three (3) working days from filing.

MERITS AND AWARDS:

AREAS / ACTIVITIES	LEVEL PARTICIPATION	POINTS			
		FIRST	SECOND	THIRD	PARTICIPATION
1. Official activities and competitions recognized by the school / DepEd. Schoolwide - initiated contests approved in writing by the school.	**GROUP**				
	International	15	10	8	6
	National	10	8	6	4
	Regional	8	6	4	2
	Divisional	6	4	2	1
	District	4	2	1	0.7
	School	0.75	0.5	0.25	None
	INDIVIDUAL				
	International	15	10	8	6
	National	10	8	6	4
	Regional	8	6	4	2
	Divisional	6	4	2	1
	District	4	2	1	0.75
	School	1	0.75	0.5	0.25
AREAS / ACTIVITIES	**POSITION**	**NATIONAL**	**REGIONAL**	**DIVISIONAL**	**DISTRICT / SCHOOL**
2. Student leadership shall refer to Supreme Pupil Government (SSG) according to DepEd Order No. 79, s.2009	President / Mayor	15	12	10	8
	Vice President / Vice Mayor	12	10	8	6
	Committee Chairperson / Vice Chairperson	10	8	6	4
	Representatives / Support Staff	8	6	4	2
	Class President				1

	Other Class Officer				0.75
	Other Offices				0.5
AREAS / ACTIVITIES	**POSITION**	**POINTS GIVEN PER POSITION**			
3. Campus journalism should be considered only if the school paper organization has released a publication.	Editor-in-Chief	6			
	Associate Editor	5			
	Managing Editor	5			
	Section Editor	4			
	Contributor	3			
	Other	2			

AREAS / ACTIVITIES	**LEVEL PARTICIPATION**	**POSITION / POINTS**			
4. Officership and membership in school / DepEd- established or organized clubs (such as STEP, YECS, Scouting) other than SPG, SSG and School Paper		President or Equivalent - Senior Crew Leader / Senior Patrol Leader / Batch President	Vice President or Equivalent - Senior Crew Officers / Senior Patrol Officers / Batch Vice President	Club Officers Patrol Leaders Batch Officers	MEMBER
	International	10	8	6	4
	National	8	6	4	3
	Regional	6	4	3	2
	Divisional	4	3	2	1.5
	District	3	2	1.5	1
	School	2	1.5	1	0.75
AREAS / ACTIVITIES	**LEVEL PARTICIPATION**	**POINTS**			
5. Participation or Attendance in school / DepEd organized seminar, camp, exchange program, conference or workshop and other related activities	International	8			
	National	6			
	Regional	4			
	Divisional	3			
	District	2			
	School	1			
AREAS / ACTIVITIES		**POINTS**			
Scouting	1-10 hours	0.75			
	11-25 hours	0.5			
	26-50 hours	1			
	51-75 hours	2			
	75 hours	3			

NOTE: To qualify for a merit points, the student must meet the following requirements:

(1) must be an officer for the whole duration of the term of office
(2) must have attended at least 75% of the required meetings
(3) must be recommended by the Student Council Adviser, Club Adviser, Scout Master, or Coach

Merit Equivalency: 1 - 3 points = 1 minor merit; 4 - 6 points = 2 minor merits; 7 - 9 points = 1 major merit; 10 - 15 points = 1 major merit 1 minor merit

G.8 MOVING-UP AND GRADUATION CEREMONIES

CANDIDATES FOR MOVING UP

Kinder and Grade 10 learners who successfully completed the entire requirements for completion of the program shall be considered candidates for moving up. Learners with incomplete requirements may be given remedial classes and may qualify for the candidate status provided that the number of subjects does not exceed one major subject.

CANDIDATES FOR GRADUATION

The term 'graduation' shall only be used for the completion of the K-12 program. Candidates for graduation shall be coming from the Grade 12 students who completed the requirements of the Senior High School Program. Non-completion of the requirements regardless of the nature and type of the subject would mean disqualification for graduation.

SELECTION OF SPEAKER TO DELIVER THE STUDENT'S / GRADUATION MESSAGE

Grade 6 and Grade 10 completers, and Grade 12 candidates for graduation who qualify for the Academic Excellence Award under the highest academic honors category shall convene for an hour and a half to write a speech for the Moving-Up / Graduation Ceremony. Their speeches shall be delivered on the same day to the selection committee composed of the Principal, Assistant Principal, Academic Supervisors, and two Faculty members who will evaluate the delivery of the candidate in terms of the clarity of the content, voice projection, and impact of speech (Rubrics).

OTHER PROVISIONS FOR SENIOR HIGH SCHOOL (GRADE 12)

1. A student must be officially enrolled to participate in classes, e.g., join groups, submit papers, or take exams. Only students who are officially enrolled are entitled to get grades at the end of the term. If there are any special circumstances that prevent a student from completing his/her registration, he/she should immediately see the School Registrar.
2. Any change of TRACKS/STRANDS is upon academic department's approval. A student must secure a Request of Transfer Form from the Registrar's Office. This form must be duly accomplished within one month after the first day of the term.
3. The unit of instruction used for computing the amount of work required for graduation is the semester hour. Generally, each subject has an allocation of 80 hours per semester except PE and other elective subjects. The number of hours comprise both contact time and research/output-based activities as well as independent work.
4. Regular attendance in all classes is one of the most important obligations of students. They are expected to attend all scheduled class engagements and activities. Students are held responsible for all matters taken and assignments given in their absence.
5. A student who is absent from class is responsible for all work given by the instructor on the day of his/her absence.
6. Class attendance should not only be regular; it should be punctual. Habitual tardy will be dealt with accordingly. Students vying for honors may be disqualified if he/she exceeds the 12 instances of being tardy in one school year.

H. SCHOOL UNIFORM

GENERAL UNIFORM POLICIES

1. Wear prescribed uniform properly (washed and wrinkle-free) and accordingly on the days assigned.
2. Wear school ID or school – issued Temporary ID inside the school premises at all times. A student arriving at school without the school ID will be issued a Temporary ID and charged with a fee. It must be returned at the end of the same school day; otherwise, it will incur a penalty charge on a daily basis. Lost Temporary ID is charged separately.
3. Come to school with neatly combed hair. No hair color or highlights. Hair should not cover eyes or face.
    a. Male – barber's cut or clean cut. Hair length must not exceed the eyebrows, sideburns, and nape; shaved undercut is not allowed.
    b. Female – long hair must be kept neat with the use of appropriate hair accessories while those who would opt for short hair must have a short feminine hairstyle.
4. Observe proper hygiene (clean body, proper hair style, shaved facial hair, short nails with or without colorless nail polish, clean uniform, clean shoes).
5. Conceal all undershirts/undergarments. It must not exceed the length of the outer garment and the color must not be darker nor brighter than the color of the outer garment.
6. No colored brassiere (bra) for girls. Only natural colored or skin toned is allowed.
7. Face make-up (foundation, lipstick, blush-on, eye shadow, eye liner), nail polish, long nails, and plucked eyebrows are NOT ALLOWED.

    REMINDER:
    - Avoid washing your polo with bleach. The bleach may change the color of the logo (polo with faded logo is not acceptable).
    - After two weeks from school opening, students who fail to comply with the uniform policies will not be allowed to attend class and will be asked to purchase proper uniforms at the bookstore if necessary.

COMING BACK TO SCHOOL AFTER EACH VACATION OR BREAK

Students are expected to have their proper hair cut / hair style whenever they come back to school after each vacation/break. Students will be advised to be sent home once they are found to be sporting improper hair style.

UNIFORM / DRESS CODE VIOLATION

The school prefers to never have to deal with uniform violations. This would give the teachers and administration more time to focus on more important matters like teaching. However, we do feel that the way in which students present themselves is very important. Therefore, we will be firm in the enforcement of our uniform policy. Records will be kept regarding uniform violations.

PYP - Preschool Uniform







PYP - Elementary Uniform







MYP Uniform- (Junior High School)







Senior High School Uniform



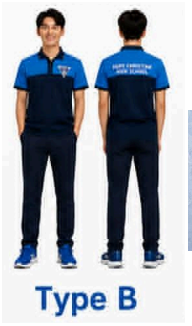






Senior High School - IBDP Uniform









Senior High School - Business Attire





I. OTHER GUIDELINES AND POLICIES:

LOCKER POLICIES

1. Grades 6 to 12 students are assigned individual lockers.
2. Students can only open their lockers before the class starts, during lunch break, after dismissal, or when they are going to chapel and P.E.
3. There will be unannounced locker checks. Students must keep the lockers neat and clean.
4. Students are not allowed to mark, put stickers on, or otherwise deface their lockers. Students may not decorate the insides of their lockers with anything, especially offensive pictures or symbols.
5. Students need to empty their lockers before Christmas, term and summer breaks.

LOST AND FOUND

Students are advised to mark their personal belongings with proper identification. Students should not leave their belongings unattended. Every student is assigned a locker outside his/her classroom for safekeeping. If an item is found, it will be handed in to the department secretaries. At the end of each semester, all unclaimed items will be donated to charity. Any lost and found items should be turned in to the faculty office.

SEARCHES

The school reserves the right to conduct searches and confiscate prohibited items as prescribed in the Student Handbook. A search and/or inspection is conducted:

a. When it is deemed necessary for the common good;
b. When there is reasonable ground to believe that a student may have in the locker, desk or drawer, in his/her bag or other personal belongings (e.g. USB, iPad, laptop, external hard drive, etc.) an object or property, the possession of which constitutes a violation of law and/or existing rules and regulation of the school;
c. To prevent the commission of an offense;
d. To determine the possibility of the commission of an offense such as when the student; concerned is found to be in custody of an object/thing, the mere possession of which is considered as an offense, or aid in the solution of a disciplinary case.

Body search of any student, school personnel, visitors and vehicles may also be done by the school. Normally, the search is done in the presence of the student who owns the desk or bag which is the subject of the search. However, in urgent cases in which the student concerned cannot be located, the school personnel may conduct the search in the presence of at least two witnesses. The school personnel may also use reasonable force in urgent cases in order to gain access to the item concerned.

HALL PASSES (CLINIC, CR, OFFICES, HALLWAY)

Students in the halls during class time will be expected to have a hall pass in their possession. Students who do not have a pass approved by their teacher may be escorted to the Student Formation Office for intervention. It is both the responsibility of the student and the teacher to ensure that no student leaves class without permission of the teacher and without being given an approved appropriate pass.

SCHOOL CURFEW

Hope Christian High School observes the following curfew schedule:

- 5:00 in the afternoon for Preschool, Grade 1 and Grade 2
- 6:00 in the evening for Grade 3 to Grade 12 students

DELIVERY OF STUDENT'S ITEMS AND PROJECTS

In order to minimize disruptions of classroom learning and office work, the school will not interrupt the classroom sessions for non-emergency situations like delivering assignments, uniforms, projects and other personal items during school hours.

FINANCIAL OBLIGATIONS

Once a student is registered, it is understood that he/she is enrolling for the entire school year and that the parents are going to pay the whole year's tuition and school fees unless the school is notified before the start of the school year that the student is only enrolling for a specified period of time.

Four payment schemes have been provided for students except for those enrolled in preschool. We have two payment schemes available for the preschool students. The report card will not be released to the student or parents if he/she has an outstanding balance for the term period. For a student with outstanding balance for the next term/school year, he/she will not be allowed to enroll for the next term/school year. Transcript of Records, as well as transfer credentials, will be withheld until the balance is fully paid. Graduating students who have outstanding balances are not allowed to participate in the commencement exercises. In addition, a surcharge is imposed on late payments. The school reserves the right to refuse admission and/or ask a student to withdraw from school due to non-payment of financial obligation

IV. STUDENT SERVICES

The Student Services Department exists to provide support to the school in fulfilling its objectives. The Student Services Department provides the following:

A. GUIDANCE AND COUNSELING ASSISTANCE

The Guidance and Counseling Office assists students with any academic, personal, social, family, or behavioral concerns. Counselors are available to assist students and their parents in counseling and/or in giving referrals to outside agencies for intervention. It also provides testing and college assistance. The Guidance and Counseling Department is committed to the development of the student as a whole person.

B. STUDENT FORMATION ASSISTANCE

The Student Formation Office helps guide and train students for proper conduct. It helps the student realize his/her shortcomings and execute disciplinary measures stipulated in the Student Handbook.

C. PASTORAL CARE

The Spiritual Formation Office provides pastoral care, counseling and services that intend to bring people to know Christ and into a personal and close relationship with God. Small groups or bible study groups are conducted in the high school levels to help students deepen their understanding of God's Word and giving them confidence about their identity in Christ.

D. CO-CURRICULAR OFFERINGS

The Co-curricular Office offers a wide range of co-curricular activities -- be it sports, clubs, leadership programs or volunteer work. The school encourages students to recognize the value of these activities as part of their development.

Hope Christian High School has the following curricular/co-curricular groups and organizations:

1. School City Organization
2. Arts, Music and Literary Clubs
    - Hope Chorale*
    - Hope Handbell
    - Hope Dance Troupe*
    - Rondalla Club*
    - Hope Ballet
    - Hope Handmime
3. Athletic Clubs
    a. Basketball*
    b. Volleyball (Girls)*
    c. Table Tennis*
    d. Track and Field*
    e. Chess Team*
    f. Badminton*
4. Academic Clubs
5. Civil Services
    a. Boy Scout
    b. Girl Scout

All curricular and co-curricular clubs are held after the last academic period. The clubs with asterisk (*) will merit additional P.E. and Music grades accordingly:

A. Scouts (High School) – Plus in P.E. grade
   Scouts (Elementary) – Plus in P.E. grade
   Attendance in Saturday scouting will earn a maximum of five points.
B. Hope Chorale (High School) – Plus in Music grade
   Hope Chorale (Elementary) – Plus in Music grade
C. Hope Hand mime – Plus in P.E. grade
D. Athletic Varsity – Plus in P.E. grade

USE OF SCHOOL FACILITY

The use of rooms or any other school facilities is subject to the following policies:

1. Fill out a Venue Request Form at least two days before the activity.
2. Venue Form is available at the Building Administrator Office.
3. Venue Form needs the signature of the following:
    - Adviser / Coach
    - Academic Supervisor / Academic Head
    - Building Administrator

Note: Completely filled out and signed Venue Request Form is a requirement prior to the use of any school facility.

Related Guidelines:

1. Switch off all electrical units before leaving the venue.
2. Ensure that the venue is free from trash.
3. Ensure that all chairs and other equipment are arranged accordingly.
4. Close all doors and windows.

5. Regular meetings or practice sessions require the presence of the coach, adviser, teacher or an appointed adult to supervise, oversee and ensure the safety of all the members.
6. To ensure the safety and security of the students, activity coordinator must secure approval from the department head for guests and visitors invited to join the event/activity.
7. During the term end assessments, clubs and organizations cannot hold any practice sessions or meetings.

Note: Groups failing to comply with the above guidelines will be dealt accordingly.
Any equipment checked out to students that is subsequently lost, stolen, or damaged must be paid for.

E. MEDICAL AND DENTAL SERVICES:

MEDICAL AND DENTAL SERVICE

The School Clinic provides initial treatment for all injured or ill students and staff; oversees administration of medicines for students requiring medications; prepares adequate first aid supplies for field trips and special events; liaise with students, parents and teachers regarding pertinent health issues; and assists with health teaching on campus. It is staffed by trained registered nurses on a full-time basis. A school doctor and a dentist come to school regularly.

MORNING HEALTH CHECK

The adviser/first subject teacher assesses students at the start of the school day to identify anyone who may have come to school feeling unwell or showing signs of illness.

a. If a student is sick, send them to the school clinic.
b. If a student has a cough and colds but no fever and insists on staying, they must wear a face mask.

GATE PASS

Gate passes issued by the School Clinic are strictly for medical concerns only. To have your gate pass recognized by the school guards, please obtain the required signatures from the following authorized signatories:

- Nurse and Class adviser
- Nurse and Supervisor (if the class adviser is not around)
- Nurse and Vice Principal (if the class adviser and supervisor is not around)
- Nurse and Principal (if the class adviser, supervisor, and VP is not around)

ELEVATOR PASS

An elevator pass may be issued to students with a foot injury or other lower extremity injury that significantly limits their ability to walk. To use the elevator, students must:

a. Obtain an elevator pass from the school clinic.
b. Submit a medical report/certificate and a request letter from the parent.
c. Use the pass only for the duration approved by the medical staff, based on the severity of the injury.
d. Refrain from sharing the elevator pass with other students. Sharing the pass is prohibited and may result in its immediate revocation.

F. LIBRARY:

The preschool and early grades library is located at the ground floor of the Preschool Building, while the primary and high school library is located on the seventh floor of the High School Building. The preschool/early grades library is open to students between 8:00am to 4:00pm and the elementary/high school library is open from 7:30 am until 5:00 pm. Students are allowed to borrow library books for a period of one week (7 days). Book loans may be renewed for a maximum of three (3) times granted that no reservation for the same book is waiting in line (This may apply to books with only one copy). Students can borrow a maximum of three (3) books at a time.

Students with overdue materials may not check out books. Overdue books are charged Php 5.00 per day. Check-out privileges are restored once the book is returned and the fine is paid. If a book is returned in unusable or damaged condition, charges for replacing a damaged or lost book is 100% of the current price of the book plus Php 100.00 processing cost. If the lost book is found and returned in good condition after the replacement fee was paid, the student can reimburse the whole amount as long as the librarian has not purchased a new one.

Writing on the book, tearing of pages and all other mutilations beyond reasonable wear and tear of library materials are strictly prohibited and will be charged accordingly.

Food and drinks, sleeping, and playing with electronic gadgets are not permitted in the library. Students are asked

to leave school bags, EXCEPT valuables, in the cubbies or the designated bag area upon entry and register with the librarian at the counter.

The library is a quiet place where individuals can pursue their own reading interests. Electronic gadgets must be turned off or set to silent mode while inside the facility. Order must be observed at all times; running around is prohibited. All persons using the library are expected to work quietly and independently, respecting others. Books and other library materials (such as magazines, newspapers, globes, etc.) are to be returned in their proper places before leaving the area.

G. FINANCIAL ASSISTANCE AND SCHOLARSHIP GRANTS:

FINANCIAL ASSISTANCE AND GRANTS

The school offers different scholarships/financial aid to deserving students who pass the screening of the committee.

GENERAL REQUIREMENTS

- No failing mark in any subject (prescribed subjects, electives and Chinese language) of the preceding year. Final average should not be lower than 80 in both English and Chinese Report Cards.
- The final deportment mark should not be lower than B in the preceding school year.
- No more than 12 unexcused tardies in the preceding school year (English and Chinese class)
- No school sanctions
- The student has not been given tuition assistance from other institutions or organizations.

GUIDELINES / PROCEDURES

1. Download the financial assistance application form from the school website.
2. Attach all supporting documents such as photocopy of the latest report card - English and Chinese, ITR (Income Tax Return), three months of Meralco bills, employment certificate, medical certificate and other pertinent documents.
3. Completely fill out and sign the application form.
4. Incomplete documents and information will not be processed. The school reserves the right to grant financial aid based on careful evaluation of the documents presented.
5. Any misrepresentation of information would mean automatic disqualification.
6. Financial Assistance/Grants may be revoked at any time for misconduct and other valid reasons as determined by the Committee.
7. Should the student qualify for more than one grant, the student will be given only the grant with the higher amount.
8. The student should have no outstanding balance with the school.

SCHOLARSHIP SET-UP

Individuals who want to sponsor scholarships for deserving students as part of their company's socio-civic service or in memory of their loved ones may call the Office of Student Services.

H. COMMUNITY OUTREACH SERVICE

Students are expected to actively participate in the school's community service program. The school believes that community service benefits the students in many ways:

- Develops a greater sense of social responsibility
- Raises social, environmental, and global consciousness
- Strengthens interpersonal, leadership, and communication skills
- Fosters team-building skills
- Increases self-esteem
- Reinforces community ties

V. SAFETY REMINDERS

A. FIRE DRILLS

Alert Signal:
The fire alarm will be one long bell lasting for 15 seconds. This alarm will go on continuously during the duration of the evacuation.

Actions:

1. Students shall remain quiet and well-behaved throughout the drill.
2. Students are to move as quickly as possible without running.
3. Students shall not waste time looking for their personal belongings.
4. Students shall not use the elevator.
5. Students are to walk in a single file and go to the designated evacuation area.
6. Students shall line up for roll call and stay with the group at all times.

B. EARTHQUAKE DRILLS

Alert Signal:
The alarm will go on continuously during the duration of the evacuation.

Actions:

1. The classroom teacher should order the students to drop, cover and hold on.
2. Classroom teachers should remind students to stay indoors until the shaking stops.
3. After the shaking stops, students are to grab their hard hats and follow the floor marshall's instructions.
4. Students are to move as quickly as possible without running or pushing.
5. The classroom teacher should instruct students to form a line and proceed to the evacuation area.

C. ADDITIONAL PRECAUTIONARY MEASURES:

1. Don't talk to strangers (young or old alike).
2. Don't accept anything from strangers.
3. Don't go anywhere with someone you don't know.
4. If you are approached or followed by a stranger, seek help immediately by going back to the school, or go to the nearest barangay outpost or a populated establishment to make a phone call and ask for help.
5. Use the buddy system; avoid walking anywhere alone.
6. If a stranger grabs you, do everything you can to stop him/her from pulling you away.
7. Do whatever it takes to attract the attention of others who can help you.
8. Do not use or show your iPad, mobile phone or other gadgets in public places.
9. Report any suspicious activities to your school or barangay official

HCHS reserves the right to change any policy stated herein at any time, especially when the school and/or the principal determines that the change is in the best interests of the school and the students. Being a student at HCHS is a privilege. It should not be taken for granted or abused. The privilege may be taken from the student if the student has an offense which affects the image and reputation of the school.

PARENT / STUDENT AGREEMENT FORM

I, _____, of _____ have received, read, and understood the Parent and Student Handbook. I / We promise to fully observe the expectations and comply with the stated guidelines, policies and disciplinary action. Likewise, I / We believe that this handbook will be beneficial for my growth as a student.

_____
Signature Over Printed Name (Student) Date_____

_____
Signature Over Printed Name (Parent) Date _____

Permission to use a student image or post schoolwork on the school newsletter, website, fliers, or other advertisement mediums.

From time to time, your child's photograph/picture may appear in various in-school and out-of-school publications such as newsletters, fliers, yearbooks, web pages, communication to parents or guardians, textbooks, newspapers, and/or videos.

If you do NOT wish to have your child's picture appear in such a publication, please mark the appropriate boxes below. If all boxes remain unchecked, it means you are giving permission to have your/your child's work and picture appear in both in-school or out-of-school publications.

_____ Yes, I give permission to use my child's picture or work on any medium of school internal and external communication to the community.

_____ No, I am not comfortable having my child's picture or work published.

Parant's Signature over Printed Name: _____

Student's Name / Grade and Section: _____

Date: _____

APPENDIX

PHILIPPINE NATIONAL ANTHEM

"Lupang Hinirang"
Bayang magiliw
Perlas ng Silanganan
Alab ng puso
Sa dibdib mo'y buhay
Lupang hinirang
Duyan ka ng magiting
Sa manlulupig, di ka pasisiil
Sa dagat at bundok
Sa simoy at sa langit mong bughaw
May dilag ang tula at awit sa paglayang minamahal
Ang kislap ng watawat
Moy'y tagumpay na nagniningning
Ang bituin at araw niyang
Kailanpama'y di magdidilim
Lupa ng araw
Ng luwalhati't pagsinta
Buhay ay langit sa piling mo.
Aming ligaya na 'pag may mang-aapi
Ang mamatay nang dahil sa 'yo.

PANUNUMPA SA WATAWAT NG PILIPINAS

Ako ay Pilipino
Buong katapatang nanunumpa
Sa watawat ng Pilipinas
At sa bansang kanyang isinasagisag
Na may dangal, katarungan at kalayaan
Na pinakikilos ng sambayanang
Maka-Diyos, makakalikasan, maka-tao, at makabansa.

PANATANG MAKABAYAN

Iniibig ko ang Pilipinas
Aking lupang sinilangan
Tahanan ng aking lahi.
Kinukupkop ako at tinutulungan
Upang maging malakas,
Masipag at marangal.
Dahil mahal ko ang Pilipinas
Diringgin ko ang payo
Ng aking mga magulang;
Susundin ko
Ang tuntunin ng paaralan;
Tutuparin ko ang tungkulin
Ng mamamayang makabayan;
Naglilingkod, nag-aaral at
Nagdarasal nang buong katapatan.
Iaalay ko ang aking buhay,
Pangarap, pagsisikap,
Sa bansang Pilipinas.

AWIT NG MAYNILA

Tanging Lungsod naming mahal
Tampok ng Silanganan
Patungo sa kaunlaran at kaligayahan
Nasa kanya ang pangarap,
Dunong, lakas, pag-unlad
Ang Maynila'y tanging Perlas
Ng Bayan ngayo't bukas
Maynila, O, Maynila
Dalhin mo ang Bandila
Maynila, O, Maynila
At itanghal itong Bansa.

HOPE CHRISTIAN HIGH SCHOOL
CHILD PROTECTION POLICY AND ANTI-BULLYING ACT

WHAT THE CONSTITUTION EXPECTS FROM EVERY EDUCATIONAL INSTITUTION/EDUCATOR

a. Inculcate patriotism and nationalism
b. Foster love of humanity
c. Respect for human rights
d. Appreciation of the role of national heroes in the historical development of the country
e. Teach the rights and duties of citizenship
f. Strengthen ethical and spiritual values
g. Develop moral character and personal discipline
h. Encourage critical and creative thinking
i. Broaden scientific and technological knowledge
j. Promote vocational efficiency

WHAT EVERY EDUCATIONAL INSTITUTION/EDUCATOR SHOULD KNOW

a. Every child has the right to education.
b. School must be conducive to the education of children.
c. School should always have the best interests of the child in mind in all the decisions that it will undertake.
d. School discipline should be administered in a manner consistent with the child's human dignity.

IMPORTANT TERMS TO KNOW IN CHILD PROTECTION POLICY

1. Child – refers to any person below eighteen (18) years of age or those over but who are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition.

   Note: *It also refers to pupils or students who may be eighteen (18) years of age or older but are in school.*

2. Child Abuse – refers to the maltreatment of a child, whether habitual or not, which includes any of the following:
   - **i.** Psychological or physical abuse, neglect, cruelty, sexual abuse and emotional maltreatment
   - ii. Any act by deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being
   - iii. Unreasonable deprivation of the child's basic needs for survival, such as food and shelter
   - iv. Failure to immediately give medical treatment to an injured child resulting in serious impairment of his/her growth and development or in the child's permanent incapacity or death
   - v. Physical, humiliating or degrading punishment may include, but is not limited to, the following:
     - Beating, kicking, slapping any part of a child's body with or without the use of an instrument such as but not limited to a cane, broom, stick, whip or belt
     - Striking a child's face or head, such being declared as a "no contact zone"
     - Pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing or throwing of a child
     - Forcing a child to perform physically painful or damaging acts such as but not limited to holding a weight or weights for an extended period of time and kneeling on stones, salt, pebbles or other objects
     - Deprivation of a child's physical needs as a form of punishment
     - Deliberate exposure to fire, ice, water, smoke, sunlight, rain, pepper, alcohol, or forcing the child to swallow substances, dangerous chemicals, or other materials that can cause discomfort or threaten the child's health, safety and sense of security
     - Tying up a child

- Verbal abuse or assaults, including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating the child
- Forcing a child to wear a sign, to undress or disrobe, or to put on anything that will make a child look or feel foolish, to belittle or humiliate the child in front of others
- Permanent confiscation of personal property except when such pieces of property pose a danger to the child or to others

vi. Demanding or requiring sexual or monetary favors or exacting money or property from a pupil or student
vii. Restraining the liberty and freedom of a pupil or student

3. Discrimination against children – refers to an act of exclusion, distinction, restriction or preference which is based on any grounds such as age, ethnicity, sex, sexual orientation and gender identity, language, religion, political beliefs or other opinion, national or social origin, property, birth, being infected or affected by HIV and AIDS, being pregnant, being a child in conflict with the law, being a child with disability or other status or condition, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons on an equal footing of all rights and freedoms

4. Child Exploitation – refers to the use of children for someone else's advantage, gratification or profit, often resulting in an unjust, cruel and harmful treatment of the child which could lead to the disruption of the child's normal physical or mental health, education, and moral or social emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill treatment.
   There are two (2) main forms of child exploitation:
   i. Sexual exploitation – refers to the abuse of a position of vulnerability, differential power, or trust, for sexual purposes.
   ii. Economic exploitation – refers to the use of the child in work or other activities for the benefit of others.

5. Violence against children committed in schools – refers to a single act or a series of acts committed by school personnel against a child, which results in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses, including threats of such acts, battery, assault, coercion, harassment or arbitrary deprivation of liberty. It includes, but is not limited to, the following acts:
   i. Physical violence – refers to acts that inflict bodily or physical harm. It includes assigning children to perform tasks which are hazardous to their physical well-being.
   ii. Sexual violence – refers to acts that are sexual in nature. It includes, but is not limited to, rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physical attacking the sexual parts of the child, forcing the child to watch obscene publications, doing indecent sexual acts, or causing the child to engage in any sexual activity by force, threat, coercion, gifts or favors.
   iii. Psychological violence against child – refers to acts or omissions causing or likely to cause mental or emotional suffering of the child, such as, but not limited to, intimidation, harassment, stalking, damage to property, public ridicule, or humiliation, deduction or threat of deduction from grade or merit as a form of punishment, and repeated verbal abuse.

POSITIVE AND NON-VIOLENT DISCIPLINE OF CHILDREN

a. Should be holistic, constructive and takes a pro-active approach
b. Should help children develop appropriate thinking and behavior in the short and long term
c. Should have an impact on students' adult lives
d. Should foster self-discipline
e. Should teach LIFELONG SKILLS and VALUES

REMEMBER: This word seems incorrect. Suggestion: Children, though small in stature or younger in age than adults, have the same basic human rights as that of adults.

DUTIES AND RESPONSIBILITIES OF MEMBERS OF THE COMMUNITY REGARDING CHILD PROTECTION POLICY

SCHOOL PERSONNEL'S RESPONSIBILITIES

1. Exercise special parental authority and responsibility over the child while under their supervision, instruction and custody. Authority and responsibility shall apply to all authorized activities, whether inside or outside the premises of the school, entity, or institution.
2. Furnish them with good and wholesome educational materials; supervise their activities, recreation and association with others; protect them from bad company; and prevent them from acquiring habits detrimental to their health, studies and morals.
3. Represent them in all matters affecting their interests.
4. Inculcate the value of respect and obedience.
5. Practice positive and non-violent discipline.

STUDENTS' RESPONSIBILITIES

1. Comply with the school's regulations, as long as these regulations are in harmony with their best interests.
2. Refrain from engaging in discrimination or leading a group of students to discriminate another.
3. Refrain from doing any act that is inappropriate or sexually provocative.
4. Refrain from participating in illegal, unsafe or abusive behavior.
5. Refrain from marking or damaging school property.
6. Refrain from engaging in fights or behaving aggressively.
7. Refrain from introducing prohibited articles, such as deadly weapons, drugs, alcohol, cigarettes, and pornographic material, into the school premises.
8. Refrain from performing other similar acts that cause damage or injury to another.
9. Conduct yourselves in accordance with your level of development, maturity, and demonstrated capabilities, with a proper regard for the rights and welfare of other persons.
10. Respect another person's rights regardless of opinion, status, gender, ethnicity, or religion, as well as everyone's moral and physical integrity
11. Observe the Code of Conduct for students.

IMPORTANT TERMS TO KNOW IN ANTI-BULLYING ACT

1. Bullying or Peer Abuse – refers to willful and aggressive behavior that is directed towards a particular victim who may be outnumbered, younger, weak with disability, less confident, or otherwise vulnerable
2. Bully – refers to any student who commits acts of bullying
3. Bullied or Victim – refers to any student who experiences the acts of bullying or retaliation as defined by the Anti-Bullying Act
4. Bystander – refers to any person who witnesses or has personal knowledge of any actual or perceived acts or incidents of bullying or retaliation as defined by the Anti-Bullying Act

ACTS OF BULLYING

1. Any unwanted physical contact which may or may not result to harm or injury with or without the aid of a weapon like punching, hitting, pinching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting, and using available objects as weapons
2. Any act that causes damage to a victim's psyche and/or emotional well-being
3. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting, and commenting negatively on the looks, clothes or body of the victim
4. Threats to inflict a wrong upon the person, honor or property of the person or on his/her family
5. Stalking or constantly following or pursuing a person in his/her daily activities
6. Taking of property
7. Public humiliation or public and malicious imputation of a crime or of a vice or defect, whether real or imaginary, or any act, omission, condition, status, or circumstance tending to cause dishonor, discredit or expose a person to contempt
8. Cyber-bullying – any conduct defined in bullying as resulting in harassment, intimidation, or humiliation through electronic means or other types of technology such as, but not limited to, texting, email, instant

messaging, chatting, Internet, social networking websites or other platforms or formats

9. Social bullying – refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group
10. Gender-based bullying – refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity
11. Retaliation against a student who reports bullying or provides information during an investigation of bullying
12. Rudeness and intimidation. These may be done through unwanted physical acts or through non-verbal means. A mean look or stare is an example of a non-verbal bullying.
13. Threats and extortion. Creating fear and extorting money, food or possessions from other students. Threatening texts or messages in chat rooms and social media sites
14. Malicious gossip and exclusion from the group – circulating gossip or damaging stories that tends to discriminate, exclude and hate another student

EARLY DETECTION OF BULLYING

1. Feeling sick in the morning
2. Unwillingness to leave home and go to school
3. Unwillingness to be left alone in the school
4. Crying to sleep at night or has nightmares
5. Bedwetting
6. Doing poorly in class or school work
7. Coming home with torn clothes or damaged belongings
8. Has missing possessions
9. Has unexplained cuts and bruises
10. Being frightened to say what is wrong
11. Being anxious or lacking in self-confidence
12. Attempting or threatening self-harm

PROCEDURES IN ADDRESSING BULLYING

A. IMMEDIATE RESPONSE

1. The victim or anyone who witnesses or has personal knowledge of a bullying or retaliation incident shall immediately call the attention of any school personnel.
2. The school personnel who are notified of a bullying incident or retaliation shall intervene by:
    a. Stopping the bullying or retaliation immediately.
    b. Separating the students involved.
    c. Removing the victim, or in appropriate cases, the bully or offending student from the site.
    d. Ensuring the victim's safety by
        i. determining and addressing the victim's immediate safety needs.
        ii. providing medical attention, if needed, and securing a medical certificate, in cases of physical injury.
    e. bringing the bully to the Guidance Office or the designated school personnel.

B. REPORTING THE BULLYING OR RETALIATION INCIDENT

a. A victim or a bystander, or a school personnel who received information of a bullying or retaliation incident, or any person who witnesses or has personal knowledge of any incident of bullying or retaliation shall report the same to the teacher, guidance counselor or any person designated to handle bullying incidents.
b. The bullying or retaliation incident shall be immediately reported to the school head.
c. The school head or the designated school personnel shall inform the parents or guardian of the victim and the offending child.
d. If an incident of bullying or retaliation involves students from more than one school, the school shall promptly notify the appropriate administrator or school head of the other school so that both schools may take appropriate action.
e. Reports of incidents of bullying or retaliation initiated by persons who prefer anonymity shall be entertained. However, no disciplinary administrative action shall be taken against an alleged

bully or offending student based solely on the anonymous report and without any other evidence.

f. Refer the victim and the bully to the school counselors for proper intervention and correction.
g. Should there be a second incident, after the offending child has received counseling or other behavioral intervention, the penalty of suspension for not more than one week may be imposed. The offending child and the parents or guardians may be required to attend further seminars and counseling.

C. FACT FINDING AND DOCUMENTATION

The school administrator, principal or school head, or guidance counselor/teacher, or school personnel or person designated to handle bully incidents shall:

a. Separately interview in private the bully or offending student and the victim.
b. Determine the levels of threats and develop intervention strategies. If the bully incident or the situation requires immediate attention or intervention, or the level of threat is high, appropriate action shall be taken by the school within twenty-four hours from the time of the incident.
c. Inform the victim and the parents or guardians of the steps to be taken to prevent any further acts of bullying or retaliation.
d. Make appropriate recommendations to the Child Protection Committee on proper intervention programs, referrals, and monitoring.

D. INTERVENTION

The Committee shall determine the appropriate intervention programs for the victim, the bully and bystanders. The School Head shall ensure that these are provided to them.

E. REFERRAL

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

F. DISCIPLINARY MEASURES

a. The School Head, considering the nature, gravity or severity, previous incidents of bullying or retaliation, and attendant circumstances, may impose reasonable disciplinary measures on the bully or offending student that is proportionate to the act committed.
b. Written reprimand, community service, suspension, exclusion or expulsion, in accordance with existing rules and regulations of the school may be imposed, if the circumstances warrant the imposition of such penalty, provided that the requirements of due process are fully complied.
c. In addition to the disciplinary sanction, the bully shall also be required to undergo an intervention program which shall be administered or supervised by the school's Child Protection Committee. The parents of the bully shall be encouraged to join the intervention program.

DUE PROCESS/PROCEDURES BEFORE IMPOSING PENALTY ON OFFENDING CHILD

1. The child and the parents or guardians must be informed of the complaint in writing.
2. The child shall be given the opportunity to answer the complaint in writing, with the assistance of the parents or guardian.
3. The decision of the school head must be in writing, stating the facts and the reasons for the decisions.
4. The decision of the school head may be appealed, as provided for in the existing rules of the school.

RESPONSIBILITIES OF MEMBERS OF THE COMMUNITY REGARDING ANTI-BULLYING ACT

STUDENTS' RESPONSIBILITIES

1. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the school.
2. Avoid or refrain from any act of bullying.
3. Take action if you witness bullying.

4. Tell a teacher or school official of any bullying incident.
5. Be aware of the rules of the school as well as the consequences if you break them.
6. Be a positive role model.

TEACHERS' RESPONSIBILITIES

1. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the school.
2. Take reports of bullying seriously and give feedback to students on what they plan to do about the reported incident.
3. Be aware of the signs and symptoms of bullying.
4. Take action when bullying is happening.
5. Notify the guidance counselors, discipline officer, or school authorities who will document the incidents.
6. Offer suggestions and advice to improve the situation.
7. Be a positive role model.

PARENTS' RESPONSIBILITIES

1. Inform the school when a bullying incident is reported by your child.
2. Take bullying reports seriously.
3. Get advice from Adviser, School Personnel, Student Formation Officer
4. Be a positive role model.
5. Do not take matters into your own hands.

ADMINISTRATION AND SCHOOL'S RESPONSIBILITIES

1. Provide professional development workshops for staff.
2. Create opportunities for parents, teachers and students to attend workshops or information sessions.
3. Monitor incidents and initiate consequences.
4. Be a positive role model.

FALSE ACCUSATION OF BULLYING

If the student, after an investigation, is found to have knowingly made a false accusation of bullying, the said student shall be subjected to disciplinary actions or to appropriate intervention in accordance with the existing rules and regulations of the school.

CONFIDENTIALITY

Any school personnel who commit a breach of confidentiality shall be subject to appropriate administrative disciplinary action in accordance with the existing rules and regulations of DepEd, or the private school without prejudice to any civil or criminal action.

Reference: Implementing Rules and Regulations of Republic Act No. 10627, otherwise known as the Anti-Bullying Act of 2013 DepEd Child Protection Policy