

SAINT MICHAEL'S COLLEGE OF LAGUNA

**INTEGRATED BASIC EDUCATION DIVISION
STUDENT HANDBOOK**

2025-2028

About this Handbook

This Handbook will educate and help you achieve your noble objective. The policies, rules, and regulations that appear in this Handbook apply to all Integrated Basic Education students, who upon admission, agree to abide by and support these regulations with fullest cooperation, and conduct themselves so as to maintain the Michaelian image of committed, competent, compassionate, loyal, and loving individual, thus upholding the integrity of the school.

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Prayer to Saint Michael, the Archangel

Saint Michael, the archangel, defend us in the day of battle.

Be our safeguard against the wickedness and snares of the devil, may God rebuke him, we humbly pray, and do thou,

O prince of the Heavenly Host by the power of God, cast into Hell Satan and all the other evil spirits who roam

throughout the world seeking the ruin of souls.

Amen.

Institutional Prayer

All: Lord, we turn our life and will over to You that we will cease to struggle alone but instead allow You to lift us up on eagle's wings.

Leader: Saint Michael, defender of the Church of God, take us under your care and protection. And that in all things, may we love and serve God and others.

All: This we humbly pray. Amen.

Alma Mater Song

We sing to you dear Alma Mater
Your loyal Michaelians here
We'll hold forever in our hearts
Your shield of red, blue, and white.
We'll strive to always keep your name on top,
And never shall we fall.
We salute your dear Saint Michael,
Saint Michael, our home and pride! (2x)

We salute you dear Saint Michael,
Saint Michael! Saint Michael!
Saint Michael, our home and pride!

The Alma Mater song is the combine work of Mssrs. Rommel Alao, Rogelio Espino, Galanito Gonzales, and Rosauro Vasquez, who penned the lyrics and composed the music. It embodies the ideals, aspirations, and spirit of Saint Michael's College of Laguna. Every Michaelian must know it, understand its meaning, and sing it with fervor and respect.

Message from the President

Saint Michael's College of Laguna, from the vision of its founders, the Limaco family of Biñan, has committed itself to the ideal of teaching men and women the competencies, skills, and attitude that would raise their way of life, to give them a sense of value in themselves.

SMCL firmly believes that education is the most strategic of interventions that we can make in the lives of our countrymen.

It can carry us beyond the determination of will into the prosperity of means.

If we are to grow as a people, into fuller and richer lives, the first growth must take place in the Filipino mind.

This has always been our advocacy.

The School is a laboratory of life where we nurture our students' potential for them to bloom to the fullest, empower, and ennoble them so that they will be able to perform their roles as individuals and as men and women for others.

Welcome to Saint Michael's College of Laguna, our home and pride!

Lourdes Almada Sese, EdD
President

Brief History and Institutional Profile

On August 25, 1975, a brood of nine sisters from the Limaco family envisioned of providing quality education to the masses of Biñan, Laguna and its neighboring municipalities. Known for their integrity, religious and civic involvement, and business acumen, the sisters firmly believed that education should empower the least able and ennoble the most capable to improve their quality of life and in the long run, propel the whole community into growth and development.

To fulfill their vision, the Limaco sisters founded the Miguelunda Educational Corporation to run Saint Michael's College of Laguna (SMCL), formerly known as Biñan College. Two of the Limaco sisters played key and active roles in SMCL's founding. Pura Limaco provided the necessary financial support for the Institution's operations, while Milagros Limaco, a seasoned educator, was later elected as the Chairman of the Board and Director of the Institution.

Working under the inspiration of the philanthropic ideals of the Limaco patriarch, Miguel, after whom the Institution was named, Miguelunda Educational Corporation set out to establish a learning institution that provides quality education at reasonable costs and more importantly, addresses the demands of an education that is responsive and relevant to ever-evolving needs.

The College started offering Commerce, Junior Secretarial, and General Clerical programs in June 1976, with an initial enrolment of 115. In the next six years, additional college programs were opened:

In addition to Secondary and Elementary education, Graduate in Midwifery, Associate in Tourism, Preparatory Dentistry, Bachelor of Arts, and Bachelor of Science in Nursing were offered later.

As the years unraveled the College's potential to bring out the best in the students that came under its care, Biñan College was renamed Saint Michael's College of Laguna in 1983, reaffirming its serious and focused position in performing its mandate and corporate social responsibility. In the same year, the Bachelor of Science in Elementary Education and the Bachelor of Science in Education were offered. Enrolment escalated at dramatic levels, especially with the closure of two private high schools in the area. This enabled the College to expand its reach and to touch more lives.

Milagros Limaco assumed the Presidency in 1986. In the years that followed (1990-1994), degree programs in Accountancy, Hospitality Management, and Computer Science; an associate degree in Computer Secretarial and a graduate school were opened. Amidst these

improvements, after twenty-one years of committed service, failing health forced Milagros Limaco to retire in 1997. Her older sister, Rosa Limaco-Cruz once again assumed the Presidency, with the assistance of a niece, Lourdes Almeda-Sese, Ed.D. as Executive Vice-President. It was during this time that the College took a dramatic transformation not only in the campus' physical infrastructure but also in service delivery.

The performance of the tandem leadership was marked by the construction of the Learning Resource Center in 1996 and the conversion of the covered court into an air-conditioned, multi-purpose hall. Other developments included the initial offering of human resources management, and information services as majors under the Business Administration program (AY 1998-1999), the launching of the College community extension program, Lingkod at Pagmamahal ng SMCL (LINGAP-SMCL), and the forging of an academic exchange program with Namhae College of Gyeongsangnam-do, South Korea (1999), with the first term of the program commencing in 2000. In 2004, Lourdes Almeda-Sese became the third College President after the retirement of Rosa Limaco-Cruz. Across the three generations, keeping the faith in maintaining a tradition of quality and excellence has been the leadership's living advocacy.

SMCL's success can be attributed to its academic strength, which has served as a source of pride not only in the SMCL community but in the region as well. The Institution maintains competitive faculty members plus a curriculum that adheres and reflects the current trends and changes in the different programs that it is offering. These are complemented by the Institution's modern facilities and technology that address the needs of each program.

With its high scholastic standards, SMCL's academic excellence has been acknowledged in the academic community. One of the foremost accrediting bodies of the country, the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), accredited all academic programs of SMCL. For this, the College was given the Gold Award by the PACUCOA for 100% of its programs accredited in 2015. SMCL was also awarded Deregulated Status by the Commission on Higher Education in 2003 and has retained its status in 2009. In 2016, CHED awarded SMCL Autonomous Status, which it retained in 2024 per CMO No. 7, s. 2024.

SMCL was also awarded ISO 9001:2015 (quality management system) certification by TUV Rheinland for implementing risk-based thinking and management proving its commitment to be globally comparable and competitive in its operations.

Undoubtedly, Saint Michael's College of Laguna will continue to mold minds, touch hearts, and transform lives. It will send forth to the world graduates imbued with the values of service, moral uprightness,

commitment to excellence, and love for humanity and intercultural sensitivity. It earnestly hopes that these Michaeleans will aspire to share the fruits of their endeavors with their communities, with the country and the world. If they do and SMCL is certain they will, in their own individual ways; then the Institution can unequivocally declare with pride that it has been able to achieve what it has set out to do when it was founded.

College Philosophy

We believe that every student can learn and succeed, and that his or her potentials can be maximized in a nurturing, supportive environment that sets high expectations and provides the needed reinforcement and enrichment, to make this happen.

We recognize that authentic learning is dependent on the learner's self-motivation, inner sense of direction, and independent study skills to pursue life-long learning, initially for its own sake, and ultimately for the ensuing benefits thereof, not only for himself or herself, but more importantly, for the glocal (global and local) community of which he or she is an integral part. Knowing that authentic learning does not happen by chance, we conscientiously provide each learner with intellectual challenges and learning opportunities.

Saint Michael's College of Laguna is inspired by a genuine desire to serve mankind which will achieve a reasonable level of well-being to man by making him free from hunger and thirst. By so doing, man, liberated from his material needs is to use this very freedom to unfold to the fullest his abilities and eventually to share the fruits of his endeavor with the whole of humanity.

Thus, Saint Michael's College of Laguna provides a learning environment that will bring forth to the world individuals, who will embody the Michaelean ideal of service, moral uprightness, commitment to excellence and love for humanity.

The Michaelean Ideals

SERVICE TO GOD AND COUNTRY - Michaeleans serve with commitment, competence, compassion, loyalty, and love. They perform tasks and work conscientiously through their full realization and completion. They give their time and best efforts. They see to it that tasks promote the well-being of everyone concerned. They can be depended upon. They can be trusted and relied upon. They are willing to inconvenience themselves for the convenience of others.

MORAL UPRIGHTNESS - Michaeleans behave, act, and do things with the purest of intentions. They set a positive model of leadership and credibility in the things that they do. They do not compromise their integrity in any way. They are authentic, honest, and fair in all their dealings. They treat others with dignity and respect. They obey the rules and laws of the land.

COMMITMENT TO EXCELLENCE – Michaeleans’ commitment to excellence motivates and energizes them to realize the outstanding level of performance and a high level of productivity that they aspire. They use every opportunity that comes their way for them to grow and develop personally and professionally. They use their capacity to be the best in everything. They rise above mediocrity and overcome obstacles more determined and focused to get to the goals they have set.

LOVE FOR HUMANITY AND INTERCULTURAL SENSITIVITY - Michaeleans value the good life with others. They are God-fearing. They live a life not just for themselves but for other people. They make their fellowmen, their country and even the world their concern, responsibility, and accountability. They support environmental preservation and sustainable development. They believe that their action must be responsible as they create bigger ripples in the larger scheme of things. They consider the impact that their decision will make on the lives of other people. They endeavor to understand and adapt to cultural norms wherever they are. They believe that things can be done in the spirit of trust and cooperation.

Institutional Vision

SMCL aspires to be a premier non-sectarian institution of learning that empowers and ennobles individuals to serve with passion and purpose guided by a strong moral uprightness that fosters accountability and responsibility. With unwavering commitment to excellence and innovation and driven by love for humanity it shapes professionals, entrepreneurs and leaders who make a meaningful difference and positive impact in the world.

Institutional Mission

To realize its vision, the College commits to:

- Deliver innovative, learner-centered, and industry-responsive education that develops future-ready individuals grounded in values, compassion, and global relevance.
- Advance interdisciplinary research that informs policy and practice, fosters a culture of inquiry, and contributes to inclusive development and continuous improvement.

- Engage in community service and extension programs that foster ethical leadership, active citizenship, and social transformation.

Quality Policy

Saint Michael's College of Laguna is committed to continual improvement and compliance to statutory and regulatory requirements in providing quality and relevant education to develop professionals, entrepreneurs and community leaders imbued with the values of service, moral uprightness, commitment to excellence and love for humanity.

Quality Objectives

1. To provide quality education that develops students holistically.
2. To ensure competent and responsive human resources.
3. To provide adequate facilities and infrastructure.
4. To maintain safe learning environment.
5. To continually improve quality management system.
6. To comply with statutory and regulatory requirements.
7. To continuously optimize customer satisfaction.

Institutional Goals

QUALITY AND EXCELLENCE - Provide basic, undergraduate, and graduate education that meet standards of quality and excellence.

RELEVANCE AND RESPONSIVENESS - Generate and disseminate knowledge in the growing range of disciplines relevant and responsive to the complexities of the changing environment; develop the potentials of the students so that they may acquire the educational foundation for their development as committed, competent, compassionate, loyal and loving individuals.

ACCESS AND EQUITY - Make provision for expanded educational opportunities to deserving qualified students.

EFFICIENCY AND EFFECTIVENESS - Utilize school's resources for the maximum institutional and individual returns and benefit

The SMCL Emblem

The school emblem was designed to serve as visual reminder of what SMCL stands for. Every element of the design echoes as part of the institution's commitment to its students, their parents and every member of the community which it has vowed to serve with vigor and enthusiasm.

THE UPRAISED HANDS - The two hands raised up to support the human figure in the center represents the philanthropic will of its original founders that is to develop the youth by providing quality education at affordable cost.

THE LEAF CLUSTERS - This symbolizes the five values and virtues which SMCL seeks to inculcate in the hearts of its students. These five values and virtues are Commitment (Dedication), Competence (Desire for Excellence), Compassion (Social Awareness and Concern), Loyalty, and Love.

THE SCHOOL COLORS - As a true Michaellean, red symbolizes courage; white for purity in spirit and body; and blue for peace.

THE SHIELD - This represents the shield of truth and knowledge as inspired from the shield of St. Michael the Archangel, the patron saint of SMCL.

THE STAR BURSTS - The three starbursts represent the three functional areas inherent to an educational institution: Teaching, Research and Extension Services.

Integrated Basic Education Division Vision-Mission Statement

Saint Michael's College of Laguna Integrated Basic Education Division envisions the development of lifelong learners, entrepreneurs and civic-spirited youth who are service-oriented, morally upright, committed to excellence, and imbued with love for humanity and intercultural sensitivity through a holistic and responsive curriculum that stresses academic proficiency and character formation from preparatory and elementary through secondary school and Senior High School.

1. Strengthen the basic and undergraduate education programs to meet standards of quality and excellence.
 - a. Enrich higher education curricula to meet the needs and demands of the knowledge-based society.
 - b. Achieve the full development of the students in the grade school and high school levels both in values and skills so as to make them effective and efficient in the roles that they will play in the different social groups to which they belong, either as a preparation for a vocation or for college

2. Expand educational opportunities to reach out to capable and qualified students.
3. Rationalize priorities and resources for maximum returns and benefits to institution and students.

Integrated Basic Education Division Learning Outcomes

At the end of the exposure to the Basic Education Division, the students are expected to possess the following learning outcomes:

1. Demonstrate skills, competencies, values, and attitudes developed from the different learning areas;
2. Demonstrate communicative competence in different contexts;
3. Demonstrate understanding and application of technology in academic pursuit;
4. Demonstrate collaborative and cooperative skills in dealing with people and in accomplishing any undertaking; and
5. Demonstrate behaviors indicative of critical thinking and creativity.

Grade School Objectives

1. To equip the pupils of the fundamental skills and concepts that are prerequisites to all learning;
2. To develop the unique talents and skills inherent in each pupil and encourage achievement and success through their intelligent application in appropriate life situations;
3. To develop the pupils in the proper use of the basic tools of oral and written communication in preparation for the secondary education;
4. To make pupils aware of their rights, duties, and responsibilities to promote the dignity of each child in democratic society and for their active participation in a progressive and productive home and community life;
5. To teach pupils to practice good health habits and to live healthy lives;
6. To develop in pupils faith in God, in themselves, and in their fellowmen.

High School Objectives

1. To develop the necessary skills and knowledge that will enable each student to pursue education beyond high school or enter a career of his/her choice;

2. To develop higher intellectual skills that will result in appropriate literacy, problem solving capabilities, computer literacy, and the desire to continue to learn in varied life situations;
3. To enrich student's experiences through participation in creative and performing arts, sports and school life;
4. To prepare learners for the world of work through exposure to varied productive and entrepreneurial activities;
5. To form desirable attitudes that will encourage habits of good citizenship by promoting respect for the individual, organizations, government, and society as a whole;
6. To develop an appreciation of the Filipino heritage and culture and the desire to serve the country and the world as patriotic and useful citizens.

Senior High School

Senior High School (SHS) completes the third stage of compulsory basic education. It consists of two (2) years (Grades 11 and 12) of high school education following the completion of four (4) years of Junior High School (JHS).

The SHS Curriculum, as part of the K to 12 Program, aims to produce graduates who have the following characteristics:

- Holistically developed;
- Equipped with 21st century skills (i.e., learning and innovation skills, life and career skills, communication skills, and information media and technology skills); and
- Prepared for the future, be it in pursuit of higher education or acquisition of middle-level skills, or geared towards employment or entrepreneurship.

SMCL shall serve as a specialized higher-level secondary education, consisting of different tracks, strands, and specializations that learners may choose from depending on their aptitude and interests, and school capacity.

Track refers to the specific program in SHS a learner may choose based on his/her interests and aspirations. SHS has four tracks, namely: Academic, Technical-Vocational Livelihood, Arts and Design and Sports. Saint Michael's College of Laguna offers only Academic Track. A track is further sub-classified into strands.

Strand refers to the specialized curricular offerings under a particular track. SMCL offers four strands under the Academic Track: STEM (Science, Technology, Engineering and Mathematics); ABM (Accountancy,

Business and Management); HUMSS (Humanities and Social Sciences), and Gas (General Academic strand).

They have common core subjects and contextualized subjects. The subjects under each strand are as follows.

Table 1. SHS Core Subjects

LEARNING AREAS		CODE	SUBJECTS
CORE SUBJECTS	LANGUAGE	Lang 1	Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino
		Lang 2	Oral Communication
		Lang 3	Pagbasa at Pagsusuri ng iba't ibang Teksto Tungo sa Pananaliksik
		Lang 4	Reading and Writing
	HUMANITIES	Lit	21st Century Literature from the Philippines and the World
		CPAR	Contemporary Philippine Arts from the Regions
	COMMUNICATION	MIL	Media and Information Literacy
	MATHEMATICS	G. Math	General Mathematics
		Stat	Statistics and Probability
	SCIENCE	DRRR	Disaster Readiness and Risk Reduction (STEM)
		Sci 1	Earth Science (STEM)
		Sci 2	Earth and Life Science (ABM, HUMSS)
		Sci 3	Physical Science (ABM, HUMSS)
	SOCIAL SCIENCE	PerDev	Personal Development
		CSP	Understanding Culture, Society, and Politics
	PHILOSOPHY	Philo 1	Introduction to Philosophy of the Human Person
	P.E. and HEALTH	PEH 1, 2, 3, 4	Physical Education and Health
		EmTech	Empowerment Technologies (ICT)
		Eng APP	English for Academic and Professional Purposes
CONTEXTUALIZED	Entrep	Entrepreneurship	
SUBJECTS	Fil Ak	Filipino sa Piling Larangan: Akademik	
	Res 1	Research in Daily Life 1 (Quantitative)	
	Res 2	Research in Daily Life 2 (Qualitative)	
	Res Proj	Inquiries, Investigation, and Immersion	

Table 2. Specialization Subjects for STEM

LEARNING AREAS	CODE	SUBJECTS
SPECIALIZATION SUBJECTS	Calculus 2	Basic Calculus
	Bio 1	General Biology 1
	Bio 2	General Biology 2
	Chem 1	General Chemistry 1
	Chem 2	General Chemistry 2
	Physics 1	General Physics 1
	Physics 2	General Physics 2
	Calculus 1	Pre-calculus
STEM Prac	Work Immersion/Research/Career Advocacy/Culminating Activity	

Table 3. Specialization Subjects for ABM

LEARNING AREAS	CODE	SUBJECTS
SPECIALIZATION SUBJECTS	ApEco	Applied Economics
	Ethics/SR	Business Ethics and Social Responsibility
	Fin 1	Business Finance
	B Math 1	Business Mathematics
	ABM 1	Fundamentals of Accountancy, Business and Management 1
	ABM 2	Fundamentals of Accountancy, Business and Management 2
	OrgMan	Organization and Management
	Mktg 1	Principles of Marketing
ABM Prac	Work Immersion/Research/Career Advocacy/Culminating Activity	

Table 4. Specialized Subjects for HUMSS

LEARNING AREAS	CODE	SUBJECTS
SPECIALIZATION SUBJECTS	CESC	Community Engagement Solidarity and Citizenship
	Hum 3	Creative Nonfiction
	Hum 4	Creative Writing
	DIASS	Disciplines and Ideas in the Applied Social Sciences
	DISS	Disciplines and Ideas in the Social Sciences
	WRBS	Introduction to World Religions and Belief Systems
	PPG	Philippine Politics and Governance
	TNCT	Trends, Networks and Critical Thinking in the 21st Century
	HUMSS Prac	Work Immersion/Research/ Career Advocacy/Culminating Activity

To achieve greater congruence between the Basic Education and the nation's development targets, Work Immersion, a required subject, has been incorporated into the Senior High School curriculum. This subject will provide learners with opportunities:

1. To become familiar with the workplace;
2. For employment simulation;
3. To apply their competencies in areas of specialization/applied subjects in authentic work environment.

To achieve the stated objectives, work immersion is a requirement for graduation from the secondary education. Learners are immersed in the actual work environment such as workshops, offices, and laboratories where their training is relevant. SMCL ensures that it will exercise due diligence in sending students to off-campus immersion partners.

With Work Immersion, the students are expected to develop life and career skills and will prepare them to the post-secondary education or employment. This Work Immersion aims to:

1. Appreciate the importance and application of the principles and theories learned in school;
2. Enhance the technical knowledge and skills of the learners;
3. Enrich the learners' skills in communications and human relations; and
4. Develop good work habits, attitudes, appreciation, and respect for work.

To ensure that learners will be prepared for higher education, employment and entrepreneurship, work immersion provides them with an avenue to test themselves and apply what they learned in the industry.

SMCL adopts Model A of the Work Immersion Delivery Mode wherein work immersion is 80 hours.

Pre-immersion seminar (employability skills training)	= 20 hours
Exposure to experts (speakers' bureau)	= 20 hours
Actual industry exposure	= 80 hours

Conduct of Students in Work Immersion

During Work Immersion, learners are expected to adhere to the following:

1. Maintain proper decorum in dress, speech, and manners that would give pride and honor to the School and Work Immersion partner.
2. Show respect and courtesy to all.
3. Refrain from any form of rudeness and immodesty.
4. Maintain punctuality.
5. Be honest in dealing with others and accept criticisms as part of the learning experience.
6. Abide by the rules and regulations of the Work Immersion partner.

Any request for extension of services of the students beyond the required number of hours must be coured in writing of the Vice President for Academics and Research. It must be understood, however, that the approval will be the responsibility of the parents of the learner concerned

since the responsibility of the school will cease upon the completion of the required number of hours of the work immersion period.

Based on DM-CI-2020-00085 (Guidelines for Work Immersion Implementation during Crisis Situation dated 2 June 2020), “work immersion aims to provide SHS learners to simulate employment and apply their competencies in authentic work environments. However, its implementation must be flexible enough to fit the complex setup and needs of learners, schools, and partner institutions... students will undergo work immersion when normal condition resumes.”

Admission Requirements

The following are the requirements/policies that govern the admission of applicants:

New Students

1. Accomplished Application for Admission
2. SF9 / Form 138 (Original Report Card)
3. Photocopy of PSA Birth Certificate
4. Original Certificate of Good Moral Character (optional for Pre-K to Grade 3 applicants)
5. 3 pcs 1x1 ID picture, white background
6. Signed Placement Test Result Slip
7. Accomplished Probationary Form
8. SF10 / Form 137 (Permanent Record) if applicable

Old Students

1. Duplicate copy of Report Card

Old Students with Summer/Remedial

1. Certificate of Grade Completion
2. Accomplished Probationary Form (for those with failing grades)

Transferees

1. Accomplished Application for Admission
2. SF9 / Form 138 (Original Report Card)
3. Photocopy of PSA Birth Certificate
4. Original Certificate of Good Moral Character
5. 3 pcs 1x1 ID picture, white background
6. Signed Placement Test Result Slip
7. Accomplished Probationary Form
8. SF10 / Form 137 (Permanent Record) if applicable

Enrollment Procedures

Online Enrollment

OLD STUDENT

1. Student logs in and updates his/her account in the SEMIS.
2. Student choose the appropriate academic year, and the preferred payment scheme.
3. The Registrar personnel checks the application of the student.
4. Student/guardian pays the necessary fees thru SMCL accredited banks or Bayad centers and submits the receipt of payment to accounting@smcl.edu.ph.
5. Business Center sends confirmation of payment to the student.

NEW STUDENT/TRANSFEE

1. The applicant fills out and saves the online Application Form available at the SMCL website and Facebook page.
2. The applicant submits the scanned copy of his/her admission requirements to Admission Unit/Registrar's Center e-mail address.
3. Admissions Unit/Registrars' Center personnel review the submitted application form and requirements for admission and accepts the student for enrollment.
4. Admissions Unit/Registrars' Center personnel email the student the Enrolment Assessment Form.
5. Student/guardian pays the necessary fees thru SMCL accredited banks or Bayad centers and submits the receipt of payment to accounting@smcl.edu.ph.
6. Business Center sends confirmation of payment to the student.

7. Student submits the hard/original copies of the admission requirements.
8. After submitting the requirements, the student will take the placement test and complete all the remaining procedures.

On-Site Enrollment

OLD STUDENT

1. Student presents a copy of his/her report card (F-138)
2. Admission officer/personnel issues an Admission Slip.
3. Student presents the Admission Slip to the Registrar's Center for the issuance of the Enrollment Assessment Form (EAF)
4. Student presents the EAF to the Business Services Center and pays necessary fees.
5. The student presents the validated EAF to the Career and Counseling Services Center (CCSC) personnel and fills out the Personal Information Form (PIF) and the Socio-Economic Status Survey Form (SESS).
6. The CCSC personnel reviews the completeness and accuracy of the data.

NEW STUDENT AND TRANSFEREE

1. Applicant submits the admission requirements to the Admission Unit, takes the Placement Test, and fills out the Enrollment Application Form in the School Enrollment Management System (SEMIS) and Probation Form.
2. Admission Unit personnel receives and verifies the submitted application form and requirements for admission, accepts the student for enrollment and issues an Admission Slip.
3. Applicant presents the Admission Slip to the Registrar's Center for the issuance of the Enrollment Assessment Form (EAF)
4. Applicant presents the EAF to the Business Services Center and pays necessary fees.
5. Cash Services Assistant issues an official receipt and returns the Student's Copy of the EAF to the student.
6. The student presents the validated EAF to the ITD personnel for the issuance of Microsoft 365 account.
7. The ITD personnel issues the M365 account and captures an official ID photo of the student.
8. The student presents the validated EAF to the Career and Counseling Services Center (CCSC) personnel and fills out the

- Personal Information Form (PIF) and the Socio-Economic Status Survey Form (SESS).
9. The CCSC personnel reviews the completeness and accuracy of the data.
 10. The student presents the validated EAF to the Registrar’s Center personnel for the issuance of official request for the F137/SF-10.
 11. The student submits the official request to his/her previous school.

Academic Policies

The Enhanced Basic Education Curriculum shall be used for rating students under the K to 12 program (DepEd Order No. 8, s. 2015).

The K to 12 Basic Education program uses a standards- and competency-based grading system. All grades will be based on the weighted raw score of the learners’ summative assessments. The minimum grade needed to pass a specific learning area is 60, which is transmuted to 75 in the report card. The lowest mark that can appear on the report card is 60 for Quarterly Grades and Final Grades.

Grades from all student work are added up. This results in the total score for each component, namely Written Work, Performance Tasks, and Quarterly Assessment.

Raw scores from each component have to be converted to a Percentage Score. To compute the Percentage Score, divide the raw score by the highest possible score then multiply the quotient by 100%. This is shown below.

Percentage Scores are then converted to Weighted Scores to show the importance of each component in promoting learning in the different subjects.

Table 5. Weighted Scores per Learning Area (GS and JHS)

Components	Eng Fil	AP	EsP	Sci	Math	MAPEH	TLE EPP
Written Work		30%			40%		20%
Performance Tasks		50%			40%		60%
Quarterly Assessment		20%			20%		20%

For MAPEH, individual grades are given to each area, namely, Music, Arts, Physical Education, and Health. The Quarterly Grade for MAPEH is the average of the Quarterly Grades in the four areas.

For Senior High School, the following grading system will be followed:

Table 6. Weighted Scores per Subject (SHS)

Components	Core subjects	All other subjects	Work Immersion / Business Enterprise / Simulation / Exhibit / Performance
Written Work	25%	25%	35%
Performance Tasks	50%	45%	40%
Quarterly Assessment	25%	30%	25%

Learners from Grades 1 to 12 are graded on Written Work, Performance Tasks, and Quarterly Assessment every quarter. These three are given specific percentage weights that vary according to the nature of the learning area. For grades 11 and 12, the two quarters determine the Final Grade in a semester. The average of the Quarterly Grades produces the Final Rating. The General Average is computed by dividing the sum of all final grades by the total number of learning areas. Each learning area has equal weight.

The Final Rating in each learning area is reported as whole number; the General Average is reported with three (3) decimal places.

Table 7. Transmutation Table for Final Grade

Initial Grade	Transmuted Grade	Initial Grade	Transmuted Grade
100	100		
98.40-99.99	99	66.40-67.99	79
96.80-98.39	98	64.80-66.39	78
95.20-96.79	97	63.20-64.79	77
93.60-95.19	96	61.60-63.19	76
92.00-93.59	95	60.00-61.59	75
90.40-91.99	94	56.00-59.99	74
88.80-90.39	93	52.00-55.99	73
87.20-88.79	92	48.00-51.99	72
85.60-87.19	91	44.00-47.99	71
84.00-85.59	90	40.00-43.99	70
82.40-83.99	89	36.00-39.99	69
80.80-82.39	88	32.00-35.99	68
79.20-80.79	87	28.00-31.99	67
77.60-79.19	86	24.00-27.99	66
76.00-77.59	85	20.00-23.99	65
74.40-75.99	84	16.00-19.99	64
72.80-74.39	83	12.00-15.99	63
71.20-72.79	82	8.00-11.99	62
69.60-71.19	81	4.00-7.99	61
68.00-69.59	80	0-3.99	60

Table 8. Descriptors, Grading Scale, and Remarks

DESCRIPTOR	GRADING SCALE	REMARKS
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed
Fairly Satisfactory	75-79	Passed
Did Not Meet Expectation	Below 75	Failed

When a learner's raw scores are consistently below expectations in Written Work and Performance Tasks, the learner's parents or guardians must be informed not later than the fifth week of that quarter. This will enable them to help and guide their child to improve and prepare for the Quarterly Assessment.

A learner who receives a grade below 75 in any subject in a quarter must be given intervention through remediation and extra lessons from the teacher/s of that subject.

For Grades 1-10, a learner who Did Not Meet Expectations in at most two learning areas must take remedial classes. Remedial classes are conducted after the Final Grades have been computed. The learner must pass the remedial classes to be promoted to the next grade level.

Table 9. Learner Promotion and Retention

	Requirements	Decision
For G1-10	Final grade of at least 75 in all learning areas	Promote
	Did Not Meet Expectations in not more than 2 learning areas	Pass remedial classes for promotion; otherwise retain in same grade level
	Did Not Meet Expectations in 3 or more learning areas	Retain
	Must pass all learning areas in Grade School	Earn Grade School certificate; promote to Junior High School
	Must pass all learning areas in Junior High School	Earn Junior High School certificate; promote to Senior High School
For G11-12	Final grade of at least 75 in all learning areas in a semester	Proceed to next semester
	Did Not Meet Expectations in a prerequisite subject in a learning area	Pass remedial classes for failed competencies in the subject then allow enrollment in the higher-level subject
	Did Not Meet Expectations in a subject or a learning area at the end of the semester	Pass remedial classes for failed competencies in the subject then allow enrollment in the next semester; otherwise retake the subjects failed

However, teachers should ensure that learners receive remediation when they earn raw scores which are consistently below expectations in Written Work and Performance Tasks by the fifth week of any quarter. This will prevent a student from failing in any learning area at the end of the year.

For Grades 11 and 12, learners who fail a unit/set of competencies must be immediately given remedial classes.

They should pass the summative assessments during remediation to avoid a failing grade in a learning area/subject. This will prevent students from having back subjects in Senior High school.

However, if the learner still fails remedial classes, s/he must retake the subject/s failed during the summer or as a back subject.

Assessment of Learner's Observed Values

Every quarter, learners are assessed based on the following criteria:

Table 10. Observable Values

Service to God and Country (MakaDiyos, Makabansa)	Expresses one's beliefs while respecting the spiritual beliefs of others
	Demonstrates pride in being a Filipino
	Exercises the rights and duties of a citizen
Moral Uprightness (Makatao)	Shows adherence to ethical principles by upholding truth
	Demonstrates appropriate behavior in carrying out activities in the school, community, and country
Commitment to Excellence	Uses opportunities for personal growth
	Rises above challenges by focusing on goals
Love for Humanity (Makalikasan, Makatao)	Is sensitive to individual, social, and cultural differences
	Cares for environment and uses resources wisely, judiciously, and economically

The markings or non-numerical ratings to be used are:

- AO (ALWAYS OBSERVED)
- SO (SOMETIMES OBSERVED)
- RO (RARELY OBSERVED)
- NO (NOT OBSERVED)

Guidelines on the Selection of Honors

These guidelines are based on DepEd Order No. 36, s. 2016. All awards and recognitions to be given during commencement/end-of-year rites are to be decided upon by the College through the Honors Committee.

Classroom Awards are recognition given to learners in each class or section. A simple recognition may be given per quarter, semester, or at the end of the school year. Awardees are given merit by the adviser and/or other subject teachers in recognition of the learners' outstanding performance in class.

- Performance Awards for Kindergarten.** Learners in Kindergarten should be recognized for their most evident and most prominent abilities. They can also be recognized for showing significant improvement in a specific area (e.g., from having poor fine-motor skills to being able to draw or write well). Since kindergarten learners have no numerical grades, teachers are advised to recognize outstanding achievement of learners based on the different domains and/or learning competencies of the kindergarten curriculum at the

end of every quarter. Since all learners must be given equal opportunity to excel and demonstrate their strengths, an award may be given to more than one learner.

- b. **Michaelean Exemplary Conduct Award.** This award is given at the end of the school year to recognize students who exemplify outstanding character and citizenship. They must manifest the core values of SMCL as evidenced by getting Always Observed (AO) in all quarters and passing marks in all academic subjects. Their meritorious behavior must earn a nomination from their homeroom teacher and duly confirmed by all their subject teachers.

Table 11. Criteria for Michaelean Exemplary Conduct Award

Criteria	Weight	
	Homeroom Teacher	Subject Teachers
Character - Motivates others by attending and actively participating in curricular and extra-curricular activities - Performs acts of kindness and loyalty to his/her classmates - Initiates peace and order in the classroom - Works without being told or with minimum supervision - Uses positive and acceptable language in class - Accepts criticisms, suggestions, and losses in a dignified manner	25%	20%
Academic Integrity - Observes honesty during minor and major examinations - Produces original work/cites sources accordingly for academic papers/creative outputs - Submits projects/assignments promptly	15%	5%
Citizenship - Shows environmental concern - Shows respect to all SMCL personnel - Cooperates with classmates during group work or class performance tasks - Accepts diversity of beliefs - Stands for what is right	20%	15%
	60%	40%

- c. **Academic Excellence Award.** The Award for Academic Excellence within the quarter is given to learners from grades 1 to 12 who have attained an average of at least 90 and passed all learning areas. Likewise, the student must have not committed any major offense as set forth herein. The Average Grade per Quarter is reported as a whole number following DepEd Order No. 8, s. 2015.

Table 12. Academic Excellence Award per Quarter

Award	General Average
With Highest Honors/May Pinakamataas na Karangalan	98-100
With High Honors/May Mataas na Karangalan	95-97
With Honors/May Karangalan	90-94

- d. **Recognition for Perfect Attendance.** This award is given at the end of every quarter to encourage learners to attend and actively participate in class. Perfect attendance means that a learner 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.

Grade-level Awards are given to qualified learners for every grade level at the end of the school year. Candidates for the awards are deliberated by the Honors Committee if they have met the given criteria.

- a. **Pura L. Limaco General Scholastic 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 Average of at least 90 and a passing Final Grade in all learning areas. The General Average is reported as a whole number following DepEd Order No. 8, s. 2015. Likewise, the student must have not committed any major offense as set forth herein.

Table 13. Pura L. Limaco General Scholastic Excellence Award

Pura Limaco General Scholastic Excellence Award	General Average
With Highest Honors/May Pinakamataas na Karangalan	98-100
With High Honors/May Mataas na Karangalan	95-97
With Honots/May Karangalan	90-94

- b. **Leadership Award.** The leadership award is given to learners in grades 6, 10, and 12 who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community. This award is given during the completion or graduation ceremony. To qualify for this award, a learner must:
- Have no failing grades in any of the learning areas.
 - Have not committed any offense punishable by suspension or higher sanction according to the Department's service manual and child protection policies in the current school year.
 - Be a class officer or an active member/officer of any recognized school club, team, or organization.

- iv. Candidates will be evaluated by at least 30% of their peers (group, team, class, or club mates) as well as their class or club advisers. Only those learners who have met at least 90% of the criteria on the next page shall be awarded.

Table 14. Criteria for Leadership Award

Criteria	Weight	
	Advisers	Peers
1. Motivational Skills (40%) a. Communicates effectively b. Shows initiative and responsibility c. Engages group and/or club mates to participate actively d. Establishes collaborative relationships e. Resolves conflicts	24%	16%
2. Planning and Organizational Skills (40%) 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	24%	16%
3. Contribution to the School and/ or Community (20%) a. Renders service and/ or implements activities relevant to the school population and/ or community	16%	8%
	60%	40%

- c. **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 awards also value the learner's achievement in a specific discipline that has contributed to the school and/ or community.
- d. **Athletics.** This award is given to learners who have shown outstanding skills in athletics (particularly in games and sports) through participation and victories in competitions, as well as discipline in training and sportsman like conduct and character. The academic rating that will be considered for this award would be the student's final grade in Physical Education.
- e. **Arts (e.g., visual, media, music, or performing arts).** This award is given to learners who have consistently demonstrated outstanding skills in the arts and above average creativity and craftsmanship exemplified through contribution to school's various functions and events. The academic rating that will be considered for this award is

the final grade in Music, Arts, or Contemporary Philippine Arts from the Regions for Senior High School (SHS).

- f. **Communication Arts.** This award is given to learners who have demonstrated proficiency in any language (Filipino, English, or other foreign languages), in written or in oral communication, shown creativity in expressing ideas in written or oral activities in various subjects, and contributed to the school community. The academic rating that will be considered for this award is the student's final grade in Filipino, English, or other foreign-language subjects and related learning areas in Senior High School specific to the award.
- g. **Science.** This award is given to learners who have high academic standing in Science, demonstrated passion for science expressed through an excellent attitude toward science work, shown enthusiasm for science which positively influences other students in class and the wider school community, and displayed inquisitiveness about the environment, how things work, and how natural processes occur. The academic rating that will be considered for this award is the student's final grade in Science for grades 6 and 10, or the average rating for the two core Science subjects in SHS.
- h. **Mathematics.** This award is given to learners who have high academic standing in Mathematics, demonstrated passion for math expressed through an excellent attitude toward math work, and shown enthusiasm for math, which positively impacts other students in class. The academic rating that will be considered for this award is the student's final grade in Mathematics for grades 6 and 10, or the average rating for the core Mathematics subjects in SHS.
- i. **Social Sciences.** This award is given to learners who have high academic standing in social sciences. They have consistently demonstrated the willingness and ability to contribute to and participate in activities that serve the common good. They have used their knowledge, skills, and disposition in history, geography, economics, and other areas of the social sciences to promote the common good and to achieve shared ends for others in the school and/ or community above and beyond their personal good. The academic rating that will be considered for this award is the student's final grade in Araling Panlipunan for grades 6 and 10, or the average rating for the core Social Science subjects Personal Development/ Pansariling Kaunlaran and Understanding Culture, Society, and Politics) in SHS.
- j. **Tech-Voc/TLE.** This award is given to learners who have consistently exhibited exemplary skills and achievement in their area of specialization in technical-vocational (Tech-Voe) education. They

have applied their knowledge and skills in Tech-Voe to projects and activities that have contributed to the school and/or community. The academic rating that will be considered for this award is the student's final grade in Technology and Livelihood Education (TLE) for grades 6 and 10.

Table 15. Criteria for awards for outstanding performance in specific disciplines

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: <ul style="list-style-type: none"> a. Output (oral or written work, projects, etc., if applicable) b. Membership in a club/team c. Class or school representation d. Winnings and awards 	40%
3. Attitude toward the Discipline <ul style="list-style-type: none"> e. Peer evaluation (if applicable) a. Commendation from coach/ adviser 	20%
4. Contribution to the School-related to the Discipline In any of the following: <ul style="list-style-type: none"> a. Tutorials/ Coaching b. Performance in school's various functions and events c. Products d. Projects e. Volunteer work 	20%

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 class or club advisers.

- k. **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.

- l. **Award for Research or Innovation.** Award for Research or Innovation is specific to the 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 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. Only those learners who have received at least 90% of the criteria below shall be awarded.
- m. **Award for Club or Organization Achievement.** This award is given to a duly recognized club or organization that 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. Only those clubs or organizations that have received at least 90% of the criteria below shall be awarded.

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

- a. **Gawad San Miguel** is given to a student who has embodied the Michaelean ideal of service, moral uprightness, commitment to excellence and love for humanity and inter-cultural sensitivity. He or she must have displayed academic excellence and strong leadership imbued with true Michaelean values. He or she has established collaborative relationships and displayed sound judgment that impacts the lives of other people. He or She has rendered unselfish service and displays exemplary commitment for community development and social transformation. This award is the highest award conferred to a Michaelean.

Table 16. Research criteria and weights

Criteria	Weight
1. Research Grade	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	35%
b. Rigor. Soundness of methodology (research design, data collection, and data analysis)	30%
3. Research Presentation	15%
Presentation and defense of research output	

Table 17. Innovation criteria and weights

Criteria	Weight
1. Output	
a. Originality or novelty of the product or service	15%
b. Relevance, applicability, replicability, sustainability and/or usefulness to the school and/ or larger community	25%
c. Cost-effectiveness, efficiency, and/ or practicality	20%
d. Environmentally safe	10%
2. Delivery or Presentation	
a. Clarity of the product development process and the innovative features shown during presentation	10%
b. Acceptability of the innovation to the target beneficiaries	5%
3. Study or Research	15%
Research basis of the service or product	

Table 18. Criteria 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	50%
c. Manages and/ or uses resources wisely	
d. Shows teamwork and collaboration among its members	
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 or Community	
Benefits the members of the club/ organization and the greater majority of the school population and/ or community	20%

Learners who have represented and/or won in competitions at the district, division, 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, they shall be regulated by the school, subject to compliance with the policy guidelines. 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.

An **Honors Selection Committee (HSC)** shall be organized by the principal at the beginning of the school year. The committee must be composed of at least three (3) members from the teaching staff, guidance counselor or designated teacher. The total count of committee members should be an odd number. The chairperson of the HSC could be any of the teachers or department head. No member of the HSC must be related within the second degree of consanguinity or affinity to any of the candidates for awards.

The HSC shall:

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

The HSC shall use the report cards and permanent records as the main reference for Academic Excellence Awards. For other awards, a portfolio of copies of all documents such as DepEd Advisories, written authorization from the school head or principal, certificates, medals, trophies, plaques, accomplishment reports (verified through certifications by proper authorities), and others shall be presented.

The report on the results of the HSC shall be signed by all members of the committee and certified by the principal. The school head or principal shall approve the final list of awardees upon the recommendation of the committee.

If the school head or principal is related within the second degree of consanguinity or affinity to any of the candidates for awards, the school head or principal must inhibit him/herself from participating in the process. The approval shall come from the person next in rank.

The documents shall be kept in the office of the principal for ready reference. Copies of the results shall be submitted to the Schools District and Division Offices. The HSC, through the Office of the School Head/Principal, shall release the final list of awardees upon the request of stakeholders for scholarship purposes.

The HSC, together with the school head, shall determine roles and assign tasks to the awardees (e.g., delivery of graduation speech, batch history) for the graduation or school-awarding ceremony.

Filing/settling of protests. Cases of protest shall be filed 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 HSC within three (3) working days from filing. The decision of the School Head or Principal shall be final.

Examinations

1. In Grade School and Junior High School, there are four quarterly examinations and four monthly examinations. In Senior High School, there are two major examinations and two long tests per semester.
2. Before being allowed to take the examination, a student must settle the outstanding balance for the month on or before the cut-off date and time set by the Business Services Center.
3. Promissory notes should be filed a week before the exam. The student may apply for a promissory note for a maximum of two consecutive months. A previous promissory note must be settled before filing for another one.

4. Students shall be given a defined schedule to finish answering the exams. Late turn-ins without a valid reason shall be given deduction from their scores.
5. A student who is not able to take the test as scheduled because of a valid reason is given the special test. It is scheduled a week after the regular examination schedule. No additional fee is required of the students/pupils.
6. Students with outstanding balance will be given time to settle their accounts before they will be allowed to take the final examinations. Students who have remaining balance in tuition fees for the last month of the school year (or last month of the semester for Senior High School) may be allowed to take the exams. In case of failure to settle the accounts, credentials shall be withheld.
7. The subject coverage and type of tests for periodic examinations shall be determined by the teacher based on the nature of subject matter covered and guided by the approved learning plan.
8. The Office of the College Registrar has the responsibility of scheduling the periodic examination based on the approved school calendar. However, the Principal has the prerogative to reschedule the examination/s due to unavoidable circumstances. Proper notification shall be made.
9. Regular classes/make-up classes can be conducted during examination week.

Graduation

1. Generally, no student should be allowed to graduate unless he or she complies with all academic, non-academic, and other requirements of SMCL for graduation. This means obtaining passing grades in all subjects, settled all accountabilities, completion of all admission requirements including submission of Form-137 from the school of last attendance.
2. Institutional requirements for graduation are as follows:
 - a. The candidate for graduation must have settled all his/her accounts – money or property responsibility.
 - b. He/she must be cleared of academic or financial obligations by the Cashier, Associate Director for Counseling & Career Services, Librarian, Campus Services Officer, Principal, and the College Registrar.

Student Life

SMCL exists to educate and empower young people to make a difference to society.

The College understands that students need to be enabled, assisted, and empowered. SMCL ensures that every Michaelean is developed holistically. As one enters Saint Michael's, one will gain relevant experiences that are useful for life.

SMCL is aware that each one is unique and passionate about his/her dreams. The academic and co-curricular offerings at Saint Michael's will help students shape their preferred future.

Here at SMCL, we make you the best that you can be.

Student Services

What Michaeleans learn in school activities is as meaningful as what they learn inside the classroom. From sports to creative writing, the campus offers a myriad of opportunities for Michaeleans to shine. Clubs and organizations provide avenues for students to express themselves or develop their skills. In SMCL, each student is a star.

VISION. Saint Michael's College of Laguna - Student Services Division (SMCL SSD) envisions an environment that ensures students' well-being, formation, and holistic development.

MISSION. Saint Michael's College of Laguna - Student Services Division (SMCL SSD) aims to complement the academic program through the effective and efficient program that will ensure the optimal unfolding of the students' as self-actualized individuals and responsible citizens of the nation.

GOALS. It is committed to the realization of the following goals:

- develop committed and responsible students who will eventually assume leadership roles in their chosen field through the formation of educational, social, cultural, religious and civic organizations;
- provide for the selection and direction of prospective students through established admissions criteria that will allow them reasonable chances of success and excellence;
- render psycho-social support directed towards students' wellness, emotional development and total personality development;
- provide for an efficient and effective processing of students' records and documents; and

- develop the students’ social conscience through awareness, concern, and involvement/immersion in community development.

In line with its commitment to nurture the full potentials of the individual student and develop his/her total personality, the College promotes and implements a comprehensive student services program.

Coordinated by the Director, the Student Services Division (SSD) includes Counseling and Career Services Center, Center for Extension Services, Student Development Center, and Health Services. The Student Development Center covers the following: Student Activities, Culture and Arts, Sports Development, and Scholarship and Financial Assistance.

Counseling and Career Services

The Counseling and Career Services Center (CCSC) is a unit which helps further Saint Michael’s College of Laguna’s mission and facilitates the student’s growth process through its programs and services.

VISION. The Counseling and Career Services Center envisions producing pupils/students of all ages with healthy body, mind and spirit, globally competent, productive members of the society imbued to serve mankind with commitment, competence, compassion, loyalty and love.

MISSION. The Counseling and Career Services Center intends to facilitate holistic growth approach for each pupil/student to achieve and perform their optimum potentials, values and work-oriented self-directing social beings, globally competitive and productive members of the society driven by excellence, compassion, and commitment.

To achieve this mission, the CCSC adopts development and prevention programs that are designed based on the belief that every student is of value and has the right to optimum personal development. Furthermore, the CCSC programs are focused on three domains namely: Academic development, Personal/Social development, and Career development.

To facilitate implementation of the programs, the CCSC provides various services of which every student can have access to:

Counseling/Consultation Services

- Students with academic, personal, or social, as well as career concerns can avail of counseling service provided by a licensed counselor. Counseling can be done individually or by group through Tele or Web Counseling. Face-to-face counseling may be done as

per arrangement and in consideration of the health protocols set by the school.

- Each student shall have an Individual Cumulative Record. This shall contain the progress development of each student. This is maintained, updated, and kept for reference purposes. All information is kept strictly confidential and secured.
- All counseling sessions are properly documented using the Counseling/Consultation Form and held in utmost confidentiality.
- Follow-up sessions are done on a case-to-case basis.
- In cases of referral by the adviser, teacher, administrator, parent, or student, the Referral Form is accomplished by the referee and submitted to the CCSC. The Counselor shall use appropriate intervention to address the concern.
- For walk-in clients, CCSC conducts the initial interview to assess the concern of the client. If the concern can be addressed through consultation service, the CCSC staff provides and documents the session using the Counseling/Consultation Form. Otherwise, appointment for tele or web counseling can be offered.
- For counseling-initiated cases, the CCSC uses the appropriate procedures for calling the client.

Peer Volunteer Service

Peer Volunteer service is an adjunct service utilized to reach out to as many students through the help of student volunteers.

Students interested to join/attend/participate in Peer Volunteer Group shall accomplish a Peer Volunteer Application Form and secure their parent's approval using the Peer Volunteer Membership Parent's Approval Form.

The Peer Volunteer students undergo training on basic counseling skills and other related skills before they are given specific duties.

Career Placement Service

- Career guidance and development activities are provided for students as well as graduates.
- Career Choice and Tertiary Preference Survey is administered to Grade 10 and 12 students.
- The CCSC provides career counseling to assist the students develop further self-understanding, discover aptitude and interests, and identify career perspectives.

- The CCSC provides career coaching through provision of relevant career information that will help students arrive at career options.
- The CCSC is responsible for inviting practitioners from various professional fields to share their expertise and specialization to the graduating class.
- A Virtual Career Fair is conducted to provide career opportunities for SMCL Alumni and graduating students.

Mental Health Psychosocial Support Services

- Policies and programs for students designed to raise awareness on mental health issues, identify and provide support and services for individuals at risk and facilitate access including referral mechanisms of individuals with mental health conditions to treatment and psychological report.
- The CCSC provides basic support services for students at risk or already have mental health condition.

Student Development

The Student Development Center aims to assure the smooth and balanced implementation of co-curricular and extra-curricular activities of the different student groups from the student council to batch organizations and recognize student clubs.

It ensures that the mission, goals, and objectives of the various organizations are in accord with the vision-mission statement of the College. It seeks to provide opportunities that would allow students to develop their managerial and leadership potentials and be motivated to get involved in important and relevant issues and concerns.

STUDENT PUBLICATIONS. The main concern of the student publications is to provide for the development and the promotion of campus journalism as a critical and creative means of strength and ethical values. It upholds and protects the freedom of the press at the campus level. It serves as an outlet for students' creative expression not only improving their journalistic skills but also developing their moral character and personal discipline. *The Michaellean Herald* is the official student publication of Saint Michael's College of Laguna. It is funded by Michaelleans thru subscription.

CULTURE AND THE ARTS. This aims to enhance and promote cultural awareness and appreciation of the different art forms among the members of the SMCL academic community. The unit taps and develops the students' potentials in the various art forms through training, seminars, and

workshops. The unit provides the artistic entertainment to the different sectors of the school and promotes the name of the school off campus through cultural programs and activities. Michaellean Theater and Dance Company is the flagship of the Culture and the Arts Unit in the Integrated School.

SPORTS DEVELOPMENT. The sports programs are designed not only to develop the kinesthetic intelligence of the Michaelleans but also to instill the values of discipline, fair play, teamwork, leadership, and cooperation. It also offers an alternative lifestyle where there is development of character, healthy disposition, and sound mind. The athletes are also regarded as role models in the campus for they contribute to the attainment of peace and goodwill among the Michaelleans. The SMCL Varsity Team is called *Angels*.

Clubs and Organizations

Types of Club/Organization

Students may request for accreditation of any of the following:

1. Co-curricular – academic oriented or extension of academic departments composed of students who will be professionals in their disciplines. These shall operate under the supervision of the department head or his/her designate.
2. Interest – organizations composed of students with special or common interests coming from different disciplines cutting across curricular years.
3. Socio-civic and religious – these are chapters of international and national organizations composed of interested students coming from different disciplines, cutting across curricular years. They are exempted from submitting constitution and by-laws since they follow the international or national organization's rules and regulations; however, an adviser/moderator must be recommended by the respective department head.

Interim Recognition

1. Any group of five (5) bona fide students may apply for an interim recognition of their club or organization using the Application for Interim Recognition of Club/Organization form. The students may elect a faculty member as an adviser who should sign the form upon submission to the Student Development Center. In the absence of a moderator, the Director for Student Services or his/her designate may assign or recommend a faculty member to act as an adviser.
2. The club or organization seeking recognition should furnish the Student Development Center, along the signed application form,

- one (1) copy of the constitution and by-laws together with proposed activities or projects for one (1) school year and a list of members (and officers, if applicable).
3. Upon submission of materials, the Student Development Center will determine the eligibility of the proposed club or organization for the school year.
 4. SMCL denounces all acts of abuses, violence, and hazing. SMCL shall not sanction and recognize any sorority or fraternity or any group to that effect.
 5. No hazing or initiation rites in any form or manner by an organization or club shall be imposed upon applicants, recruits, or new members as a prerequisite for admission into membership. Hazing refers to any act that results in physical or psychological suffering, harm, or injury inflicted on a recruit, neophyte, applicant, or member as part of an initiation rite or practice made as a prerequisite for admission or a requirement for continuing membership in a fraternity, sorority, or organization including, but not limited to paddling, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical and psychological health of such recruit, neophyte, applicant, or member. This shall also include any activity, intentionally made or otherwise, by one person alone or acting with others, that tends to humiliate or embarrass, degrade, abuse, or endanger, by requiring a recruit, neophyte, applicant, or member to do menial, silly, or foolish tasks (RA 11053, §2)

Full Recognition

1. The club or organization may be granted full recognition after one semester or one school year provided the officers, with the supervision of the adviser or moderator take concrete steps to fulfill the following:
 - a. A list of members with gender breakdown and projects or activities that will serve as evidence of inclusivity (including but not limited to attendance or participation in trainings)
 - b. A semestral or annual report that prove the autonomy of the club or organization without obligation to or direct interference or pressure from any parent organization, national chapter, or international organization

Reporting

1. Student leaders should submit a signed Activity Approval Form three (3) days prior to the scheduled activity; however, provisions shall be made in case a scheduled event is postponed or rescheduled due to unavoidable circumstances (availability or speakers, resources, venue, force majeure, etc.).
2. Student leaders should make a separate request for venue and logistics.
3. The recording secretary should document the activity. This includes a short narrative of the event, photographs, and the result of the evaluation (using the appropriate evaluation form).
4. The treasurer and/or auditor of the club or organization should prepare a financial statement signed by the adviser/moderator. Clubs or organizations without membership fees are exempted from this requirement.
5. All documents must be compiled and submitted as a semestral report or annual report.

Privileges of Recognized Clubs or Organizations in Good Standing

1. Full access to opportunities for leadership development and fellowship through the Student Development Center for officers and members
2. Access to campus spaces and venues in accordance with existing processes

Recruitment support from the Student Development Center

1. Event advising and planning with the assistance of the College Student Council or Central Student Council (whichever is applicable)
2. Eligibility to post announcements and notices in designated areas in the campus.

Student Council

The Central Student Council is the highest governing student body of the Basic Education Division. Its officers are elected annually based on its applicable Constitution and By-Laws.

Participation to Off-campus Activities Not Sanctioned by SMCL

1. Students who wish to participate outside-the-campus activities that are not sanctioned by the Institution (such as but not limited to mall shows, radio broadcast, film and TV appearances, etc.) should

secure an Off-Campus Activity form approved by the Director for Student Services and the Principal.

2. Parents of students who participate in off-campus activities should submit a signed Parental Consent form.
3. Any untoward incident that may happen during the conduct of any activity wherein the student failed to observe proper conduct and the school has observed due diligence, the school will not held be liable for it.

Extension Services

Believing that education is the best intervention towards poverty alleviation, Saint Michael's College of Laguna (SMCL) started its community extension services on July 5, 1989 by offering pre-elementary education in Barangay Malaban, Biñan, Laguna. This was conducted in consortium with DECS Region 4 and with the Office of the Mayor of Biñan. The SMCL – initiated consortium was designed to benefit the pre-schoolers of depressed, disadvantaged, and underserved communities of Biñan.

On 10 August 2001, Saint Michael's College of Laguna formally launched the "Lingkod at Pagmamahal ng Saint Michael's College of Laguna" (LINGAP), a community involvement and immersion program that symbolizes and stands for its strong commitment to the upliftment of depressed communities in Biñan, Laguna. At present, LINGAP has its **HEAL (Health, Nutrition and Sanitation, Empowerment thru Education and Capability Building, Advocacy and Social Awareness, and Livelihood Opportunities) Program**. Linkages have become more expansive, to ensure effective and efficient program implementation.

To date, LINGAP has been converted into a Foundation called LINGAP-SMCL or Lingkod at Pagmamahal ng Saint Michael's College of Laguna Foundation, Inc., the College's social services arm. SMCL coordinates with and courses all its corporate social responsibility initiatives and projects through LINGAP-SMCL Foundation, Inc.

Health Services

The SMCL clinic provides first aid, consultations, and starter medications for common ailments. The school physician is available for online consultation. Students (or their parents as their representatives) may set an appointment by texting or calling the numbers provided at https://www.smcl.edu.ph/health_services.html. Provide the following

details: full name, grade/year level and section, student number, age, chief complaint/medical concern.

In case a problem with connectivity occurs at the time of the appointment, the Health Services staff will set a new schedule.

For minor medical complaints health services unit is open from 6:00 am to 8:00pm. For emergency case/s, they can proceed to the Emergency Room of the hospital of their choice.

Accident Group Insurance Plan

This plan includes reimbursement of expenses for the treatment of the bodily injuries caused by accidents while:

1. attending classes;
2. traveling directly between student's residence and school and return to attend classes or school sponsor activities; and
3. traveling with other students as supervised activities including athletics during or after school hours.

All duly registered students who paid the corresponding premium during registration period are automatically covered by this plan.

Accidents due to students' misbehaviors and negligence will not be fully shouldered by the institution.

General Regulations

The regulations of SMCL as set forth in this handbook are designed to ensure order and discipline necessary for the effective pursuit of knowledge and learning. A student's registration in this school is a clear expression of his/her willingness to abide by all rules and regulations of the school.

1. The school reserves the right to dismiss any student who fails to give satisfactory evidence of earnestness of purpose and achieve cooperation in all the requirements of conduct and schoolwork.
2. When a student registers in SMCL, it is understood that he/she is enrolling for the entire school year. However, a student who has already paid the pertinent tuition and other school fees and subsequently transfers or otherwise withdraws, in writing, shall be entitled to refund of tuition subject to the following deductions:

Table 19. Refund Schedule

Period of Withdrawal from Roster	Amount to be Deducted from Total Amount Due*
Before School Opening	10%
Within 1st Week of Classes (regardless whether or not he/she actually attended classes)	25%
Within 2nd Week of Classes (regardless whether or not he/she actually attended classes)	50%
After 2nd Week of Classes (regardless whether or not he/she actually attended classes)	100%

* *The Total Amount Due for the year means, the total tuition and fees for the School Year. Notice of withdrawal must be done in WRITING.*

A student shall be charged all the school fee in full or total school fee if he/she withdraws any time after the second week of classes regardless of whether or not he has actually attended classes. Where tuition and other school fees are paid for the first month in a monthly installment scheme, no refund shall be given to the student when he/she withdraws any time after the registration period.

The Michaelean Flexible Learning Experience (MFLEX)

Saint Michael’s College of Laguna assures the learning continuity despite disruptions caused by the different factors such as environmental, human, and technological. In case of the disruptions, the varied modalities will be used through the Michaelean Distance Learning System (MDLS).

The MDLS is launched to allow learners to continue their studies through classes that they can access remotely/online. Because synchronous sessions are online, students need a stable Internet connection at home (wired, Wi-Fi, or mobile data). Each learner also needs one device (a smartphone, a laptop/desktop, or a tablet). Microsoft 365 apps may be accessed through an Internet browser or by installing it through www.office.com for PC and Mac devices, or Play Store and App Store for mobile devices. Learners may opt to use an earphone with a built-in microphone while attending online classes.

Synchronous classes will be conducted as scheduled using Microsoft Teams whether by chat or video call. Each class will have a channel where they can find learning materials and assignments.

For the asynchronous part, learners will receive instructions to answer assignments or create simple projects that will be submitted within seven days.

Online Classes Netiquette and Social Media Policy

SMCL embraces the responsible use of social media and online technology to communicate and build relationships with the members of its scholastic community. It recognizes the ever-changing purposes of social media, its role in the education and character formation of its students, and in encouraging an informed school community. SMCL supports the responsible use of social media as a tool to accelerate learning and teaching.

At present, students can easily express freely their feelings, thoughts, and opinions in various avenues including their use of social media platforms. Consistent with its duty to educate and nurture socially responsible citizens and to provide a safe and conducive learning environment for everyone, SMCL aims to guide its students in the responsible and sensible use of social media and online technology.

General Guidelines

1. **Think twice before posting.** Discern carefully when sharing links or information to any social media platform, keeping in mind the call to live the school's vision which is to affirm life at all times. Seek assistance from the subject teachers, class advisers or guidance counselors to attend to these.
2. **Be respectful.** Maintain personal privacy and decency in the use of varied social media platforms. Understand that any content posted, published or shared online could attract or encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on you, your family and/or the School. Be conscious of your comments, status or posts as these can be interpreted wrongly by others as such you should on your best behavior when socializing.
3. **Be mindful of copyright and intellectual property rights.** All SMCL instructional materials, like the self-learning modules, recorded videos, worksheets, questionnaires etc., are proprietary in nature, and the unauthorized copying, reproduction or dissemination of

these materials, whether for profit or not, is strictly prohibited. The School reserves the right to avail of any and all remedies available to it in order to protect its rights. Further, students must be reminded that materials found on social media (photographs, music composition, digital art, etc.) are protected by copyright law even if there is no apparent notice to that effect. Be mindful to use proper citation when using these materials.

4. **Use privacy settings.** Always bear in mind that nothing is virtually private in social media even if shared thru messenger. Know, understand and use the privacy settings on social media platforms. Otherwise, your personal information becomes available to the public. Likewise, know the risks of sharing your photos and other personal information online as this may be used for identity theft or to steal your identity.
5. **Do not share personal information.** Do not provide your personal identifying information, or those of others, such as date of birth, phone numbers, home addresses or class schedules. If you must share another person's personal information, make sure to obtain their consent first.
6. **Protect your online reputation.** Do not share information or photos or post comments that are inappropriate or uncalled for. Remember, whatever you post online creates your reputation and affects your credibility. Thus, students are encouraged to leave insightful and constructive comments. Do not leave rude or sarcastic comments.

Before Class

1. Be on time.
2. Be presentable.
 - a. Follow basic personal hygiene habits.
 - b. Wear prescribed clothes (Type A uniform for Grade School, Type B for Junior High School and Senior High School, or other prescribed colored shirt during special occasions, i.e. Orange shirt during Orange Day or every 25th of the Month)
3. Be in the right place.
 - a. Consider the environment (sound and sight) when choosing the best area to stay during a virtual class. Find a quiet space without interruption or background noise. Make sure to have proper lighting, and if possible, have a plain or non-distracting background.

- b. Prepare for the synchronous class at least 20 minutes before the video call begins.
- c. Keep important things such as notebooks, papers, and writing tools near you.

During Class

1. Be considerate.
 - a. Use a headset or an earphone with a microphone combo to eliminate echoing or feedbacking.
 - b. Always turn on your camera during class. When Internet connectivity is poor, use the chat panel to inform the teacher immediately.
 - c. Unmute your microphone when necessary.
 - d. Save Internet bandwidth by attending online classes on time.
 - e. Always be conscious that you are on camera and avoid doing other tasks, i.e., texting, browsing the Internet, etc. Refrain from using a separate application or chat room during class as it may disrupt the flow of the lesson/discussion.
2. Be scholarly and professional.
 - a. Use proper language when discussing ideas.
 - b. Use correct spelling and syntax in the channels and conversation tabs.
 - c. Be truthful when giving statements.
 - d. Address others by name or appropriate title.
 - e. Treat all participants fairly.
 - f. Refrain from shouting and making unnecessary remarks.
 - g. Avoid using hurtful words.
 - h. Avoid chatting in all capital letters as they may be misinterpreted due to the lack of nonverbals.
3. Be mindful.
 - a. Always ask permission if there is a need to leave the class.
 - b. Refrain from getting screenshots of online classes to protect the privacy of all participants.

After Class

1. Be respectful.
 - a. Refrain from sharing information from the class (such as photos, screenshots, media files, documents, and personal data) to social media or other websites outside the SMCL online learning environment.

- b. Respect the privacy of everyone. Recording the session, screen capturing of the teacher and/or classmates, and/or posting the screenshot to social media platforms are strictly prohibited.
- c. Submit asynchronous projects or assignments on time. When technical issues arise, confer with the teacher, or send an email to the IT Help Desk at smclithelpdesk@smcl.edu.ph.

Milagros Limaco Learning Library Commons (MLLLC)

Vision and Mission

MLLLC as the heart of the institution envisions the optimum development of professionals who are effective and responsible users of ideas and information to become life-long readers and learners, through:

- Maintaining a collection of excellent quality supporting a wide range of interests and abilities, accessible to students, faculty and the greater Michaellean family.
- Providing access to Internet, relevant and engaging materials through various print resources and online databases.
- Promoting equal opportunities for academic support, productivity and growth for all students and faculty.
- Supplying relevant resources in a variety of formats and technologies to meet the diverse needs of all learners and in which develops into an information-literate person, a lifelong learner and a responsible citizen for institutional improvement and social transformation.

Objectives

- To implement the general program and specific educational objectives of the institution.
- To provide services within and outside regular class schedules to give the clients the opportunity to use library resources.
- To give the students and faculty members greater access to the library collections through the open shelf system.
- To make regular announcements of new acquisitions so as to attract the academic community to avail of the latest library collection.
- To provide opportunities for using non-book collections for teaching and learning.
- To give students and faculty members greater access to wider range of library resources.

Online Library Services

- **Access to Advance Placement Source | EBSCO** – covering a wide array of subject areas including Art and Music, Biology, Chemistry, Computer Science, Economics and Statistics, Environmental and Life Sciences, Ethnic and Multicultural Studies, Mathematics, Physics, Political Science, Psychology, Science and Technology, and World History.

Link: search.ebscohost.com

(click *Research for Junior High School*)

- **World Book Online** – is an Online Encyclopedia with variety of activities that can be access by students.

Link: www.worldbookonline.com

- Web-based Library Automation System – allows access to the library collections 24/7 on **Online Public Access Catalog (OPAC)**

Link: bit.ly/MLLLCOPAC

- **Mobile services:** “A library in the palm of your hand”
 - Online borrowing of books
 - Ask-A-Librarian (Keyboard Warrior) - helps the students with their assignments and research needs.
 - Online document access newspaper articles, abstract of thesis and journals
 - **Librista App** – a powerful, portable, and responsive free Mobile App used to search for library collections, links, and news and messages. This app is compatible with supported iOS® and Android™ devices.

iOS®:

<https://apps.apple.com/us/app/librista/id1175532865>

Android™:

<https://play.google.com/store/apps/details?id=com.booksys.librista>

- Library Webpage/Social Media Account: **Facebook Page** – <https://facebook.com/SMCL.Library>
- **Digitization of library resources** – another option to make information available upon request of the students, subject to copyright law

Library Collections

1. **Reserve.** The Reserve collection consists of books as required and collateral reading for their course. Due to the heavy demand for these books, they are not allowed for outside use. They are placed in a separate area together with the other circulating books.
2. **General Circulation.** The Circulation Section houses and circulates the books in the General Collection. The General

Collection consists of books pertaining to the general knowledge and various programs/courses offered by the College at the same time other general collections.

3. **Periodical Section.** Included are magazines, journals, and other forms of serial publications available locally and abroad through subscriptions.
4. **E-Journals.** Advance Placement Source | EBSCO.

Lost or Damaged Materials

1. Lost library material must be reported at once. Failure to notify the Librarian means accumulation of fines and the amount will be added to the cost of book. A lost book must be repaid or replaced one week after it was reported lost.
2. Failure to replace or pay lost or damaged book within the allowed period means suspension of borrowing privileges until such time he/she has settled all his/her library accounts.
3. Damaged, torn, missing pages must be reported immediately to the Librarian before borrowing the book or library materials.

Library Clearance

All clearances of library users whose library records are not cleared by the end of each semester/school year shall not be signed.

Student Discipline

Standards of Conduct for All Students

Educational goals, aims, and objectives can only be realized if there is order, discipline, cooperation, and sensitivity to others. SMCL strives to develop self-discipline among its pupils and students at a level consistent with the accomplishment of schoolwork. Good school discipline shall be maintained inside and outside the school campus when pupils and students are engaged in activities authorized by the school.

School officials and academic personnel shall have the right to enforce the school policies and rules of discipline. It is for this purpose that the update has been created.

SMCL enforces measures promulgated by the Department of Education.

Each student of SMCL is always expected to act as a mature and responsible individual whether on or off campus, accepting and following

the rules and regulations prescribed by the school and protecting its good name as an educational institution. Students, therefore, must adhere to the following norms of conduct:

1. Maintain and/or improve its academic standards.
2. Protect the school's property and the property of its members.
3. Protect the health and ensure the safety of persons in the academic community.
4. Preserve peace and order and maintain student morale.
5. Protect its good name as an educational institution.

Types of Offenses

1. **MAJOR OFFENSES** are acts which by their very nature fulfill any or all the following conditions:
 - 1.1. Directly and indirectly damage the name, image and reputation of SMCL;
 - 1.2. Any deliberate act of dishonesty and deceit;
 - 1.3. Acts that cause physical, mental or moral harm to the students, faculty or staff of the school;
 - 1.4. Acts that would directly jeopardize, threaten, and/or endanger the physical, mental, or moral well-being of any member of the student body, faculty or staff;
 - 1.5. Bullying or the act of exposing another student repeatedly and over time to negative actions such as by intentionally inflicting injury or discomfort upon another through physical contact, words or in other ways. It includes but is not limited to name calling, verbal or written abuse, exclusion from activities, exclusion from social situations, physical abuse, cyber-bullying or coercion;
 - 1.6. The commission of a crime punishable by existing laws of the land if such commission would be detrimental to the name, image, and reputation of SMCL or to students or other members of the SMCL community;
 - 1.7. Cheating in any form such as copying from another's paper or allowing others to copy from one's paper, possession of unauthorized material related to the test being given; having somebody else take the examination for another;
 - 1.8. Falsification, forgery, alteration or misuse of official school documents, records or credentials, the furnishing of false or fraudulent documents or information to the school;
 - 1.9. Vandalism or destruction of school property;
 - 1.10. Habitual cutting of classes;

- 1.11. Carrying or possession of deadly weapons, explosives and/or incendiary devices within the premises of the school;
- 1.12. Involvement in hazing or the infliction of any physical or mental harm or ordeal to any person which injures, degrades or disgraces any student, faculty, administrator or staff in the school;
- 1.13. Possession, illegal use or distribution of narcotic drugs, substances or chemicals within and outside the premises of the school;
- 1.14. Unauthorized possession and/or drinking of alcoholic beverages within and outside the school premises or entering the school in a drunken state;
- 1.15. The act of deliberately concealing knowledge of an incident/offense prejudicial or detrimental to the general welfare of the Michaelean Community. Concealment of an Incident is committed by "any student who has actual knowledge or has witnessed an offense, as defined in the Student Handbook, committed by any student or member/s of the Michaelean Community but intentionally fails to take any action in reporting such offense to school authorities or deliberately withholds such information during the course of the investigation." Such concealment of an Incident shall constitute a major offense (If proven during investigation).
- 1.16. The act of indirectly participating in an offense prejudicial or detrimental to the general welfare of the Michaelean Community. Indirect Participation in an offense is committed by any student or member of the Michaelean Community who, during and at the time of the commission of an offense by another party,
 - a. is present in the area where the offense is being committed;
 - b. is aware of the commission of the offense; and
 - c. fails to report to or call the attention of school authorities to the offense being committed, shall be charged as an accessory to the offense. Such indirect participation shall constitute a major offense if the principal offense is also a major offense.
- 1.17. The act of providing support whether logistical or through information gathering, to another party who commits an offense, as defined in the Student Handbook, although not physically present in the actual scene of the commission of the offense, shall be considered as "Connivance" with the offending party.

Definition of Connivance: Any student who provides information, logistical support, or encouragement to an individual or group for the consummation of an offense or incident detrimental or prejudicial to the general welfare of the Michaelean Community.

- 1.18. The act of knowingly buying a hot or stolen item/s shall be classified as fencing. Definition: A student who buys property which he knows or reasonably ought to know are hot or stolen item/s is deemed to have violated the anti-fencing law.
- 1.19. Gross acts of disrespect towards faculty member, school officials and staff that would tend to hold such individual to ridicule or contempt;
- 1.20. Acts of lewdness, public display of physical intimacy, commission of any act of immorality unbecoming of a Michaelean or the possession, dissemination, and/or display of pornographic material within the school premises. Lewd videos are considered pornographic materials and uploading them on a student's cellphone is considered a major offense;
- 1.21. Living under scandalous circumstances and/or engaging in obscene or immoral conduct;
- 1.22. Organization/recruitment/membership in any fraternity, sorority or similar organization/aggrupation not recognized by the school;
- 1.23. Stealing, extortion or any attempt to commit such actions;
- 1.24. Gambling in any form within the campus and mere possession of gambling paraphernalia inside the campus;
- 1.25. Fighting in and out of school and those who take part in any brawl;
- 1.26. Unauthorized collection, and/or misappropriation of class or association's funds;
- 1.27. Any act, omission, condition, status or circumstance, tending to cause dishonor, discredit or contempt to the name of the College;
- 1.28. Commission of a minor offense for the third time;
- 1.29. Habitual disregard for and violation of existing school policies and regulations;
- 1.30. Maliciously prying to the privacy of another; acts that infringe the privacy rights of another or tend to hurt, and/or damage someone else's reputation or embarrass them;
- 1.31. Taking Screenshots/Screen Recording and disclosing images to others captured inside of SMCL Learning Management System (LMS);

- 1.32. Gross acts of disrespect towards faculty member, school officials and staff that would tend to hold such individual to ridicule or contempt;
 - 1.33. Sending inappropriate images inside the virtual classroom (photos of violence, nudity, harassment, etc.)
 - 1.34. Other acts analogous to the foregoing; and
 - 1.35. Such other acts as may hereinafter be determined by the Discipline Committee provided the application thereof is prospective in nature
 - 1.36. Smoking and/or bringing of cigarette, tobacco or e-cigarettes;
2. **MINOR OFFENSES** are detrimental to the peace and order of the school system but are not included as major offenses. These are the following:
- 2.1. Entering the campus without an ID Card;
 - 2.2. Using someone else's ID Card;
 - 2.3. Entering the campus or attending class in improper uniform (Wearing of sandals, cycling shorts, miniskirts, slippers are not allowed);
 - 2.4. Littering within the campus;
 - 2.5. Making excessive noise that would disrupt classes;
 - 2.6. Unauthorized use of school facilities and equipment;
 - 2.7. Entering prohibited areas designated by the school;
 - 2.8. Using inappropriate language within the Michaellean Distance Learning System (MDLS);
 - 2.9. Creating unauthorized group chats inside MDLS with the purpose of ridiculing, harassing, or bullying other students or teachers;
 - 2.10. Using or displaying malicious and improper gestures during synchronous online classes;
 - 2.11. Disobedience to other school regulations not specifically mentioned above;
 - 2.12. Other offenses which disturb the peace and order of the school unless properly classified as a major offense.

Due Process

1. The Student Discipline Committee shall be composed of the following:

- a. Chair and two members their alternates who are appointed by the President from names recommended by their respective sectors.
 - b. Associate Director, Counseling and Career Services Center
 - c. Principal
 - d. President of the Central Student Council
2. The Director/Principal has the direct supervision to students and handles the disciplinary cases in coordination with the Safety Management Unit.
3. Definition and Types of Offenses
 - a. Major Offenses – These are acts that do a great damage to an individual’s person, property, honor and dignity as a human being and to the school. The penalty for the commission of any of these offenses shall be subject to the decision of the committee for appropriate sanction.
 - b. Minor Offenses – These refer to failure of students to follow some school regulations. The sanction may range from verbal reprimand or written reprimand to three (3) days suspension.
4. Formal complaint in writing, preferably under oath, may be filed by the aggrieved party, any school officer, faculty member or personnel or any person having direct knowledge of the commission of act complained of, or by Institution itself (as Complainant).
5. The formal complaint must contain the following information:
 - a. The name of the student against whom the complaint is filed (Respondent);
 - b. A narration of pertinent facts and circumstances of the act or acts complained about.
6. In every instance when an offense shall have been discovered by or reported to any faculty member or personnel, he/she should secure independent written statements from the persons who witnessed the commission of the offense or complaint, if any. Likewise, the faculty member/personnel must take custody of all items relating to the offense and make a record of the effects of the offense committed. All statements must be signed, and if possible, made under oath.
7. Whenever circumstances warrant, the faculty member/personnel that discovered the offense may secure a separate written statement from the alleged offender detailing his/her version of the incident. This statement must also be signed by the offender, and if possible, made under oath.
8. After collating statements, the items and records, the faculty member/personnel may prepare preliminary report detailing the

- circumstance in which the alleged offense was committed, identify the person(s) bringing the complaint if any, and the person(s) who are purportedly responsible for the offense, and the listing of the items, statements and records taken. He/she should then endorse such documents and evidence to the Principal for evaluation.
9. The Principal shall seek to clarify the matter further, he/she shall summon such persons who are allegedly involved in the offense for further inquiry. The Principal shall notify each respondent and his/her parents/guardians in writing of the offense(s) charged against him/her.
 10. The Principal shall reduce such inquiry into writing, signed by the person(s) so called. Should the Principal find it necessary, he/she or his/her designate may immediately put the offender under Preventive Suspension.
 11. If the Principal is satisfied that all necessary facts have been included in the investigation, he/she shall then prepare a final report of the incident, stating the circumstances under which the offense was committed, the identity of the purported offender(s) (i.e. admission of guilt, identified by eyewitnesses, caught in the act), the exact offense(s) allegedly committed by the offender and the corresponding penalty provided for in the manual for the offense(s) committed.
 12. The report shall be turned over to the Discipline Committee, along with copies of the statements, records and such other supporting documents. Should Principal deem it necessary, he/she may recommend leniency or more severe penalty and justify the imposition of such penalty. If necessary, the committee shall convene a hearing with the alleged offender to confront the same with the evidence against him at least five (5) days prior to the scheduled conference, in writing of the charges against the student, with a copy of the complaint attached.
 13. The respondent shall be required to answer the complaint in writing under oath within three (3) days from receipt of the charge.
 14. Upon receipt of the answer or if no answer is filed within three (3) days, the committee shall schedule the case for hearing. The corresponding written notice, which is mandatory, shall be issued to the parties and the parents or guardians of the respondents.
 15. Failure of any party to attend the hearing or to produce evidence to support his/her claim shall mean waiver on his/her part and the committee shall decide based on the evidence available at hand.
 16. A hearing before the committee shall be summary in nature and cross-examination is not essential. However, the committee should

- ensure that the following standards required by due process in discipline cases as satisfied:
- a. The respondent should have been informed in writing of the nature and cause of the accusation against him; if the student is a minor, it is mandatory for his/her parent/guardian to be furnished with a copy of the show-cause letter.
 - b. The parents should not answer on behalf of the student but should only assist the student in providing an intelligible and clear answer.
 - c. The respondent should have been granted the right to answer the charges against him/her;
 - d. The respondent should be informed of the evidence in his/her own behalf;
 - e. The respondent is given the right to adduce evidence in his/her own behalf;
 - f. Such evidence shall be considered by the committee;
 - g. In all stages of the proceedings, the respondent shall have the right to assistance of a counsel of his choice.
17. If the committee feels that all the arguments have been evaluated and addressed, and a decision could be made on the matter; the committee may hand down the decision on the matter either independently or in consultation with other school officials, informing the parties concerned, in writing, of the said decision.
 18. Should anyone appeal the decision of the Discipline Committee, he/she must take appeal to the President, in writing, within five (5) working days from the receipt of the decision; otherwise, the decision becomes final and executory.
 19. In case where the appeal is found to be meritorious and with basis, the President may take such steps he/she may deem proper to re-evaluate the Discipline Committee's decision and the penalty imposed/action taken. If the penalty imposed by the committee is suspension or higher, the matter would automatically be brought to the President for review.
 20. All those who are involved in disciplinary cases are recommended to undergo counseling.

Complaints against Teacher or Other School Personnel

If a student or parent believes that a teacher or other school personnel committed some offense, the concerned parent/student should bring the matter to the Principal or should file a written complaint to the HR Officer.

The discipline of teachers and other school personnel shall be dealt in accordance with the Administration Manual. All disciplinary cases involving teachers shall be decided in light of the provisions under the labor law and employment manual.

Sanctions and Penalties

The imposable penalties are here listed according to their gravity (from lightest to severest):

1. Warning and/or Admonition – this sanction is inherent in all types of disciplinary actions and may be imposed by the proper school official verbally, or in writing. A record of the penalty imposed and the offense for which it was imposed will be included in the student’s file. This sanction is usually imposed on the first-time offenders for minor offenses.
2. Community Service – the school believes in the principle of redirecting the energies of offenders to more useful and productive ends to benefit both the offenders and the school in general. As such, in certain instances, the sanction of the Community Service is imposed for offenses, which would require the student to perform services to his students as a way of atoning for the offense he/she committed. Community Service is in no way intended to degrade or humiliate the offender but is intended to make offenders be of service to his or her schoolmates by utilizing the skills that offender may have. This penalty shall be served by the student in the campus or immediately around the area of the campus to perform productive functions. The duration of the Community Service may range from 2-20 hours of service depending on the gravity of the offense. This sanction is to be monitored by the Director/Principal.
3. Probation – this is a more severe version of Warning or Admonition, as this would entail a written notice to the student and his/her parents/guardian that any further violations of the manual and school policies would warrant more severe penalties by the school. Students placed on probation may or may not lose certain rights or privileges that they enjoy (like positions in organizations) while under probation, depending on the gravity of the offense that they have committed.
4. Suspension – a school may suspend an erring student during the school year or term for a maximum period not exceeding 20% of the prescribed school days per offense committed. *For Online Classes,*

the student will be suspended in synchronous classes on selected subjects or on all subjects depending on the gravity of violation.

5. Non-readmission – this penalty is imposed on a student who committed any offense categorized as severe/major at least twice during a school year, or has accumulated at least 4 or 5 moderate/medium offenses in consecutive semesters. While he/she will be allowed to complete the present term and get his/her transfer credentials, he/she will no longer be admitted on the next term or school year.
6. Exclusion – this penalty where the offender is dropped from the roll of students during the school year or term, immediately upon the promulgation of the resolution of exclusion (A student who dropped shall be immediately issued his/her transfer credentials).
7. Expulsion – this is the extreme form of administrative sanction, which not only drops a student from the roll but also declares the student disqualified for admission to any public or private school of the Philippines.
8. Other Measures. The following measures/actions may also be taken, concurrent with any of the above penalties, at the discretion of the responsible school official:
 - a. Public/Written Apology
 - b. Preventive Suspension – a student under investigation in a case may be preventively suspended from entering the school premises if the evidence of guilt is strong and the responsible school official is morally convinced that continued stay of the pupil or student during the period of investigation would cause sufficient distraction to the normal operations of the school or poses a risk or danger to the life of persons or properties in school. This type of suspension is also not considered penalty/sanction.

Parent-Teacher Conference Meeting – Parents/guardians may be invited for a conference meeting as may be deemed necessary by the school. This is may be for the purpose of discussing the student’s academic or behavioral standing.

Confidentiality of Records

All records pertaining to student investigation and discipline, such as sworn statements, documentary evidence and the like, shall be kept in strict confidence by the Principal. Unless authorized by the parties involved in the

case, no party shall be entitled to receive copies of such records. Only the official decision/resolution shall be released to the parties.

Child Protection Policy

Saint Michael's College of Laguna (SMCL) commits itself to the holistic development and welfare of its students. As a child-friendly educational institution, the School firmly believes on the effective implementation of a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse.

In adherence to DepEd Order No. 40, s. 2012 and the Convention on the Rights of the Child (CRC), the SMCL Child Protection policy aims to protect children from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment and exploitation, including sexual abuse.

The CRC establishes the right of the child to education, and with a view to achieving this right progressively, and on the basis of equal opportunity, it obliges educational institutions to take measures to encourage regular attendance in school and reduce dropout rates. Thus, it is mandated that all appropriate measures be undertaken to ensure that school discipline is administered in a manner consistent with the child's human dignity.

Every student should feel safe and protected from any form of abuse which may be in any form of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.

SMCL shall take all reasonable measures to:

1. Practice sound recruitment of staff and teachers who work directly or indirectly with students and young people;
2. Ensure that all visitors to the schools are authorized;
3. Protect each student from any form of abuse, whether from an adult or another student;
4. Be alert to any sign of abuse inside and outside the campus;
5. Deal appropriately with reports of abuse;
6. Operate proper due process and procedures in handling of cases;
7. Provide support to students who are involved in such cases; and
8. Operate clear policies on substance misuse and violence; ▭

Specific Areas of Concern

1. Peer Abuse – 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

2. Child Abuse – refers to the maltreatment, whether habitual or not, of the child which includes any of the following:
 - a. Psychological and physical abuse, neglect, cruelty, sexual abuse and emotional maltreatment;
 - b. Any act by deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being;
 - c. Unreasonable deprivation of his basic needs for survival, such as food and shelter; or
 - d. Failure to immediately give medical treatment to an injured child resulting in serious impairment of his growth and development or in his permanent incapacity or death. [Section 3 (b), RA No. 7610]
6. Discrimination Against Children – refers to an act of exclusion, distinction, restriction, or preference which is based on any ground such as age, ethnicity, sex, sexual orientation and gender identity, language, religion, political and other opinion, national or social origin, property, birth, being infected or affected by HIV/AIDS, being pregnant, being a child in conflict with the law, based on RA 11036 being a person with decision-making impairment capacity, being a child with a disability or other status or condition, and which has the purpose and effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.
7. Child Exploitation – refers to the use of children for someone else’s advantage, gratification or profit, often resulting in an unjust, harmful or cruel treatment of the child; these activities disrupt the child’s normal physical or mental health, education, moral or social emotional development; it covers situations of manipulation, misuse, abuse, victimization, oppression or ill-treatment
8. Violence Against Children – refers to a single act or series of acts committed by school administrators, academic or non- academic personnel, against a child, which result in, or is likely to result in physical, sexual, psychological harm or suffering, or other abuses or threats of such acts, battery, assault, coercion, harassment, or arbitrary deprivation of liberty
9. Corporal Punishment – refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment and discipline

10. Bullying – refers to willful and repeated aggressive and/or non-aggressive behavior that is directed towards a particular victim who may be out-numbered, younger, weak, with disability, less confident, or otherwise vulnerable, more particularly:
 - a. Bullying
 - b. Cyber-bullying
11. Similar Acts

Signs of Abuse

Signs of Abuse may include but not limited to:

1. Verbal, written, or online complaint (from student, teacher, or parent/guardian)
2. Online comments, tweets, hashtags, posts or email correspondence that pertains to bullying and the like
3. Video, pictures, or text messages that pertain to bullying and the like
4. Inconsistent explanation for injury or inexplicable or unusual injury
5. Unusual or extremely challenging behavior
6. Delayed student development or learning
7. Rapid loss or gain of weight
8. Appearance of neglected (e.g. dirty, hungry, inadequately clothed)
9. Reluctance to go home

Duties and Responsibilities of School Heads

The School Heads shall have the following duties and responsibilities:

1. Ensure the institution of effective child protection policies and procedures and monitor compliance thereof;
2. Ensure that the school adopts a child protection policy;
3. Ensure that all pupils, students or learners, school personnel, parents, guardians or custodians and visitors and guests are made aware of Child Protection Policy;
4. Organize and convene the Child Protection Committee for the school;
5. Conduct the capacity building activities for the members of the Child Protection Committee and Guidance Counselors/Teachers;
6. Conduct disciplinary proceedings in cases of offenses committed by pupils, students or learners;
7. Ensure that the participatory and other rights of children are respected and upheld in all matters and procedures affecting their welfare;
8. Maintain a record of all proceedings related to bullying or peer abuse and submit after each school year to the Division Office the report;

9. Conduct the appropriate training and capability-building activities on child protection measures and protocols;
10. Ensure that the school adopts a student Code of Conduct to be followed by every pupil, student or learner while on school grounds or when travelling to and from school or during a school-sponsored activity and during lunch period whether on or off campus;
11. Adopt such conflict resolution mechanisms that respect the rights of indigenous peoples provided that they conform to this Policy and they uphold the rights of the child;
12. Coordinate with appropriate offices and other agency or instrumentality for appropriate assistance and intervention as they may be required in the performance of its functions.
13. Coordinate with the Department of Social Welfare and Development and /or the appropriate government agencies or non-governmental organizations on a Child Protection Hotline for reporting abuse, violence, exploitation, discrimination, bullying and other similar acts and for counseling.
14. Ensure that all incidents of abuse, violence, exploitation, discrimination, bullying and other similar acts are addressed in accordance with the provisions of DepEd Order No.40 s. 2012.

Duties and Responsibilities of School Personnel

Article 281 of the Family Code of the Philippines provides the following responsibilities of school administrators, teachers, academics, and non-academic and other personnel:

1. Exercise special parental authority and responsibility over the while under their supervision, instruction and custody. Authority and responsibility shall apply to all authorized activities whether inside or outside of the school premises, entity or institution.
 - a. Articles 220 and 233 of the Family Code of the Philippines, Presidential Decree No. 603 and other related laws enumerated the following duties and responsibilities of the abovementioned persons and personnel over the children under their supervision, instruction and custody;
 - i. Keep them in their company and support, educate and instruct them by right precept and good example;
 - ii. Give them love and affection, advice and counsel, companionship and understanding;
 - iii. Enhance, protect, preserve and maintain their physical, mental health at all times.
 - iv. 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;

- v. Represent them in all matters affecting their interests;
- vi. Inculcate the values of respect and obedience;
- vii. Practice positive and non-violent discipline, as may be required under the circumstance; provided, that in no case shall corporal punishment be inflicted upon them;
- viii. Perform such other duties as are imposed by law upon them as substitute parents or guardians; and
- ix. School personnel shall also strictly comply with the schools' child protection policy.

Duties and Responsibilities of Pupils, Students, and Learners

1. Comply with the school's regulations as long as they are in harmony with their best interest. Pupils, students and learners shall refrain from:
 - a. engaging in discrimination, or leading a group of pupils or students to discriminate another, with reference to one's physical appearance, weaknesses and status of any sort;
 - b. doing any act that is inappropriate or sexually provocative;
 - c. participating in behavior of other students that is illegal, unsafe or abusive;
 - d. marking or damaging school property, including books, in any way;
 - e. engaging in fights or any aggressive behavior;
 - f. introducing into the school premises or otherwise possessing prohibited articles, such as deadly weapons, drugs, alcohol, toxic and noxious substances, pornographic materials and;
 - g. performing other similar acts that cause damage or injury to another.

An allegation that any of these acts has been committed shall not be used to curtail the child's basic rights or interpreted to defeat the objectives of this Policy.

2. Conduct themselves in accordance with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other persons;
3. Respect another person's rights regardless of opinion, status, gender, ethnicity, religion, as well as everyone's moral and physical integrity and;
4. Observe the Code of Conduct for pupils, students and learners.

Child Protection Committee

The Child Protection Committee (CPC) shall be composed of the following:

- School Head/Administrator
- Director/Principal (Chairperson)
- Guidance Counselor (Vice Chairperson)
- Faculty Representative
- Parents' Representative
- Central Student Council President or Vice President for Concerns

The CPC shall perform the following functions:

1. Initiate information dissemination programs and organize activities for the protection of children;
2. Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs;
3. Monitor the implementation of positive measures and effective procedures in providing the necessary support for the child and for those who care for the child; and
4. Ensure that the children's right to be heard are respected and upheld in all matters and procedures affecting their welfare.

Handling Incidents in the School

Complaints of abuse and other acts under this Policy shall be within the exclusive jurisdiction of SMCL or jointly by Schools whenever the incident involves students from different schools. Incidents shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules and regulations. Complaints for acts covered by other laws shall be referred to the appropriate authorities.

Procedures in Handling Child Abuse, Exploitation, Violence, and Discrimination Cases

1. Expeditious conduct of investigation and reporting of cases;
2. School Head or the Schools Division Superintendent shall forward the complaint within 48 hours to the Disciplining Authority, who shall issue an Order for the conduct of a fact-finding investigation, not later than 72 hours from submission;
3. If the person complained of is a non-teaching personnel, the Schools Division Superintendent shall cause the conduct of a fact-finding investigation within the same period;

4. Criminal and civil liability shall not be a bar to the filing of an administrative case;
5. The identity or other information that may reasonably identify the pupil or student shall remain confidential; and
6. The identity of a respondent-teacher shall likewise be kept confidential.

Effect of Institution of Criminal Action

The filing of criminal complaint by either or both the accuser and the accused before law enforcement agencies, prosecutor's office, or courts of law shall not operate to divest the School of its authority to conduct its own investigation, fact finding, and/or disciplinary proceeding on the persons involved.

Immediate Responses

The victim or anyone who witnesses or has personal knowledge of an incident of abuse shall immediately call the attention of any school personnel. The school personnel notified of an incident of abuse shall intervene, by:

1. stopping the abuse immediately;
2. separating the students or persons involved;
3. removing the victim or, in appropriate cases, the bully or offending person, from the site;
4. ensuring the victim's safety, by:
 - a. determining and addressing the victim's immediate safety needs; and
 - b. ensuring medical attention, if needed, and securing a medical certificate, in cases of injury.

Due Process

The policy on Due Process will be in effect in handling all complaints or referrals of abuse.

Anti-Bullying Policy

Saint Michael's College of Laguna (SMCL) values a healthy and peaceful educational environment.

All members of the SMCL community, which includes students, parents and guardians, and the community members should be made aware of the negative effects that bullying can have on victims and SMCL in general, and

should work towards ensuring that students can work in an environment without fear.

Saint Michael’s College of Laguna will do whatever is reasonably necessary and possible within its authority to eradicate bullying in all its forms. SMCL takes a strong stance against bullying.

Bullying is unacceptable in our School and will not be tolerated.

Preliminary Provisions

Legal Basis. This Policy is adopted in compliance with Republic Act No. 10627, otherwise known as the “Anti-Bullying Act of 2013”.

Scope and Coverage. This Policy applies to the Kindergarten, Elementary, and High School programs at SAINT MICHAEL’S COLLEGE OF LAGUNA, hereafter referred to as the “School”.

The following shall be the parties and/or stakeholders in bullying incidents:

1. Bully - refers to a student who commits any of the acts of bullying as defined in R.A. No. 10627, its Implementing Rules and Regulations (IRR), and this Policy. This term also includes a student who participates in any of the acts of bullying by supporting or aiding the commission thereof.
2. Bystander - refers to any student who witnesses or has personal knowledge of any actual or perceived acts or incidents of bullying or retaliation as defined by R.A. No. 10627, its IRR, and this Policy. Bystanders include the silent majority of students who witness bullying but are unable to do something because of fear; and those who try to stop bullying by defending the victim or reporting the incident.
3. Bullied or Victim – refers to any student who experiences the acts of bullying or retaliation as defined by R.A. No. 10627, its IRR, and this Policy.
4. Parent or Guardian - refers to the parent or guardian, of either the bully or victim, or other students involved in the bullying incident, on record with Saint Michael’s College of Laguna.
5. School – refers to Saint Michael’s College of Laguna.
6. School Personnel - refers to all staff and employees of Saint Michael’s College of Laguna; regardless of rank or status; whether classified as academic, academic-support, or non-academic; and whether full-time or part-time; and whether probationary, contractual, or regular.
7. Service Providers - refers to outsourced personnel of Saint Michael’s College of Laguna, which includes, but is not necessarily

limited to, maintenance and security, coaches, trainers, and drivers and staff of accredited transport or bus services.

Prohibition on Bullying

Statement of Policy. Saint Michael’s College of Laguna as a matter of policy prohibits bullying in all its forms, regardless of the means, place and time of its commission.

Definition of Bullying. Saint Michael’s College of Laguna adheres to the definition of bullying including the different forms, as provided in the IRR of R.A. No. 10627, which provides:

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

1. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
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 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 other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepED Order No. 40, s. 2012.

Other Forms of Bullying. The term “bullying” shall also include:

1. “Social bullying” – refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group;
2. “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);

3. 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 bullying; and
4. All other forms of bullying analogous to those provided under the Anti-Bullying Law and its IRR.

Common Forms of Bullying. The common forms of bullying shall include, but is not necessarily limited to, the following:

1. Calling names with the express purpose of humiliating, embarrassing a student, or otherwise cause trouble.
2. Rudeness and Intimidation. These may be done through unwanted physical acts but may also be carried through non-verbal means.
3. A mean look or stare is an example of a non-verbal bullying.
4. 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 are included in this form.
5. Malicious gossip and exclusion from the group. Circulating gossip or damaging stories that tends to discriminate, exclude, and hate another student.

Fair and equal treatment of bullying incidents. Saint Michael's College of Laguna shall address each and every bullying incident fairly and equally. All forms of bullying should be taken seriously and dealt with appropriately.

Situs of Bullying. Saint Michael's College of Laguna has the authority to impose school discipline to its students including this Policy. This authority of the School is not confined within the School premises.

Saint Michael's College of Laguna particularly undertakes to prevent and address bullying committed at the following:

1. On Campus. School Grounds including classrooms, hallways, cafeteria, canteen, faculty rooms, auditorium, gymnasium, computer rooms, laboratories, and all places and facilities within the campus.
2. Off-Campus which covers:
 - a. properties immediately adjacent to School grounds including places or establishments frequented by our students;
 - b. any other place where school-sponsored or school-related activities, functions or programs are conducted;
 - c. School bus stops;
 - d. School service, buses, or transport used by the School in an activity off-campus; and
 - e. School buses or School services operated or accredited by the School to transport students to and from the campus.

3. On Cyberspace. Text messages, emails, chat rooms, and other social media and web sites regardless of the web site administrator's permission to use foul or explicit language or content, or absence of any particular standard of use.

Prevention Programs

Saint Michael's College of Laguna shall raise the awareness of the anti-social nature of bullying through various programs; assemblies; activities; and integration in the curriculum as it may deem appropriate.

Saint Michael's College of Laguna undertakes to develop anti-bullying programs that are comprehensive, multi-faceted and shall involve all education stakeholders and personnel. The programs may contain among others:

1. School-wide initiatives centered on:
 - a. positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships and the understanding of and respect for individual differences;
 - b. periodic assessment and monitoring of the nature, extent, and perceptions of bullying behaviors and attitudes of students;
 - c. periodic review and enhancement of the students' and personnel's manual or code of conduct in relation to bullying;
 - d. conduct of activities for students, school personnel and service providers on how to recognize and respond to bullying.
 - e. continuing personnel development to sustain bullying prevention programs; and
2. Classroom-level initiatives that focus on:
 - a. reinforcing school-wide rules pertaining to bullying;
 - b. building a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving;
 - c. discussion of issues related to bullying, and strategies for responding to and reporting of incidents of bullying;
 - d. teaching positive online behavior and safety and how to recognize and report cyber-bullying; and
 - e. providing an inclusive and caring learning environment for students.
3. Involving parents in bullying prevention activities, such as:
 - a. discussions on this Policy, emphasizing bullying prevention during Parents-Teachers Association meetings and seminars; and

- b. conducting or sponsoring education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children.
4. Monitoring students who are vulnerable to committing aggressive acts or who are perpetrators of bullying, or who are possible targets or victims, for the purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.

Early Detection of Bullying

There are signs indicative that a student is being bullied in school. A change in the student's behavior or actions, change in the student's routines, or the absence or presence of other circumstances, may be a sign that the student is a victim of bullying. The teacher, parents or guardian shall check and report to School authorities these changes should they become manifest. These changes may include the following:

1. Feeling sick in the morning;
2. Unwillingness to go to school and leave home;
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 possessions missing;
9. Has unexplained cuts and bruises;
10. Being frightened to say what is wrong;
11. Being anxious or lacking in self-confidence; and
12. Attempting or threatening self-harm.

Intervention Programs

Saint Michael's College of Laguna shall develop intervention programs to promote the continuity of comprehensive anti-bullying policies.

Intervention refers to a series of activities which are designed to address the following:

1. issues that influence the student to commit bullying;
2. factors that make a student a target of bullying; and
3. effects of bullying.

Forms of Intervention

Interventions may include programs such as counseling, life skills training, education, and other activities that will enhance the psychological, emotional and psycho-social well-being of both the victim and the bully.

Such programs may:

1. involve activities that will address acts of bullying;
2. emphasize formative and corrective measures rather than punishment;
3. conform to principles of child protection and positive and non-violent discipline;
4. help the victim, the bully, and the bystanders understand the bullying incident and its negative consequences; and
5. provide opportunities to practice pro-social behavior.

Saint Michael's College of Laguna shall develop intervention strategies involving all parties, such as bullies, victims, bystanders, parents, school personnel, service providers and all other persons who may be affected by the bullying incident.

Responsibilities in Bullying Incidents. The following are the responsibilities of stakeholders in bullying incidents:

1. Bully

The "Bully" shall:

- a. Comply with the intervention and prevention programs of Saint Michael's College of Laguna;
- b. Submit to due process of Saint Michael's College of Laguna as part of disciplinary action whenever necessary.

2. Bullied or Victim

The Bullied or Victim shall:

- a. Comply with the intervention and prevention programs of Saint Michael's College of Laguna;
- b. Avoid retaliation;
- c. Report his/her experience to the teacher/Principal/Safety Management Unit, or other persons or school authorities; and
- d. Be circumspect in his/her claims against the alleged bully.

3. Bystander

The bystander shall:

- a. Comply with the intervention and prevention programs of Saint Michael's College of Laguna;
- b. Promptly report cases of bullying, that which he or she witnessed or has personal knowledge of, to the teacher/Principal/Safety Management Unit, or any person or school authorities;
- c. Not to join the bullying;
- d. Secure the safety of the victim whenever possible without causing harm to himself or herself.

4. School

The School through the Director/Principal/Safety Management Unit/teachers and other school administrators shall:

- a. Implement the provisions of this Policy;
- b. Provide all students and their parents or guardians a copy of this Policy. This policy shall likewise be included in the SMCL's student and/or employee handbook and shall be conspicuously posted on the SMCL walls and website;
- c. Educate students on the dynamics of bullying, the anti-bullying policies of the school as well as the mechanisms for reporting of acts of bullying or retaliation;
- d. Educate parents and guardians about the dynamics of bullying, the child protection or anti-bullying policy of Saint Michael's College of Laguna and how parents and guardians can provide support and reinforce this Policy at home;
- e. Devise prevention, intervention, protective and remedial measures to address bullying;
- f. Conduct the capacity building activities for guidance counselors/teachers and the members of the Child Protection Committee;
- g. Ensure effective implementation of the anti-bullying policy and monitor compliance therewith;
- h. Ensure the safety of the victim of bullying, the bully, and the bystander and determine the students' needs for protection;
- i. Ensure that the rights of the victim, the bully, and the bystander are protected and upheld during the conduct of the investigation;
- j. Maintain a record or statistics of incidents of bullying and retaliation;
- k. Coordinate with appropriate offices and other agencies or instrumentalities for appropriate assistance and intervention, as required by the circumstances.

5. Teachers and Other School Personnel

Teachers and other SMCL personnel shall:

- a. Participate and cooperate in all prevention, intervention, and other measures related to bullying by Saint Michael's College of Laguna;
- b. Report incidents of bullying;
- c. Update himself/herself on detection and proper handling of bullying incidents;
- d. Be objective and handle incidents with due consideration of confidentiality and tender age of students involved;

- e. Coordinate closely with the Child Protection Committee of the school; and
 - f. Observe due diligence in the prevention of bullying cases during classes or other student activities he/she is directly in charge.
6. Students in General
- Students shall:
- a. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the School;
 - b. Avoid or refrain from any act of bullying;
 - c. Intervene to protect the victim, unless it will jeopardize his safety and security; and
 - d. Report to school authorities any incident of bullying.
7. Parents
- Parents shall:
- a. Participate in bullying prevention activities of Saint Michael's College of Laguna which includes:
 - i. Education on relevant policies;
 - ii. Sharing of best practices on how to reinforce positive social and emotional skills to the children.
 - b. Cooperate with the school authorities in bullying incidents involving their child/children; and
 - c. Not to take matters into their own hands in resolving bullying incidents.

Shared Responsibility

The SMCL Community is composed of not only the teachers, school officials, and students, but most importantly—the parents. Educational accountability is a collective responsibility involving schools and families. This shared responsibility ensures that all children are encouraged and supported through the educational process to achieve their fullest potential. Parents and schools are jointly accountable for children's education. Parents too must take active part in preventing bullying and creating a safer school environment for all students.

The Anti-Bullying Committee

Saint Michael's College of Laguna's existing Child Protection Committee (CPC) shall also be designated as the SMCL's Anti-Bullying Committee as required under DepEd Order No. 40, series of 2012.

The Committee shall be composed of the following:

- 1. School Head/Administrator
- 2. Director/Principal – Chairperson
- 3. Associate Director, Counseling and Career Services Center

4. Representative of the Teachers
5. Representative of the Parents
6. Representative of students; and

The Anti-Bullying Committee shall perform the following tasks:

- a. Conduct awareness-raising programs with school stakeholders in preventing and addressing bullying;
- b. Ensure that the anti-bullying policy adopted by the school is implemented;
- c. Monitor all cases or incidents related to bullying reported or referred by the teacher, guidance counselor or coordinator or any person designated to handle prevention and intervention measures mentioned by the preceding sections of this Policy; and
- d. Make the necessary referrals to appropriate agencies, offices or persons, as may be required by the circumstances.

Handling Bullying Incidents in the School

Exclusive Jurisdiction. Complaints of bullying and other acts under this Policy shall be within the exclusive jurisdiction of this Saint Michael's College of Laguna or jointly by Schools whenever the incident involves students from different schools. Bullying incidents shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules and regulations. Complaints for acts covered by other laws shall be referred to the appropriate authorities.

Effect of Institution of Criminal Action.

The filing of criminal complaint by either or both the bully and the bullied before the law enforcement agencies, prosecutor's office, or courts of law shall not operate to divest this School of its authority to conduct its own investigation, fact finding, and/or disciplinary proceeding on the students involved.

Immediate Responses.

The victim or anyone who witnesses or has personal knowledge of a bullying incident or retaliation shall immediately call the attention of any school personnel. The school personnel who was notified of a bullying incident or retaliation shall intervene, by:

1. Stopping the bullying or retaliation immediately;
2. Separating the students involved;
3. Removing the victim or, in appropriate cases, the bully or offending student, from the site;
4. Ensuring the victim's safety, by:

- a. Determining and addressing the victim's immediate safety needs; and
 - b. Ensuring medical attention, if needed, and securing a medical certificate, in cases of physical injury.
7. Bringing the bully to the Career and Counseling Services Center for intervention.

Reporting the Bullying Incident or Retaliation

1. A victim or a bystander, or a school personnel who receives information of a bullying incident or retaliation, or any person, who witnesses or has personal knowledge of any incident of bullying or retaliation, shall report the same to the teacher in charge, or the Student Services Division (SSD)/ Career and Counseling Services, who shall immediately report the matter to the Principal.
2. Saint Michael's College of Laguna shall inform the parents or guardian of the victim and the bully about the incident.
3. If an incident of bullying or retaliation involves students from another school during a school authorized or school-sponsored activity on or off-campus, Saint Michael's College of Laguna shall promptly notify the appropriate administrator or school head of the other school so that appropriate action may be taken.
4. Reports of incidents of bullying or retaliation initiated by persons who prefer anonymity shall be entertained, and the person who reported the incident shall be afforded protection from possible retaliation; provided, however, that no disciplinary administrative action shall be taken against an alleged bully or offending student solely on the basis of an anonymous report and without any other evidence.
5. Teachers shall make sure that no bullying incident should be kept unreported or unnoticed. For this purpose, a Record of Bullying Incidents is designed and developed where teachers in charge may keep track of bullying incidents or indications in the classroom or off-campus activities. The same shall be kept in strictest confidence in a central file with the Counseling and Career Services Center.

Fact-Finding and Documentation

The Committee shall:

1. Separately interview in private the bully or offending student and the victim.
2. Determine the levels of threats and develop intervention strategies. If the bullying incident or retaliation 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 (24) from the time of the incident.

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

Referral to Experts outside of the School

Saint Michael's College of Laguna may, upon evaluation, refer the victim 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. The School also undertakes to notify the Women and Children's Protection Desk (WPCD) of the local Philippine National Police, in appropriate cases involving the bully or offending student.

Disciplinary Measures

Where students resist or refuse to respond to intervention or preventative strategies to address bullying, Saint Michael's College of Laguna will resort to stringent actions to deal with persistent and violent bullying. Disciplinary actions may or may not be resorted to by the School depending on the circumstances of each case with due consideration to the age of the students or pupils involved.

Due Process

Bullying cases may be initiated either through:

1. a Complaint; or
2. a motu proprio Charge from the Committee on the basis of a report of the teacher, school personnel or bystanders.

The Complaint should be duly executed by:

1. the complaining student with the assistance of his or her parents;
2. or solely by the parents on the basis of their child's statements.

In both instances, the Complaint must be duly sworn to by the executing student and/or parent stating clearly how the act/s of bullying was/were committed and other attendant circumstances. The complaining party may attach sworn statements of witnesses and other proofs to substantiate the Complaint.

The Complaint or Charge for Bullying shall be filed with the Office of the Principal.

The Principal shall furnish the parents of the respondent student/s a copy of the Complaint or Charge and direct the student/s concerned with the assistance of the parents to file a Sworn Answer within a period of forty-eight

(48) hours or within a reasonable period from receipt of the Complaint or Charge as may be allowed under the circumstances.

Upon receipt of the Sworn Answer, the Principal may schedule a conference with the Complainant and/or the Respondent separately to clarify the allegations in the Complaint and the Sworn Answer. The Principal may also interview witnesses, bystanders, and others who may have knowledge of the circumstances surrounding the incident.

The Principal shall then issue a resolution on the Complaint or Charge stating clearly its basis. A resolution finding the commission of bullying shall state the appropriate sanction. The resolution shall be deemed a recommendation to the Principal, which the latter may either disapprove or modify. The decision of the Principal may be appealed to [higher office/VP], which shall be final.

Sanctions

1. If the act of bullying committed does not fall under any offense defined in the Student Manual, the following sanctions shall apply:
 - a. First Offense: Reprimand and Summon of Parents
 - b. Second Offense: Suspension from Classes for three (3) to five (5) school days, or Community Service for three (3) to five (5) school days, or both. The duration of the suspension and/or community service may be further reduced or lengthened by the School depending on the nature, gravity or severity of the bullying act.
 - c. Third or Subsequent Offense: Non-Readmission to Exclusion.
2. If the act of bullying committed falls under an offense already defined and prohibited in the Student Manual, the higher penalty or sanction shall apply.
3. Depending on the seriousness or gravity of the offense committed and/or the extent of injuries suffered by the victim, Saint Michael's College of Laguna reserves the right to impose the extreme penalty of expulsion subject to approval of the Department of Education.
4. In addition to the disciplinary sanction imposed, Saint Michael's College of Laguna may, after careful evaluation, likewise refer the alleged bully and/or the alleged victim for counselling of SMCL's Guidance Counsellor or to a private counsellor of their choice, or to other intervention programs of SMCL should it become necessary.

Preventive Suspension

Saint Michael's College of Laguna may at its discretion and during the pendency of the investigation, put any student on preventive suspension for a period not longer than three (3) school days, if there is 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 preventive suspension may extend to the parents or guardians of the students involved in the incident. In such case, the parents are barred from entering the SMCL's premises or attend School activities during the said suspension.

False Accusation of Bullying

If a student, after an investigation, is found to have knowingly made a false accusation of bullying, the said student shall be subjected to the same disciplinary actions or to appropriate interventions for "bullies" under this Policy.

Confidentiality

Any information relating to the identity and personal circumstances of the bully, victim, or bystander shall be treated with utmost confidentiality by the Anti-Bullying Committee, teacher concerned, and the Student Services Division (SSD)/ Counseling and Career Services Center, provided that the names may be made available to the parents or guardians of students who are or have been victims of bullying or retaliation.

Any school personnel who commits a breach of confidentiality shall be subject to appropriate sanctions including termination of employment as may be provided in the Faculty and/or Staff Manual/s.

Effectivity

This Policy shall take effect immediately upon the date of its approval and shall not be modified, altered, amended or repealed unless otherwise resolved through a valid Resolution of the Board of Trustees/Directors of the School.

Data Privacy Policy

Introduction

This Privacy Manual is hereby adopted in compliance with Republic Act No. 10173 or the Data Privacy Act of 2012 (DPA), its Implementing Rules and Regulations, and other relevant policies, including issuances of the National Privacy Commission.

Saint Michael's College of Laguna needs to gather and use information about individuals. These can include students, employee, suppliers, business contacts, and other people the institution has a relationship with or may need to contact. Saint Michael's College of Laguna SMCL respects and values of the all the employees, students' suppliers and other working

on behalf of the institution's data privacy rights and makes sure that all personal data collected from them are processed in adherence to the general principles of transparency, legitimate purpose, and proportionality.

This policy describes how this personal data must be collected, handled and stored to meet the institution's data protection standard and to comply with the law.

Why this policy exists

This Data Privacy Policy ensures that SMCL:

- Complies with the data privacy law and follows good practice when it comes to personal data handling.
- Protects the rights of the students, employees, and other business partners of the institution.
- Is open about how it stores and processes individual's data.
- Protects itself from the risks of a data breach.

Data Privacy Act of 2012 (RA 10173)

Data Privacy Act of 2012 describes how the organizations including SMCL collects, handle, and store personal data, it protects individuals from unauthorized processing of personal information that is (1) private, not publicly available; and (2) identifiable, where the identity of the individual is apparent either through direct attribution or when put together with other available information.

DPA entails the following rules:

All personal information must be collected for reasons that are specified, legitimate, and reasonable. In other words, customers must opt in for their data to be used for specific reasons that are transparent and legal.

Personal information must be handled properly. Information must be kept accurate and relevant, used only for the stated purposes, and retained only for as long as reasonably needed. Customers must be active in ensuring that others, unauthorized parties do not have access to their customers' information.

Personal information must be discarded in a way that does not make it visible and accessible to unauthorized third parties.

These rules apply regardless of whether data is stored electronically, on paper on or other materials.

To comply with the law, personal information must be collected and used fairly, stored safely and not disclosed unlawfully.

Policy Scope

Scope and Limitations

This privacy manual applies to the following:

1. All personnel of Saint Michael's College of Laguna, regardless of the type of employment or contractual arrangement, must comply with the terms set out in this Privacy Manual.
2. All company or organization, private or public, that are requesting data from the institution must agree and comply to the requirements with regards to the data protection policy of Saint Michael's College of Laguna.
3. Students must follow and obey the rules about protecting the data of the Institution.
4. Processing of Personal Data

Data Collection

Students

SMCL collects general and sensitive information and documents of the students as well as the personal information who will be enrolled in the institutions. For instance, personal data of their parents or their guardian are also collected.

The categories of education information that SMCL collects, holds and shares include the following:

1. Personal information. Examples are:
 - a. Name
 - b. Address
 - c. Birthday
 - d. Gender
2. Family Background – e.g., names of parents, marital status, occupation, employment, names of siblings, address
3. Characteristics – e.g. ethnicity, language, nationality, country of birth and religion
4. Attendance information – e.g. number of absences and absence reasons
5. Assessment information – e.g. national curriculum assessment results, examination results
6. Relevant medical information
7. Documents
 - a. Birth Certificate
 - b. SF9/F138 / SF10/F137
 - c. Good Moral Certificate
 - d. Transcript of Record
 - e. Picture

Data Privacy Risks

This policy helps to protect Saint Michael's College of Laguna from some very real data risks, including:

- Breaches of Confidentiality. Information is being given out inappropriately.
- Failing to Offer Choice. All individuals should be free to choose how the Institution uses data relating to them.
- Reputational Damage. The Institution could suffer if hackers successfully gain access to sensitive data.

Responsibilities

Everyone who works for or with SMCL has some responsibility for ensuring data is collected, stored and handled appropriately. Each team that handles personal data must ensure that it is handled and processed in line with this policy and data privacy rules.

However, the following have key areas of responsibility:

The Board of Directors is ultimately responsible for ensuring that SMCL meets its legal obligations.

The Data Protection Officer is responsible for:

- Keeping the Board updated about data protection responsibilities, risks and issues.
- Reviewing all data protection procedures and related policies, in line with agreed schedule.
- Arranging data protection training and advice for the people covered by this policy.
- Handling data protection questions from employee and students and anyone else covered by this policy.
- Dealing with requests from individuals to see the data SMCL holds about them.
- Checking and approving any contracts agreement with third parties that may handle company's sensitive data.
- The IT Director is responsible for:
- Ensuring all systems, services and equipment used for storing data meet acceptable security standards.
- Performing regular checks and scans to ensure security hardware and software is functioning properly.
- Evaluating any third-party services the company is considering using to store or process data. For instance, cloud computing services.
- The Institutional Communication Officer is responsible for:

- Approving any data protection statements attached to communications such as e-mails and letters.
- Addressing data protection queries from journalists or media outlets like newspapers.

General Staff Guidelines

1. The only people able to access data covered by this policy should be those who need it for their work.
2. Data should not be shared informally. When access to confidential information is required, employees can request it from their department heads.
3. SMCL will provide training to all employees to help them understand their responsibilities when handling data.
4. Employees should keep all data secure, by taking sensible precautions and following the guidelines below.
5. In particular, strong password must be used and they should never be shared.
6. Personal data should not be disclosed to unauthorized people, either within the company or externally.
7. Data should be regularly reviewed and updated if it is found to be out of date. If no longer required, it should be deleted and disposed of.
8. Employees should request help from their department head or the data protection officer if they are unsure about any aspects of data protection.

Storage, Retention and Destruction

SMCL will ensure that personal data under its custody are protected against any accidental or unlawful destruction, alteration and disclosure as well as against any other unlawful processing. The company will implement appropriate security measures in storing collected personal information, depending on the nature of the information. All information of the students shall be retained as long as the students are enrolled in the institution, one (1) year after the graduation, all of the data must be converted electronic data and all hard copies of personal data shall be disposed and destroyed, through secured means.

Data Use

Personal data collected will be used by the Institution for student's educational purposes and for employee's employment purposes.

Providing Information

Saint Michael's College of Laguna aims to ensure that the individuals are aware that their data is being processed, and that they understand how the data is being used and how to exercise their rights.

Access

Due to the sensitive and confidential nature of the personal data under the custody of the Institution, only the authorized representative of the Institution shall be allowed to access such personal data, for any purpose, except for those contrary to law, public policy, public order or morals.

All individuals who are the subject of personal data held by SMCL are entitled to:

- Ask what information the company holds about them and why.
- Ask how to gain access on it.
- Be informed how the company is meeting its data protection obligation.

If the individual contacts the company requesting this information, this is called subject access request.

Subject access request from individual is made upon filling up the request form from the data controller.

The data controller will always verify the identity of anyone making a subject request before handing over the information. For instance, some subject access requests will be made electronically.

Lawful Criteria for Processing Personal Information

SMCL shall only process personal data of its students, parents, employees, and other individuals under any of the following circumstances:

1. The data subject has given his or her consent;
2. The processing of personal data is necessary for the fulfillment of a contract with the data subject;
3. The processing of personal data is necessary for compliance with a legal obligation to which SMCL is subject;
4. The processing of personal data is necessary to protect vitally important interests of the data subject, including life and health;
5. The processing of personal data is necessary in order to (a) respond to national emergency, (b) to comply with the requirements of public order and safety, or (c) to fulfill functions of public authority which necessarily includes the processing of personal data for the fulfillment of its mandate; or
6. The processing of personal data is necessary for the purposes of the legitimate interests pursued by SMCL or by a third party or parties to whom the data is disclosed, except where such interests are

overridden by fundamental rights and freedoms of the data subject which require protection under the Philippine Constitution.

Lawful Criteria for Processing Sensitive Information

The processing of sensitive personal information and privileged information shall be PROHIBITED, except in the following cases:

1. The data subject has given his explicit consent;
2. The processing of personal data is provided for by existing laws and regulations: Provided, that such regulatory enactments guarantee the protection of the sensitive personal information and the privileged information: Provided, further, That the consent of the data subjects are not required by law or regulation permitting the processing of the sensitive personal information or the privileged information
3. The processing is necessary to protect the life and health of the data subject or another person, and the data subject is not legally or physically able to express his or her consent prior to the processing;
4. The processing is necessary to achieve the lawful and noncommercial objectives of public organizations and their associations;
5. The processing is necessary for purposes of medical treatment;
6. The processing concerns such personal information as is necessary for the protection of lawful rights and interests of natural or legal persons in court proceedings, or the establishment, exercise or defense of legal claims, or when provided to government or public authority.

Disclosure and Sharing

All employees and personnel of the Institution shall maintain the confidentiality and secrecy of all personal data that come to their knowledge and possession, even after resignation, termination of contract, or other contractual relations. Personal data under the custody of the company shall be disclosed only pursuant to a lawful purpose, and to authorized recipients of such data. Requesting for data sharing must undergo into a legal contract and appropriate agreement before the issuance.

Social Media

These rules protect individuals from cybercrimes. They also ensure the security of sensitive data from malicious attack online.

These guidelines apply whether the data is in the form of documents or images.

- Employees should not post personal information of individuals on public.
- Employees should ask permission from the individuals before broadcasting information online.
- Online chats should not be used in sending any kind of data documents.
- For instance, the institution post personal data online for promotion and marketing purposes, however, formal consent form signed by individuals are needed.

Security Measures

As a personal information controller (PIC) and personal information processor (PIC), Saint Michael's College of Laguna implements a reasonable and appropriate physical, technical and organizational measure for the protection of personal data. Security measures aim to maintain the availability, integrity and confidentiality of personal data and protect them against natural dangers such as accidental loss or destruction, and human dangers such as unlawful access, fraudulent misuse, unlawful destruction, alteration and contamination. In this section, you give a general description of those measures.

Organization Security Measures

Every personal information controller and personal information processor must also consider the human aspect of data protection.

The Data Protection Officer shall oversee the compliance of the organization with the DPA, its IRR, and other related policies, including the conduct of a Privacy Impact Assessment, implementation of security measures, security incident and data breach protocol, and the inquiry and complaints procedure.

The Institution shall sponsor a mandatory training on data privacy and security at least once a year. For personnel directly involved in the processing of personal data, management shall ensure their attendance and participation in relevant trainings and orientations, as often as necessary.

Conduct of Privacy Impact Assessment (PIA)

The Institution shall conduct a Privacy Impact Assessment (PIA) relative to all activities, projects and systems involving the processing of personal data. It may choose to outsource the conduct a PIA to a third party.

Duty of Confidentiality

All employees with access to personal data shall operate and hold personal data under strict confidentiality if the same is not intended for public disclosure.

Review of Privacy Manual

This Manual shall be reviewed and evaluated annually. Privacy and security policies and practices within the organization shall be updated to remain consistent with current data privacy best practices.

Physical Security Measures

1. Format of data to be collected. Personal data in the custody of the Institution may be in digital/electronic format and paper-based/physical format.
2. Storage type and location.

Digital/Electronic Data – All the electronic data under the custody of the Institution shall be stored on the server located in a secure data center. All employees handling personal information shall use their employees drive in saving personal data.

Manual Data – All paper documents shall be stored in a filing cabinet in a secure location that cannot be access by unauthorized person.

3. Access procedure. Only authorized personnel shall be allowed inside the data center. Other personnel may be granted access to the room upon filing of an access request form with the Data Protection Officer and the latter's approval thereof.
4. Monitoring and limitation of access to room or facility. Different access levels shall be given to employees when accessing personal information. Electronic system must have audit logs feature to track who is accessing the data and what are the processes done by the employee. Each department shall assign a person to access filing cabinet to protect paper documents containing sensitive personal information.
5. Design of office space/workstation. The computers are positioned with considerable spaces between the user to maintain privacy and protect the processing of personal data. Printers are place in a location that are not easily accessible by unauthorized personnel. For Instance, printers may ask username and password for them to be used. USB port of the computers shall be disabled and will be enabled if necessary.
6. Persons involved in processing, and their duties and responsibilities. Persons involved in processing shall always

maintain confidentiality and integrity of personal data. They are not allowed to bring their own gadgets or storage device of any form to store the data under the custody of the institution. For some instance employees shall follow the institution's policy with regards in using their own device in processing and storing data.

7. Modes of transfer of personal data within the organization, or to third parties. Transfers of personal data via electronic mail shall use a secure email facility with encryption of the data, including any or all attachments. Facsimile technology shall not be used for transmitting documents containing personal data. Employees shall use their corporate email when sending electronic data or images containing personal data.
8. Retention and disposal procedure. The Institution shall retain the personal data of a client, as necessary. Upon expiration of such period, all physical and electronic copies of the personal data shall be destroyed and disposed of using secure technology.

Technical Security Measures

Each personal information controller and personal information processor must implement technical security measures to make sure that there are appropriate and sufficient safeguards to secure the processing of personal data, particularly the computer network in place, including encryption and authentication processes that control and limit access. They include the following, among others:

1. Monitoring for security breaches. The Institution shall use an intrusion detection system to monitor security breaches and alert the organization of any attempt to interrupt or disturb the system.
2. Security features of the software/s and application/s used. The Institution shall first review and evaluate software applications before the installation thereof in computers and devices of the organization to ensure the compatibility of security features with overall operations. Installation of software application must be done by authorized personnel only with the approval of the IT Director.
3. Process for regularly testing, assessment and evaluation of effectiveness of security measures. The Institution shall review security policies, conduct vulnerability assessments, and perform penetration testing within the company on regular schedule to be prescribed by the appropriate department or unit. The Institution shall regularly check and assess the employee if they are following the guideline of all the policies under data privacy.

4. Encryption, authentication process, and other technical security measures that control and limit access to personal data. Each personnel with access to personal data shall verify his or her identity using a secure encrypted link and multi-level authentication.

Breach and Security Incidents

Every personal information controller or personal information processor must develop and implement policies and procedures for the management of a personal data breach, including security incidents. This section must adequately describe or outline such policies and procedures, including the following:

1. Creation of a Data Breach Response Team
 - a. A Data Breach Response Team comprising of five (5) officers shall be responsible for ensuring immediate action in the event of a security incident or personal data breach. The team shall conduct an initial assessment of the incident or breach to ascertain the nature and extent thereof. It shall also execute measures to mitigate the adverse effects of the incident or breach.
 - b. The Institution shall regularly conduct a Privacy Impact Assessment to identify risks in the processing system and monitor for security breaches and vulnerability scanning of computer networks. Personnel directly involved in the processing of personal data must attend trainings and seminars for capacity building. There must also be a periodic review of policies and procedures being implemented in the organization.
2. Procedure for recovery and restoration of personal data
 - a. The organization shall always maintain a backup file for all personal data under its custody. In the event of a security incident or data breach, it shall always compare the backup with the affected file to determine the presence of any inconsistencies or alterations resulting from the incident or breach.
3. Notification protocol
 - a. The Head of the Data Breach Response Team shall inform the management of the need to notify the NPC and the data subjects affected by the incident or breach within the period prescribed by law. Management may decide to delegate the actual notification to the head of the Data Breach Response Team.

4. Documentation and reporting procedure of security incidents or a personal data breach
 - a. The Data Breach Response Team shall prepare a detailed documentation of every incident or breach encountered, as well as an annual report, to be submitted to management and the NPC, within the prescribed period.

Inquiries and Complaints

Every data subject has the right to reasonable access to his or her personal data being processed by the personal information controller or personal information processor. Other available rights include: (1) right to dispute the inaccuracy or error in the personal data; (2) right to request the suspension, withdrawal, blocking, removal or destruction of personal data; and (3) right to complain and be indemnified for any damages sustained due to inaccurate, incomplete, outdated, false, unlawfully obtained or unauthorized use of personal data. Accordingly, there must be a procedure for inquiries and complaints that will specify the means through which concerns, documents, or forms submitted to the organization shall be received and acted upon. This section shall feature such procedure.

1. Online Inquiry – Data subjects may inquire or request for information regarding any matter relating to the processing of their personal data under the custody of the organization, including the data privacy and security policies implemented to ensure the protection of their personal data. They may write to the organization at privacy@smcl.edu.ph and briefly discuss the inquiry with complete details.
2. Office Inquiry – Complaints shall be filed in three (3) printed copies and directly discuss to the legal counsel of Saint Michael’s College of Laguna together with the Data Protection Officer.

Gender and Development Accord of Philippine Higher Education Institutions with a Declaration of Commitment and Partnership

WHEREAS, the Philippines is a signatory to international conventions which all aim to preserve, enhance and protect the human rights of women and marginalized sectors of the global society, and under Article II of the Philippine Constitution on the Declaration of State Principles, these treaties and covenants therefore form part of the law of the land;

WHEREAS, REAFFIRMING the BEIJING DECLARATION AND PLATFORM FOR ACTION, and the outcome document of the twenty-third special

session of the United Nations General Assembly as well as the declarations adopted by the UN Commission on the Status of Women on the occasion of the tenth and fifteenth anniversaries of the Fourth World Conference on Women;

WHEREAS, REITERATING the objectives of the Convention on the Elimination of All Forms of Discrimination against Women, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities and the Optional Protocols thereto, as well as other conventions and treaties, such as the relevant conventions of the United Nations Educational, Scientific and Cultural Organization and the International Labour Organization, which provide a legal framework and a comprehensive set of measures for the promotion of gender equality in education and employment;

WHEREAS, taking note of the Budapest Science Agenda — Framework for Action, adopted at the World Conference on Science in 1999, and of the Dakar Framework for Action: Education for All, adopted at the World Education Forum in 2000.

AND FURTHER REAFFIRMING THE WORLD DECLARATION ON HIGHER EDUCATION FOR THE TWENTY-FIRST CENTURY: VISION AND ACTION

- Ensuring the grant of access to women and marginalized sectors to higher education irrespective of race, gender, language or religion, or economic, cultural or social distinctions, or physical disabilities;
- Achieving and promoting access of women to higher education, despite the fact that various socio-economic, cultural and political obstacles still continue in many places of the world to impede their full access and effective integration;
- Considering gender aspects in different disciplines and to consolidate women's participation at all levels and in all disciplines, in which they are under-represented and, in particular, to enhance their active involvement in decision-making;
- Promoting gender studies (women's studies) as a field of knowledge, determined to be strategic for the transformation of higher education and society; and
- Exerting efforts to eliminate political and social barriers whereby women are under-represented and in particular to enhance their active involvement at policy and decision-making levels within higher education and society.

WHEREAS, pursuant to the commitments in the aforementioned treaty documents, both Houses of the Philippine Congress have enacted pertinent legislation to address the issues on gender such as the Anti-Sexual Harassment Act of 1995 (RA 7877), the Anti-Rape Act of 1997 (RA 8505), the

Anti-Trafficking of Women Act of 2003 (RA 9208), the Anti-Violence Against Women and their Children Act of 2004 (RA 9262), and the Magna Carta of Women (RA 9710);

WHEREAS, as its commitment to the foregoing international treaties and pursuant to its mandate under the Magna Carta of Women, the Commission on Higher Education (CHED) has spearheaded a Call for Partnership among all higher education institutions in full and effective coordination with its co-convenors the Philippine Commission on Women, the Civil Service Commission, the Center for Women Studies of the University of the Philippines, the Miriam College Women and Gender Institute, and the Institute of Women's Studies of the St. Scholastica's College, and convened the 1st Higher Education Summit on Gender Issues at the U.P. Ang Bahay ng Alumni;

WHEREAS, this Call for Partnership is deemed as a timely call for Action on the part of all stakeholders and concerned members of the Philippine Higher Education Sector;

NOW, THEREFORE, the above considerations having been fully understood by all, WE, THE PARTICIPANT PRESIDENTS OF STATE UNIVERSITIES AND COLLEGES, OTHER PUBLIC HIGHER EDUCATION INSTITUTIONS, AND PRIVATE HIGHER EDUCATION INSTITUTIONS, hereby covenant and commit ourselves and our respective unit bureaucracies to the following:

5. Ensure the gender stereotypes and images in existing educational materials and curricula are adequately and appropriately revised, and the Gender-sensitive language shall be used at all times;
6. Pursue capacity-building on gender and development (GAD), peace and human rights education for teachers, and all those involved in the education sector;
7. Encourage partnerships between and among players of the education sector, including the private sector, churches, and faith groups;
8. Promote sports and health education for women and girls;
9. Develop and promote gender-sensitive curriculum;
10. Develop gender-fair instructional materials;
11. Implement a capacity building program on gender, peace and human rights education for officials, faculty and non-teaching staff;
12. Promote partnerships between and among players of the education sector, including the private sector, churches and faith-based groups in the pursuit of the objectives of the Magna Carta of Women;
13. Encourage advertising industry and other similar institutions to provide free use of space and installation of displays for schools,

- colleges and universities for campaigns to end discrimination and violence against women;
14. Provide scholarship programs for marginalized women and girls and ensure that conditions such as age, pregnancy, motherhood, disabilities, or lack of consent of husband shall not be ground for disqualification in the grant of scholarships;
 15. Develop programs aimed at increasing the enrolment of women in non-traditional skills training in vocational and tertiary levels, and mechanisms for assessment and monitoring of compliance such as sex-disaggregated list of students, tracers of graduates and the like;
 16. Develop policies to ensure that all teachers and trainers, regardless of sex, ethnicity, political, social, economic and religious status and affiliations have equal access to scholarships;
 17. Ensure that women faculty who become pregnant outside of marriage shall not be discriminated by reason thereof, taking into account the school's academic freedom as constitutionally guaranteed. They shall not be dismissed, separated from work, forced to go on leave, re-assigned or transferred without due process. They shall have access to work already held with no diminution in rank, pay or status and shall be entitled to all benefits accorded by law and by the concerned learning institutions, subject to the school's exercise of its institutional academic freedom;
 18. Ensure that no female student shall be expelled, dismissed, suspended, refused or denied of admission or forced to take a leave of absence in any educational institution solely on grounds of pregnancy outside the marriage during her school term. When needed, students who are pregnant shall be accorded with special leave from school upon advice of the attending physician, and be given an opportunity to make up for missed classes and examinations. The same leave benefits shall likewise be accorded to pregnant faculty members, and school personnel and staff;
 19. Ensure that pregnant students shall be assisted through available support services while in school, such as but not limited to counseling to ensure completion of their studies;
 20. Develop programs and policies to prevent VAW, including institutional mechanisms for complaints in cases of rape, sexual harassment, and other forms of violence and discrimination against women, and provide assistance to students, faculty, or personnel who have been victims of VAW;
 21. Coordinate with PNP, DOJ, CHR, DSWD, and the LGU so that appropriate assistance are given top female faculty and students

- who are victims of rape, sexual harassment and other forms of violence against women and discrimination;
22. Conduct activities such as sports clinics and seminars for potential female leaders, coaches, teachers at least once a year;
 23. Provide equal incentives and awards for both men and women for any competition;
 24. Provide equal opportunities for scholarships and travel grants for women leaders, coaches, and athletes with adequate support mechanism;
 25. Provide sufficient funds to support girls and women in sports;
 26. Form more girls' and women's teams in athletic leagues like the Palarong Pambansa, University Athletic Association of the Philippines, National Collegiate Athletic Association, and University Games;
 27. Promote partnerships with community-based sports organizations;
 28. Increase the participation of the elderly women, women with disabilities and indigenous women through the promotion and development of programs for them in coordination with other sport organizations;
 29. Ensure the integration in the curriculum health education that is gender-responsive, right-based and culture-sensitive; and
 30. Encourage institutions to conduct capacity building sessions, such as gender-sensitivity and health and sexuality education for school personnel (faculty and non-teaching staff) and students to promote women's health;

WE HEREBY AGREE AND COVENANT TO LL THE FOREGOING UNDERTAKINGS THIS 12th DAY OF OCTOBER 2011 AT THE U.P. ANG BAHAY NG ALUMNI ON THE OCCASION OF THE 1st HIGHER EDUCATION SUMMIT ON GENDER ISSUES.

Investigation and Prevention of Sexual Harassment

Sexual Harassment is a form of discrimination prohibited by the Anti – Sexual Harassment Act of 1995. Sexual Harassment is any unwanted and unwelcome sexual advance and request for the sexual favors in exchange for the academic or employment benefits. Incidents of sexual harassment should be reported to:

- Director for Student Services - for students
- Director / Program Chairs (TED) - for Faculty
- HR Officer - for staff

Confidentiality will be strictly observed.

Student Council representative
Faculty representative
HRD Officer or her / his representative
Such other members appointed by the Administration

1. GENERAL POLICY

Saint Michael's College of Laguna is committed to maintain learning environment where all members of the community – the administrators, the faculty, the staff and the comfortably and, as a consequence, productively. In keeping with its commitment, the school adopts the policy of condemning all acts which would constitute WORK, EDUCATION OR TRAINING – RELATED SEXUAL HARASSMENT, as the term is defined by law.

Accordingly, any conduct in violation of this policy shall render the perpetrator liable for administrative sanctions, to be enforced in a manner as hereinafter provided.

II. DEFINITION OF WORK, EDUCATION OR TRAINING – RELATED SEXUAL HARASSMENT.

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

A. In a work – related or employment environment, sexual harassment is committed when:

- The sexual favor is made as a condition in the hiring or the employment of said individual, or in granting said individuals favorable compensations, terms, conditions, promotions, or privileges, or the refusal to grant the sexual favor results in limiting, segregating or classifying the employee which in any way would discriminate, deprive or diminish employment opportunities or otherwise adversely affect said employee;
- The above acts would impair the employee's right or privileges under existing labor laws; or
- The above acts would results in intimidating, hostile or offensive environment for the employee.

B. In an education or training environment, sexual harassment is committed:

- Against one who is under the care, custody or supervision of the offender.
- Against whose education, training, apprenticeship or tutorship is entrusted to the offender;
- When the sexual favor is made a condition to the giving of passing grade, granting of honors and scholarship, or the payment of a stipend, allowance or other benefits, privileges or considerations; or
- When the sexual advances result in an intimidating, hostile or offensive environment of the student, trainee or apprentice.

C. Common Provision to all incidents of sexual harassment.

“Any person who directs or induces another to commit any act of sexual harassment as herein defined, or who cooperates in the commission thereof by the other without which it would not have been committed, shall also be held liable under this act.” (RA 7877 § 3)

III. COMMITTEE ON INVESTIGATION AND DECORUM

The Committee on Investigation and Decorum, hereinafter referred to as the CID for brevity is hereby created for the purpose of disseminating information and orienting all officers, employees, instructors, teachers, professors, trainers, coaches, trainees, students as well as any other persons falling to increase awareness and understanding of the nature of Sexual Harassment and ways of prevent it. The CID will also be tasked with promulgating and implementing measures for the prevention of Sexual Harassment, subject to the approval of the executive Committee. In the event of the occurrence of Sexual Harassment, subject to the approval of the Executive Committee. In the event of the occurrence of the Sexual Harassment, The CID is tasked with the constitution or creation of Investigation Sub – Committee (s) to investigate the same.

A. Composition of the committee on Investigation and Decorum

The members of the committee on Investigation and Decorum are the following:

- Executive Vice President – as ex – officio Chair
- Student Council representative
- Faculty representative
- HRD Officer or her / his representative
- Such other members appointed by the Administration

B. Specific Powers and Functions

- Conduct meetings, seminars and various other activities for the purpose of increasing awareness and understanding of Sexual Harassment and the rights of everybody to be protected from it.

- Promulgate and implement, subject to the approval of the
- Executive Committee such rules and regulations as may be necessary to effectively protect the rights of individuals from Sexual Harassment.
- Constitute or create Investigation Sub Committee to look into reported incidents of sexual Harassment within the campus or outside the campus, where the school exercise jurisdiction over the activity being conducted.
- Provide counseling and assistance to any members of Saint Michael's College of Laguna, be they full – or part time employees, faculties and / or students, who are victimized by Sexual Harassment within the campus or the jurisdiction of the school, should they require the same.

C. Jurisdiction

The CID and its Investigation Sub – Committee (s) shall exercise sole and exclusive jurisdiction over all cases of Sexual Harassment to the exclusion of any other body who may have jurisdiction over the same as provided for in other codes / manuals of conduct.

The CID and its Investigation Sub – Committee(s) shall exercise jurisdiction over all officers, employees, teachers, faculty, trainers, coaches, trainees, students and such other persons who are subject to the jurisdiction of the school, regardless of their status or length of stay.

The CID and its Investigation Sub-Committee(s) shall have jurisdiction over all incidents of Sexual Harassment within the Campus and such places outside the school campus where school related activities are being conducted or endorsed by the School.

D. Investigation Sub - Committee

1. The investigation Sub – Committee to be constituted by the CID, shall be composed of the following:

- A member of the CID as ex – officio chair
- A member from peers of the offender
- A member from the peers of the offended party
- Such other members as may be appointed by the CID

In all cases the actual composition of the Investigation Sub – Committee shall be the sole prerogative of CID, which shall endeavor to ensure that the proper representation in the Sub – Committee of all appropriate persons or parties is maintained. Pursuant to this, the CID may appoint, at any time, such other persons to the Sub – Committee that they may deem to be necessary for all full redress of the matter.

2. The investigation Sub – Committee, being an extension of the CID, exercises the same jurisdiction as the CID, as well as exercise such powers

and functions expressly granted to them by the CID or implicit in their function as an investigating body such as the issuance of subpoenas and conducting hearings.

3. In all cases handled by the Investigation Sub – Committee, it shall be the sole body with authority to cognizance thereof. However, all other bodies, offices or persons may be called upon Investigation Sub – Committee in order to clarify the matter being investigated upon.

4. The Investigation Sub – Committee, once constituted, shall remain existing and shall enjoy such powers relative to the matter being investigated so long as it remains unresolved. Vacancies will be filled up as needed until the matter being investigated is concluded.

IV. REPORTING PROCEDURE

Any person who believes she / he has been the victim of sexual harassment of Saint Michael's College of Laguna, or any person with personal knowledge of acts which may constitute sexual harassment may file a complaint and / or report to any of the above mentioned offices or persons or to the CID directly, with six months from such commission or acts committed prior to March 1, 1995. The complaint / report, should be in writing and made under oath, filed in three (3) copies, signed by complainant and shall state the identity of the respondent, the time and place of the commission, as well as the nature of the act complained of.

V. INVESTIGATION AND RECOMMENDATION

Upon receipt of the written complaint, the CID shall constitute an Investigation Sub – Committee to look into the matter.

The Investigation Committee shall furnish the respondent a copy of complaint together with a written notice requiring him / her to submit a written explanation of his / her side regarding the charges within 24 hours from receipt of said notice.

The Investigation Sub-Committee shall furnish the respondent a copy of the complaint together with a written notice requiring him / her to submit a written explanation of his / her side regarding the charges within 24 hours from receipt of said notice.

Under receipt of respondent's explanation, the Investigation Sub – Committee shall call both complainant and respondent, as well as their witness, to a formal investigation where evidences may be submitted. The entire proceeding of the formal investigation shall be recorded but will be strictly confidential.

The Investigation of Sub – Committee is tasked with determining if an act of Sexual Harassment has indeed occurred and how it occurred. It shall also be incumbent upon the investigation Sub-Committee to recommend such sanctions to the CID for approval, the Anti-Sexual Harassment Act of 1995

and any other applicable School Code (s) of Discipline pertaining to Sexual harassment. Any complaint regarding sexually related acts not included in this policy shall referred to the Executive Committee for appropriate action. In the investigation of any sexual harassment case, the principal due process will always be observed. However, as this investigation is not judicial in nature, a lawyer present during the investigations and hearings is not necessary right.

It is only upon the completion of the formal investigation that the CID shall issue a decision on the matter. The decision of the Committee shall contain, in so far as may be practicable, the following:

- The name of both the complainant(s) and respondent(s)
- The nature of the act complained of as well as the time and place of its commission;

A summary of the testimonies of witnesses and the evidence submitted by both parties;

The conclusions reached by the investigation Sub – Committee, concurred in by the majority of the members of the CID;

The recommendations of the CID, agreed to by the majority of its members, as to what sanction should be imposed upon the respondent in case of guilt.

The decision of the CID will become final upon the review and approval thereof by the Executive Committee, if either party files no reconsideration. In any event, with or without any motion for reconsideration, the sanction imposed is immediately executory.

VI. ADMINISTRATIVE PENALTY

Sexual harassment shall be punishable with reprimand, suspension without pay for a minimum period of six (6) m months, or dismissal, taking into consideration the seriousness of the offense in the light of the facts and circumstance of the case.

VII. MOTION FOR RECONSIDERATION

Either party may file a Motion for Reconsideration with the appealing party's representative in the CID within ten (10) days from the receipt of the copy of the decision on any of the following grounds:

New evidence has been discovered which materially affects the decision.

The evidence on record does not support the decision.

The decision is contrary to law or based on a misappreciation of the fact.

No Motion for Reconsideration filed by any party will result in the automatic suspension of the decision earlier handled down by the committee. In exceptional circumstances, as may be determined by the CID

and so indicated in their report, the return of all rights and benefits of the party who was sanctioned and the reasons for their recommendation.

The CID will then meet to determine the merit of the grounds forwarded by the appellant and give written recommendation to the Executive Committee within TEN (10) working days from the time the motion is filed. The Executive Committee will then take up the matter of the Reconsideration on the Executive Committee Meeting immediately following the date of the CID's recommendation for approval or denial of the Motion.

The Executive Committee's decision on the Motion for Reconsideration becomes final and effective immediately.

VIII. MALICIOUS PROSECUTION

While Saint Michael's College of Laguna is totally committed to the protection of its members against Sexual Harassment, it does not condone the malicious imputations that may be instituted against any person for any of its activity within the campus or outside that are baseless and without credence. Saint Michael's College of Laguna shall not be a party to giving authority to people to secure power over another with the simple exigency of instituting a complaint on Sexual Harassment, be it true or not.

To this purpose, Saint Michael's College of Laguna requires all complaints and reports to be made under oath, and if possible, all testimonies and statements made by witnesses should also be made under oath.

IX. CONFIDENTIALITY OF PROCEEDINGS

The proceeding of all sexual harassment cases shall be private and confidential. No proceeding for sexual Harassment may be conducted in public or in place that may be observed and / or heard by parties not interested or involved in the matter.

X. EFFECTIVITY

These rules and Regulations Implementing the Anti Sexual Harassment Act 1995 in Saint Michael's College of Laguna shall take effect fifteen (15) days posting by the Executive Committee.

Note: The Policy against Sexual Harassment for Saint Michael's College of Laguna (Rules and Regulation Implementing RA 7877) was signed on February 24, 2000 and posted on February 25, 2000.