



where...
the Gospel values are not
lived...
the marginalized are
abandoned...
the culture is not respected...
justice is not promoted...
There the C.I.C.M.
dares to go...

the
CICM
MISSIONARIES

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PRESIDENT'S MESSAGE

Welcome to Saint Louis College – Cebu, my dear learners. This is your family. The teaching and non-teaching staffs are happy to be a part of your development. We are here to accompany you as you venture to discover knowledge and skills for the 21st century. Your success depends upon the attitude and effort you place in your studies. Your success depends upon the diligence and courage you invest as you take up the challenges of learning. Your success depends upon your creativity in solving problems. Your success depends upon your attentiveness to the details of your requirements. Have faith in God, have faith in yourself.

Enjoy your stay in SLCC.

Fr. Rex Salvilla, CICM
President



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Article 1

GENERAL INFORMATION

Brief History of Saint Louis College-Cebu

In response to the request of the Archbishop of Cebu, the CICM Missionaries came to Mandaue City in 1969 to contribute to the Christian Formation of the youth.

Saint Louis School of Mandaue started operating as a boys' high school, but later became coeducational when the Bureau of Private Schools granted its official recognition in 1971. From then on, many other structures began to spread out in the 2.5 hectare campus to respond to the needs of a growing school population and the demands of providing quality education. In 1992, the high school building was extended to put in place 12 additional classrooms and the Audio-Visual Room among others. After about a decade, the bigger and more spacious two-storey canteen was built beside the high school building extension.

The long anticipated realization of having an elementary department happened in the school year 2004-2005 with the enrollment of 267 preschoolers. The following school year saw the full operation of the elementary department, upon approval by the Department of Education, with the opening of Grades 1 to 6 with more than 900 pupils.

With a dedicated staff of over a hundred teaching and non-teaching personnel, SLSM which was pioneered by 38 learners now serves over 3,000 learners from Mandaue and Cebu cities and the neighboring towns.

Saint Louis School of Mandaue has indeed come a long way. Our physical growth in infrastructure and increasing population speak of this claim, but our most important testimonies, are our learners and our graduates. For two consecutive years since the inception of the Most Outstanding Children of Mandaue Award last year, a learner from the school had topped the list. Some of our graduates ranked within the top ten places in Licensure Examinations in the country, and many of them are well-known practicing professionals and model servant-leaders of Cebu.

Over the years, Saint Louis School of Mandaue has grown well enough to be a college. It is now known as SAINT LOUIS COLLEGE-CEBU. The College Department started its operation in school year 2011-2012, immediately after the blessing of its building on

June 13, 2011. It received from the Commission on Higher Education permits to offer the following courses: Bachelor of Science in Accounting Technology, Bachelor of Elementary Education, Bachelor of Secondary Education, and Bachelor of Science in Information Technology. With a strong foundation from both Elementary and Secondary, the school hopes that someday, it may become a Beacon of Wisdom in the region.

With the guidance of the Lord and the inspiration of our Blessed Mother and the school's patron, Saint Aloysius, SAINT LOUIS COLLEGE-CEBU continues to journey towards excellence through a vibrant, transformative Christian education.

Saint Aloysius de Gonzaga: Patron Saint of the School

Louis (Luigi, Aloysius) Gonzaga was born in Castiglione, Northern Italy of a rich family of nobility and was educated at the princely court of the famous Medici in Florence. At the age of 14, he joined a royal suite traveling to Spain where he spent three years as a court page to James, son of King Philip II (after whom the Philippines was named).

As a young man, he faced the dilemma whether to follow the excessive worldliness of the royal courts of his time, or to strive after higher values. He decided to become a priest. Although his mother was happy, his father vehemently objected since his entry in a top religious order involved the royal inheritance and nobility of his family. Louis renounced all his rights to the family title and properties and entered the Jesuit novitiate in 1585. He was a competent learner and highly regarded for his virtues of charity, humility and chastity.

During the last year of his studies for the priesthood, a plague broke out in Rome. Louis offered himself for the service of the sick, and while caring for the victims, he himself contacted a malignant infection which caused his death after three months of intense suffering. Scarcely anything remained of his exhausted body except skin and bones, and cruel sores. Yet, he remained cheerful and patient to the end.

For his extraordinary signs of heroism in the love of God and fellowmen, he was canonized in 1726, and three years later declared to be heavenly patron of all Catholic youth, especially those engaged in studies.

Our school, like many others all over the world, adopted St. Louis, this great young man, as patron and model for learners.

The feast of St. Louis Gonzaga is celebrated on June 21.

Philosophy, Vision-Mission Statements and Core Values

Philosophy

Saint Louis College-Cebu believes in transformative Catholic education that makes people worthy stewards of God's gifts and capable of co-existing with all creation peacefully and intelligently and serving humanity responsibly with selfless dedication.

Vision

Saint Louis College-Cebu is a CICM Catholic institution of learning committed to transforming young individuals into servant leaders who exemplify Christian discipleship, passion for excellence, self-discipline, and social responsibility.

Mission Statements

1. Steadfastly enrich and deepen one's faith through prayers, sacraments, religious instruction, and practices to become living witness of Christ. (Christian Discipleship)
2. Tirelessly nourish and sustain desire for excellence in knowledge, skills, and attitude infused with Christian values to become productive members of the society. (Passion for Excellence)
3. Consistently help persons acquire Christian values to guide their choices, decisions and actions in life. (Self-Discipline)
4. Continuously develop and empower stakeholders' manifold characteristics of a servant leader enabling them to become agents of transformation in local and global communities. (Servant Leadership)
5. Conscientiously articulate the CICM Mission of promoting social justice, peace and integrity of creation among the marginalized members of the society especially the children. (Social Responsibility)

Five Core Values

Christian Discipleship
Passion for Excellence
Self-Discipline
Servant Leadership
Social Responsibility

Saint Louis College-Cebu Objectives

1. To give opportunities to the poor and the disadvantaged to avail of the well-rounded Christian education that the school offers.
2. To bring about universal brotherly love by welcoming to the school community learner of any creed or religion.
3. To serve the local church and at the same time to respect the missionary orientation of the CICM by actively assisting the church's evangelization function and by actively promoting priestly and other religious vocation.
4. To promote holistic Christian formation for life by integration of creative personality, citizenship, intellectual, and vocational knowledge and skills education and training with ethical, cultural and moral value in the curricular of all school programs.
5. To create a dynamic base for the CICM presence in the Philippines by training apostolic-minded lay people imbued with the CICM missionary spirit who will assist in the implementation of the school's vision, mission and objectives.

Goals and Objectives of the High School Department

1. Enable the learners to understand, develop and cultivate correct moral, ethical and spiritual values and train them to desire and achieve socially responsible behavior to prepare them for the challenging mission of service to fellowmen and of witnessing to the Christian values, which they must fulfill in their community and in society at large.
2. Develop in the learners critical and creative thinking and other intellectual skills and concepts and broaden their scientific, technological and vocational skills necessary for civic competence.
3. Develop in the learners an understanding of the meaning of life so that they can plan their own life; learn how to deal with it and with all its problems and stresses, to learn from their mistakes, and to develop the ability to adapt to the changing situations.
4. Develop in the learners personal discipline and a basic understanding of the essentials of good citizenship and inculcate in them patriotism and nationalism, respect for human rights, and appreciation of the roles of national heroes in the historical development of the country.
5. Train the learners in effective leadership and cooperative membership by providing them worthwhile activities, even during their leisure time, and opportunities for democratic student leadership.

6. Train the learners to contribute to the national economic development through their capabilities and talents and through their efforts at the preservation and wise use of natural resources.
7. Provide learners opportunities for greater appreciation of our indigenous heritage and cultural values and at the same time foster respect for other people's culture.

The Philippine CICM Educational Policy

The CICM Philippine Province believes that faith in God's plan of salvation, fully revealed in Jesus of Nazareth, is the highest fulfillment of every human being. Likewise, it recognizes the school's vantage point in realizing this truth with the youth. For these reasons, it considers the educational apostolate as one of the most effective means of evangelization. As such, it maintains the school apostolate among its priorities as a missionary institute.

Its educational policy integrates fully the vision of the Catholic Church on education as expressed in the different documents of Vatican Council II and of the Second Plenary Council of the Philippines.

Being a CICM entity, it is therefore essential that SLC-C must address to the apostolic commitment and priorities of the CICM-RP Province in its educational apostolate.

The School Emblem



The acronym CICM stands for the Latin words Congregatio Immaculati Cordis Mariae or Congregation of the Immaculate Heart of Mary. The CICM Fathers own and manage the school. The year 1971 manifests the year when Saint Louis College-Cebu was founded.

At the center of the logo is a shield. Inside the shield are a big cross and four smaller crosses. The big cross at the center of the shield signifies the Christian faith which SLC-C hopes to take root and bear fruit in her graduates to spread throughout the four corners of the world represented by the four small crosses at the shield's corners. Also, the five crosses taken together, represent our school's five core values.

The stylized lily flower or fleur-de-lis symbolizes purity, the virtue that characterized Saint Aloysius de Gonzaga. Surrounding the shield are twelve stars and a heart. The twelve stars and the heart represent the Immaculate Heart of Mary. These symbols are also found in the seal of the CICM Fathers in the Philippines.

School Motto

Sapientia Aedificat or “Wisdom Builds” is the motto of Louisians. It is the belief of the school founder and the CICM Fathers that an education inspired by the teachings and examples of Jesus, the Wisdom Incarnate, is the true foundation by which every person builds his community.

School Colors

As a Louisian, your colors are white, blue and gold. White symbolizes the earth and man. Blue symbolizes heaven and God. White and blue are also the colors of the Blessed Virgin Mary. Gold symbolizes the nobility of Saint Aloysius Gonzaga.

ARTICLE 2

SCHOOL ADMINISTRATION AND ORGANIZATION

A. School Officials

1. Board of Trustees

The affairs and property of Saint Louis College-Cebu are governed by a Board of Trustees. It bears full and complete responsibility for the school as corporate entity and approves general policies.

2. College President

The College President is vested with the authority, power, and functions for the efficient and effective management and the realization of the goals and objectives of SLCC. He is ultimately accountable for all activities and performances of the school to the Board of Trustees.

3. Chaplain

The Chaplain is tasked in promoting the spiritual development of the school community through instruction, guidance, and liturgy. However, growth in the Christian faith is the concern of the faculty member, regular employee, and learner of Saint Louis College-Cebu. He acts as a spiritual director to the learners and to the school personnel.

4. Finance Officer

He/She has the general responsibility to safeguard the financial resources of the school and its proper disbursement and investment.

5. Principal

The Principal assists the College President in the realization of the vision and mission of the school and the attainment of the objectives of the school. He/She is responsible for the implementation of the school policies and execution of school rules and regulations. As an academic leader with delegated authority, the Principal promotes unity and strives to achieve coordination among various school officials, faculty members and non-academic personnel.

6. Assistant Principal for Senior High School

The Assistant Principal is appointed by the College President. He/ She serves as a member of the administrative team to develop, plan, implement and supervise the Senior High School Program. He/ She directly reports to the High School Principal.

7. Assistant Principal for Student Affairs (Junior High School)

The Assistant Principal is appointed by the President. He/She is an administrative officer with delegated authority. He/She assists the Principal in organizing, planning, supervising, and coordinating all co and extra- curricular activities of the learners. He/ She also assists the Principal in matters pertaining to external discipline and order.

8. Human Resource Development Officer

He/She is responsible for the implementation of policies and rules on the recruitment, hiring, and selection of human resource needs of the school and their development. He oversees the implementation of the guidance and scholarship programs and services; conducts evaluation of such programs as basis of enhancement and maintains linkages with alumni organization and other agencies to strengthen school-community relations.

9. Learning Area Coordinator (JHS) /Cluster Heads (SHS)

He/She plans, organizes, and directs the activities and operations of his/her department. His/her main objective is the improvement of classroom instruction and coordination of content and method of instruction.

10. Learning Area Teacher

He/She is a direct agent of learning in the classroom, thus, he/she works unceasingly for academic excellence; implements consistently established classroom policies, and maintains regular communication with his/her learning Coordinator for academic concerns and with the Assistant Principal and homeroom adviser for department of learners.

11. Homeroom Adviser

He/She disseminates tactfully and consistently the guidance program of the school to his/her section of responsibility. He/She works with the Assistant Principal in the implementation of school rules and regulations. He/She supervises in and out of the school.

12. Registrar

He/She plans, organizes, coordinates, directs and controls the activities of the Registrar's Office involving student registration, transfer, graduation, and maintenance and safekeeping of all pertinent records.

13. Guidance Counselor and Testing Officer

He/She plans and structures tests as may be needed by the school, administers psychological testing and counseling programs for the school, and conducts studies and researches to complement the instructional and administrative programs of the school.

14. School Librarian

He/She plans development programs for the library and provides direction, control, and supervision over the activities of the school library.

15. Campus Minister

He/She organizes and coordinates the religious, particularly the liturgical activities of the school and the community extension programs. He/She is responsible for maintaining a healthy school and community relationship and as such brings about the CICM missionary presence felt in the community.

16. Community Extension Services Coordinator

He/She plans, organizes, and directs community extension services in coordination with the President, Principal, Heads of Offices and learner organization, both within and outside the school.

17. Plant and Maintenance Supervisor

Plans, organizes, coordinates, and supervises maintenance, janitorial, motor pool and security services.

18. Management Information Services Head

He/She is responsible for the design, execution, and safeguard of the grading system program and the computerized records of the school.

19. Club Moderator

He/She facilitates, and reports to the Assistant Principal the learners' activities in his/her specific club and coordinates with other club organizations in the school.

20. School Publication and Yearbook Moderator

He/She oversees all the necessary activities and plans in the production of school publications and yearbook including the training of learners under his/her charge.

21. Student Supreme Government Moderator

He/She oversees all the necessary activities and plans of the SSG Officers and Year Representatives both off and in campus.

22. Secretary to the Principal

He/She is in charge of the updating, safekeeping, and retrieving of records and information; He/She is responsible for the systematic arrangement of filed data and orderly up keeping of the office and work area.

23. Health Services Coordinator

He/She coordinates all the services of the school medical/dental consultants, acts as health consultant of the members of the school community, gives emergency treatment/first aid to them or refers cases to the school medical/dental consultants and facilitates the conduct of routine medical and dental examinations to all learners/pupils through the said consultants.

24. School Physician and Dentist

They act as medical and dental health consultants of the members of the school community, give emergency treatment and routine medical examinations to all learners/pupils enrolled.

25. School Nurse

He/She assists in the implementation of the school's medical health program.

26. Cashier

He/She assists the Finance Officer in the ordinary and routinary financial transactions of the school.

27. Property Custodian

He/She maintains and updates the inventory of all College property (office supplies, equipment, and fixed assets).

28. Inventory Clerk

He/She shall be responsible in receiving and releasing delivered items and keeping some items for inventory, as the case may be.

29. Purchaser

He/She shall be responsible in all general procurement of the requirements of the school.

30. Payroll Clerk

He/She prepares the payroll of all employees based on appropriate salary scale and effects deductions.

31. Accounting Clerk

He/She shall assist the Finance Officer in all accounting-related transactions.

32. Bookstore In-Charge

He/She shall be responsible in the over-all transactions of the bookstore.

33. Canteen Committee Chairman

He/She recommends and evaluates canteen policies and works harmoniously with the canteen concessionaires. He/She must be one of the medical staff.

34. Maintenance Personnel

They recommend and undertake maintenance, repairs, and replacements of facilities and equipment in the school.

35. Security Personnel

The Security Guard ensures the learners' safety inside the school campus. He/She cooperates with the school administration in enforcing safety rule and regulations.

B. Institutional Body

Administrative Council

The Administrative Council performs the tasks and responsibilities of managing and administering the school towards the realization of her objectives and goals. The Council is composed of the College President (who sits as its chair), Finance Officer, Chaplain, Principals, and Assistant Principals. Matters/issues/ problems, policies, rules, etc. are deliberated upon by this group, but final decisions are made by the President.

C. Department Organization

Academic Council

The Academic Council is composed of the Principal (who sits as its chair), Assistant Principal, and Learning Area Coordinators. Its general task is the promotion of academic excellence.

Faculty Council

The faculty sits as a council when it officially meets to discuss matters under its competence. The Principal is the ex-officio chairperson of the Faculty Council. Its function is consultative and advisory.

Board of Discipline

The Board of Discipline is convened whenever a serious violation of the Code of Conduct and Discipline is committed by a learner. The Board is headed by the Assistant Principal. The members are the Grade Level Representatives (appointed at the beginning of the school year by the AP), Guidance Counselor (as process observer), the School Chaplain, and the teacher concerned.

Board of Appeals

The Board of Appeals shall deliberate on any appeal made by a learner appellant who might be dissatisfied with the decision of the Board of Discipline. The College President or his representative heads the Board. The members are the Principal, the student's Homeroom Adviser and two other members appointed by the President

D. Student Organization

Supreme Student Government

The Supreme Student Government (SSG) is the official student government. It seeks to promote the individual and group welfare of the students, by fostering goodwill, and the Louisian spirit of discipline among different classes, grade levels and student clubs and organizations. It undertakes projects, submits proposals and recommendations which will promote the total welfare of learners. Its officers are the official representatives of the whole student population. All learners are automatic members of this organization. The elected SSG officers will have a term of one school year.

Class Officers

The Class Officers are elected by learners to represent them to promote the general welfare of their classes. They are vested with the responsibility to coordinate activities and to take initiative when circumstances demand. They are also responsible for the beautification and cleanliness of their classroom and its surroundings.

Officers of Student Clubs/Organizations

Elected by members of their respective clubs and organizations, these officers are the official representatives of these duly recognized clubs and organizations. They make sure that the activities of their clubs are well-coordinated and their programs are effectively implemented and their goals accomplished.

ARTICLE 3

ACADEMIC POLICIES AND REGULATIONS

A. Admission Guidelines and Policies

A learner's application for admission is given due course when it meets all the requirements prescribed by SLC-C and the Department of Education. As a private institution, the College reserves the right to refuse admission of learners who do not meet the requirements, re-admission or to dismiss any learner under certain conditions as enrollment in SLC-C is a privilege.

The Admission procedure involves the following: registration, examination, reservation, interview, enrolment and parent orientation.

Junior High School (JHS) Learner

1. Registration Requirements and Procedure for NEW JHS learners

- a. Register at the High School Guidance Office by securing a Registration Form and submitting 2 similar copies of 2x2 colored picture with white background.
- b. Pay the testing fee at the Cashier's Office.
- c. Return to the Guidance Office to secure entrance test schedule and test admission slip.

Transferees for incoming grade 8, 9, or 10 are allowed to register at the Guidance Office if they have no failing grade in any subject and have satisfactory rating in conduct based on the photocopy of their Second Quarter or the latest Grades reflected in the Report Card. Learner's presence during the registration is not required.

2. Examination

Only registered applicants can take the entrance examination. They come on their date of examination bringing with them the copy of the filled-out Registration Form.

SLC-C elementary graduates are no longer to take the examination.

3. Reservation Requirements and Procedure for NEW JHS learners

Successful examinees are required to reserve a slot for enrollment.

a. For Graduates from other elementary schools:

Requirements:

- *Examination Result (Issued by the SLC-C Guidance Office)*
- *Photocopy of PSA or NSO Birth Certificate*
- *Photocopy of Baptismal Certificate*
- *Original Good Moral Certificate*
- *Reservation Fee of P 1,000.00*

Procedure:

1. *Submit all documents to the Registrar's Office.*
2. *Secure a reservation form.*
3. *Pay the reservation fee at the Cashier.*
4. *Return to the Registrar's Office and submit the filled out reservation form together with the receipt as proof of payment.*
5. *Receive the perforated reservation slip as proof that you have been reserved.*

b. For Transferees

Transferees who successfully pass the entrance examination will present the following requirements to the Guidance Office for evaluation and interview:

- *Examination Result (Issued by the SLC-C Guidance Office)*
- *Photocopy of PSA/NSO Birth Certificate*
- *Photocopy of Baptismal Certificate*
- *Original Good Moral Certificate*
- *Recommendation from the previous school (Form is issued by SLC-C Guidance Office)*
- *Original Good Moral Certificate*
- *Original Report Card*
- *Original ESC Certification (for ESC grantees only)*

c. For SLC-C Elementary Graduates

- *Filled-out reservation form (issued by the elementary department)*
- *Receipt as proof of payment for the reservation fee*
- *Original Report Card*

Note: The Reservation fee is deductible upon enrollment but not refundable upon withdrawal.

d. For SLC-C Continuing learners

Submit your signed Report Card to the Registrar's Office on the dates set for your reservation which usually starts right after the distribution of the Report Cards. In exchange, you will be given the Enrollment Form. NO reservation fee is needed.

4. Enrollment Requirements and Procedure for NEW JHS learners

- a. Present the Reservation Slip and the Original Report Card at the Registrar's Office.
- b. Fill out the Enrollment Form and the Parent's Letter of Agreement.
- c. Pay the necessary fees at the Cashier.
- d. Return to the Registrar's Office and submit the filled-out forms.

Enrollment Requirements and Procedure for all CONTINUING learners

- a. Present the filled-out Enrollment Form and the signed Parent's Letter of Agreement at the Registrar's Office.
- b. Submit the promissory letter and secure the signature of the Assistant Principal for Learners on Conditional Status, if applicable.
- c. Pay the necessary fees at the Cashier.
- d. Return to the Registrar's Office and submit the filled-out forms.

Note:

The admission slip, claim stub for the customized notebooks and list of requirements are given to you by the Registrar upon completion of the enrollment procedure.

Learners come with their parents/guardians on enrollment day for the ID Pictorial at the MIS Office. Boys shall have a fresh and prescribed haircut.

Senior High School (SHS) Learner

1. Registration Requirements and Procedure for NEW SHS learners

- a. Grade 10 completers who seek admission to SLC-C during the school year immediately following their completion from any other Junior High Schools recognized by DepEd, must pass the qualifying examinations.
- b. Prior to taking the qualifying examinations, applicants are required to register and submit the following to the Guidance Office.
 - Photocopy of Report Card (Form 138) for 1st and 2nd Quarters
 - Two pieces of 2x2 colored picture with white background
- c. Applicants for the Academic Tracks must meet the average grade

	MATH	SCIENCE	ENGLISH
STEM	at least 80%	at least 80%	at least 80%
HUMSS	at least 80%	at least 80%	at least 80%
ABM	at least 80%	at least 80%	at least 80%

NOTE: Applicants should have no failing grades within any of the quarters and must have a general average of 78% in Grade 10

2. Examination

Only registered applicants can take the entrance examination. They come on their date of examination bringing with them the copy of the filled-out Registration Form.

SLC-C Grade 10 completers are no longer to take the examination.

3. Reservation of Qualified Applicants

- a. Successful applicants are required to reserve a slot for enrollment within the dates specified by the school and submit the following requirements to the Registrar's Office.
 - SLC-C Entrance Test Result
 - Certificate of Eligibility for Admission to the Senior High School
 - Certificate of Good Moral Character
 - Photocopy of NSO Birth Certificate
 - Photocopy of Baptismal Certificate or its equivalent
- b. Reservation fee must be paid to the Cashier's Office which is deductible upon enrolment but not refundable upon withdrawal.
- c. Grade 10 completers of SLC-C will submit a filled-out Reservation Form to the Registrar's Office.

4. Enrollment

Only those qualified applicants who have reserved can enroll and will present the following requirements:

- Reservation Slip
- Original Report Card (Form 138))

B. Fees and Payment

1. Financial Transactions
 - a. All financial transactions are done in the Accounting Office. Parents and/or guardian pay all necessary fees directly to the cashier.
 - b. No teacher, employee, or learner is allowed to collect any amount for whatever purpose and/or in behalf of any office, club or organization without the explicit and written permission of the College President.
 - c. Learners should report immediately to the College President any violation of this policy.

2. Payments of School Fees. Learners pay the fees required for enrolment.

In cases of withdrawal:

- 1) Before the start of classes: A refund is made except for the matriculation fee.
- 2) During the first month of classes: The first-month tuition fee and yearly fees are not refunded.
- 3) After the first month of classes: Only the tuition fee paid beyond the first month of the school year is refunded.
- 4) After December : Tuition fees payable until March have to be paid. Any excess is refunded.
- 5) The reservation fee for learners is not refunded.

C. Scholarships

1. Academic Scholarship

for Junior High School (JHS)

- Top 1/First Honors: 100% discount on Tuition Fee
- Top 2/Second Honors: 50% discount on Tuition Fee

for Senior High School (SHS)

For incoming Grade 11

- Top 1/First Honors: 100% discount on Total School Fees less the Government Voucher
- Top 2/Second Honors: 75% discount on Total School Fees less the Government Voucher
- Top 3-5: 50% discount on Total School Fees less the Government Voucher

For incoming Grade 12

- First Honors in each Strand: 100% discount on Tuition Fee

2. **The SLC-C Scholarship Foundation and SLCC-Family Council** grant educational assistance to deserving learners in the form of scholarship.

3. Government Subsidy

for Junior High School (JHS)

Educational Service Contracting (ESC) grantees will receive a government subsidy every year from Grade 7 until they reach Grade 10.

for Senior High School (SHS)

Pursuant to DepEd Order No. 11, s. 2015, all Grade 10 Junior High School completers of Public Junior High Schools and Grade 10 ESC Grantees who completed their Junior High School in ESC Participating schools are qualified beneficiaries of the Voucher Program.

Completers from Public Junior High Schools will receive the full voucher value equivalent to P20,000.00/year while those coming from ESC Participating Junior High Schools will receive 80% of the full voucher value equivalent to Php 16,000.00/year.

The SHS Voucher Program covers for two (2) consecutive years only.

Voucher payments are released on a per semester basis to the SHS Provider where the voucher program beneficiary (VPB) is enrolled.

Conditions for Voucher Program Beneficiaries (VBPs)

a. Continued Participation

VPB shall continue to be a participant of the SHS VP if learner are promoted to the next grade level and is enrolled in a Non-DepEd SHS Provider. No maintaining grade is required for a VPB to continue to participate in the SHS VP.

A VPB shall be disqualified from further participation in the SHS VP for any of the following reasons:

- VPB drops out in the middle of the School Year;
- VPB does not re-enroll the following School Year;
- VPB is retained in the same grade level;
- VPB transfers to another SHS Provider within the School Year;
- VPB transfers to a DepEd Senior High School Provider.

b. VPB Transfers

VPBs are not allowed to transfer to another Senior High School within the School Year. If a VPB decides to transfer to another Non-DepEd SHS Provider after the School Year, the VPB may continue to participate in the SHS VP in the accepting Non-DepEd SHS Provider. Transferring VPBs are required to submit the following documents to the accepting Non-DepEd SHS Provider:

- Grade 11 Report Card
- Certificate of Good Moral Character
- Certificate of Release of Voucher Program Beneficiary

Transferring from one voucher tier location to another is allowed. However, the voucher amount to be received by the VPB in the accepting school shall be the voucher amount of the accepting school or the voucher amount from the releasing school whichever is lower.

c. Track and Strand Shifting

VPBs are allowed to shift to another track or strand under the following scenarios:

- After the 1st Semester of Grade 11 (within the same school)
- After Grade 11 (whether in the same school or to another school)

To successfully shift from one track and strand to another, the Non-DepEd SHS Provider shall ensure that the VPB meets the required competencies of the track and strand they are shifting to.

d. VPB Leavers

VPBs that passed Grade 11 but did not enroll for Grade 12 the succeeding School Year are considered leavers. Leavers are disqualified from further participation in the SHS VP unless the reason for leaving is due to health reasons and provided further that the period of medical leave is not more than one (1) School Year. Leavers due to medical reasons may continue to participate in the SHS VP, however they are required to submit a medical certificate issued by a duly-licensed medical doctor.

D. Instructional Policies

1. The class period consists of the entire or full-time duration as scheduled for a particular subject in accordance with the time prescribed by the DepEd. The class period begins and ends with a prayer. The faculty member assumes the major responsibility of teaching in the classroom and is expected to be in his/her classroom when the bell rings to signal the start of the period, to render full academic instruction for the entire period and to dismiss the class only at the sound of the next bell.
2. Unless authorized by the Principal, strangers and visitors are not allowed in the classroom or corridors during the class period.
3. Field trips and seminars conducted for learners need the approval of the Assistant Principal SHS and Principal.
4. As a general rule, no classes are held on Sundays and legal holidays.

Junior High School (JHS)

1. **Christian Living (CL) / Edukasyon sa Pagpapakatao**
This is the heart of the academic program of the school. This includes a study of the Bible and of the doctrines and traditions of the Catholic Church for learners to acquire a deeper insight and a better understanding of being true disciples of Jesus Christ.
2. **Filipino**
Ang Filipino ay naglalayong malinang ang kakayahang komunikatibo at kahusayan sa pag-unawa at pagpapahalaga ng pampanitikan ng mga mag-aaral.
3. **English**
The ultimate goal is communicative competence both oral and written in order for learners to become productive members of the community and to compete with global world.
4. **Mathematics**
It includes key concepts and principles of number sense, measurement, algebra, geometry, probability and statistics as applied, using appropriate technology, in critical thinking, problem solving, reasoning, communicating, making connection, representations, and decisions in life.
5. **Science**
This course deals with the basic concepts in Biology, Chemistry, Physics, and Earth/Space Science. The course is focused on the development of awareness and understanding of practical everyday problems that affect the learners' lives and those around them.
6. **Araling Panlipunan**
Ito ay naglalayong tumalakay sa kasaysayan ng Pilipinas; at makapagpamalas ng malalim na pag-unawa sa mga pangunahing kaisipan at mga napapanahong isyu sa pag-aaral ng kasaysayan, pamahalaan, kultura at lipunan ng mga rehiyong Asyano; kasaysayang pandaigdig at napapanahong isyu; at ang kaisipan at napapanahong isyu sa ekonomiks at pambansang pag-unlad.

7. **Edukasyong Pantahanan at Pangkabuhayan(EPP)**
Technology and Livelihood Education (TLE) provides an enriched general education that will prepare our graduates for higher education, world of work and lifelong learning. The integration of Entrepreneurship concepts such as Personal Entrepreneurship Competencies (PECS) prepares the learners for gainful employment and to set up their own business in the areas of Industrial Arts, Home Economics, and Information and Communication Technology

8. **Music, Arts, Physical Education and Health (MAPEH)**
This learning area covers four (4) major components namely: Music, Art, Physical Education, and Health.
Music and Art deal with the study of man’s aesthetic expression through sounds (music) and visuals (art) mirroring the sentiments and ideas of society and culture, and contribution to the development of individual and collective identity. Physical Education and Health promote the development of active and healthy lifestyle.

Senior High School (SHS)

1. **Academic Track**
 - ABM (Accountancy, Business, and Management)
 - STEM (Science, Technology, and Mathematics)
 - HUMSS (Humanities and Social Sciences)

E. Clubs/Organizations

Co-curricular activities are an important part of high school life. In line with its policy of improving each learner in an integral manner, Saint Louis College-Cebu fully supports these activities.

Junior High School (JHS) Clubs and Organizations

a. Religious Activities

- Louisian Liturgy Club
- Children of Mary
- Lectors Ministry

b. Literary and Musical Activities

- Book Lovers Club
- Creative Writers Club
- Verbist Teen Choir
- Instrumentalist
- Drum and Bugle Corps
- Public Speaking

c. Aesthetic & Cultural Activities

- Theaters Guild
- Dance Troupe (LCPA) ○
Sining Panteatro
- Calligraphy Club
- Arts / DIY Club
- Photographic Society

d. Sports Activities / Board Games

- Basketball
- Volleyball
- Badminton
- Lawn Tennis
- Table Tennis
- Scrabble
- Chess

e. Civic Development Activities

- Scouting - Boys/ Girls
- Peer Facilitators
- Red Cross Youth
- Earthkeepers Club
- Young Homemakers Club
- Young Entrepreneurs

f. Academic Activities

- Math Club
- Science Club

Association (for both SHS & JHS)

- Yearbook & School Publication
- Supreme Student Government

Senior High School (SHS)

a. STEM Strand

- Robotics
- Engineering Society
- Ecological Society
- Physics Club
- Biology Club
- Chemistry Club

b. ABM Strand

- Accounting Society
- Entrepreneur Society

c. HUMSS Strand

- Foreign Language Studies
- Theater Club

1. All students are required to join one club/organization.
2. Supreme Student Government (SSG) officers and school publication staffers may join any club but are not allowed to hold any office.

F. Examination and Grades

1. There are four quarterly assessments for JHS scheduled during the school year. There are two quarterly assessments scheduled during the semester for the SHS. They are indicated in the school calendar.
2. No student shall be exempted from any of the quarterly assessments.
3. No quarterly assessments shall be conducted outside the campus.

4. A learner sent by the school to represent in an off-campus activity during the periodical test, will not be given a special quarterly assessment in all of his/her subjects. He/She will earn the highest score obtained by someone in the same grade level. For other forms of assessments (quizzes, chapter tests, and unit test) missed, no special examination is likewise given. However, the learner is awarded with the perfect raw score.
5. For a learner who missed the quarterly assessment due to a serious ailment, a special test is given as long as the absence is justified.

PROCEDURE:

- The school must be notified of the sickness or illness of a learner during the quarterly assessment in writing addressed to the Asst. Principal.
 - The learner has to visit a doctor of his/her choice at the time of sickness during the quarterly assessment.
 - The Doctor will have to certify the specific dates that the learner is advised to rest.
 - The Assistant Principal will have to verify the authenticity of the learner's sickness or illness by way of visitation or any possible means.
 - If a learner is hospitalized, the hospital records/medical abstract plus verification by the school doctor and the school administration should provide special examinations within 3 days after returning to school.
6. Quarterly Assessments are always in written form. Test papers are kept for a year for purpose of verification and clarification if needed.
 7. Learner caught cheating during the quarterly assessment automatically gets zero in the subject on question.

G. Grading System

1. The grading system used is based on DepEd Order No. 8, s. 2015.
2. The K to 12 Basic Education Program uses a standard- and competency-based grading system. All grades will be based on the weighted raw score of the learner's 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 appears on the report card is 60 for Quarterly Grades and Final Grades.

Junior High Learners are graded on the following (Written Work, Performance Task, and Quarterly Assessment). Each component has its equivalent weight as shown in the table below.

Weight of the Components for JHS

Components	Languages	AP	EsP	Sciences	Math	MAPEH	EPP/TLE
Written Work	30%			40%		20%	
Performance Tasks	50%			40%		60%	
Quarterly Assessment	20%			20%		20%	

How is learner progress computed?

Step 1

- Grades from all learner work are added up. Raw scores from each component have to be converted to a Percentage Score.

$$\mathbf{WW + PT + QA = TS}$$

Written Work + Performance Task + Quarterly Assessment = Total Score

Step 2

- The sum for each component is converted to the Percentage Score.

$$\mathbf{(PS) = \frac{(RS)}{HPS} \times 100\%}$$

$$\text{Percentage Score} = (\text{Raw Score} / \text{Highest Possible Score}) \times 100 \%$$

Step 3

- Percentage Scores are converted to Weighted Scores to show the importance of each component.

$$\text{WS} = \text{PS} \times \text{WC}$$

$$\text{Weighted Score} = \text{Percentage Score} \times \text{Weight of Component}$$

Senior High School learners are graded on Written Work, Performance Tasks, and Quarterly Assessment every quarter. Each component has its equivalent weight as shown in the table below.

Weight of the Components for SHS

Components	Core Subjects	Academic Track		Tech-Voc and Livelihood/ Sports/Arts and Designs Track	
		All other subjects	Work Immersion/ Research/Business Enterprise/Simulation/ Exhibit/Performance	All other subjects	Work Immersion/ Research/ Exhibit/ Performance
Written Work	25%	25%	35%	20%	
Performance Tasks	50%	45%	40%	60%	
Quarterly Assessment	25%	30%	25%	20%	

3. There are two quarters in a semester whose average grade determines the Final Grade in a semester.
4. A non-numerical rating is used to report on learners' behavior demonstrating the Core Values: **AO** (Always Observed); **SO** (Sometimes Observed); **RO** (Rarely Observed); and **NO** (Not Observed).
5. Learners who fail a unit/set of competencies must join remedial classes and should pass the summative assessments during remediation to avoid a failing grade in a learning area/subject. However, if the learner still fails remedial classes, s/he must retake the subject/s failed during the summer or as a back subject.
6. Summative Assessments are also given during remedial classes. These are recorded, computed, weighted, and transmuted in the same way as the Quarterly Grade. The equivalent of the Final Grade at the end of the school year and the Remedial Class Mark (RCM) are averaged. This results in the Recomputed Final Grade. If the Recomputed Final Grade is 75 or higher, the student is promoted to the next grade level. However, students will be retained in the grade level if their Recomputed Final Grade is below 75.

7. The learner can enroll in the next semester upon presentation of the Certificate of Recomputed Final Grade.

H. Report Cards/Merit Cards

1. Report Cards are issued by the Class Adviser three (3) weeks after the Quarterly Assessment. Only the parents or guardian of the learners can get the Report Card.
2. A learner cannot join his/her class if his Report Card has not been taken within three school days after the issuance date. He/She stays in the Assistant Principal's Office until his Report Card is claimed.
3. In case of 1 or more failures, the learner concerned shall be called to the office of the Guidance Counselor where interventions could be discussed such that these failures would be prevented in the future.
4. Report Cards are to be returned to the Class Adviser on the school day after the issuance date. The learner shall return his/her Report Card after it has been duly signed by parents/guardian.
5. Merit Cards are awarded to deserving learners on the day the Report Cards are issued out. Recipients of Merit Cards should not have a grade below 85 including RHGP and must not have a grade below 80 in the individual components of MAPEH.

5.1 Junior High School

Learners whose total grade ranges from 720 to 755 will receive a Blue Card, while those whose total grade ranges from 756 and above will receive a White Card.

5.2 Senior High School

Students whose total grade ranges from 810 - 850 (9 subjects), 900 - 944 (10 subjects) and 990 - 1,038 (11 subjects) will receive a Blue Card, while those whose total grade ranges from 851 up (9 subjects), 945 (10 subjects) and 1,039 (11 subjects) will receive a White Card.

I. Selection of Honor Students.

The selection of honor students is in accordance to DepEd Order No. 36 s. 2016 with some modifications.

Table 1 Academic Excellence Award

At the end of the school year, the Academic Excellence Award is given to learners from grades 1 to 12 who have attained a General Average of at least 90 must have no grade below 85 in all learning areas including RHGP and no grade below 80 in the individual components of MAPEH.

Academic Excellence Award	General Average
1) With Highest Honors	98-99
2) With High Honors	95-97
3) With Honors	90-94

- Transferees shall be considered in the ranking provided they were enrolled not later than the second week of classes of the current School Year.

The Louisiana of the Year Award

The Louisiana of the Year Award is given to learners in grade 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 graduation ceremony.

To qualify for this award, a learner must:

1. Have no grade below 85 in all learning areas and no grade below 80 in the individual components of MAPEH.
2. 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.
3. Be a class officer or an active member/officer of any recognized school club, team, or organization.

Table 2 shows the set of criteria and weights that will be used by advisers and peers in the evaluation and deliberation process. 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 the learner who ranks the highest shall be awarded the Louisiana of the Year.

Table 2. Criteria for Leadership Award

Criteria	Weight	
	Advisers	Peers
1. Motivational Skills (40%) a. Communicates effectively b. Shows initiative and responsibility c. Engages in 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%) Renders service and/or implements activities Relevant to the school population and/or community	24%	16%
Total	60%	40%

Award for Outstanding Performance in Specific Disciplines

These awards are given to recognize learners in grades 10, and 12 who have exhibited exemplary skills and achievement in specific disciplines. These disciplines

are Athletics, Arts, Communication Arts, Mathematics and Science, Social Sciences. These awards also value the learner’s achievement in a specific discipline that has contributed to the school and/or community. Table 3 specifies the criteria and weights for these awards.

There may be more than one category of awards under the following disciplines: Athletics, Arts, Communication Arts. There will be no separate awards for special programs.

Table 3 specifies the criteria and weights that will be used in the evaluation and deliberation process for the award for outstanding performance in specific disciplines. This award shall be given to the learner who ranks the highest in specific discipline who has no grade below 85 in any grading period.

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

Award for Work Immersion

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.

Award for Research or Innovation

Award for Research or Innovation is specific to the SHS tracks. Grade 12 graduating students—individuals, pairs, or groups 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.

Tables 4 and 5 show the set of criteria and weights that will be used in the evaluation and deliberation process for Award for Research or Innovation, respectively. Only those learners who have received at least 90% of the criteria below shall be awarded.

Table 4. Research or Innovation

Criteria	Weight
1. Research Grade	20%
2. Output	
a. Usefulness / Significance of Research Usefulness to the school and/or the 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 Presentation and defense of research output	15%

Table 5. Innovation criteria and weights

Criteria	Weight
1. Output <ul style="list-style-type: none">a. Originality or novelty of the product serviceb. Relevance, applicability, replicability, sustainability and/or usefulness to the school and/or larger communityc. Cost-effectiveness, efficiency, and/or practicalityd. Environmentally safe	15% 25% 20% 10%
2. Delivery or Presentation <ul style="list-style-type: none">a. Clarity of the product development process and the innovative features shown during presentationb. Acceptability of the innovation to the target beneficiaries	10% 5%
3. Study or Research Research basis of the service or product	15%

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 the community which serves through the implementation of the school activities and attainment of the school’s objectives, and taken great strides to help its members develop their potentials.

Table 6 shows the set of criteria and weights that will be used in the evaluation and deliberation process for this award. Only those clubs or organizations that have received at least 90% of the criteria below shall be awarded.

Table 6. Criteria and weights for awards for Clubs and Organization Achievement

Criteria	Weight
1. Club/ Organization Performance <ul style="list-style-type: none">a. Plans and develops club/organization’s objectives, projects and activitiesb. Implements projects and activities, and delivers services based on the club/organization’s objectives and plansc. Manages and/or uses resources wiselyd. Shows teamwork and collaboration among its members	50%
2. Exemplary Output Delivers a concrete output related to the objectives and purpose of the organization and the school	30%
3. Contribution to the School or Community Benefits the members of the club/organization and the greater majority of the school population and/or community	20%

Louisian Core Values Awards

Christian Discipleship Award

Christian Discipleship Award is given to the Grade 10 and 12 Louisians who steadfastly enrich and deepen their faith through prayers, sacraments, religious instruction, and practices to become living witness of Christ.

Social Responsibility Award

Social Responsibility Award is given to the Grade 10 and 12 Louisians who conscientiously participate in the CICM Mission of promoting social justice, peace, and integrity of creation among the marginalized members of the society especially the children.

Passion for Excellence Award

Passion for Excellence Award is given to the Grade 10 and 12 Louisians who tirelessly nourish and sustain desire for excellence in knowledge, skills, and attitude infused with Christian values to become productive members of society.

Self-Discipline Award

Self-Discipline Award is given to the Grade 10 and 12 Louisians who consistently help persons acquire values to guide their actions, choices, and decisions in life.

Servant Leadership Award

Servant Leadership Award is given to the Grade 10 and 12 Louisians who persistently empower and develop stakeholders' manifold characteristics of a servant leader enabling them to become agents of transformation in local and global communities.

V. When to file and settle 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 AC within three (3) working days from filing.

Academic Counseling

SLCC aims to improve the grades and school performance of the learners. Moreover, SLCC wants to direct them to good study habits and make some changes in their time management. The habit of studying is part of any learner's success. The school wants them to be more competent.

The guidance counselor calls for a conference with the parents and learner who fails in one or more subjects within the grading period in order to help him/her find remedies for the improvement of his/her grade before he/she gets an Academic Probation Status.

Academic Probation Status

A learner with one or two failures at the end of the Academic Year is given the Academic Probation Status.

Separation/Withdrawal from SLC-C

This status is given to a learner who has been given repeated Academic Warnings and has not shown efforts to improve himself/herself and failed in one or two Academic subjects for 3 consecutive Academic Years.

J. Requirements for Promotions and Retention

1. A final grade of 75 or higher in all learning areas allows the learner to be promoted to the next grade level. The table below shows the specific guidelines to be followed for learner promotion and retention.

Learner Promotion and Retention

	REQUIREMENTS	DECISION
For Grades	1. Final Grade of at least 75 in all learning areas	Promoted to the next grade level
	2. Did Not Meet Expectations in not more than two learning areas	Must pass remedial classes for learning areas with failing mark to be promoted to the next grade level. Otherwise the learner is

7 to 10 Learners		retained in the same grade level.
	3. Did Not Meet Expectations in three or more learning areas	Retained in the same grade level
	4. Must pass all learning areas in the Elementary	1. Earn the Elementary Certificate 2. Promoted to Junior High School
	5. Must pass all learning areas in the Junior High School	1. Earn the Junior High School Certificate 2. Promoted to Senior High School
For Grades 11 to 12 Learners	1. Final Grade of at least 75 in all learning areas in a semester	Can proceed to the next semester
	2. Did not Meet Expectations in a prerequisite subject in a learning area	Must pass all remedial classes for failed competencies in the subject before being allowed to enroll in the higher-level subject
	3. Did Not Meet Expectations in any subject or learning area at the end of the semester	Must pass remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next semester. Otherwise the learner must take the subjects failed.
	4. Must pass all subjects or learning areas in Senior High School	Earn the Senior High School Certificate

2. Any candidate for completion (Grade 10) or graduation (Grade 12) with an academic deficiency is not allowed to join in the moving up/graduation ceremony. (e.g. failure in one subject)
3. The school does not grant a secondary diploma until the eligibility of the candidate to receive the same has been certified in Special Orders, or unless appropriate exemption for this requirement has been granted.

K. School Records

1. The school records of learners are kept and safeguarded by Saint Louis College-Cebu to ensure accuracy and confidentiality.
2. No school records are to be given to learner unless authorized in writing by the school requesting for said records.
3. Upon submission and acceptance of the transfer credential the school to which the learner has transferred shall request in writing for the complete school records (Forms 137), the rating in each subject with corresponding credits or the action taken thereon.

Article 4

LOUISIAN CODE OF CONDUCT AND DISCIPLINE

A. Discipline in a Catholic School.

Discipline in a Catholic School is a part of personality formation. It is a combination of all constructive attitudes and elements of human behavior, which the school cultivates in the student to guide him towards appropriate and socially acceptable behavior.

1. The purpose of discipline is:
 - a. To establish and maintain order in school campus;
 - b. To develop moral character and personal discipline;
 - c. To instill the fundamental attitude of self-control, personal responsibility and justice; and
 - d. To protect the good name and reputation of the school.
2. Discipline first leads to self-respect, then to self-guidance. It is a means directed towards the attainment of the educational goals of Saint Louis College Cebu. For the Catholic School, discipline is modeled after the manner in which Christ guided and led His disciples.
3. Authority to Maintain School Discipline. Every private school shall maintain good discipline inside the campus as well as outside the school premises when learners are engaged in activities authorized by the school (Manual of Regulations for Private Schools, 2010, Art. XIV, Sec. 75).
4. Imposition of Disciplinary Action. School officials and academic personnel shall have the right to impose appropriate and reasonable disciplinary measures in case of minor offenses or infractions of good school discipline committed in their presence. However, no cruel or physically harmful punishments shall be imposed or applied against any learner. (Manual of Regulations for Private Schools, 1992, Art. XIV, Sec. 75).
5. Filing of Administrative Action. When the offense committed is serious and circumstances so warrant, the Principal shall cause the filing of the corresponding administrative action against the erring learner. No disciplinary sanction shall be applied upon any student except for cause as defined in the rules and regulations of the school or in this Manual, and after due process shall have

been observed. The punishment shall be commensurate to the nature and gravity of the offense. (Manual of Regulations for Private Schools, 1992, Art. XIV, Sec. 76).

B. Louisian Conduct

1. Before coming to school, a learner sees to it that he/she wears the proper uniform with the I.D. properly hanging around the neck thru the official sling of the school. He/She also makes sure that he/she brings with him all the things he needs for school.
2. A learner enters the campus as soon as he arrives and does not loiter outside. He finds for an opportunity to attend the Mass or visit the Blessed Sacrament at the chapel.
3. When the bell rings for flag ceremonies, a learner goes to the designated place and joins the line formation. He keeps quiet in the line and avoids talking or roaming around. He/She recites the Prayer to Saint Louis with reverence, sings the National Anthem and the School Hymn and recites the pledge by heart and listens to other announcements.
4. A learner always observes silence and decorum during the line formation and flag ceremony and when passing along the corridors where classes are going on: likewise in the library, chapel, clinic, faculty room, conference rooms, and halls where sessions are going on.
5. A class should always begin and end with a prayer likewise this is done during co-curricular activities. During the Angelus and the 3 o'clock Prayer, learners pray facing the altar in the classroom. Teachers are not to dismiss their class until the prayer is finished.
6. Active Participation in School Activities. Learners attend, participate actively, and observe proper behavior in all school activities such as: the daily Eucharistic Celebrations, First Friday Masses, Foundation Day Celebrations, school programs, commencement exercises, and other school activities which DepEd may prescribe from time to time.
7. Cleanliness. The school campus is kept clean and beautiful. The students, motivated by their teachers, shall observe the waste segregation inside the campus.
 - a. The garbage receptacles are to be properly used.
 - b. Materials borrowed from the canteen should be returned after use. Students are responsible in maintaining the cleanliness of the place where they eat during lunch.

- c. Comfort rooms should always be used properly and kept clean.
- 8. Club Rules and Regulations. Learners should follow the rules or codes prescribed by the co-curricular organizations they join.
- 9. Care in the Use of Equipment. Extreme care is exercised when using school equipment, specially: the computer, laboratory equipment and chemicals; when working with electrical and electronic gadgets and handling sharp or pointed tools. Materials should be returned to their proper place after use. It should be remembered, other learners have their right to avail of them, too.
- 9. Courtesy and Politeness
 - a. Courtesy and politeness are shown to all personnel.
 - b. Learners relate with one another as equals and have natural respect for each other's rights.
 - c. Foul and disrespectful language expressed verbally or in the social network is to be avoided by all means.

C. Attendance

1. There is no marking of tardy during heavy rains. In any cases of unforeseen circumstances, an inquiry shall be conducted. Once verified to be true, consideration is granted.
2. Learners who missed classes due to late enrollment are considered absent.
3. A learner who is absent for ten consecutive school days without being excused by the school authority, is considered dropped.
4. Learners are considered absent for wearing improper uniform or for having no ID the fourth time and for failing to get parents' signature for absence, tardiness, or behavior the third time. They are not allowed to enter the classroom; instead they stay in the Assistant Principal's Office. They call their parents to pick them up. Should parents decide to let their children stay in the classroom, they sign a waiver stating that scores garnered in quizzes or activities are not recorded.
5. As soon as a learner goes back to school after an absence, he/she reports to the Assistant Principal and presents his/her Communication Notebook duly accomplished with the reason/s for the absence and signed by the

parents or guardian.

6. An absence is excused when it is due to unavoidable or unforeseen circumstances, such as contagious diseases, non-contagious diseases that would last for at least 2 days, chronic asthma, dysmenorrhea, and death of an immediate relative (i.e. father, mother, brother, sister or grandparents (parents of parents)). Other than these cases, absences are considered unexcused.
7. Excused absences do not exempt learners from fulfilling the requirements of the subjects like themes, experiments, projects, term papers and the like, which were undertaken by their respective classes during their absence.
8. The rating for quizzes missed due to absence whether excused or unexcused is zero. No special tests will be given before or after the set date.
9. A student who represents the school in any outside activities will get a perfect score in both quizzes and quarterly assessment.
10. The school day begins at 7:30 AM with the morning ceremonies such as the prayer to Saint Louis, the flag raising, the announcements, and the activities around it. Gates will be closed to vehicles during this time.
11. The school is not responsible for any accident or anything that may happen to a student who cuts classes or goes out of the premises without permission during class hours.
12. A student who goes out of the school for personal reasons shall secure a Permit to Leave from the Assistant Principal, and be picked up by a parent or an authorized person.

D. Tardiness and Absences

1. In the morning, a student is considered tardy when he is not in the line at the start of the Prayer to Saint Louis. The tardy student logs in at the guardhouse and proceeds to the Assistant Principal before joining his class.
2. At 8 o'clock in the morning and 1 o'clock in the afternoon, no student will be admitted into the campus.
3. After recess and during the first class in the afternoon, a student is considered late if he's not in the room during the checking of attendance.

4. Habitual tardiness and absences are serious offenses liable to official warning and sanction
5. Habitual Tardiness. A learner who incurs:
 - a. two to three (2x-3x) tardy. The learner is handled by the adviser. His parents are informed through the Communication Notebook.
 - b. four (4x) tardy. The learner is given a First Warning and he will get 5/10 rating in punctuality. His parents are informed through the Communication Notebook. The student will see the Guidance Counselor for a conference.
 - c. six (6x) tardy. The learner is given a Second Warning and he will get 3/10 rating in punctuality. His parents are summoned by the Assistant Principal for a conference.
 - d. Eight (8x) tardy. The learner will be **suspended for a day** and he will get 1/10 rating in punctuality.
 - e. For subsequent tardiness: if the learner incurs more tardiness
 - 3x tardy - **2nd** suspension for one day, 0/10 rating in punctuality
 - 2x tardy - **3rd** suspension for one day, 0/10 rating in punctuality
 - 1x tardy - **4th** suspension for one day, 0/10 rating in punctuality
6. Absence Unexcused (AU): A learner who incurs:
 - a. One – two (1x-2x) unexcused absences. The learner is handled by the adviser. His parents are informed through the CN.
 - b. Three (3x) unexcused absences. The learner is given a First Warning and he/she will get 5/10 rating in attendance. The parents are informed through the Communication Notebook. The learner will see the Guidance Counselor for a conference.
 - c. Five (5x) unexcused absences. The student is given a Second Warning and he/she will get 3/10 rating in attendance. Parents are required to come for a conference with the Assistant Principal.
 - d. Seven (7x) unexcused absences. The learner will be **suspended for one day** and he/she will get 1/10 rating in attendance.
 - e. For subsequent unexcused absences: if the learner incurs more AUs
 - Two (2x) unexcused absence - **2nd** suspension for one day, 0/10 rating in attendance

Important:

Should the learner continue to be late or absent without valid reasons despite the disciplinary measures accorded him/her, **he/she will be suspended each time he is late or absent** and will be recommended for dismissal within the school year or non-re-admittance the following school year.

Learners who are on suspension status are not to report to school or use any school property for the time of his suspension. Rather, they stays at home until their suspension is over.

A learner who is suspended is considered absent. He/She will be placed under Conditional/Probationary status the following school year.

E. Classroom Discipline

1. Effective classroom discipline provides the necessary atmosphere conducive to the teaching-learning process.
2. Each learner is assigned a seat according to the seat plan made by the adviser. However, the subject teacher may change the seating arrangement during his/her class. A learner who for valid reasons needs to change his/her place permanently should ask the permission of his/her adviser and, if temporarily, that of his/her subject teacher.
3. In order to make most of one's lessons, each learner needs to have books and the required materials for class work. Borrowing is not allowed even in between periods. At the end of the day, books and other subject requirements should not be left in the classroom.
4. No learner is allowed to write anything on the blackboard, whiteboard and bulletin boards unless permitted by the teacher.
5. Good posture expresses good manners and one's interest in the class. Learner sit straight and keep their feet off the furniture and walls. They should not slouch on their chairs and they are not to put their elbows at the back of their seats. Unnecessary and distracting movements should be avoided.
6. The learners are expected to stand as the teacher enters the classroom and during prayers.

7. Eating, chewing gum, unnecessary talking, boisterous laughing or hooting are not allowed.
8. When reciting, learners should stand properly, and answer audibly.
9. The learners have to wait for the teacher quietly inside the classroom. If the teacher is not in the classroom within ten (10) minutes, the class president should immediately report to the secretary of the Principal who shall send a teacher substitute.

F. Curfew Hour

Learners are expected by their parents or guardians to be home after school hours. Therefore, learners stay in the campus only until 5:30 P.M. Learners who are fetched at a later time, shall stay in the waiting area.

A curfew bell is rung at 5:00 P.M. for Monday to Thursday and 4:00 P.M. for Friday. The ringing of the bell signals the students to leave the campus. A learner who violates this policy will be asked to reflect in the Communication Notebook under Behavior for not observing the Curfew Hour. Learners who have special permit from proper authorities, Principal and Assistant Principal may stay beyond the curfew hour provided they are accompanied by a teacher. Learners attending special classes must stay within their assigned classrooms or areas. Learners waiting for their ride should stay at the waiting area near Gate 1 at the back of the Registrar's Office.

If learners are asked to stay late in school, the teacher has to write the time end in the Communication Notebook to inform the parents of students' late dismissal to be signed by parents indicating the arrival time of their children at home.

Parents must write a letter for those learners who go beyond the curfew hours to be approved by the Principal.

N.B. For Senior High Grade 11 and 12, the Curfew Hour is at 6:30 P.M. from Monday to Friday.

G. Student Communication Notebook

1. Parents and guardians have the primary responsibility to know the performance and status of their sons and daughters in school.

2. The Student Communication Notebook is a valuable educational tool which provides a continuous link between the parents and the school authorities. As such, it has extremely important implications as far as follow-up of the learner is concerned. If fully used, it becomes a daily anecdotal record of the learner's activities and behavior in school.

H. Signing of the Communication Notebook

1. Every learner is required to bring his/her Communication Notebook every day.
2. Signing of Communication Notebook is done before the first period classes.
3. A learner whose Communication Notebook does not have the required parent's or guardian's signature for the second time is not allowed to get inside the classroom.
4. Only the specimen signatures that appear on the specimen page of the Communication Notebook will be honored.
5. A signature that is forged is considered a serious offense. A learner who is found guilty of forging will be suspended. The number of days of suspension is determined by the number of forged signatures.

I. Keeping the Communication Notebook Clean

The Communication Notebook should be kept clean and simple. It will be covered only with plastic and there shall be no additional decorations such as stickers, drawings, and pictures.

J. Lost Pages and Lost Communication Notebook

1. It is the responsibility of the learner to keep all pages of the Communication Notebook intact all throughout the school year. If found guilty of intentionally detaching the page, the learner will be suspended.
2. A lost Communication Notebook can only be replaced upon the approval of the Assistant Principal.
3. Steps in securing a new CN:
 - a. The learner reports the loss to the Assistant Principal.
 - b. The Assistant Principal conducts an investigation about the lost CN.
 - c. After the investigation, the Assistant Principal gives the student two school days to find the lost CN. A Communication Sheet will be issued temporarily.

- d. If not found, the learner will secure a Declaration of Loss from the Principal and a Replacement Form from the Assistant Principal.
- e. The learner will pay at the Cashier's Office.
- f. The Declaration of Loss and the Replacement Form with the receipt are presented to the Assistant Principal to secure the new CN.

K. School Uniform

1. A uniform is a symbol of one's membership in a social group. The Louisian uniform serves to identify bona fide students of Saint Louis College-Cebu.
2. The boys' uniform of the **SHS** consists of the following:
 - a. A white polo barong-type with SLC-C insignia on the left breast, half open in front with blue buttons and one inch blue band around the sleeve fold
 - b. Long dark blue pants of gabardine/palm beach textile
 - c. Plain white sando undershirt
 - d. Black leather shoes and plain white socks
3. The polo barong must be worn fully-buttoned and the undershirt properly tucked-in.
4. The long pants are straight cut. Skinny and hip hop pants are not allowed.
5. The girls' uniform of the **SHS** consists of the following:
 - a. White blouse with blue sports collar attached with a slim X- tie, an SLCC insignia on the left breast, blue buttons, and one inch blue band around the sleeve fold. Above the insignia is a SLCC patch.
 - b. White, non-racer back sando over a skintone brassiere.
 - c. Dark blue skirt with three box pleats in front and three box pleats at the back with a secret pocket at the right side.
 - d. Black low-cut leather shoes with utmost 1-inch heel and plain white socks.
6. The x- tie shall not have any additional decorations such as pins and brooches.

7. The boys' uniform of the **JHS** consists of the following:
 - a Plain white jacket-type polo with SLC-C insignia on the left breast pocket
 - b Long dark blue pants of gabardine/palm beach textile
 - c Plain white sando undershirt
 - d Black leather shoes and plain white socks
8. The polo must be worn fully-buttoned and the undershirt properly tucked-in.
9. The long pants are straight cut. Skinny and hip hop pants are not allowed.
10. The girls' uniform of the **JHS** consists of the following:
 - b. Plain white jacket-type blouse with sports collar, infold sleeves and buttons in front, dark blue bow tie with the SLC-C insignia on it
 - e. White, non-racer back sando over a skintone brassiere
 - f. Dark blue skirt with four box pleats in front and four box pleats at the back with a secret pocket at the right side
 - g. Black low-cut leather shoes with utmost 1-inch heel and plain white socks
11. The bow tie shall not be worn with additional decorations such as pins and brooches.

L. Earrings, Piercing, and Tattoos

1. Only the girls may wear earrings, boys must not.
2. Girls may wear simple earrings only. Dangling earrings and bright colored studs are not allowed.
3. Girls must only have a pair of ear piercing while the boys must not have any.
4. Tattoos including henna, nose piercing, and body piercing are strictly prohibited.

M. Attire on Non-school Days

1. Learners are to wear appropriate attire when they come to school on non-class day.
2. Wearing of slippers, shorts, slashed/tattered pants, and clothes that reveal much of the flesh is not allowed.

N. School ID Card

1. The school ID should be worn properly at all times inside the school premises.
2. A learner whose ID is left at home must see the Assistant Principal before he/she is allowed to join his /her class.
3. The school ID is valid for one school year only. It is surrendered when the learner transfers within the school year.
4. The school ID should not have any additional decorations such as stickers, drawings, photos, etc.
5. Lost ID Card
 - a. A lost ID card can be replaced only upon the approval of the Assistant Principal.
 - b. Steps in securing a new ID:
 - 1) The learner reports the loss to the Assistant Principal.
 - 2) The Assistant Principal conducts an investigation about the lost ID
 - 3) After the investigation, the Assistant Principal gives the learner two school days to find the lost ID.
 - 4) If not found, the learner will secure a Declaration of Loss from the Principal and a Replacement Form from the Assistant Principal.
 - 5) The learner will pay at the Cashier's Office.
 - 6) The Declaration of Loss and the Replacement Form together with the receipt are submitted to the Registrar.
 - 7) The Registrar will forward the forms to the MIS Office which is expected to produce the new one within two days.
 - 8) The learner claims the new ID from the Registrar two days after submission.

O. Student Haircut

Both boys and girls are to observe the prescribed haircut at all times as this is part of their good grooming and personality development.

1. Haircut for Boys
 - a. The boys' haircut must be decent, neat, and manly.
 - b. The prescribed length is 2x3 inches with top/bangs not beyond one inch.
2. Colored hair and cuts such as semi-bald, skinhead, trim, undercut and the like are not allowed.
3. Haircut for Girls
 - a. Girls' haircut must be simple, neat, and modest.
 - b. Boycut style and colored hair are not allowed.
 - c. Only dark colored hairpins, clips, and headbands shall be used.
4. Haircut inspection is done by the assigned haircut **inspectors /teachers every first Monday of the month.**
5. The haircut inspectors/ teachers reserve the right to judge the appropriateness, length, and style of the haircut.
6. Sanctions for violation of the haircut policy
 - a. **First Offense.** The learner is given First Warning. Parents are informed through the Communication Notebook.
 - b. **Second Offense.** The learner is given a Second Warning. He/She will be asked to write a Promissory Letter. Parents are also informed through the Communication Notebook.
 - c. **Third Offense.** The Parents are required to come to school for a conference with the Assistant Principal.
 - d. **Fourth Offense.** The learner is suspended for one day. He/She does not report to school but stays at home until his/her suspension is over.
 - e. **Subsequent Offenses.** The student is suspended after each violation. He does not report to school but stays at home until his/her suspension is over.

P. Nails, Mustache, and Beards

1. Hand nails are trimmed short and not polished.
2. Mustache and beards are shaved off.

Q. Permit to Leave the School

No learner is allowed to leave the campus during class hours or break periods. He/She can only do so if his/her parent or guardian will pick him/her up after duly coordinated with the Adviser and the Assistant Principal. He/She will submit the Permit to Leave to the guard. The parent or guardian shall log in the guardhouse before the learner will be allowed to go out of the campus.

R. Lost and Found

Lost and Found articles are deposited at the office of the JHS Assistant Principal. Notices concerning lost and found items are placed on the shelf for two weeks. Unclaimed articles after one month are donated to the Community Extension Program of the School.

S. Practices for Co-curricular and Extra-curricular activities

Learners engagement in the classroom is given priority by the school. Practices for co-curricular and extra-curricular activities during class period are strictly discouraged. Such activities may be done after class hours with the supervision of the subject teacher or adviser. The school campus may be used as venue for these practices upon prior approval by the academic heads and under the supervision of the teacher concerned.

T. System of Communication

Official announcements are made through the public address system. Learners are expected to stop from activities and listen attentively to the announcement. Written announcement, on the other hand, is posted in the bulletin boards. It is the responsibility of every learner to be informed fully by reading regularly posted notices. Tampering those notices in any form will be given disciplinary action.

U. Behavioral Infractions and Corrective Measures

Corrective measures are given for the following purposes:

- a. To teach learners respect for law and authority;
- b. To establish and maintain order in school campus;
- c. To develop moral character and personal discipline to guide learners towards appropriate and socially acceptable behavior;
- d. To instill the fundamental attitude of self-control, personal responsibility and justice; and
- e. To protect the good name and reputation of the school.

No disciplinary sanction shall be applied upon any learner except for cause as defined in the rules and regulations of the school, and after due process shall have been observed. The punishment shall be commensurate to the nature and gravity of the offense.

Generally, these are the forms of corrective measures:

Warning is given to an erring learner depending on the nature of the offense.

Parents Conference. Parents will be called for by the Assistant Principal to discuss matters on hand affecting the status of their children in school.

Suspension. It is a penalty in which the school is allowed to deny or deprive an erring learner of attendance in classes for a certain period of time not exceeding 20% of the prescribed class days for the school year or term.

A Parent Conference will be conducted before a learner will be suspended.

All suspended learners are on Conditional Status the following school

year.

Exclusion. It is a penalty in which the school is allowed to exclude or drop the name of the erring learner from the school roll for being undesirable, and transfer credentials are immediately issued. An investigation shall be conducted, and no prior approval by the department is required in the imposition of the penalty.

Minor Behavioral Infractions	Corrective Measures		
	Written Warning (CN)	Parent Conference	Suspension
Unexcused absences	3 rd Offense	5 th Offense	7 th Offense
Habitual Unexcused Tardiness	4 th Offense	6 th Offense	8 th Offense
Littering in the campus; Loitering in the campus	1 st Offense	2 nd Offense	3 rd Offense
Habitual wearing of improper uniform, no ID, not bringing the CN, failing to secure Parent's Signature (PS)	1 st - 2 nd Offenses	3 rd Offense	5 th Offense, sent out
Eating in the classroom during class hour; chewing of bubble gum in the campus; reading comics and pocket books during class hours	1 st Offense	3 rd Offense	5 th Offense
Petty quarreling; unnecessary talking; disturbance or obstruction with the normal functioning of classes such as borrowing pens, books and the like during class hours	2 nd Offense	4 th Offense	6 th Offense

Minor Behavioral Infractions	Corrective Measures		
	Written Warning	Parent	Suspension
	(CN)	Conference	
escape from cleaning; improper use of or playing with chalk and other classroom supplies	2 nd Offense	4 th Offense	6 th Offense
Misbehaving during prayer, during flag ceremonies and assemblies	2 nd Offense	4 th Offense	6 th Offense
Wearing make-up & colored nails, colored hair, colored brassiere (girls), sporting a mustache or beard	1 st Offense	3 rd Offense	4 th Offense
No Haircut or sporting unconventional hairdo (undercut, spiked, skinhead, mushroom cut, shaved hairline, lined up and the like)	1 st Offense	3 rd Offense	4 th Offense
Wearing or sporting accessories like beaded necklace, big fashion earrings and necklaces, bracelets and anklets	1 st Offense Item is confiscated	2 nd Offense Item is confiscated	5 th Offense, item confiscated
Sabotaging of the English Drive	1 st Offense	2 nd Offense	3 rd Offense
Violation of the English Drive Policy	1 st – 3 rd level	4 th level	5 th – 9 th level
Violation of the Curfew Policy	1 st Offense	2 nd Offense	3 rd Offense

Minor Behavioral Infractions	Corrective Measures		
	Written Warning (CN)	Parent Conference	Suspension
<p>Bringing electronic gadgets (cellphones, music players, electronic gaming machines, laptop, tablet and the like) without the written consent of the teacher/s and the parents.</p> <p>These will be confiscated and brought to the Assistant Principal. Confiscated items shall be redeemed only by the parents or guardians.</p> <p>Gadgets confiscated for the first time are released a week after, and for the second time, they are released at the end of the school year.</p>		1 st Offense, item is confiscated	2 nd Offense, item is confiscated

Major Behavioral Infractions	Corrective Measures		
	Parent Conference/ Guidance Counseling	Suspension	Exclusion
Disrespecting others, bullying acts, malicious name calling, rudeness and intimidation, malicious gossips and exclusion from the group	1 st Offense	2 nd Offense	3 rd Offense
Slander/ Use of vulgar language	1 st Offense	2 nd Offense	4 th Offense
Theft or taking somebody else's property without permission	1 st Offense	2 nd Offense	3 rd Offense
	Pay or return stolen item	Pay or return stolen item	Pay or return stolen item

Major Behavioral Infractions	Corrective Measures		
	Parent Conference/ Guidance Counseling	Suspension	Exclusion
Ear piercing or wearing of earrings for boys	1 st Offense	2 nd Offense	4 th Offense
Having more than a pair of ear piercing or wearing more than one pair of earrings for girls	1 st Offense	2 nd Offense	4 th Offense
Body tattoos including henna	1 st Offense	2 nd Offense	4 th Offense
Possession or use of deadly weapon		1 st Offense	2 nd Offense
Possessing, pushing or using of prohibited drugs		1 st Offense	2 nd Offense
Mere possession of cigarettes, vape or similar item or the act of smoking/vaping in the campus or its immediate vicinity or in outside school authorized functions		1 st Offense	2 nd Offense
Mere possession of gambling paraphernalia or the act of gambling in the school premises or its immediate vicinity.		1 st Offense	2 nd Offense
Bringing of drinks inside the campus; taking intoxicants or alcoholic inside and outside the campus with or without the permission of parents		1 st Offense	2 nd Offense
Fighting and inciting fights or any acts of violence or other forms of physical rumbles resulting in injury and which cause a disturbance to the peace and order of the campus		1 st Offense	2 nd Offense

Major Behavioral Infractions	Corrective Measures		
	Parent Conference/ Guidance Counselling	Suspension	Exclusion
Truancy (leaving the school campus without permission) and cutting classes	1 st Offense	2 nd Offense	4 th Offense
Membership in any fraternity, sorority or organization not sanctioned by the school		1 st Offense	2 nd Offense
Organizing, recruiting, hazing and bringing gangs for the purpose of harassing any student or school personnel		1 st Offense	2 nd Offense
Vandalism		1 st Offense	3rd Offense
Painting , drawing , or writing of words or figures on any part of the building and other school properties			
Tearing, defacing, dirtying or unauthorized removal of notices, posters, streamers, bulletin board displays and other publications of the school			
Breaking school properties such as glass doors, windows, chairs, tables, sports facilities and the like.			

Major Behavioral Infractions	Corrective Measures		
	Parent Conference/ Guidance Counselling	Suspension	Exclusion
<p>Dishonesty – may take the forms of but are not limited to:</p> <p>Cheating during quizzes and exams – does not only mean actual copying from something or somebody but also possession either in his person or within his reach of any material related to the subject matter under examination. Other forms but are not limited to, are: giving another the answer, providing another the opportunity to cheat and changing the score without notifying the teacher.</p>		1 st Offense	3 rd Offense
Copying of assignments and projects, letting or coercing others do one's project	1 st Offense	2 nd Offense	3 rd Offense
Forgery – tampering with official school documents (report card, ID cards, CN and circulars); faking signatures of parents, guardians and/or teachers; intentionally falsifying something with the intent to deceive others with anything that pertains to the school		1 st Offense	3 rd Offense
Asking an unauthorized person to sign the Communication Notebook	1 st Offense	2 nd Offense	3 rd Offense
Borrowing or lending ID card	1 st Offense	2 nd Offense	4 th Offense

Major Behavioral Infractions	Corrective Measures		
	Parent Conference/ Guidance Counselling	Suspension	Exclusion
Grave Misconduct			
Assaulting physically a student or a teacher, or any school personnel		1 st Offense	2 nd Offense
Slander or verbal accusation that brings a person's character into shame and contempt		1 st Offense	2 nd Offense
Resistance, disobedience or deliberate disrespect to any lawful order or persons in authority including security guards		1 st Offense	2 nd Offense
Instigating or leading illegal strikes or similar concerted activities resulting in the stoppage of classes		1 st Offense	2 nd Offense
Threatening any student or school personnel			
Unauthorized collecting of money with coercion to classmates or peers; soliciting any amount for whatever purpose without the written permission from the College President		1 st Offense	2 nd Offense

Major Behavioral Infractions	Corrective Measures		
	Parent Conference/ Guidance Counselling	Suspension	Exclusion
Unauthorized use of school name and school seal/logo for public functions.		1 st Offense	2 nd Offense
Any serious or grave misconduct or scandal committed outside the campus that will destroy the image of Saint Louis College-Cebu		1 st Offense	2 nd Offense
Public display of affection which includes but is not limited to: kissing, hugging, cuddling, holding hands, fondling, inappropriate touching, rubbing or massaging, caressing, stroking a boyfriend/girlfriend.		1 st Offense	2 nd Offense
Viewing, reading, possessing distributing, or using of any pornographic materials whether through social media, cellular phones, tablets, laptops and netbooks, CDs, magazines, posters, pictures, or illustrations.		1 st Offense	2 nd Offense
Surfing, browsing indecent pornographic websites; posting or exchanging of lewd or indecent pictures, videos and languages in the social network		1 st Offense	2 nd Offense
Act of lasciviousness, lewd or indecent language in the school Campus; speaking bad words			1 st Offense
Writing, sketching and/or drawing obscenities	1 st Offense	2 nd Offense	3 rd Offense
Sexual misconduct		1 st Offense	2 nd Offense

Important Note:

Sanctions for Major Offenses for Senior High School Students (SHS)

First Offense: Suspension

Second Offense: No off-campus immersion / Exclusion

V. Non Re-admittance. The following are not readmitted to SLC-C:

1. Learners excluded during the year
2. Learners who persistently violate rules and regulations.
3. Learners not promoted to the next grade level
4. Learners who failed to complete lacking unit/s prior to enrollment.

W. Non-Issuance of Certificate of Good Moral Character. Learners who commit major offenses, are not issued Certificate of Good Moral Character.

X. Exclusion from the Graduation Rite/Moving Up. Candidates for Graduation or Moving Up found guilty of violating major rules and regulations shall not be allowed to march on stage.

N.B Being excluded from Graduation or Completion Rite is not tantamount to being expelled from the school.

Y. Procedure in the Administrative Investigation of Major Offense Committed

1. A report of complaint from a complainant (who can be a teacher, a learner, a parent or any other person) is submitted in writing to the Assistant Principal, copy furnished to the adviser of the erring learner, stating therein the nature and circumstances of the offense, including or stating therein the evidence and other matters relevant to the case.
2. For Minor Offenses, the Assistant Principal commences the investigation of the case by sending a written notice to the respondent notifying him of the following.
 - a. The nature and circumstances of the charge against him by attaching the report/complaint against him;
 - b. The directive to answer in writing the charge against him within two (2) days from receipt of the answer and supporting evidence, if any, to the Assistant Principal copy furnished the complaining party.

- c. The advice as to his rights to examine the evidence against him during the investigation, to adduce evidence in his own behalf, and to be represented by a counsel of his own choice if so desired by him.
 - d. The date, time, and venue of the investigation/hearing.
 - e. The advice to attend the hearing, otherwise he shall be deemed to have waived his right in the investigation that will proceed accordingly despite his absence, in which case the resolution of the case shall be based on the evidence adduced during the investigation.
 - f. The Assistant Principal shall also notify the complaining party of the date, time, and venue of the investigation.
3. In the initial hearing, the Assistant Principal (who will act as the “hearing officer” shall determine whether or not respondent appears without counsel. If respondent appears without counsel, he and/or his parents/guardians, if present, shall also be asked whether or not they are waiving the right to be represented by counsel during the investigation. Respondent and his parent or guardian, if present, shall also be asked whether they are going to proceed with the investigation or waive further investigation of the case. The waiver should be clearly stated in the minutes and signed by the respondent and his parents/guardians. In the event the respondent’s parents or guardians do not appear during the investigation despite due notice and respondent decides not to have a lawyer, respondent shall be allowed to select a teacher in the school to assist him during the investigation. If respondent still waives this privilege, the same shall also be clearly stated in the minutes.

(Note: The term “counsel” means lawyer. In case a party opts not to be assisted by a lawyer, and his parent or guardian or teacher assists him during the investigation, the term “counsel “may also refer to his parent, guardian, or teacher to do the functions of the counsel during the investigation.)

4. In the hearing, the first party to present his evidence (testimonial and/or documentary) will be the complainant. The hearing officer shall examine the complainant and each of his witnesses if any. After the examination of each witness by the hearing officer, complainant or his counsel, if any, may also ask questions on relevant matters not covered in the previous examination or for clarificatory purpose. This is followed by cross-examination by respondent or his counsel, if present. If warranted, the hearing officer may still ask further questions after the cross-examination.

5. After the presentation of complainant's evidence, it will be the turn of respondent to present his own evidence. The hearing officer shall examine the respondent and each of his witnesses, if any. After each witness has been examined by the hearing officer, respondent's counsel may ask questions on relevant matters not covered in the previous examination or for clarificatory purposes. This is followed by the cross-examination of the witness of the complainant or his counsel if present. If warranted, the hearing officer may still ask further clarificatory questions after the cross-examination of every witness.
6. The hearing officer, motupropio or upon the request of an interested party (the grant of which is discretional to the hearing officer) may require the attendance of any other witness not presented by any party who can possibly shed light on the case.
7. After the presentation of the last evidence, the case is deemed submitted for resolution. The hearing officer shall then render a decision within ten (10) days there from and furnish the parties copies thereof.
8. After the lapse of three (3) days from receipt of the decision, the decision becomes final and executor unless otherwise revoked by a higher authority. A party who disagrees with the decision is not allowed to make a motion for reconsideration, but he may appeal the decision within three (3) days from his receipt thereof directly to the Board of Discipline by stating therein the grounds for his appeal, furnishing a copy of his appeal to the hearing officer and to the other party. In case a motion for reconsideration is submitted by a party, the same shall be deemed an appeal, and the hearing officer shall immediately forward it to the Board of Discipline for appropriate action. All the records of the case shall be transmitted by the hearing officer to the appellate body.
9. The Board of Discipline shall deliberate on the appeal after requiring the appellant (non appealing party) to make a written comment within three (3) days from receipt of the Board's directive. After the lapse of this three-day period, whether or not the written comment, is submitted by the appellant, the Board of Discipline shall deliberate on the appeal. The Board of Discipline will review the records of the case and consider only the evidence adduced during the investigation and render decision within ten (10) days from the start of the deliberation. The decision of the Board of Discipline is immediately final and executor.

10. For Major Offenses, the Board of Discipline, which is composed of the Assistant Principal, the four-grade level Advisers, conducts the investigation of the case by following the procedure in #8. The chairman and the members of the Board, as hearing officers, can profound questions to the parties and their witnesses. The decision of the majority of the members of the Board shall be binding. Any member who disagrees with the decision of the majority is obliged to state clearly and support his dissent.
11. After the lapse of three (3) days from receipt of the decision, the decision becomes final and executor unless otherwise revoked by a higher authority. A party who disagrees with the decision is not allowed to make motion for reconsideration, but he may appeal the decision within three (3) days from the receipt thereof directly to the Board of Appeals by stating therein the grounds for his appeal, furnishing copy of his appeal to the hearing officer and to other party. In case a motion for reconsideration is submitted by a party, the same shall immediately forward it to the Board of Appeals for appropriate action. All the records of the case shall be transmitted by the Board of Discipline to the appellate body.
12. The Board of Appeals, which is composed of the President as Chairman, the Principal, the Homeroom Adviser, and Two (2) other members appointed by the President shall deliberate on the appeal after requiring the appellee to make the written comment within three (3) days from receipt of the Board's directive. After the lapse of this three-day period, whether or not the written comment is submitted by the appellee, the Board of Appeals shall deliberate on the appeal by reviewing the records of the case and the evidence adduced during the investigation. The decision of the Board of Appeals is immediately final and executor.

Article 5
STATUS OF LEARNERS

- A. **Regular Status.** A regular learner is one who does not have any academic or conduct deficiencies. He readily puts into practice to the best of his/her ability the rules and regulations of Saint Louis College-Cebu. This attitude is what makes a true Louisian.
- B. **Conditional Status**
1. The basic human rights, the individual uniqueness, the presence of potential good in a learner on conditional status shall be respected at all times.
 2. The conditional status of a learner shall not be a hindrance to his/her deportment and academic success. Rather, it shall serve as an aid for the school authorities to follow up his/her performance with special interest and concern.
 3. No learner shall be placed on conditional status without the benefit of his knowing the reason or reasons why. His parents or guardians shall be duly informed of the matter, and together with the school administrators, shall provide the necessary measures that will hasten the lifting of the conditional status.
 4. The parents or guardian of the learners on conditional status have the responsibility to cooperate with the school authorities in providing measures that will facilitate the lifting of the conditional status.
 5. A learner shall be placed on conditional status only once. During the school year, he/she shall see to it that this conditional status is lifted within the period stipulated in the Conditional Agreement.
 6. A learner who shall be on conditional status for incoming year shall not eligible for any elective position in the Supreme Student Government.

7. A learner on conditional status shall be excluded or dropped from the school roll within the school year should any violation of the conditions that warrant immediate dismissal be committed by him/her.
8. A learner on conditional status shall report to the Assistant Principal regularly or as often as call slips are issued to him/her for conferences on the state of progress of his/her Conduct performance.
9. The decision not to readmit a learner on conditional status the following school year shall be determined during the year-end deliberation by the subject teachers, Assistant Principal, Guidance Counselor, and class adviser.

The decision of non re-admittance shall be conveyed to the learner and his /herparents/guardian in a conference or in writing.

C. Conditional Status on Grounds of Conduct

1. A learner with deficiencies, like frequent absences, tardiness, or cutting class and/or has committed offenses against school rules and regulations, is automatically considered to be on conditional status.
2. A learner with a failure in Conduct in any of the grading periods is automatically considered on conditional status.
3. If a learner on conditional status commits a grievous offense punishable either by suspension, exclusion, or expulsion, he/she shall be dismissed accordingly within the school year after proper investigation of that offense.
4. Grade 10 and 12 learners who commit major offenses are not issued Certificate of Good Moral Character. They shall be excluded from joining the graduation rites.

Article 6
LEARNERS' RIGHTS, DUTIES, AND
RESPONSIBILITIES

- A. **Learner Rights.** Every bona fide learner of Saint Louis College-Cebu enjoys the following rights:
1. The right to receive quality education;
 2. The right to avail of school guidance and counseling services;
 3. The right to know their academic progress through pertinent records
 4. The right to issuance of official school certificates, diploma, transcript of records, grades, transfer credentials and similar school documents on records within five (5) days from request;
 5. The right to publish a learner newspaper and similar publications;
 6. The right to expression of opinions and suggestions, and to avail of effective channels of communication with the appropriate authorities of Saint Louis College- Cebu; and
 7. The right to be free from arbitrary contributions, that is, those not approved by their own organization, the school Administration, or the DepEd
- B. **Learner Duties and Responsibilities.** All bona fide learners of Saint Louis College-Cebu shall have the following duties and responsibilities:
1. To exert their utmost ability in the development of their potentialities for service in order that they may become assets to their families, the school, and society;
 2. To uphold the integrity of Saint Louis College-Cebu and achieve and maintain academic Excellence; and
 3. To obey the rules and regulations of the school toward the attainment of the school's Vision-Mission.

Article 7

LEARNER SERVICES

A. Center for Christian Formation

1. The principal objective of the Campus Ministry is to build a Christian Community within and among the members of the school community by offering pastoral care and services through the three dimensions of Christian community life, namely, worship or liturgy, Christian formation, and social services. The Campus Ministry office coordinates and oversees the various pastoral activities within the school community.

2. It is a service under the office of the Chaplaincy.

3. Services offered by the Center for Christian Formation are the following:

a. **Worship.** The Center for Christian Formation provides liturgical and para-liturgical activities and organizes other religious school activities for the members of the community such as:

- 1) Eucharistic Celebrations
- 2) Penitential Celebrations
- 3) Para-Liturgical Activities

b. Christian Formation

1) The Center for Christian Formation provides opportunities for personal assessment and Christian growth, through recollections, retreats, seminars, etc.

2) Further, it offers on-going training for Christian leadership and information through religious organizations, such as the Louisian Liturgical Club and the Children of Mary.

3) The Center for Christian Formation concerns itself with those who are in need of guidance and counseling, and makes the appropriate referral either to the Guidance Counselor or the Chaplain.

c. Social Service

1) It depose itself to other social needs in and out of the campus, and extends the help it is capable of.

- 2) It serves as the coordinating body for the school Community Extension Service.

d. **Other Activities:** Mission Month, vocation promotion, etc.

B. Guidance and Testing Office

1. **Guidance Defined.** Guidance is an integral part of education offering assistance to learners so that they would make intelligent decisions and adjustments in life.
2. **Objective.** It has as its main objective the maximum development of the students towards becoming persons who can make their own decision by knowing themselves and their environment (people and the social systems) so that they can take their proper place in the society.
3. **Guidance Services.** To attain this objective, the following services are rendered:

3.1 Individual Inventory. This includes gathering and synthesizing informational data of students as they go through school. This facilitates better understanding of student problems and needs.

3.2 Counseling. This is the core of the guidance program around which revolves other services. Through counseling, the learner is assisted in learning to understand his/her problem, relate it to the situation of the bigger community and find ways of solving it.

3.3 Testing. Tests of varied types are given to help assess individual and group needs towards growth and development. Test results aid in better self-awareness and better response to the self and others.

3.4 Career Guidance. This involves a conscious process of career education. Students are assisted in developing proper values, attitudes and aspirations regarding work which is not only for self-sustenance but also to maintain the community.

3.5 Group Guidance. This is an extension of the counseling assistance to large groups concerning common problems in personal, social, academic and vocational areas. This service includes homeroom guidance. It makes it possible for learners to seek help without fear of being identified with a particular problem to maintain the individual's wholesome relationship with his/her peers.

9. **Referral.** This helps learners by identifying cooperating agencies in the community where professional help could be obtained for particular problems.
10. **Information.** This service which is done through orientation provides information to learners regarding the school program, activities, projects, staff services and facilities. It also provides information of different vocational and professional areas.

C. Library

1. The library provides the relevant sources of information needed by the school community. However, sources alone do not make a library. It is when users interact with the sources through the help of the librarian that the library becomes an information service.
2. The library collection includes books, magazines, journals, newspapers and other information materials. Some materials such as general reference books and periodicals can be used only inside the library. Most of the collection are for circulation and can be borrowed or taken out. The collection is arranged according to the Dewey Decimal Classification System.
3. The library is open from Mondays to Fridays, service hours is from 7:30 in the morning to 5:10 in the afternoon. During Saturdays, it is open from 8:00 in the morning to 12:00 noon.
4. Borrowing Regulations and Procedures
 - a. Learners are required to get a borrower's card from the library. This card is used when borrowing library materials.
 - b. The card is always needed upon entering the library and whenever library materials are borrowed from the counter.

D. Medical Services

1. The school maintains a medical and dental clinic, which is open to all bona fide learners of Saint Louis College-Cebu. It renders the following services.
 - a. First aid and emergency treatment
 - b. Consultation and treatment of illness
 - c. Dressing of wounds
 - d. Annual physical examination
 - e. Annual dental examination

2. Guidelines and Procedures

- a. Cases are attended to on a first-come-first-served basis, except emergency cases.
- b. Cases beyond the capability of the medical clinic are referred to the hospital for further evaluation and treatment.
- c. Patients with infectious diseases like sore eyes, mumps, measles, chicken pox, are sent home after treatment or are referred to the hospital whenever required.
- d. Learners who are too weak to be sent home are confined at the clinic until their parents, who are duly notified, fetch them.
- e. Learners who experience dizziness, high fever, nausea, headache or stomachache are required to proceed to the office of the principal if the school Physician is not on duty or if the school nurse is absent.
- f. Silence and proper behavior should be observed at all times inside the clinic.

E. School Supplies

1. School and office supplies are available at the School Supplies Store.
2. Students are requested to maintain order in buying from the store in order to facilitate effective transaction

F. Canteen

1. The school canteen is located within the premises of the school to provide food services to learners, teachers, and employees.
2. The canteen management is under obligation to provide nutritious meals (home-cooked) and snacks sold at reasonable prices, and to ensure the cleanliness and sanitation of the canteen and its surroundings. There may be other food stalls inside the school premises but with the agreement of arrangement with the canteen management.
3. The canteen is intended for dining only. Making of projects/homework or standing by with friends is therefore prohibited.

4. Learners can buy food only during break times.
5. Learners are obliged to support the “Clean as You Go” Drive of the school. They shall leave the eating area clean all the time.

G. School Security

1. The school provides security for the learners, faculty members, other employees, guests and visitors while in the school through the services of security guards provided by a duly licensed security agency.
2. Students are expected to give due respect to the security guard/s on duty, and to comply with the legitimate orders or instructions implemented by the guards.
3. A security guard may not be told nor asked by any learner to do errand or any form of service.
4. Bags, books, notebooks and other personal belongings may not be left at the guard house.
5. Learners are not to fraternize, converse, or chat with the guard/s on duty.

APPENDICES

Appendix A
ENGLISH DRIVE GUIDELINES

1. Time and Place of the Drive

- a. English is used as medium of oral and written communication from the time the student gets in the campus in the morning until 5:30 in the afternoon during school days. However, on Schedule D, English Drive ends at 11:40am for Monday-Thursday and 12:00 o'clock for Friday.

Note: Learners may speak Filipino to the Filipino and AP teachers anytime, anywhere.

- b. English is spoken everywhere in the campus. However, in a one-on-one conversation with an outsider like parent or driver, the learner may not speak in English.

2. Instances for English Drive Moratorium

- a. During Filipino and AP periods, learners speak in Filipino until the teacher goes out of the room.
- b. During the “Buwan ng Wika” celebration
 - 1) English Drive continues only in English, Math, Science and TLE during the Buwan ng Wika.
 - 2) If said subjects fall in the first period in the morning or in the afternoon, English Drive starts only when the learners and the teacher are inside the room.
 - 3) The last holder is determined according to the time the teacher goes out of the room not on the ringing of the bell.
- c. During club meetings
- d. During practices of varsity players in volleyball, basketball, and table tennis, players are exempted from speaking English provided they are wearing their uniform and they are on play.
- e. During school programs, participants on stage are exempted from speaking English.
- f. During practices or rehearsals in big school activities such as intramurals, field demonstration, and JS Prom.

3. Procedure in Circulating the Chip

- a. The chip starts circulating even before the first period in the morning. In case the monitor has not arrived yet, the report system is used when someone is caught speaking in vernacular.
- b. It is the holder who passes the chip to the next violator. A classmate who hears somebody speaking in vernacular may report to the holder and must quote the word/s heard.
- c. Last holder of the day is responsible of circulating the chip the following day. However, it is still the responsibility of the monitor to get the chip from the teacher and give it to the holder of the previous day. If the holder couldn't find anyone, then he remains to be the holder.

- d. In case the holder of the previous day catches somebody before he gets back the chip from the monitor, he may simply notify the violator that he's the next.
- e. Learners who can't resolve who should be the next holder among them, will all get a demerit every period until they are settled.
- f. A learner is referred to the Assistant Principal if he strongly denies to have spoken in vernacular, after a thorough investigation from the concerned English teacher.
- g. Both the chip and the report system function inside and outside the classroom but whichever comes first will prevail.
- h. From dismissal time in the afternoon until 5:30, the holder can continue to find a violator among his classmates. But since the chip is already returned, he will simply inform the violator that he is the next.
- i. Learners who assemble in school for off-campus activities such as recollections, academic contests, seminars and the like, will have to speak English. The chip will be circulated and returned upon departure. Those who come back to school after the activity will also have to speak English and use the report system.
- j. The last holder is determined according to the ringing of the bell. However if the teacher is still in the room after the bell has rung, the circulation continues until the teacher leaves the room.

4. **The Merit-Demerit System**

- a. English Drive is graded as one of the scores in the **Performance** level of assessment.
- b. Points are set per grade level.
 - 1) Grade 7 - June to October (50 pts.)
 - November to March (30 pts.)
 - 2) Grades 8 -12 - June to March (20 pts.)
- c. Demerits are deducted from the points set per grade level.
- d. Points earned from reports are added to the Written Output level of assessment in a grading period.

5. **Number of Holders in a Day**

- a. In June-July - Grade 7 (1 holder per day)
- b. In June - Grades 8-12 (1 holder –AM and 1 holder-PM)
- c. In July - Grades 8-12 (1 holder every period)
- d. In August-March - Grades 7-12 (1 holder every period)

6. **Selection and Responsibilities of a Monitor**

- a. **Selection.** A monitor is assigned by the English teacher for a term of one grading only.

b. **Responsibilities**

- 1) The monitor lists down the names of the last holders in an enrollment list. The list and the chips are submitted to the English teacher at the end of the day and are taken back in the morning before the first period. The monitor signs in the log sheet each time he takes and returns the chip.
- 2) If the monitor is absent, the president takes over.
- 3) Monitors will make a temporary chip if it is left or lost.
- 4) Monitors tell the first period teachers the names of learners who are due for suspension. The teacher sends these learners to the Assistant Principal.

7. **Rights and Duties of a Holder**

a. **Rights.** It is the right of the holder not to be known. Anyone who announces his name will get 5-point demerits.

b. **Duties**

- 1) The last holder reports to the monitor for recording. If he fails, he gets double minus.
- 2) The last holder of the day surrenders the chip to the monitor and takes it back from the latter the following day. In case the holder is absent, late, or has not arrived yet, the monitor does the circulation. If the previous holder arrives, the monitor signals at the new holder to give it back to the previous holder.
- 3) A holder, who intentionally breaks, throws, abandons the chip or slips it in someone's bag will get 5-point demerits.
- 4) A holder, who leaves the chip at home or loses it, gets double minus per day until he finds or replaces it.
- 5) If the holder who lost or misplaced the chip is not known, all those who took hold of it during the day are held responsible of tracing or replacing. Everyone gets a demerit of one per day until the chip is found or replaced.
- 6) A holder who continues to speak in vernacular will get 5-point demerits and will see the Assistant Principal

8. **Duties of Non-Holders**

- a. A non-holder should keep the name of the holder unknown to others and refrain from giving a cue of the holder's or teacher's presence. Anyone who violates, gets 5-point demerits.
- b. Non-holders cannot circulate the chip in behalf of the holder. If they do, they get 5-point demerits.

9. The Report System

- a. Report system is used inside and outside the classroom.
- b. Anyone could report anybody.
- c. Procedure:
 - 1) Reporter writes on 1/8 sheet of paper the date, time, place of incident and name of person caught with his grade & section, and word/s uttered. He also writes his name, grade, and section at the bottom of the sheet.
 - 2) He submits the paper to the class monitor or his English teacher.
 - 3) The following meeting, the teacher verifies the report with the learner concerned. If a learner does not confirm the report to be true, he is sent to the Assistant Principal for further verification.
 - 4) Confirmed reports are given to the class monitor for recording of demerits.
 - 5) The monitor gives the reports back to the English teacher for recording of merits.
 - 6) Reports shall be submitted immediately or a day after the incident; otherwise they will be considered invalid.
- d. Reporters get one (1) point merit for every three (3) validated reports. For a sabotage reporter, the merits will be determined according to the number of learners reported to be converted into 3 is to one.
- e. Reporters who have 10 or more demerits will automatically lose their earned merits.
- f. Sharing of reports is strictly prohibited. It is considered sabotage.
- g. A reporter may chop a statement uttered, into words or phrases and write on separate sheets.
- h. Reporter of sabotage must quote the words being heard.

10. Sabotage of the English Drive

- a. **Sabotage defined.** Sabotage is a deliberate act of speaking, writing in vernacular or listening to a vernacular by at least two learners who neither have the intention of reporting.
- b. Sabotage is ruled out if one member of the group reports before someone outside of the group does.
- c. A group of learners speaking, writing in or listening to a vernacular cannot opt to report once it is established that they have no intention of reporting.
- d. Learners who sabotage the English Drive get 5-point demerits and parents will be informed through the Communication Notebook under Behavior.

11. Cebuano Expressions

- a. Speaking words that sound English but would actually mean Cebuano is not allowed. The learner who speaks such will be given the chip.
e.g. Tindug intawon day. (Ten dogs die in town)
Look at John's the long gun. (Look at John's ears.)
- b. All Cebuano expressions of one or two syllables are not accepted. Some of these are: ba, no, uy, sa, bi, daw, aw, man, sos, ha, agay, hala,kuan, di-ay.

12. Highly ungrammatical English is not accepted. Anyone who speaks such poor English will be given the chip.

- e.g. In the there. (It's there.)
Why are you like thating me? (Why are you doing that to me?)
Said my teacher... (My teacher said...)
I what's that him. (I "specific verb" him.)

13. Acceptable Words

- a. Cebuano names used to address people such as Manoy, Manang, Day, etc. are accepted.
- b. Saying non-English titles of songs or movies, or singing non-English songs is all right for as long as it is done without spite.

14. Teachers' and Employees' Role

- a. Subject teachers are given the authority to take action on troubles caused by the passing of the chip during class hour.
- b. Any teacher or employee can confiscate the ID of a violator or simply get his/her name and section and give it to the English teacher concerned immediately. If the ID is taken, the learner can take it from the English teacher concerned.

15. Demerits for Learners Reported by a Teacher/Employee

- a. In June, Grade 7 students caught, get 2-point demerits, while the higher grades get 5-point demerits.
- b. In the succeeding months, learners caught in all grade levels, get 5-point demerits.
- c. A learners caught saying bad words in vernacular, and in English gets 5-point demerits and evaluated under Behavior. A student involved in this for three times will be sanctioned for suspension.

16. Suspended learners are not exempted from the English Drive.

17. Awards

- a. **Anglophone Award.** This award is given to a graduating learners who has no demerit from Grade 7 to Grade 10. The student will sign a sworn statement in front of the Holy Bible stating that in his four years stay in Saint Louis College-Cebu, he has not spoken in vernacular and that he reported those he heard speak in vernacular.
- b. **Certificate of Appreciation.** This certificate is given to a monitor who meets the following requirements:
 - 1) He must not have a demerit within the grading period he is the monitor.
 - 2) He must have reported to the English teacher a learner holding the chip for three consecutive school days.
 - 3) He must have religiously signed the monitoring sheet in the morning and in the afternoon.
 - 4) He must have had submitted at least three (3) reports of his own within the grading period he is the monitor.

18. **Sanctions.** Learners who get 10 or more demerits at the end of the grading period are given sanctions. The sanctions (in graduated levels) continue in the subsequent school years.

A. For Junior High School (JHS)

1. First Level : **Warning**

A "Warning" remark is written by the English teacher in the English Drive Level page of the Communication Notebook. The learner secures parents' signature for him to join his English class the following day.

2. Second Level: **Student's Promissory Note**

The learners writes a promissory note in the English Drive Level page of the Communication Notebook and secures parents' signature for him to join his English class the following day.

3. Third Level: **Parent's Promissory Letter**

The English teacher informs the learner to ask his parents to write a Promissory Letter in the English Drive Level page assuring the school that they make a close follow-up of their child.

4. Fourth Level : **Conditional Status**

Parents are required to come for a conference with the Assistant Principal. The parents and the learner sign a Commitment and Undertaking.

5. Fifth to Ninth Level : **Suspension**

Suspended learners are required to read Power Builder stories and answer the questions therein. The number of stories to read will vary according to the level.

Note: 5th and 6th levels suspended learners stay in school while 7th, 8th and 9th stays at home.

5th level 20 stories

8th level

3 Book reports

6th level 25 stories

9th level

4 Book reports

7th level 2 Book reports

6. Tenth Level : **Advised to Transfer**

NOTE: Parents are required to come for a conference with the Assistant Principal. The learner needs to write a letter address to the President with the signatories of the English teachers concerned, Assistant Principal and Principal. He is given five days to process it. Failure to do so, will result to one day suspension. After the given suspension, an allowance of three days is given to process the letter again. If the learner fails to do it again, he is called with his parents for a deliberation with the presence of the English teachers concerned, Assistant Principal, Principal and President.

B. For Senior High School (SHS)

First Level: Learner's and Parent's Promissory Note (SHS)

The student writes a promissory note in the English Drive Level page of the Communication Notebook and secures parents' signature for him to join his English class the following day. The English teacher informs the learner to ask his parents to write a Promissory Letter in the English Drive Level page assuring the school that they make a close follow-up of their child.

Second - Third Level: Conditional Status

Parents are required to come for a conference with the Assistant Principal. The parents and the learner sign a Commitment and Undertaking.

Fourth Level : Suspension

Suspended learners are required to read Power Builder stories and answer the questions therein. The number of stories to read will vary according to the level.

Fifth Level : No Immersion

Appendix B

ANTI-BULLYING POLICY OF SAINT LOUIS COLLEGE-CEBU

Prefatory Statement

Saint Louis College-Cebu values a healthy and peaceful educational environment.

All members of the SLCC 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 SLCC in general, and should work towards ensuring that students can work in an environment without fear.

Saint Louis College-Cebu will do whatever is reasonably necessary and possible within its authority to eradicate bullying in all its forms.

Saint Louis College-Cebu takes a strong stance against bullying.

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

I. Preliminary Provisions

Section 1. Legal Basis. This Policy is adopted in compliance with Republic Act No. 10627, otherwise known as the “Anti-Bullying Act of 2013”.

Section 2. Scope and Coverage. This Policy applies to the Kindergarten, Elementary, and High School programs at Saint Louis College-Cebu, hereafter referred to as the “School”.

Section 3. 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 the School.

5. School – refers to Saint Louis College-Cebu.

6. School Personnel - refers to all staff and employees of the School; regardless of rank or status; whether classified as academic, academic-support, or nonacademic; and whether full-time or part-time; and whether probationary, contractual, or regular.

7. Service Providers - refers to outsourced personnel of the school, which includes, but is not necessarily limited to, maintenance and security, coaches, trainers, and drivers and staff of accredited transport or bus services.

II. Prohibition on Bullying

Section 4. Statement of Policy. The School as a matter of policy prohibits bullying in all its forms, regardless of the means, place and time of its commission.

Section 5. Definition of Bullying. The School 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.

Section 6. 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.

Section 7. Common Forms of Bullying. The common forms of bullying shall include, but is not necessarily limited to, the following:

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

Section 8. Fair and equal treatment of bullying incidents. The School shall address each and every bullying incident fairly and equally. All forms of bullying should be taken seriously and dealt with appropriately.

Section 9. Situs of Bullying. The School 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.

The School particularly undertakes to prevent and address bullying committed at the following:

- a. On Campus. School Grounds including classrooms, hallways, cafeteria, canteen, faculty rooms, auditorium, gymnasium, computer rooms, laboratories, and all places and facilities within the campus.
- b. Off-Campus which covers:

- 1) properties immediately adjacent to School grounds including places or establishments frequented by our students;
 - 2) any other place where school-sponsored or school-related activities, functions or programs are conducted;
 - 3) School bus stops;
 - 4) School service, buses, or transport used by the School in an activity off-campus; and
 - 5) School buses or School services operated or accredited by the School to transport students to and from the campus.
- c. 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.

III. Prevention Programs

Section 10. The School 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.

The School 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
- f. coordination with Local Government Units, barangay (Barangay Council for the Protection of Children) and other stakeholders.

(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 Family Council 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.

Section 11. 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.

IV. Intervention Programs

Section 12. The School 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:

- a. issues that influence the student to commit bullying;
- b. factors that make a student a target of bullying; and
- c. effects of bullying.

Section 13. 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:

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

Section 14. The School 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.

V. Responsibilities in Bullying Incidents

Section 15. The following are the responsibilities of stakeholders in bullying incidents:

(1) Bully

The "Bully" shall:

- a. Comply with the intervention and prevention programs of the school;
- b. Submit to due process of the school as part of disciplinary action whenever necessary.

(2) Bullied or Victim

The Bullied or Victim shall:

- a. Avoid retaliation;
- b. Report his/her experience to the teacher, Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office, or other persons or school authorities; and
- c. Be circumspect in his/her claims against the alleged bully.

(3) Bystander

The bystander shall:

- a. Promptly report cases of bullying, that which he or she witnessed or has personal knowledge of, to the teacher, Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office, or any person or school authorities;
- b. Not to join the bullying;

- c. Secure the safety of the victim whenever possible without causing harm to himself or herself.
- (4) School

The School through the Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office, 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 School's student and/or employee handbook and shall be conspicuously posted on the School 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 the school 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 School personnel shall:

- a. Participate and cooperate in all prevention, intervention, and other measures related to bullying by the School;
- 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 of.

(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 the school which includes: 1. Education on relevant policies;
2. 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

VI. The Anti-Bullying Committee

Section 16. The Anti-Bullying Committee. The School's existing Child Protection Committee (CPC) shall also be designated as the School's Anti-Bullying Committee as required under DepEd Order No. 40, series of 2012.

Section 17. Composition. The Committee shall be composed of the following:

- a. Principal – Chairperson
- b. Guidance Counselor – Vice Chairperson
- c. Representative of the Teachers
- d. Representative of the Parents
- e. Representative of students; and
- f. Representative from the Community as designated by the Punong Barangay, preferably a member of the Barangay Council for the Protection of Children (BCPC). (ad hoc)

Section 18. Functions. 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.

VII. Handling Bullying Incidents in the School

Section 19. Exclusive Jurisdiction. Complaints of bullying and other acts under this Policy shall be within the exclusive jurisdiction of this School 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.

Section 20. 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.

Section 21. 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:

- a. Stopping the bullying or retaliation immediately;
- b. Separating the students involved;
- c. Removing the victim or, in appropriate cases, the bully or offending student, from the site;
- d. Ensuring the victim's safety, by:
 - 1. Determining and addressing the victim's immediate safety needs; and
 - 2. Ensuring medical attention, if needed, and securing a medical certificate, in cases of physical injury.
- e. Bringing the bully to the Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office

Section 22. 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

Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office, who shall immediately report the matter to the Principal.

2. The School 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, this School 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 Form 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 Guidance Office.

Section 23. Fact-Finding and Documentation

The Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office 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.

Section 24. Referral to Experts Outside of the School. The School 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.

VIII. Disciplinary Measures

Section 25. Where students resist or refuse to respond to intervention or preventative strategies to address bullying, the School 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.

Section. 26. Due Process

- A. Bullying cases may be initiated either through:
 - 1) a Complaint; or
 - 2) a motu proprio Charge from the Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office on the basis of a report of the teacher, school personnel or bystanders.
- B. 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.
- C. 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.
- D. The Complaint or Charge for Bullying shall be filed with the Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office.
- E. The Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office 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.
- F. Upon receipt of the Sworn Answer, the Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office may schedule a conference with the Complainant and/or the Respondent separately to clarify the allegations in the Complaint and the Sworn Answer. The Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office may also interview witnesses, bystanders, and others who may have knowledge of the circumstances surrounding the incident.
- G. The Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office 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 subject to reconsideration, or appeal to the Schools Division, within a period of ten (10) calendar days from receipt of the decision.

Section 27. Sanctions

- 1) If the act of bullying committed does not fall under any offense defined in the Student Manual, the following sanctions shall apply:
 - 1.1 First Offense: Reprimand and Summon of Parents
 - 1.2 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.
 - 1.3 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, the School 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, the School may, after careful evaluation, likewise refer the alleged bully and/or the alleged victim for counseling of School's Guidance Counselor or to a private counselor of their choice, or to other intervention programs of the School should it become necessary.

Section 28. Preventive suspension. The School 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 School's premises or attend School activities during the said suspension.

Section 29. 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.

Section 30. 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 Office of Student Affairs (OSA)/Prefect of Discipline/Guidance Office, 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 School's Employee's Handbook.

Section 31. 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.

Appendix C

POLICY AND GUIDELINES ON PROTECTING CHILDREN IN SCHOOL FROM ABUSE, VIOLENCE, EXPLOITATION, DISCRIMINATION, BULLYING AND OTHER FORMS OF ABUSE (DEPED ORDER NO. 40, S. 2012)

GENERAL PROVISIONS

SECTION 1. SHORT TITLE

This Department Order shall be known as the “DepEd Child Protection Policy.”

SECTION 2. – STATEMENT OF POLICY

Pursuant to the 1987 Constitution, the State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development (Article XV, Section 3 [2]). The Constitution further provides that all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency. (Article XIV, Section 3 [2]). The Convention on the Rights of the Child (CRC) aims to protect children from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment and exploitation, including sexual abuse. The same Convention establishes the right of the child to education, and with a view to achieving this right progressively, and on the basis of equal opportunity, it obliges the government to take measures to encourage regular attendance in school and reduce dropout rates. Thus, it is mandated that all appropriate measures be undertaken to ensure that school discipline is administered in a manner consistent with the child’s human dignity, and in conformity with the CRC. Towards this end, the Department of Education (DepEd), in collaboration with its partners and stakeholders, shall ensure that all schools are conducive to the education of children. The best interest of the child shall be the paramount consideration in all decisions and actions involving children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, consistent with the principle of First Call for Children, as enunciated in the CRC. Teachers and learning facilitators especially in learning centers are their substitute parents, and are expected to discharge their functions and duties with this in mind. In this connection, the Family Code empowers the school, its administrators and teachers, or the individual, entity or institution engaged in child care to exercise the special parental authority and responsibility over the child, while under their supervision, instruction or custody.

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

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

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

SECTION 3. – DEFINITION OF TERMS

A. **“Child”** – refers to any person below eighteen (18) years of age or those over but are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition; (RA 7610). For purposes of this Department Order, the term also includes pupils or students who may be eighteen (18) years of age or older but are in school.

B. **“Children in School”** – refers to bona fide pupils, students or learners who are enrolled in the basic education system, whether regular, irregular, transferee or repeater, including those who have been temporarily out of school, who are in the school or learning centers premises or participating in school-sanctioned activities.

C. **“Pupil, Student or Learner”** – means a child who regularly attends classes in any level of the basic education system, under the supervision and tutelage of a teacher or facilitator.

D. **“School Personnel”** – means the persons, singly or collectively, working in a public or private school. They are classified as follows:

a. **“School Head”** refers to the chief executive officer or administrator of a public or private school or learning center.

b. **“Other School Officials”** include other school officers, including teachers, who are occupying supervisory positions or positions of responsibility, and are involved in policy formulation or implementation in a school.

c. **“Academic Personnel”** includes all school personnel who are formally engaged in actual teaching service or in research assignments, either on a full-time or a part-time basis, as well as those who possess certain prescribed academic functions directly supportive of teaching, such as registrars, librarians, guidance counselors, researchers, and other similar persons. They may include school officials who are responsible for academic matters, and other school officials.

d. **“Other Personnel”** includes all other non-academic personnel in the school, whatever may be the nature of their appointment and status of employment.

E. **“Child Protection”** – refers to programs, services, procedures and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination and violence.

F. **“Parents”** – refers to biological parents, step-parents, adoptive parents and the common-law spouse or partner of the parent;

G. **“Guardians or Custodians”** – refers to legal guardians, foster parents, and other persons, including relatives or even non-relatives, who have physical custody of the child.

H. **“School Visitor or Guest”** – refers to any person who visits the school and has any official business with the school, and any person who does not have any official business but is found within the premises of the school. This may include those who are within the school premises for certain reasons, e.g. student teachers, catechists, service providers, suppliers, bidders, parents and guardians of other children.

I. **“Child Abuse”** – refers to the maltreatment of a child, whether habitual or not, which includes any of the following:

- 1) psychological or physical abuse, neglect, cruelty, sexual abuse and emotional maltreatment;
- 2) any act by deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being;
- 3) unreasonable deprivation of the child’s basic needs for survival, such as food and shelter; or
- 4) failure to immediately give medical treatment to an injured child resulting in serious impairment of his or her growth and development or in the child’s permanent incapacity or death (Sec. 3 [b], RA 7610).

J. **“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 or other opinion, national or social origin, property, birth, being infected or affected by Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome (AIDS), being pregnant, being a child in conflict with the law, being a child with disability or other status or condition, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.

K. **“Child exploitation”** – refers to the use of children for someone else’s advantage, gratification or profit often resulting in an unjust, cruel and harmful treatment of the child. 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.

There are two (2) main forms of child exploitation that are recognized:

1) **Sexual exploitation** – refers to the abuse of a position of vulnerability, differential power, or trust, for sexual purposes. It includes, but it is not limited to forcing a child to participate in prostitution or the production of pornographic materials, as a result of being subjected to a threat, deception, coercion, abduction, force, abuse of authority, debt bondage, fraud or through abuse of a victim’s vulnerability.

2) **Economic exploitation** – refers to the use of the child in work or other activities for the benefit of others. Economic exploitation involves a certain gain or profit through the production, distribution and consumption of goods and services. This includes, but is not limited to, illegal child labor, as defined in RA 9231.

L. **“Violence against children committed in schools”** – refers to a single act or a series of acts committed by school administrators, academic and non-academic personnel against a child, which result in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses including threats of such acts,

battery, assault, coercion, harassment or arbitrary deprivation of liberty. It includes, but is not limited to, the following acts:

1) **Physical violence** refers to acts that inflict bodily or physical harm. It includes assigning children to perform tasks which are hazardous to their physical well-being.

2) **Sexual violence** refers to acts that are sexual in nature. It includes, but is not limited to:

a) rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physically attacking the sexual parts of the victim's body;

b) forcing the child to watch obscene publications and indecent shows or forcing the child to do indecent sexual acts and/or to engage or be involved in, the creation or distribution of such films, indecent publication or material; and

c) acts causing or attempting to cause the child to engage in any sexual activity by force, threat of force, physical or other harm or threat of physical or other harm or coercion, or through inducements, gifts or favors.

3) **Psychological violence** refers to acts or omissions causing or likely to cause mental or emotional suffering of the child, such as but not limited to intimidation, harassment, stalking, damage to property, public ridicule or humiliation, deduction or threat of deduction from grade or merit as a form of punishment, and repeated verbal abuse.

4) **Other acts of violence** of a physical, sexual or psychological nature that are prejudicial to the best interest of the child.

M. **"Bullying or Peer Abuse"** – refers to willful 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:

1) **Bullying** – is committed when a student commits an act or a series of acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation. Such acts may consist of any one or more of the following:

a. Threats to inflict a wrong upon the person, honor or property of the person or on his or her family;

b. Stalking or constantly following or pursuing a person in his or her daily activities, with unwanted and obsessive attention;

c. Taking of property;

d. Public humiliation, or public and malicious imputation of a crime or of a vice or defect, whether real or imaginary, or any act, omission, condition, status, or circumstance tending to cause dishonor, discredit or expose a person to contempt;

e. Deliberate destruction or defacement of, or damage to the child's property;

f. Physical violence committed upon a student, which may or may not result to harm or injury, with or without the aid of a weapon. Such violence may be in the form of mauling, hitting, punching, kicking, throwing things at the student, pinching, spanking, or other similar acts;

g. Demanding or requiring sexual or monetary favors, or exacting money or property, from a pupil or student; and

h. Restraining the liberty and freedom of a pupil or student.

1) **Cyber-bullying** – is any conduct defined in the preceding paragraph, as resulting in harassment, intimidation, or humiliation, through electronic means or other technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social networking websites or other platforms or formats.

N. **“Other acts of abuse by a pupil, student or learner”**– refers to other serious acts of abuse committed by a pupil, student or learner upon another pupil, student or learner of the same school, not falling under the definition of ‘bullying’ in the preceding provisions, including but not limited to acts of a physical, sexual or psychological nature.

O. **“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 or discipline. It includes physical, humiliating or degrading punishment, including, but not limited to the following:

1) Blows such as, but not limited to, beating, kicking, hitting, slapping, or lashing, of any part of a child’s body, with or without the use of an instrument such as, but not limited to a cane, broom, stick, whip or belt;

2) Striking of a child’s face or head, such being declared as a “no contact zone”;

3) Pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing or throwing of a child;

4) Forcing a child to perform physically painful or damaging acts such as, but not limited to, holding a weight or weights for an extended period and kneeling on stones, salt, pebbles or other objects;

5) Deprivation of a child’s physical needs as a form of punishment;

6) Deliberate exposure to fire, ice, water, smoke, sunlight, rain, pepper, alcohol, or forcing the child to swallow substances, dangerous chemicals, and other materials that can cause discomfort or threaten the child’s health, safety and sense of security such as, but not limited to bleach or insecticides, excrement or urine;

7) Tying up a child;

8) Confinement, imprisonment or depriving the liberty of a child;

9) Verbal abuse or assaults, including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating the child;

10) Forcing a child to wear a sign, to undress or disrobe, or to put on anything that will make a child look or feel foolish, which belittles or humiliates the child in front of others;

11) Permanent confiscation of personal property of pupils, students or learners, except when such pieces of property pose a danger to the child or to others; and

12) Other analogous acts.

P. **“Positive and Non-Violent Discipline of Children”** -is a way of thinking and a holistic, constructive and pro-active approach to teaching that helps children develop appropriate thinking and behavior in the short and long-term and fosters self-discipline. It is based on the fundamental principle that children are full human beings with basic human rights. Positive discipline begins with setting the long-term goals or impacts that teachers want to have on their students’ adult lives, and using everyday situations and challenges as opportunities to teach life-long skills and values to students.

RULES AND PROCEDURES IN HANDLING CHILD ABUSE, EXPLOITATION, VIOLENCE AND DISCRIMINATION CASES

SECTION 15. – PROHIBITED ACTS

The following acts, as defined in Section 3 of this Order, are hereby prohibited and shall be penalized in administrative proceedings as Grave or Simple Misconduct depending on the gravity of the act and its consequences, under existing laws, rules and regulations:

1. Child abuse;
2. Discrimination against children;
3. Child Exploitation ;
4. Violence Against Children in School;
5. Corporal Punishment;
6. Any analogous or similar acts.

POLICY GUIDELINES IN CANCELLATION AND SUSPENSION OF CLASSES DURING CALAMITIES AND OTHER WEATHER DISTURBANCES

1. Deped and SLCC do not issue cancellation or suspension of classes. Listen to the announcements from mass media (Television, radio and the like). No need to call the school for any inquiries.
2. When typhoon signal is raised by PAG-ASA, please be guided with the following:
 - Signal No. 1** – No classes in both public and private Pre-school and Kindergarten
 - Signal No. 2** – No classes in public and private Pre- Elementary, Elementary and High School
 - Signal No. 3** – Classes in all levels and work in offices are suspended
3. In the absence of typhoon signal warnings, the Local Government Units are mandated to announce the suspension or cancellation of classes in coordination with PAG-ASA & NDRRMC.
4. In case of dissenting announcements from the Provincial Government and the Local Government, the announcement of the Local Government shall prevail.
5. Any decision to cancel or suspend classes must come from Local Government Units (LGU's).
6. Parents have the ultimate responsibility for determining whether their children should go to school, even if no order for cancellation/suspension of classes has been issued, if they feel that traveling to or from school will place their children at risks.
7. Cancellation or suspension of classes does not necessarily mean that there is no work for employees.
8. Even without the cancellation or suspension of classes, students who are unable to report to class or participate in scheduled activities such as exams due to inclement weather shall be given consideration and be allowed to make up for the missed class or activity.
9. SLCC will not make announcement except for 2 cases:
 - a) The school President deems that coming to school is not safe despite of no announcement of cancellation of classes from the relevant government office.
 - b) The City of Mandaue announces that the decision of cancellation is on the discretion of each school.

Appendix E

POLICY/GUIDELINES IN CANCELLATION AND SUSPENSION OF CLASSES DURING TRANSPORT STRIKE

In principle, SLCC continues to hold classes and offices even during transport strike. SLCC should not be at the mercy of transport groups. However, faculty and office heads are asked to be considerate to those affected by strike. In case of wide spread strike, the school President may announce the suspension of classes and work through social media and other means

Appendix F

PRESCRIBED HAIRCUT

PROPER HAIRCUT *for* **BOYS**

NOT THIS
(colored hair, semi-bald, skinhead undercut, trim, and spike)

THIS
(decent, neat, and manly)



PROPER HAIRCUT *for* **GIRLS**

NOT THIS
(colored hair, boycut and overly fashionable)

THIS
(simple, neat and modest)



Appendix G

PRESCRIBED SCHOOL UNIFORM

SCHOOL UNIFORM
for
BOYS



Plain white polo jacket-type

Insignia on the left breast pocket

Long dark blue pants of gabardine/palm beach textile

Black leather shoes

SCHOOL UNIFORM
for
GIRLS



Dark blue bow tie with the school insignia on it

Plain white blouse jacket-type with sports collar, intold sleeves, and buttons in front

Dark blue skirt with four box pleats in front and four box pleats at the back with a secret pocket at the right side

Black low-cut leather shoes with utmost 1-inch heel and plain white socks

Appendix H

SENIOR HIGH SCHOOL UNIFORM

Monday & Friday



Above the insignia on the left breast pocket is a patch of Senior High.



Long dark blue pants of gabardine/palm beach textile



Plain white polo jacket type



Black leather shoes



Bow tie and a patch of Senior High at the left side



Plain white blouse jacket type with sports collar, short sleeves and buttons in front



Dark blue skirt with four box pleats in front and four box pleats at the back with a secret pocket at the right side



Black low-cut leather shoes with utmost 1-inch heel and plain white socks



Dark blue collar with X-tie. Above the insignia of the left side is a patch of Senior High.



With 1-inch blue piping outer



Dark blue skirt with three box pleats in front and three box pleats at the back with a secret pocket at the right side



Black low-cut leather shoes with utmost 1-inch heel and plain white socks



Above the insignia of the left side is a patch of Senior High.



Long dark blue pants of gabardine/palm beach textile



3/4 inch blue piping outer and 1-inch inner



Black leather shoes

Prayer to Saint Louis

Saint Louis
filled with the blessings of God the Father,
and the Holy Spirit,
I humbly and earnestly implore you
to help me follow Jesus closely as you did.
Plead for me to Jesus Christ,
the Immaculate Lamb,
and to His most Holy Mother,
The Virgin of Virgins,
that they would guard the purity of my life.
When you see me in temptation
or in danger of failing,
remove from my heart
all bad thoughts and unclean desires.
Awaken in me the thought of eternity
and the memory of Jesus crucified.
Impress deeply in my heart
a sense of the holy fear of God
and enkindle in me the fire of divine love.
Enable me to follow your footsteps
here on earth,
particularly in being diligent in my studies,
so that with you,
I may be worthy
to enjoy the vision of God for ever,
Amen.



Saint Louis Hymn

Let's all sing a song gay and cheerful
Bursting forth from our young
And joyous hearts,
For our life is so bright
For we study right,
We choose a smile for our part.
Here we are, students of Saint Louis
That is why we are so proud,
We'll always stand in defense for it
For it makes us brave and fit.

Training our body and mind,
That in this school we find.
Bright future smiles on us,
Let's be ready thus
We'll deserve well love of our Land
Go ever hand in hand
For God's and country's sake
This is the pledge we make.



SAINT LOUIS COLLEGE-CEBU

Sudlon, Maguikay, Mandaue City

Expression of Agreement

We have read and understood the contents of the SLC-C Student Handbook and hereby express our agreement to abide by and comply with the rules and regulations of the school.

Student's signature over printed name

Mother's signature over printed name

Father's signature over printed name

Guardian's signature over printed name

Date signed

SAINT LOUIS COLLEGE-CEBU

Sudlon, Maguikay, Mandaue City

Expression of Agreement

We have read and understood the contents of the SLC-C Student Handbook and hereby express our agreement to abide by and comply with the rules and regulations of the school.

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Date signed