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This handbook serves as a guide to all members of the Lasallian community in the performance of their respective roles. It contains, among others, a basic background of the institution, policies on admissions, academics, student discipline, behavioral norms, support services, daily routines, standard operating procedure, as well as other matters pertinent to a student's life in school.

Students are expected to read this handbook thoroughly so they are guided properly of the code of conduct for the development of Lasallian graduate attributes and core values. Parents are likewise obliged to read and understand the contents of this handbook and finally, have them sign on the parental contract which should be submitted to the Office of the Grade Moderator. The signed contract shall signify agreement with the school's policies, rules and regulations. Homeroom or academic advisers, on the other hand, have to discuss and clarify the contents of this handbook to their students.

Other policies and information which may be subject for necessary amendments shall be issued through bulletin of information during the school year. Queries regarding this matter may be coursed through the Assistant Principal for Administration, Associate Principal for Academics or the Principal.
On April 30, 1651, a child was born to a wealthy family in Rheims, France. Although raised and educated with all the privileges that accompanied his influential social standing, early on in his life Jean Baptist De La Salle became disturbed by what he saw in society: widespread poverty and the plight of poor children who seemed “…so far from salvation” and were “…often left to themselves and badly brought-up.”

Ordained a priest at the age of 27, De La Salle went on to devote himself to the Christian education of the poor. He began by recruiting young men whom he trained to become good Christian teachers, went on to found schools for poor children, and eventually renounced his personal wealth to found a community of educators which in time became the Brothers of the Christian Schools, better known in the Philippines as the La Salle Brothers.

Canonized a saint of the Catholic Church in 1900 and proclaimed Patron of Christian Teachers in 1950, St. John Baptist De La Salle is recognized as the Father of Modern Education, an educational innovator who continues to be the guiding spirit that animates every La Salle school. Today, more than three centuries after their founding, there are more than 10,000 La Salle Brothers serving the youth in schools, colleges, universities and other institutions in more than 90 countries throughout the world.
The Brothers first came to the Philippines in 1911, when they established a small school in Manila which in time grew to become De La Salle University. Having established a reputation for excellent Christian education, the Brothers expanded their efforts in the country and established the University of St. La Salle in Bacolod City (1952), La Salle Academy in Iligan City (1958) La Salle Green Hills in Mandaluyong City (1959), St. Joseph’s High School in Bacolod City (1960), and De La Salle Lipa in Lipa City (1962). Other schools followed, and almost a century after their arrival in the country, the Lasallian education benefits almost 90,000 students throughout the Philippines.

At present, there are 17 Lasallian district schools in our country. These are:

- **De La Salle Andres Soriano Memorial College** in Toledo City, Cebu
- **De La Salle Araneta University** in Malabon City, Metro Manila
- **De La Salle University Integrated School** in Binan City, Laguna
- **De La Salle - College of St. Benilde** in Malate, Manila
- **De La Salle Health Sciences Institute** in Dasmariñas City, Cavite
• De La Salle John Bosco College
  in Bislig City, Surigao del Sur
• De La Salle Lipa
  in Lipa City, Batangas
• De La Salle - Santiago Zobel School
  in Muntinlupa City, Metro Manila
• De La Salle University – Dasmariñas
  in Dasmariñas City, Cavite
• De La Salle University
  in Malate, Manila
• Jaime Hilario Integrated School – La Salle
  in Bagac, Bataan
• La Salle Academy
  in Iligan City, Lanao del Norte
• La Salle College Antipolo
  in Antipolo City, Rizal
• La Salle Green Hills
  in Mandaluyong City, Metro Manila
• La Salle University – Ozamiz
  in Ozamiz City, Misamis Occidental
• St. Joseph School – La Salle
  in Bacolod City, Negros Occidental
• University of St. La Salle
  in Bacolod City, Negros Occidental
History of De La Salle Lipa

Remembering the Past

From the first day of classes on June 6, 1962, the humble beginnings of De La Salle Lipa blossomed into a golden masterpiece -- crafted from the visionary knowledge of the Brothers, to the extraordinary skills of the educators, and the intuitive minds of the students.

60’s

In 1955, Br. Hyacenth Gabriel, FSC (Aux-visitor 1955) wrote to the Bishop of the Diocese of Lipa, Bishop Alejandro Olalia, and asked permission to open up a school. Built on a 5.9-hectare lot along the National Highway, the construction of three one-storey wing of classroom, a gymnasium–auditorium and the Brother’s House was financed by interest-free loans from Caltex and Shell Corporation.

The 1st classes were held on June 6, 1962, Wednesday. Two hundred twenty boys were enrolled, 74 freshmen, 69 sophomores, 40 juniors and 37 seniors. Most of the students came from Maryknoll. The school on its 1st year was listed in the Bureau of Private School as the Boy’s Department of Our Lady of the Rosary Academy (OLRA). Br. Henry Virgil FSC was appointed as the First Director Principal of the school together with 3 brothers and 7 lay teachers.

After one year and seven months of guiding the fledgling institution, Br. Henry Virgil died of a heart attack on 22 September 1963. Br. Hugh Damian took his place and held the helm for the next two years.
The first graduation was on March 20, 1963 with thirty boys who graduated under the name of Our Lady of Rosary Academy (OLRA). On its second year of operation, the school obtained a permit to operate as La Salle High School.

The school population more than doubled during its fourth year of operation. This necessitated the construction of the two-storey St. Joseph’s Hall during the administration of Br. Frederick Martin, FSC in 1967.

The elementary department opened in 1967 to better prepare students for high school. Br. Vernon Mabile FSC became the principal.

70’s

Martial law enveloped the Philippines during the 70’s. But this did not stop the La Salle Ng Lipa in expanding and accepting more students. The construction of the entrance lobby and sports complex happened in 1972.

First and second year high school girls were also accepted in School Year 1973 – 1974. In 1975, the school’s incorporation papers and by-laws were amended. The school became known as De La Salle- Lipa Inc.

Girls were first accepted in school year 1974-75 when Br. Emiliano Hudtohan FSC was the principal. The girls, however, were limited to the first and second year levels. An attempt of securing PAASCU accreditation happened during the term of Br. Jaime De Guzman FSC.

During the term of Br. Samuel Bueser FSC, a modified split schedule for freshmen and sophomore was implemented to accommodate the growing student population. Enrollment had soared to 1,200 students.
90’s

1990’s in De La Salle Lipa is well-described as the massive physical development to cater to the growing student population. Because of the rapid growth rate, it became necessary to appoint a resident president and the position was given to Br. Narciso “Jun” Erquiza, FSC. Br. Jun was installed as the 1st President of the De La Salle Lipa on June 24, 1993.

Br. Jun stayed for two school years and reorganized the administrative structure. The major academic and service departments became known as “units” and their respective heads sat in the President’s Council, which met weekly. Strategic directions were drafted and implemented, which emphasized the growing role of the college in the community.

Also, in the nineties, the College Department added more courses such as Secretarial Administration; Agribusiness Management with majors in Horticulture and Animal Husbandry; Bachelor of Elementary Education; Bachelor of Secondary Education with majors in English, Math, Religious Education and Environmental Science; and Bachelor of Science in Computer Science, Accountancy and Hotel and Restaurant Management.

Under Br. Rafael Donato FSC’s term, from 1995 – 2003, the school embarked on the massive physical plant development program. The elementary and secondary units were integrated into what is known as the Unified School, with homerooms named after parishes, Philippine cities and cities around Southeast Asia and Oceana region where De La Salle schools are located.

• The SENTRUM was inaugurated in December 1995, an icon of Lasallian excellence
• The five-storey Management Training and Development Center (MTDC) was opened in November 1995 to service all the professional development offerings of De La Salle Lipa

• Chéz Avenir, the laboratory hotel of De La Salle Lipa’s BS Hotel and Restaurant Management, was established in August 1997.

• The Centen Sports Plaza, the De La Salle Lipa’s contribution to the Philippine Centennial Celebration was blessed and inaugurated on 10 of November 1998.

• In May 1999, the Tertiary School buildings, Noli Me Tangere and El Filibusterismo, were inaugurated.

• The Hall of Lasallian Saints (HLS) clusters, Br. Miguel and St. Mutien Marie, were inaugurated in 1999. HLS housed the Levels 7 – 10 of the Unified School.

On Academe

The elementary and secondary school department were integrated into what is known as the Unified School. It was also in 1996 that De La Salle Lipa opened its first Masteral program, the Master in Management Technology (MMT), a graduate degree course focused on Business Management with emphasis on Information Technology.

More courses offerings were made available in the Tertiary School at the turn of the century as programs in Secretarial Administration
and Agribusiness Management were phased out. Courses in Financial Management, Bachelor of Science in Engineering, Economics, Management Technology, Legal Management, and Certificate Courses in Entrepreneurship, Hotel and Restaurant Management and Information Technology were opened. In the later years, Bachelors of Science in Psychology, Electronics and Communications Engineering, Industrial Engineering, Bachelor of Arts in Communication, Bachelor of Science in Mathematics, Nursing, Tourism, Bachelor of Science in Entrepreneurship, Biology and Electrical Engineering were also offered.

In September 1998, CISCO System, Inc. one of the world’s leader in computer networking technology, officially named De La Salle Lipa as one of only two Philippine schools where a CISCO Center for networking Academies was to be set up. The acceptance ceremonies were held at the Philippine Science High School in Quezon City.

The Millennium

Facilities expansion continues in 2000’s. The IT Domain, which housed the IT hub of the institution, was inaugurated on 9 December 2000. In partnership with Vintage Food Services, the DLSL Food Palace was opened that can accommodate up to 400 diners.

The Bro. Vernon Mabile Learning Resource Center of the Unified School, built over the old octagon canteen, was inaugurated.

On May 15, 2003, Br. Manuel R. Pajarillo FSC was installed as the new DLSL President. Under Br. Manuel Pajarillo’s term, the grade school and the high school levels of the Unified School (re-named later as the Integrated School under the supervision of its Principal, Ms. Violeta Ramirez) received
their Level 2 “clean” re-accreditation status for five years from PAASCU. This was the highest rating received by the high school level since 1983 and the initial five-year accreditation status for the grade school level.

Halfway through the year of 2003, the old Brothers’ House backyard gave way to the rise of the 4-storey Primary Learning Community (PLC) Building. In seven months’ construction time, a spanking new edifice shone like a jewel in the sun, ready to receive its youngest ward: the Nursery, the Kindergarten, and the Preparatory school Children.

The College, with its goal of improving its academics program submitted applications for the PAASCU accreditation of the following programs: Business Management, Education, Accountancy, Hotel and Restaurant Management, Marketing Management, Economics, Computer Science, and Financial Management. Business Management and Education were granted Level 1 accreditation status in 2005 while the rest had their preliminary visit the year after.

The six-storey Mabini Building was constructed in 2005 to house the College of Information Technology and Engineering, College of Education, Arts and Sciences, and the College of Nursing. The construction continues with the expansion of the Chéz Avenir Hotel to house the Culinary Arts program of DLSL.

In school year 2005-2006, changes in the school’s seal, vision-mission statement, organizational structure and nomenclature were implemented in response to new changes in Lasallian education. The new DLSL logo was designed to better characterize the Mission-Vision of De La Salle Lipa as well as to establish and strengthen the unifying visual identity of the institution. Buildings in Integrated School were named after saints and a Lasallian Brother (Br. Gregory Refuerzo FSC) while college buildings were named after Philippine heroes and prominent Batangeños.
In the same school year, Br. Manuel Pajarillo FSC launched the Book Mobile Reading Program (BMRP), a bus converted into a moving library to cater to the reading and literacy needs of the public schools that surround DLSL. The program hopes, among others, to provide the students of beneficiary schools with reading materials suited to their level and interest; enough information on library procedures; information and exercises to develop students’ reading skills; and, creative activities to develop students’ interest in reading.

School year 2006-2007 marked the birth of De La Salle Lipa Institute for Culinary Arts (LICA). This course is offered for 909 hours inclusive of 500 hours apprenticeship. The 18-month program is a combination of theoretical foundations, practical skills, and creative applications designed to hone students’ culinary skills and competencies in planning operations and supervision of a commercial kitchen.

The Capilla De San Juan Bautista De La Salle was inaugurated in December 2007.

The College of Law started accepting students in school year 2009-2010 and started its classes in school year 2010-2011. One of its first graduates ranked 4th among those who took the bar in 2014.

In SY 2010-2011, Br. Joaquin S. Martinez FSC became the 4th resident Brother President of De La Salle Lipa. He focused his leadership into Five Pillars of Direction: DLSL as a Learning Organization, Diversified Funding Base, Accessibility, Care and Nurturance of the Environment and Community Development and Transformation.

With the new theme Kaayusan, Kapayapaan at Kaginhawaan, the school reviewed its financial status and organizational structure, revised its salary scale, refurbished worn out facilities, beautified further its ground and braced for new challenges in education brought about by the proposed K to
12 Program, the implementation of new approaches in teaching and research engagement.

Early in his administration, physical improvement and maintenance of existing structures and landscaping were noticeable. His administration is also credited for acquiring almost 4 hectares of land beside De La Salle Lipa.

Six major constructions were done during the term of Br. Joaquin Martinez FSC, D. Min. A new four-storey library for college and Senior High School was erected to house the increasing collections of books and learning materials and improve the library services for the two departments. The new retreat center was completed. A building for the College of Business, Economics, Accountancy and Management was constructed in the newly acquired property at the western side of the campus. The Brothers’ House was also transferred to this site. Sports facilities were improved with the roofing of two playing courts providing year-round weather protection to Physical Education classes, varsity trainings, and assemblies. The second and third phase of the Grade School building was also completed.

Ground breaking ceremonies were done for the construction of the new sports center and the student center which are envisioned to improve the school’s sports programs and students’ activities. The school opened its Senior High School in 2014, two years ahead of DepEd’s schedule. Mr. Rene B. Villanueva has been appointed as the head of the Senior High School. The new academic community offers all strands as required by the Department of Education.

Hoping to create additional job opportunities for our graduates, two new programs were introduced in the college department, the Institute for Advanced Continuing Education (iACE) and the Wellness Management Institute.
In February 2016, De La Salle Lipa was granted Level 3 PAASCU accreditation status (with due approval from the Federation of Accrediting Agencies of the Philippines) for its Basic Education Department under the management of its Principal, Ms. Mayolisa R. Mantuano. In the same year, the following college programs: AB Communication; BS Psychology; BS Biology; BS Mathematics; BS Secondary Education Major in Math, Filipino, English and Social Studies; BS Entrepreneurship; BS Accountancy; BS Business Administration Major in Business Economics, Financial Management, and Marketing Management; Bachelor in Elementary Education; and BEEEd Major in Special Education were also granted PAASCU Level 3 status.

In SY 2016-2017, Br. Dante Jose R. Amisola FSC became the 5th resident Brother President of De La Salle Lipa. Capitalizing on the strengths of the institution, the Brother President transformed the school's battle-cry to "Driving What's Next" thus establishing De La Salle Lipa's direction to become a truly Digital Campus in the South. He initiated the revisiting of the school's Mission-Vision as it reflects the strategic intents to provide an education that champions equity and justice and sustainable and inclusive development.

De La Salle Lipa's strategic directions, now aligned with the United Nations Sustainable Development Goals, branched out into four: Driving Social Innovation in Education, Championing Social Inclusion and Justice Initiatives, Creating Sustainable Futures and Engaging Diverse Stakeholders in our Shared Mission.

With these developments, the school envisions itself to become a resource for its immediate community, province, region and the country. By providing "real world solutions to real world problems", DLSL is confident in producing graduates that are engaged global citizens who use their talents to help others and who promote justice and inclusion.
The school continues to grow as it faces the challenges of each school year and fulfill its mission and vision while producing graduates who have compassion to the needy, stronger faith, and enough knowledge and skills to design their own future and be instruments of transformations and developments.

The School Seal

The Cross

The cross which divides the shield into four, symbolizes the school’s adherence to Catholic values and traditions, which are embodied in the teachings of the founder, St. John Baptist De La Salle.

The Three Broken Chevrons

The three broken chevrons correspond to the broken bones sustained by Johan Salla, the great grandfather of St. John Baptist De La Salle, in a battle against the Moors while serving as Chief Warrior of Atphonus the Chaste, King of Oviedo in Spain. The broken chevrons became part of the coat of arms of the family of St. John Baptist De La Salle.
The Balisong
A favorite Batangueño weapon of defense, the balisong attests to the Batangueños’ craftsmanship and symbolizes the bravery of what is nevertheless a peace loving-people

The Coconut Tree
Also known as the tree of life, the coconut tree is versatile and is able to ride the winds of change, the same characteristics which are common among Lipeños. The very site where DLSL was built in 1962 was a plantation of the tree of life, now immortalized in the school’s coat of arms

The Stallion
Lipa’s cool climate makes it perfect for breeding horses; in fact a few stables still remain. The stallion represents strength, industry and the ability to conquer, qualities the Lasallians of Batangas should seek to possess

The Star
The five-pointed star above the shield symbolizes the Signum Fidei. It is a sign of faith, and is the symbol of the De La Salle Brothers (Fraternum Scholarum Christianarum). The star, signifying faith, also means hope. The Sign of Faith is one of the hallmark virtues by which John Baptist De La Salle guided his educational enterprise.
The Banners

The banners below the shield contain
a. the name of the school (De La Salle Lipa),
b. the year it was founded (1962),
c. the initials of our country (R.P. – Republic of the Philippines); and
d. the Latin phrase “Crescit Gratia Virtuteque” which literally means “He grew in grace and wisdom”. This phrase was lifted from the Holy Gospel according to Luke, chapter 2 verses 40-42 indicating how the child Jesus grew up. This should be the same way our students should grow and the rest of the members of the school community should develop.

Vision-Mission Statement of De La Salle Philippines

Preamble

Deeply moved, as St. John Baptist De La Salle was, by the plight of the poor and the youth at risk, we, the members of the Lasallian schools in the Philippines, commit ourselves to the Lasallian Mission of providing a human and Christian education to the young, especially in schools, with the
service of the poor as priority, in order to evangelize and catechize, to promote peace and justice, accomplishing these together as shared mission. We draw strength from the many Lasallians committed to incarnating our charism in our country today to serve the needs of Filipino youth, especially those at risk.

Declaration

Inflamed by the Holy Spirit, God’s own Fire, we declare our commitment to the following:

• We shall work together as a national network of Lasallian schools in the Philippines for the efficient and effective implementation of the Lasallian Mission, following the directives of the De La Salle Brothers and the Philippine Lasallian Family as set by the General Chapter, the District Chapter, and the Philippine Lasallian Family Convocation.

• We shall ensure the integrity of the Lasallian Mission by setting directions and standards applicable to Philippine Lasallian schools and by monitoring their implementation.

• We shall promote the Lasallian Mission by fostering synergy, collaboration and sharing among Lasallian schools.

• We shall uphold the Lasallian values of faith, zeal in service and communion in mission.
Prayer
In all these, we, together and by association, dedicate our life and work to God, Who alone guarantees the fulfillment of our Lasallian dream.

Lasallian Guiding Principles (LGPS) for Educational Experiences

• Challenge learners to realize their full potential.

• Bring Christian perspectives to bear on human understanding, skills and values of the learners.

• Are dynamic and encourage differentiation, diversity and synergy amongst learners that are friendly, caring and respectful.

• Ensure that the learners translate knowledge into something useful in actual practice for the betterment of society and the Church.

• Prepare the learners to participate responsibly in the world of work, community, nation and Church.
Mission - Vision of De La Salle Lipa

Mission - Vision Statement
Inspired by our faith in God, by our Catholic traditions, and by the charism of St. John Baptist de La Salle, educational innovator par excellence, we together and by association, are committed to give quality human and Christian education to all, building a society founded on equity and justice and on sustainable and inclusive development.

Lasallian Values/
Ideal Graduate Attributes

Christian Gentlemen and Ladies
• Courteous in dealing with the faculty, staff and fellow students
• Shows proper behavior during prayers and participate meaningfully in recollection and outreach programs
• Manifests other qualities befitting Christian gentlemen and ladies

Committed to Excellence
• Comes to class well prepared
• Submits exemplary work and other requirements
• Does more than what is expected
• Manifests other qualities that show commitment to excellence
Contributes to Society
- Participates actively in group and class activities
- Follows rules and regulations
- Shows responsibility in the performance of assigned tasks
- Volunteers in various reach-out activities organized by the school and community
- Manifests other qualities that show willingness to contribute to society

Competent
- Skilled in specific area of interest
- Gives the best in whatever endeavor
- Is creative, innovative and resourceful
- Manifests other qualities that show competence

Concerned for the Marginalized
- Relates well with the needy sectors of society
- Is active in service oriented organizations
- Gives generously during mission collection or any relief operations
- Manifests qualities that show concerned for the marginalized

Cares for the Earth
- Disposes the garbage properly
- Observes the Clean As You Go (CLAYGO) policy of the school, support the Bring Your Own Utensil (B.Y.O.U.) and Earth Hour
- Uses school materials wisely and helps in the general upkeep of the school facilities
- Manifests other qualities that show care for the earth
Compassionate
• Sensitive to the needs of peers
• Knows when to be of help without being asked
• Gives encouragement to peers selflessly
• Manifests other qualities that show compassion

Future Leaders
• Takes initiative in group undertaking
• Commands respect from peers and teachers
• Sets a good example to others
• Manifests other qualities befitting a true leader

Proud Filipinos
• Participates actively during flag ceremony
• Gives importance to Filipino culture and heritage
• Shows interest and concern in Philippine national affairs
• Manifests other qualities that show pride in being a Filipino

Confident
• Believes in one’s goodness; accepts limitations honestly
• Works to improve oneself; has positive outlook and attitude in life
• Manifests other qualities that show confidence

1 Guiding Principles of the Philippine Lasallian Family,
Philippine Lasallian Family 2005
I. Integrated School Goals and Objectives

De La Salle Lipa, guided by its vision-mission commits itself to providing solid Basic Education promoting the holistic formation of the youth towards becoming Christian Filipinos of faith, service and communion.

Objectives
The Integrated School aims to achieve academic excellence by:

• developing within oneself an appreciation of one’s dignity as human being created in the image and likeness of God

• implementing framework of teaching and learning supported by standards-aligned instruction;

• cultivating a learning-centered classroom;

• engaging learners towards the 21st century skills: critical thinking, problem solving, creativity and collaboration;

• exhibiting concern and compassion and responding to the needs of the marginalized sectors of society;

• harnessing God-given talents by nurturing the religious, cultural, athletic and leadership interest and potentials through active participation in co-curricular and extra-curricular activities;

• preparing to educate students for rapidly changing innovation-based world and implementing best practices in 21st century teaching, leadership and assessment.
II. Course Offerings

De La Salle Lipa, guided by its vision-mission commits itself to providing solid Basic Education promoting the holistic formation of the youth towards becoming Christian Filipinos of faith, service and communion.

A. PRESCHOOL (Nursery 1, Nursery 2, Kinder)

<table>
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<td>Christian Living with Character Education</td>
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<td>Language Arts (N2- K)</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Mathematics</td>
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<td>Physical Education and Music</td>
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<td>Computer (K)</td>
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<td>Arts</td>
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<td>Filipino (N2- K)</td>
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<td>Homeroom Guidance</td>
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B. GRADE SCHOOL (GRADE 1 - GRADE 6)

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<td>English (Grade 4- Grade 6)</td>
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<td>Science (Grade 1- Grade 2)</td>
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### C. JUNIOR HIGH SCHOOL (GRADE 7 - GRADE 10)

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## D. SENIOR HIGH SCHOOL (GRADE 11 - GRADE 12)

Accountancy, Business and Management (ABM)
Effective School Year 2017-2018

### Grade 11 - First Semester

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<th>Code</th>
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### Grade 11 - Second Semester

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<td>Empowerment Technologies/ICT for Learners</td>
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***ICL - Independent/Cooperative Learning***
### Grade 11 - Second Semester

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## Grade 12 - First Semester

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*Curriculum for Grades 11 & 12 effective SY 2016-2017 are not included*
## Grade 12 - Second Semester

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# Humanities and Social Sciences (HUMSS)
## Effective School Year 2017 - 2018

### Grade 11 - First Semester

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<td>SHSPracres1H, SHSStatpro</td>
<td>4</td>
</tr>
<tr>
<td>SHSIdeapsoc</td>
<td>Disciplines &amp; Ideas in the Applied Social Sciences</td>
<td>SHSIdeasoc</td>
<td>4</td>
</tr>
<tr>
<td>SHSPhilgov</td>
<td>Philippine Politics &amp; Governance</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSLifesci</td>
<td>Earth and Life Sciences</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSCLCE12A</td>
<td>Contemplating on the Church and the Sacraments</td>
<td>SHSCLCE11B</td>
<td>3</td>
</tr>
<tr>
<td>SHSHope3</td>
<td>Health Optimizing Physical Education 3</td>
<td>SHSHope2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>32</strong></td>
</tr>
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</table>

***ICL - Independent/Cooperative Learning***
### Grade 12 - Second Semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Prereq</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHSCitizen</td>
<td>Community Engagement, Solidarity and Citizenship</td>
<td>SHSIdeasoc, SHSIdeapsoc, SHSPhilgov</td>
<td>4</td>
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<tr>
<td>SHSEntrepreH</td>
<td>Entrepreneurship</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSArtscom</td>
<td>Contemporary Philippine Arts from the Regions</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSNetrends</td>
<td>Trends, Networks &amp; Critical Thinking in the 21st Century Culture</td>
<td>SHSSoccultH, SHSIntrophi</td>
<td>4</td>
</tr>
<tr>
<td>SHSInquireH</td>
<td>Inquiries, Investigations and Immersion</td>
<td>SHSPracres2H</td>
<td>4</td>
</tr>
<tr>
<td>SHSInfomed</td>
<td>Media &amp; Information Literacy</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSWICreate</td>
<td>Work Immersion/ Culminating Activity/ Creative Portfolio</td>
<td>SHSPracres2H</td>
<td>4</td>
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<tr>
<td>SHSHope4</td>
<td>Health Optimizing Physical Education 4</td>
<td>SHSHope3</td>
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</tr>
<tr>
<td>SHSCLCE12B</td>
<td>The Church Responds to Social Issues</td>
<td>SHSCLCE12A</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
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</table>
## Grade 11 - First Semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Prereq</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHSReadwri</td>
<td>Reading &amp; Writing</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSKomfili</td>
<td>Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSGenmathG</td>
<td>General Mathematics</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSDisreadi</td>
<td>Disaster Readiness &amp; Risk Reduction</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSPrecalc</td>
<td>Pre-Calculus</td>
<td>SHSGenmathS</td>
<td>4</td>
</tr>
<tr>
<td>SHSGenbiol1</td>
<td>General Biology 1 (Lecture &amp; Laboratory)</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSGenchem1</td>
<td>General Chemistry 1 (Lecture &amp; Laboratory)</td>
<td>None</td>
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</tr>
<tr>
<td>SHSICTLearnS</td>
<td>Empowerment Technologies/ICT for Learners</td>
<td>None</td>
<td>4</td>
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<tr>
<td>SHSCLCE11A</td>
<td>Biblical Revelation and Faith</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>SHSHope1</td>
<td>Health Optimizing Physical Education1</td>
<td>None</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>36</strong></td>
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***ICL - Independent/Cooperative Learning***
# Grade 11 - Second Semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Prereq</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHSCommoral</td>
<td>Oral Communication</td>
<td>SHSReadwri</td>
<td>4</td>
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<tr>
<td>SHSPagsuri</td>
<td>Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik</td>
<td>SHSKomfili</td>
<td>4</td>
</tr>
<tr>
<td>SHSStatpro</td>
<td>Statistics &amp; Probability</td>
<td>SHSGenmathS</td>
<td>4</td>
</tr>
<tr>
<td>SHSPerdevt</td>
<td>Personal Development</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSBasicalc</td>
<td>Basic Calculus</td>
<td>SHSPrecalc</td>
<td>4</td>
</tr>
<tr>
<td>SHSGenbiol2</td>
<td>General Biology 2 (Lecture &amp; Laboratory)</td>
<td>SHSGenbiol1</td>
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</tr>
<tr>
<td>SHSGenchem2</td>
<td>General Chemistry 2 (Lecture &amp; Laboratory)</td>
<td>SHSGenchem1</td>
<td>4</td>
</tr>
<tr>
<td>SHSPracres1S</td>
<td>Practical Research 1</td>
<td>SHSKomfili, SHSReadwri</td>
<td>4</td>
</tr>
<tr>
<td>SHSSoccultS</td>
<td>Understanding Culture, Society and Politics</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSHope2</td>
<td>Health Optimizing Physical Education 2</td>
<td>SHSHope1</td>
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</tr>
<tr>
<td>SHSCLCE11B</td>
<td>Christ and Discipleship</td>
<td>SHSCLCE11A</td>
<td>3</td>
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<td><strong>Total</strong></td>
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### Grade 12 - First Semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Prereq</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHSLit21st</td>
<td>21st Century Literature from the Philippines and the World</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSIntrophi</td>
<td>Introduction to Philosophy of the Human Person</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSInfomed</td>
<td>Media and Information Literacy</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSGenphy1</td>
<td>General Physics 1 (Lecture &amp; Laboratory)</td>
<td>SHSPrecalc</td>
<td>4</td>
</tr>
<tr>
<td>SHSPagsulat</td>
<td>Pagsulat sa Filipino sa Piling Larangan</td>
<td>SHSPagsuri</td>
<td>4</td>
</tr>
<tr>
<td>SHSPracres2S</td>
<td>Practical Research 2</td>
<td>SHSPracres1S, SHSStatpro</td>
<td>4</td>
</tr>
<tr>
<td>SHSEntrepreS</td>
<td>Entrepreneurship</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSCLCE12A</td>
<td>Contemplating on the Church and the Sacraments</td>
<td>SHSCLCE11B</td>
<td>3</td>
</tr>
<tr>
<td>SHSHope3</td>
<td>Health Optimizing Physical Education 3</td>
<td>SHSHope2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>32</strong></td>
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</table>
## Grade 12 - Second Semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Prereq</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHSArtscom</td>
<td>Contemporary Philippine Arts from the Regions</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSEngacad</td>
<td>English for Academic &amp; Professional Purposes</td>
<td>SHSReadwri</td>
<td>4</td>
</tr>
<tr>
<td>SHSEarthsci</td>
<td>Earth Science</td>
<td>None</td>
<td>4</td>
</tr>
<tr>
<td>SHSGenphy2</td>
<td>General Physics 2 (Lecture &amp; Laboratory)</td>
<td>SHSGenphy1</td>
<td>4</td>
</tr>
<tr>
<td>SHSWICaps</td>
<td>Work Immersion/Research</td>
<td>SHSPracres2S</td>
<td>4</td>
</tr>
<tr>
<td>SHSInquireS</td>
<td>Inquiries, Investigation and Immersion</td>
<td>SHSPracres2S</td>
<td>4</td>
</tr>
<tr>
<td>SHSHope4</td>
<td>Health Optimizing Physical Education 4</td>
<td>SHHope3</td>
<td>1</td>
</tr>
<tr>
<td>SHSCLCE12B</td>
<td>The Church Responds to Social Issues</td>
<td>SHSCLCE12A</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>
III. OFFICES AND OTHER SERVICES

A. INTEGRATED SCHOOL

1. Office of the Principal

   The Principal’s Office supervises the basic educational formation of the students in the Integrated School. As the Instructional and Administrative leader, the Principal decides, approves and evaluates programs which are being implemented in the Integrated School. Furthermore, the Principal is a member of the President’s Executive Council. The office is also in-charge of the following:

   a. approves or disapproves the enrolment, transfer, promotion, withdrawal and dismissal of students; and

   b. establishes, implements and evaluates the policies and procedures of the grading system, scholastic honors and promotion in the unit.

2. Office of the Assistant Principal for Administration

   The Office of the Assistant Principal for Administration assists the Principal in managing the daily operations of the Grade School, Junior High School and Senior High School.

3. Office of the Associate Principal for Academics

   The Office of the Associate Principal for Academics is in charge of the Curriculum and Instruction in the Integrated School. It assists the Office of the Principal in the planning, implementation and evaluation of different academic programs from Grade School to Senior High School.
4. Office of the Learning Area Chairs
The Office of the Learning Area Chairs assists the Associate Principal for Academics in overseeing the management and development of the various curricula of the Integrated School to support the curricular programs of the unit.

5. Office of the Grade Moderators
The Grade Moderators’ Office assists the Assistant Principal for Administration in the sustenance of proper decorum, order and discipline among students.

B. INSTITUTIONAL OFFICES

1. Office of the President
   1.1. Institutional Safety, Security and Emergency Services (ISSES0)
   1.2. Human Resource Development (HRD)
   1.3. Integrated Digital and Innovative Instruction (IDII)

2. Office of the Vice Chancellor for Academics and Research
   2.1. Office of the Assistant Vice Chancellor for Academics
   2.2. Integrated School
      2.2.1. Office of the Grade School Asst. Principal for Administration
      2.2.2. Office of the Junior High School Asst. Principal for Administration
      2.2.3. Office of the Senior High School Asst. Principal for Administration
      2.2.4. Office of the Associate Principal for Academics
   2.3. College of Education, Arts and Sciences
   2.4. College of Business, Economics and Accountancy
   2.5. College of International Hospitality and Tourism Management
   2.6. College of Law
2.7. College of Nursing
2.8. College of Information Technology and Engineering
2.9. Academic Services Directorate
   2.9.1. Registrar’s Office
   2.9.2. Learning Resource Center
   2.9.3. Admissions and Testing Office
2.10. Research and Publications Office

3. Office of the Vice Chancellor for Mission
   3.1. Lasallian Ministries Directorate
      3.1.1. Lasallian Assistance Management Program
      3.1.2. Institutional Lasallian Family Office
      3.1.3. Vocations Office
   3.2. Institutional Lasallian Engagement and Development Office
   3.3. Sports and Culture Directorate
      3.3.1. Sports Office
      3.3.2. Cultural Office
   3.4. Student Services Directorate
      3.4.1. Guidance Office
      3.4.2. Student Activities Office

4. Finance Directorate
   4.1 Business Development Office

5. Office for Technology and Innovations
   5.1. Information and Communication Technology Center
   5.2. Innovation Laboratory

6. Office of the Vice Chancellor for Administration
   6.1. General Services Directorate
   6.2. Central Procurement Department
   6.3. Institutional Health Services

7. Office for Strategy and Advancement
   7.1. Strategic Planning
   7.2. Strategic Communications
   7.3. Linkages and International Relations
C. Other Services

1. School Merchandise

The Animo Bookstore sells leisure books, school uniform, school supplies, printing, photocopy, greeting cards, t-shirts, bags, souvenirs, load and other school materials. It is open from 6:30-1:00 and 2:00-6:00 from Monday to Friday. Students are discouraged to buy in the bookstore during class hours.

2. Food Services

Food and refreshment may be purchased at the Green Spoon Café, Animo Diner, BB Canteen, College Canteen, Chez Rafael Hotel, Student Center and Diokno Business Center during recess, lunch break and after dismissal.

IV. STUDENT CLUBS AND ORGANIZATIONS

The school encourages the formation of student clubs and organizations to provide students with other venues to develop their talents and skills and hone their interest of different fields. Below are types of clubs and organizations that the school offers:

A. STUDENT COORDINATING BOARD (SCB) – is the official organization of students in the school. It represents the students in expressing their views and recommendations for the improvement of the school. It also formulates and implements projects for the benefit of the students. The SCB is composed of the following set of officers:
Grade School:

President (Grade 6 student)
   Vice President (Grade 5 student)
2 Grade 6 Representatives
2 Grade 5 Representatives
2 Grade 4 Representatives

Junior High School:

President (Grade 10 student)
   Vice President (Grade 9 student)
3 Grade 10 Representatives
3 Grade 9 Representatives
3 Grade 8 Representatives
3 Grade 7 Representatives

Senior High School:

President (Grade 12 student)
   Vice President (Grade 11 student)
4 Representatives (STEM)
4 Representatives (ABM)
3 Representatives (GAS)
1 Representatives (HUMMS)
B. CURRICULAR CLUBS – these are clubs under each subject area which provide enrichment activities to club members in support of the lessons provided in the classroom.

CO-CURRICULAR CLUBS

1. INTEREST CLUBS – these are clubs which are not directly connected to academics and cater to special interest of the students.

2. SPORTS CLUBS – offers physical development activities to members who are interested in various sports.

3. RELIGIOUS CLUBS – cater to students who are inclined to do religious activities, assist in the mass, novenas and prayer meetings, or help in the religious formation of the students.

4. ART CLUBS – offers varied activities related to all different fields of arts such as visual, performing, literary, etc.

5. STUDENT PUBLICATIONS:
   
   - **BAKAS** is the official publication of the Grade School of De La Salle Lipa.
   
   - **BULIK** is the official student publication of the Junior High School of De La Salle Lipa. It provides opportunities to campus journalists develop their skills in journalism and literary writing. It encourages creative communication and promotes the development and growth of campus journalism as a means of increasing ethical values, sustaining critical and creative thinking, and developing moral character and personal discipline.
V. GUIDELINES ON STUDENT ACTIVITIES

A. CLUB MEMBERSHIP

1. Grade School – all students from Grade 2 to Grade 6 are required to be a member of at least one club or organization.

2. Junior High School – all students are required to be a member of at least one club or organization.

3. Senior High School – interest and professional clubs are offered to students but not compulsory.

B. CLUB SCHEDULE

Club meetings in the Integrated School are scheduled every Friday from 2:00-3:00PM in Junior High School and every Wednesday from 1:40-2:40PM in Grades 2-3 and 2:20-3:20PM in Grades 4-6 and Senior High School every Tuesday and Thursday.

C. CLUB AWARDS

A club member who exemplified outstanding performance in Co-Curricular Club is awarded at the end of the school year. This is given to Grade 6 and Grade 10 students during Recognition Day.

The following guidelines shall be followed in giving club awards:

- **CRESCIT** is the official publication of the Senior High School
- **STALLION** is the official yearbook of the school. It records through pictures, events in the campus relevant to students, faculty and other members of the academic community.
The awardee:

1. takes leadership in the organization of programs/activities of the club.
2. actively participates in the different club activities such as outreach, field trips, contest/trainings and other invitations inside and outside the school.
3. attends regular club meetings.
4. has outstanding contribution in the club and fellow club members.
5. exemplifies true Lasallian character and values.

D. CLASS SPIRIT OF THE YEAR AWARD (CSYA)

The Class Spirit of the Year Award (CSYA) is given at the end of the school year to the top three classes per level who have excelled in the different academic and non-academic related contest. CSYA points shall be determined by the SAO or the sponsoring department/organization following the point system below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Point/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single/Duo</td>
<td>1st Place – 10 points</td>
</tr>
<tr>
<td></td>
<td>2nd Place – 7 pts</td>
</tr>
<tr>
<td></td>
<td>3rd Place – 5 pts</td>
</tr>
<tr>
<td></td>
<td>Participation – 2 pts</td>
</tr>
<tr>
<td>Three or More Persons (Group)</td>
<td>2nd Place – 15 pts</td>
</tr>
<tr>
<td></td>
<td>3rd Place – 5 pts</td>
</tr>
<tr>
<td></td>
<td>Participation – 2 pts</td>
</tr>
<tr>
<td>Class</td>
<td>1st Place – 40 points</td>
</tr>
<tr>
<td></td>
<td>2nd Place – 30 pts</td>
</tr>
<tr>
<td></td>
<td>3rd Place – 20 pts</td>
</tr>
<tr>
<td></td>
<td>Participation – 10 pts</td>
</tr>
</tbody>
</table>
VI. CLASSIFICATION OF STUDENTS

Pupils/Students are classified with reference to their year of entry, age and the year or grade level that they have finished.

A. New Student
1. Nursery 1
   Students whose ages range from 3 to 4 years old by October 30 of the academic year
2. Nursery 2
   Students whose ages range from 4 to 5 years old by October 30 of the academic year
3. Kinder
   Students whose ages range from 5 to 6 years old by October 30 of the academic year
4. GRADE 1
   Students whose ages range from 6 to 7 years old by October 30 of the academic year
5. GRADE 7
   Students whose ages range from 12-13 years old and finished the elementary course are eligible for promotion to Junior High School
6. GRADE 11
   Students whose ages range from 16-17 years old and finished Junior High School are eligible for promotion to Senior High School
B. Old Students

Students who were enrolled and have finished the previous school year in De La Salle Lipa.

1. Students who were enrolled in other institutions and wish to enroll at De La Salle Lipa
2. Students who were enrolled in other schools in the first semester and are enrolled at De La Salle Lipa Integrated School for the first time (for Grade 11 only)
3. Subject to the assessment and crediting of subjects by the IS Registrar
4. Exchange students from abroad who are staying in the Philippines and are enrolled at De La Salle Lipa Integrated School as part of the program of the non-government organizations
5. Foreign students and Filipino Nationals based abroad are classified as transferees.

C. Transferees (GRADE 2 – GRADE 6, GRADE 8 – GRADE 10, *GRADE 11 2nd Semester)

D. Returnee-Transferee

Former De La Salle Lipa students who would like to re-enrol at De La Salle Lipa.

E. Returnees

Students of De La Salle Lipa who have left the school for valid reason/s but did not enrol in other institution

Note: Transferees, Returnee-Transferee and Returnees are placed under Academic and Disciplinary probation

F. Retainees
1. Grade 1 to Grade 6 Pupils of De La Salle Lipa whose general average is lower than 75
2. Grade 7-10 students of De La Salle Lipa with 3.6 to 4.8 units of failing grades at the end of the school year.

Note: Retainees are placed under Special Academic and Disciplinary probation. Those with failures equivalent to 5.2 units or more are considered for withdrawal.

G. Late Enrollees
Students who enrolled later than the dates assigned. They will only be entertained if slots are still available.

H. Sit-In Students
Students from Nursery 1 to Grade 10 who intend to attend classes at De La Salle Lipa for a minimum of one month and a maximum of three months only.

I. Irregular Students
Senior High School students who are enrolled in subjects that are not part of the regular course offering for the semester for their grade level.

J. Shiftees
Grade 11 students who have shifted/transferred to another strand after the first semester.

VII. POLICIES AND RULES ON DISCIPLINE

A. Policy Statement on Discipline
De La Salle Lipa is committed to give quality human and Christian
education to all. This commitment may be best realized if Learners will treat others with respect and dignity. By being accountable and responsible with their own behavior, learners will be able to exercise self-control and show consideration to the rights of others. Learners are encouraged to work in order to achieve their goals and maintain appropriate behavior as a shared responsibility of learners, parents and Lasallian Partners. Moreover, values formation among the learners is given importance in order to produce valuable citizens who lead exemplary Christian lives.

B. Respect for Persons in Authority

Students are expected to show respect to persons in authority like
• De La Salle Brothers
• Priests and Religious
• Top Administrators
• Principal
• Assistant Principals for Administration (APAd) and Associate Principal for Academics (APAc)
• Learning Area Chairs
• Grade Moderators (GM)
• Office Heads
• Faculty/Staff
• Safety and Security Personnel
• Maintenance Personnel
• Security Guards
• Student Leaders
• Clerical Assistants

the administrators, faculty, staff and elected leaders of student organizations. Listed below are persons who are vested with authority in their respective areas of service and should therefore be given due respect:

C. Code of Behavior

1. Students who feel they are being wrongly blamed or misunderstood must give their explanations to the teacher concerned privately after classes.
They must do it respectfully and never publicly or defiantly.

2. When asked to answer a question in a class, a student must stand properly and answer clearly and respectfully.

3. No student is allowed to leave his or her seat without the expressed permission of the subject teacher.

4. Whenever a student is sent out of the class for an offense, he or she is to report immediately to the GM. The student will only be readmitted to the classroom if he/she presents an admit pass.

5. Students may leave the classroom one at a time wearing the appropriate pass card with the expressed permission of the adviser/subject teacher.

6. Students are expected to respect the administrators, faculty and staff members, and persons in authority.

7. Students are forbidden to write on walls, desks, table and other school property, nor destroy or deform school properties.

8. Loud, forced, and boisterous laughter and other sources of disturbing noises are not allowed in the campus. Speakers, guitars and the like should only be played when class or school activities require for such. However, proper measures should be done so as not to disturb nearby offices and classes.

9. All students must refrain from quarrelling, ridiculing others, fighting, or being accomplices to misconduct in and/or out of the campus.

10. All students are expected to observe good manners in and out of campus (vehicle, mall, church, restaurant and other public places), abide by the school policies and rules, be considerate of others, and lead exemplary Catholic Christian lives.
11. All student officers, (e.g. class, Scout, SCB, Student Marshals and organizations officers) are considered Persons in Authority of the School. They are expected to be models in deportment for other students to emulate and to help enforce school policies and rules. Students are expected to follow the legitimate order and instruction.

12. Students are required to minimize their noise during breaks.

13. Students are discouraged to play ball games before the homeroom period and during lunch break.

14. Students are not allowed to stay in other classrooms at all times other than the one assigned to them for classes and other activities. They are also not allowed to stay in the classroom during lunch break. In case that the student will use the classroom for academic purposes, they are required to secure a form from the GMs’ Office.

15. Students are required to be in appropriate attire whenever they enter the campus, whether they will attend classes or not and/or required to attend school activities outside the campus.

16. Students are required to be in complete school uniform while attending regular, make-up or special classes.

D. Attendance and Punctuality

1. All students who have incurred absences are held responsible for all work missed during the period of absence.

2. A letter addressed to the Grade Moderator shall be required before a student is allowed to attend classes. This letter should be prepared and signed by the parents or guardian and should contain the following information: The student’s name and section, date of absence, reason for absence. Failure to
present a letter to the Grade Moderator shall be dealt as stipulated in the schedule of offenses and sanctions. A phone call is not a substitute for a letter.

3. A letter does not automatically excuse an absence. The decision to excuse or not to excuse the student’s absence rests with the Grade Moderator. (Student’s absence can be excused if the cause of absence is sickness, death in the immediate members of the family or other obligations required by law).

4. Only letters prepared by the Parents or Guardians shall be honoured.

5. A student who accumulates more than forty (40) absences (for Grade School and Junior High School) during the school year shall be dropped from the list of students. For the Senior High School, students will be dropped from the roll if they have incurred a total of 16 hours for 4-unit subjects, 12 hours for 3-unit subjects and 4 hours for HOPE subjects.

6. Students are considered late or tardy if they are not in their designated area and position within one minute after the bell rings signaling the start of the morning and afternoon prayer and all classes.

7. Any student who comes after the 3rd period shall be considered absent. He/she shall present a letter to the Grade Moderator.

8. A student who is absent during the quarterly exams due to sickness shall report to the Grade Moderator with a letter and other required documents proving the reasons for their absence. Without the said documents, the student shall not be allowed to take the exams missed.

**E. Physical Appearance**

**On Uniform**
1. All students should be in complete and proper uniform whenever they are in the campus during class days or during occasions when wearing the prescribed uniform is required.
2. Nursery 1, Nursery 2 and Kinder will wear school uniform every Monday and P.E. uniform every Tuesday to Friday.

3. School Uniform for Boys:
   3.1 For Nursery 1 to Grade 3 – DLSL white customized fabric polo with school logo, student’s name and grade patches properly sewn on the designated part paired with formal black shorts
   3.2 For Grade 4 to Grade 10 - DLSL white customized fabric polo with school logo, student’s name and grade patches part paired with formal black pants
   3.3 For Grade 11 to Grade 12 - DLSL white customized fabric polo with embroidered school logo on the left collar, student’s name and grade patches properly sewn on the designated part paired with formal black pants
   3.4 black leather school shoes for Nursery 1 to Grade 12
   3.5 white socks for Nursery 1 to Grade 3 and black socks for Grade 4 to Grade 12
   3.6 Identification card (ID) with appropriate ID lace

4. School Uniform for Girls:
   4.1 For Nursery 1 to Grade 3 - checkered jumper with school logo, student’s name and grade patches properly sewn on the designated part paired with DLSL white customized fabric blouse
   4.2 For Grade 4 to Grade 10 - DLSL white customized fabric blouse with appropriate necktie (1-inch width), school logo, student’s name and grade patches properly sewn on the designated part paired with prescribed checkered skirt and closed black shoes
   4.3 For Grade 11 to Grade 12 - DLSL white customized fabric blouse with pleats in front and at the back and with embroidered school logo on the left collar for Grade 11 and 12 paired with battle green slacks and black leather
belt

4.4 plain white lady sando or camisoles for undergarments

4.5 black leather school shoes (with at least one inch heels for Grades 11-12) and plain white socks (optional for Grades 11-12). Boots and ankle socks are not allowed.

4.6 Identification card (ID) with appropriate ID lace

5. P.E. Uniform for Boys and Girls:

5.1 Prescribed green jogging pants with embroidered name of school

5.2 Prescribed white T-shirt with school logo (with undershirt for girls)

5.3 Rubber shoes and white socks

5.4 Identification card (ID) with appropriate ID lace

6. Type B Uniform

Grades 7 to 11 are required to wear Type B Uniform every Wednesday and every first Friday of the month and on special activities sponsored by the school. For N1 to Grade 6, they are required to wear the Type B uniform every 1st Friday of the Month and on special activities in school. The Type B polo shirt must be paired with blue/dark blue/ black jeans and closed shoes. Grade 12 students will use their batch shirt.

7. Club Uniform

Club Uniform is the prescribed uniform to be worn during club meeting and other club activities. The appropriate club uniform is wearing of club shirt paired with blue/dark blue/ black jeans and closed shoes.
8. Corporate Attire Uniform for Senior High School

Students are required to be in prescribed corporate attire every last Wednesday of the month or otherwise known as Corporate Attire Day.

9. Undershirts should be plain white and properly tucked in. Printed shirts are not allowed.
   
   9.1 Male- Grade School-Sando
       High School- Plain White Round-neck Shirt
   
   9.2 Female- Grade School- Sando
       High School- Plain White/Skin tone
       Undergarments with Sando

10. Male students are not allowed to wear earrings, chokers and inappropriate attire at all times.

11. Students are not allowed to wear make-up in campus. Female students can wear only one set of earrings or bracelet. Use of nail polish is also not allowed.

12. Wearing of dark glasses, caps, and/or colored contact lenses are not allowed in the campus.

*See Appendix --- for Uniform Picture

On Haircut

1. Hair must be neat and well groomed.
2. Male students must sport the prescribed school haircut; that is, the hair must not touch the ears or the shirt’s collar. Bangs must not touch the eyebrows.
3. Shaven head and semi-bald styles are not allowed.
4. Inappropriate haircut (mushroom, brush-up, pineapple, mohawk), and other inappropriate hairstyle and coloring of hair are not allowed.
5. Excessive use of gel/hairspray is not allowed.
6. Coloring of hair is strictly prohibited for both male and female students.

*See Appendix E- for Proper Haircut Picture*

**F. Student Pass**

The Student Pass is a slip of paper giving a student the right to re-enter his class after absence and/or tardiness, transact business in the offices of the Principal, APAc, APAd, GM, the LRC, the Guidance Office, Clinic, and other offices in campus. It is also a permit for not wearing the school uniform or for leaving the campus during class hours. Student pass is also used to summon students to any of the offices in school requiring their presence.

**G. Off-Limit Areas**

The following places are off-limits to students:
1. Faculty Rooms
2. HLS Elevator / Other elevators designated for faculty and staff use only
3. Any place on campus after school curfew
4. Classrooms during recess and lunch breaks
5. Other areas declared off-limits by the school administration before homeroom period, during lunch break and dismissal except for official school activities.
   5.1 BB Basement
   5.2 BB Roof Deck
   5.3 College area except canteen and CLRC (for GS and JHS students)
   5.4 Oval (for GS, JHS and SHS students)
5.5 SENTRUM (for GS, JHS and SHS students)
6. All other designated Off-limits areas

H. Reformatory Measures

Depending on the offense, the following corrective/reformatory measures shall be imposed:

1. Oral Reminder

2. Issuance of the written reminder for minor offenses to be signed by parents or guardians and to be returned to the Grade Moderators’ Office.

3. Issuance of Disciplinary Violation Notice for major offenses or series of minor offenses to be signed by parents and guardians and to be returned to Grade Moderators' Office.

4. Demerit/Failing Mark in deportment for the quarter

5. Suspension is a penalty in which a school is allowed to deny or deprive an erring pupil of attendance in classes for a period not exceeding twenty percent (20%) of the prescribed class days for the school year or term.

The decision of the school on every case involving the penalty of suspension which exceeds twenty percent (20%) of the required school days for a school year or term shall be forwarded to the Regional Office concerned within ten days from the termination of the investigation of each case for its information.

5.1 Ordinary suspension prohibits the attendance in regular classes but demands student’s presence in the GMs’ Office.

5.2 Preventive suspension prohibits the student’s presence in school or in any school-related activity outside the campus.
6. Prohibition from participating in any school function or activity.

7. Community Service
Community service is done 3-5 hours per week for an erring student. A student shall be asked to do clerical work or slight manual work during his community service.

8. DISCIPLINARY PROBATION or SPECIAL DISCIPLINARY PROBATION is a restraining measure imposed for one school year on student who has been found guilty of committing disciplinary infractions. It is primarily meant to help the student develop self-discipline and improve his conduct.

8.1 Disciplinary Probation
A student shall be placed under Disciplinary Probation if he/she receives a deportment grade of NI and one to two day suspension in any quarter.

8.2 Special Disciplinary Probation
A student shall be placed under SDP if he/she violates any condition stipulated in the DP contract.

A student under SDP shall be dismissed if he/she violates any condition stipulated in the SDP contract.

9. Dismissal
Dismissal is a penalty which allows the school to exclude or drop the name of the erring student from the school rolls for continued disregard of school rules and regulations. Students who are dismissed by the school during the school year should still comply with all financial obligations before the necessary documents for transfer are issued. Part of this financial obligation is the full payment of his tuition and fees for the rest of the school year.
10. Other measures as maybe recommended by the Board of Discipline with reference to DepEd Guidelines and Procedures on Management of Children at Risk (CAR) and Children in Conflict with the Law (CICL).

11. Expulsion

Expulsion is an extreme penalty given to an erring student. This consists of exclusion from admission to any public or private school in the Philippines.

**NOTE:** Students who either voluntarily dropped out from school or are dismissed/expelled by the school during the school year should still comply with all financial obligations before the necessary documents for transfer are issued. Part of this financial obligation is the full payment of his tuition and fees for the rest of the school year if they leave the school more than two weeks after the start of the school year. Students who dropped out from school within the first week of classes are entitled to 90% refund of the tuition and fees that they paid. Those who decide to drop within the second week of classes are in turn entitled to 80% refund.

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**I. Care of School Properties and Personal Belongings**

Learners are expected to develop their sense of responsibility in school. Taking care of their personal belongings and respecting others' rights and properties are essential in order to develop responsible learners. In this regard, the following guidelines should be observed with regard to care of school properties and personal belongings:

1. Students are expected to take care of their personal belongings including their technological devices at all times.
2. THE SCHOOL SHALL NOT BE HELD RESPONSIBLE FOR THE LOSS OF STUDENTS’ PERSONAL BELONGINGS WHILE ON CAMPUS.
3. All students are responsible for all school equipment, furniture, and other materials entrusted to their care. Students who damage school
property are required to pay or replace the damaged object. Corresponding sanctions shall also be given to the students concerned. If the destruction of school property becomes habitual for a student, he/she may be required to leave the school.

4. The school must be kept clean at all times. All students shall observe the Clean As You Go Policy (CLAYGO). Hence, they are to place pieces of paper, wrappers, and other trash in their proper waste container.

5. Students are not allowed to pick plants and fruits without due permission from the administration.

6. Writing and unauthorized posting on walls, defacing notices on the bulletin boards, as well as tearing and writing on the pages of library books are serious acts of vandalism and shall be dealt with accordingly. Students who commit acts of vandalism on property not belonging to the school but performed during school-related activities shall also be duly sanctioned.

J. Fraternities, Sororities and Non-Catholic Sects

The school neither permits the existence nor the formation in the campus of organizations which are not duly recognized by the institution. These include fraternities, sororities, gangs and other similar organizations which are noted for notoriety.

JOINING FRATERNITIES, SORORITIES, GANGS AND OTHER UNAUTHORIZED ORGANIZATIONS (whether voluntary or by coercion), RECRUITMENT OF MEMBERS AND INVOLVEMENT IN FRATERNITY/ SORORITY ACTIVITIES (such as meetings) are considered SERIOUS OFFENSES and thus, shall be dealt with accordingly (See schedule of offenses and sanctions). (Please see appendix I on DECS memo on fraternities/sororities)

While the school accepts students regardless of religion, it remains,
however, a Catholic school with Catholic values and ideals. As such, De La Salle Lipa DISALLOWS THE HOLDING IN THE CAMPUS OF ANY ACTIVITIES such as recruitment, prayer services or other proselytizing activities BY MEMBERS OF NON-CATHOLIC CHRISTIAN SECTS and DENOMINATIONS.

**K. Grade of Suspended Students**

For Grade 4 to Grade 12

All quizzes, exams, projects and all academic related activities not taken because of suspension shall be given a raw score of zero (0).

**L. Academic/Disciplinary Probation**

Grade 2 to Grade 12

ACADEMIC/DISCIPLINARY PROBATION is applied to all transferees, retainees, and returnees as a precaution against any form of negligence in studies; since, like all others they are expected to meet the school’s academic standards.

The duration of the probation is one year. Students under academic/disciplinary probation must not incur failing grades in any subject at the end of the school year or be involved in discipline cases that merit dismissal. If this condition is not satisfied, the student shall not be allowed to enrol for the next year.

**M. The Discipline Board**

The Discipline Board convenes to hear the case of students that warrants dismissal or expulsion. It is composed of the Assistant Principal for Administration, Grade Moderators, Learning Area Chair Representative, Guidance Head, the Guidance Counselor, a representative from the Student
Coordinating Board, adviser, parent or alumni representative and in certain cases, the Legal Counsel of the School. It is presided by the Assistant Principal for Administration who calls the Board for a meeting.

It submits its findings and recommendations to the Principal who acts on the recommendation.

- The Discipline Board thoroughly conducts an investigation and appreciates evidence and testimonies before deliberating on a decision. It interprets and decides on stipulation of the schedule of offenses and corrective/reformative measures for recommendation to the Principal.
- The Board has the right to modify sanctions for misbehaviors depending on the gravity of the case, mitigating or extenuating circumstances, and other factors affecting the commission of the inappropriate acts.
- The majority of the Board constitutes a quorum. It is the duty of every member to cast his or her vote except the Guidance Head, Guidance Counselor, Homeroom Adviser, and the Grade Moderator who filed the case.

**Powers and Functions**

**Procedure for Filing a Case**

1. Any member of the Lasalllian community may file a complaint against a student of the Integrated School with any school officials. All complaints have to be in writing.

2. The Grade Moderator of the student concerned shall act upon a written
report of disciplinary infraction/s who shall call for the student to inform him or her and to seek explanation regarding the complaint in a preliminary investigation.

The student shall be asked to put in writing their version of the narrative in the presence of a Guidance Counselor. This process is necessary to give the students the benefit of explanation to air their side of the case as part of due process.

3. The Grade Moderator shall determine whether there is probable cause for violation of school regulations. Should it be determined that there is a possible violation of the school regulations, the Grade Moderator shall:

   a. Inform the parent of the student concerned, in writing, within 3 working days for a parent conference.
   b. At the parent conference, if the parent agrees that the child has committed a violation, the reformatory measures will be discussed with the parents for implementation.
   c. If the parent disputes the case, the Grade Moderator elevates the case to the Assistant Principal for Administration who shall proceed to convene the Board of Discipline within five working days upon receipt of the written complaint.

4. The Board of Discipline convenes initially to discuss the procedures and parameters on how to conduct the investigation. The parents of the concerned student is required to be present in the process of investigation by the Board. This time, the student concerned may be asked to write a narrative again in the presence of the parent. In the course of the deliberation, the parent may or may not allow the presence of their child.

The Board deliberates and discusses the merits and demerits of the case and convenes in an executive session to come up with its recommendation.
The Board then submits a report of its conduct of its deliberations, its findings, and its recommendation to the Principal for action.

5. The Principal shall decide on the case presented before it within five school days from the date after the Board has submitted its recommendation.

6. If the student or parent/guardian is not satisfied with the Principal's decision, he/she may appeal the case in writing to the Vice Chancellor for Mission within three school days after being informed of the decision.

7. The parents / guardians have the right for recourse for appeal if they are not satisfied with the decision of the Vice Chancellor for Mission after their letter of appeal was submitted.

8. Parents may write another letter of appeal, this time to the Office of the President. The President makes the final decision and informs the parents / guardian of the final decision after careful re-investigation and analysis of the case.

**N. Schedule of Offenses and Corrective/Reformative Measures**

**FOR NURSERY 1 TO GRADE 3**

**CATEGORIES OF OFFENSES AND CORRECTIVE /REFORMATIVE MEASURES**

**Category I**

1st offense  Oral Reminder and Issuance of Reminder Slip
2nd offense  

Issuance of Reminder Slip and referral to the Guidance Counselor

1.1 Tardiness 
1.2 Misbehavior (during classes, recess, assemblies, programs, change of periods and other related school activities) 
1.3 Littering 
1.4 Failure to present a letter for his/her absence 
1.5 Failure to submit/return slips of official correspondence and other school paraphernalia on time  
1.6 Failure to comply with Admit Pass Policy 
1.7 Failure to comply with Uniform Policy 
1.8 Failure to comply with ID Policy 
1.9 Coloring of hair 
1.10 Not sporting proper haircut 
1.11 Wearing of make-up and nail polish 
1.12 Leaving scheduled activities without permission 
1.13 Staying in off-limit areas 
1.14 Climbing/passing over restricted areas 
1.15 Negligence in school work (no assignments, no projects, no books)  
1.16 Bringing to school any unnecessary materials like toys 
1.17 Selling and trading of items like toys/playing cards 
1.18 Violation of lunch break policy 
1.19 Violation of the Clean As You Go Policy (CLAYGO) 
1.20 Asking parents/guardians to deliver items to school 
1.21 Any offense analogous to any of the above
Category II

1st offense  Written reminder, conference with parents and referral to the Guidance Counselor

2nd offense  Conference with parents and one step demerit on the deportment grade in a particular quarter

3rd offense  Conference with parents and two steps demerit on the deportment grade in a particular quarter

2.1 Cutting classes
2.2 Tampering of test scores/answers
2.3 Bringing home important school documents (formative/summative assessments) without permission
2.4 Forging signatures
2.5 Possession of harmful weapon and materials
2.6 Use of vulgar and indecent language (oral/written)
2.7 Bringing/watching pornographic and other indecent materials (print/non-print/electronic) in school
2.8 Minor acts of vandalism
2.9 Any offense analogous to any of the above

Category III

1st offense  Conference with parents and one step demerit on the deportment grade in a particular quarter

2nd offense  Conference with parents and two steps demerit on the deportment grade in a particular quarter
3.1 Assaulting /Showing disrespect to teachers or persons in authority as well as parents/guardians
   a. orally
   b. in writing
   c. through malicious gestures
   d. with physical contact or injury
3.2 Assaulting fellow student
   a. orally
   b. in writing
   c. through malicious gestures
   d. with physical contact or injury
3.3 Threatening persons in authority or fellow student
3.4 Engaging in fights:
   a. oral fights
   b. provocation to fight
   c. quarrel with physical injury
3.5 Stealing
3.6 Cheating during:
   a. quarterly assessments
   b. formative/summative assessments
   c. re-checking
3.7 Major acts of vandalism
3.8 Damaging/destroying school/others' personal property
3.9 Humiliating others through words or actions
3.10 Bullying in any form
3.11 Accumulating of offenses under category 1 (7 times on a quarterly basis)
3.12 Any offense analogous to any of the above
### Category I
*(For Grade 4 to Grade 12)*

<table>
<thead>
<tr>
<th>Offense</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st offense</td>
<td>Oral Reminder</td>
</tr>
<tr>
<td>2nd offense</td>
<td>Issuance of the written reminder signed by the parents to be returned to the Grade Moderator</td>
</tr>
<tr>
<td>3rd offense</td>
<td>Conference with parents, one step demerit on the deportment grade in a particular quarter, referral to the Guidance Counselor</td>
</tr>
<tr>
<td>4th offense</td>
<td>One step demerit on the deportment in a particular quarter, conference with parents, referral to the Guidance Counselor and community service</td>
</tr>
<tr>
<td>5th offense</td>
<td>One step demerit on the deportment in a particular quarter, referral to the Guidance Counselor and 1-2 day suspension</td>
</tr>
</tbody>
</table>

1.1 Failure to comply with Admit Pass Policy
1.2 Failure to bring a letter after an absence duly signed by parent or guardian
1.3 Failure to submit/return assignment, classroom requirement, reply slip, official correspondence, school equipment on a given time
1.4 Failure to comply with Uniform Policy
1.5 Failure to comply with ID Policy
1.6 Wearing of printed undershirt
1.7 Wearing of earrings and other unnecessary ornaments for male
1.8 Wearing of more than one pair of earrings, dangling earrings and other unnecessary ornaments for females
1.9 Wearing of make-up and nail polish and colored contact lenses
1.10 Wearing of indecent attire during fair, intramurals, recollections and other school activities
1.11 Climbing/passing over restricted areas
1.12 Tardiness
1.13 Bringing of pets, unnecessary and harmful equipment and materials
1.14 Asking parents / guardians to deliver items to school
1.15 Using faculty comfort room without proper authorization
1.16 Borrowing/lending books/notes/other materials from classmates or from fellow students in other classes during class hours
1.17 Using the HLS elevator (for GS, JHS and SHS students) without valid pass
1.18 Violation of lunch break policy
1.19 Sharing of lockers
1.20 Borrowing and/or lending of ID
1.21 Unauthorized use of school forms/waivers
1.22 Staying in the classroom after the curfew time
1.23 Any offense analogous to any of the above.
### Category II
*(For Grade 4 to Grade 12)*

| 1st offense | Conference with parents, referral to the Guidance Counselor and one step demerit on the deportment grade |
| 2nd offense | Conference with parents, referral to the Guidance Counselor, one step demerit on the deportment grade and community service |
| 3rd offense | Conference with parents, referral to the Guidance Counselor, NI in deportment grade in a particular quarter, community service / at least 1-2 days suspension, DP and spiritual counseling |
| 4th offense | Conference with parents, referral to the Guidance Counselor, community service, U in deportment grade, at least 3-5 days suspension, SDP and spiritual counseling |
2.1 Coloring, dying or highlighting of hair
2.2 Unauthorized hairstyle (bald, semi-bald, etc.)
2.3 Disobedience
2.4 Unauthorized use of cellular phones and other electronic gadgets during class hours
2.5 Wearing of openly visible tattoo (permanent or henna)
2.6 Disrespecting the Philippine flag and other national/institutional symbols
2.7 Misbehavior
2.8 Staying in “off limits“ area
2.9 Violation of the NO EATING ZONE POLICY
2.10 Littering inside the campus
2.11 Violation of the Clean As You Go policy (CLAYGO)
2.12 Using profane and indecent language
2.13 Holding hands with boyfriend or girlfriend
2.14 Playing ball games before the homeroom period and during lunch break.
2.15 Violation of the Digital Citizen Code of Conduct
2.16 Copying minor school requirements from classmates (assignment, seatwork, and other minor requirements)
2.17 Not sporting the prescribed haircut
2.18 Accumulation of offenses under Category 1 (4 times on a Quarterly basis)
2.19 Any offense analogous to any of the above
**Category III**

(For Grade 4 to Grade 6)

1st offense  F in Deportment and 1 day suspension; referral to the Guidance Counselor

2nd offense  NI in Deportment and at least 2 days suspension, DP and spiritual accompaniment

3rd offense  U in Deportment and at least 3 days suspension, SDP and spiritual accompaniment

(For Grade 7 to Grade 12)

1st offense  NI in Deportment and at least 1-2 days suspension, DP and referral to the Guidance Counselor

2nd offense  U in Deportment, at least 3-5 days suspension, SDP and spiritual counseling

3rd offense  VU in Deportment, Dismissal or other measures as may be recommended by the Board of Discipline with reference to DepEd Guidelines and Procedures on the Management of Children at Risk (CAR) and Children in Conflict with the Law (CICL)

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**CATEGORIES OF OFFENSES AND CORRECTIVE/REFORMATIVE MEASURES**
3.1 Gross or scandalous behavior or behavior which puts the school in disrepute
   a. inside the campus
   b. during off-campus activities
   c. outside the campus while still wearing the school uniform
3.2 Assaulting and/or showing disrespect to teacher or persons in authority in and out of the campus
   a. orally
   b. in writing
   c. through malicious gestures
3.3 Assaulting fellow student
   a. orally
   b. in writing
   c. through malicious gestures with physical contact or physical injury
3.4 Threatening fellow students
3.5 Engaging in
   a. fight (orally and/or in writing)
   b. provocation to fight
   c. quarrel without physical injury but with physical contact
   d. quarrel with physical injury
3.6 Bringing reinforcement for brawls
3.7 Bullying in any form
3.8 Bringing to school intoxicating drinks such as beer, liquor, wine and/or any alcoholic beverages
3.9 Coming to school under the influence of intoxicating drinks such as beer, liquor, wine and/or any alcoholic beverages
3.10 Engaging in drinking alcoholic beverages in school and/or in its immediate vicinity
3.11 Browsing pornographic sites in the internet
3.12 Bringing/watching pornographic and other indecent materials (print and non-print) in school
3.13 Possession of cigarettes, e-cigarettes and smoking in school and/or in its immediate vicinity
3.14 Smoking cigarettes / e-cigarettes / tobacco during school sponsored activities such as retreat, recollections, field trips, intramurals, school fair, parties, etc.
3.15 Engaging in inappropriate school behavior such as:
   a. fondling
   b. kissing
   c. necking and petting
3.16 Cutting Classes
3.17 Truancy
3.18 Major acts of vandalism of school and/or personal property
3.19 Forging the signature of parents or guardian in school requirements or documents
3.20 Forging the signature of teachers and persons in authority
3.21 Copying major school requirements from classmates or other students (research/term paper, performance task, project, and other writing activities)
3.22 Tampering/altering test scores
3.23 Any form of gambling in the campus and/or its immediate vicinity
3.24 Leaving the school without a valid gate pass issued by the GM, the APAd or the Principal

Note: Clinic pass is not a valid gate pass. Students have to secure a valid gate pass from the GMs’ Office.
3.25 Giving false or malicious alarms  
3.26 Selling, buying or transacting of cigarettes, e-cigarettes, alcoholic drinks  
3.27 Any offense analogous to any of the above

<table>
<thead>
<tr>
<th>Category IV</th>
<th>1st offense</th>
<th>2nd offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.25 Giving false or malicious alarms</td>
<td>NI in Deportment, at least 2-day suspension, DP, referral to the Guidance Counselor and spiritual accompaniment</td>
<td>U in Deportment and at least 3-day suspension, SDP and spiritual counseling</td>
</tr>
<tr>
<td>3.26 Selling, buying or transacting of cigarettes, e-cigarettes, alcoholic drinks</td>
<td>(For Grade 4 to Grade 6)</td>
<td>(For Grade 7 to Grade 12)</td>
</tr>
<tr>
<td>3.27 Any offense analogous to any of the above</td>
<td>1st offense</td>
<td>2nd offense</td>
</tr>
<tr>
<td></td>
<td>1st offense</td>
<td>2nd offense</td>
</tr>
<tr>
<td></td>
<td>U in Deportment and at least 3-5 days suspension, SDP and spiritual counseling</td>
<td>Dismissal or other corrective measures that may be recommended by the Board of Discipline with reference to DepEd Guidelines and Procedures on the Management of Children at Risk (CAR) and Children in Conflict with the Law (CICL)</td>
</tr>
</tbody>
</table>

4.1 Assaulting persons in authority in and out of the campus  
4.2 Slanderous actions/remarks to fellow students, teachers and/or persons in authority and staff via print, broadcast, social media, internet and other medium of communication
4.3 Stealing school or personal property (on and off campus)
4.4 Any offense analogous to any of the above
4.5 Cheating during
   a. quizzes and long tests
   b. standardized tests
   c. quarterly assessments
   d. performance tasks
4.6 Acting as accomplice to cheating
4.7 Wilful insubordination
4.8 Deception of school authorities
4.9 Withholding information during formal investigation

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**Category V**

**(For Grade 4 to Grade 6)**

1st offense U in Deportment, at least 3 days suspension, SDP and spiritual counseling

2nd offense Dismissal or as maybe recommended by the Board of Discipline with reference to DepEd Guidelines and Procedures on the Management of the 4th time offenses under Category I

*5 to 7 hours of community service for violating/committing for the 2nd time offenses under Category II*

**(For Grade 7 to Grade 12)**

1st offense Dismissal or as maybe recommended by the Board of Discipline with reference to DepEd Guidelines and Procedures on the Management of the 4th time offenses under Category I
Note: Conference with parents will be held before implementation of sanctions.

5.1 Assaulting persons in authority in and out of the campus with physical contact
5.2 Rebellious actions/remarks against the school
5.3 Threatening fellow students, teachers and staff, and/or persons in authority using deadly weapons
5.4 Possession, sale or use of deadly weapons and ammunitions and all forms of explosives
5.5 On Dangerous Drugs
   • possession
   • using inside the school and within immediate vicinity
   • coming to school under the influence
   • peddling or pushing
5.6 Enlisting, recruiting, engaging in activities with fraternities and sororities, gangs and similar groups.
5.7 Extortion
5.8 Engaging in premarital sex
5.9 Elopement
5.10 Desecration of the chapel or any place considered sacred in the campus
5.11 Participation in bomb hoax
5.12 Engaging in sexual scandal in videos, photos, cyber and text messaging (even during semestral breaks, summer vacation and Holidays)
5.13 Sexual advances or acts of lasciviousness
5.14 Voyeurism (spreading and/or possession of indecent and scandalous

- With parental consent, the Grade Moderator shall impose and monitor community service. The head of the office where the erring student is assigned to serve the community service shall certify the completion of time required for community service upon the consent of the parents.
- Community service shall be clerical work and/or slight manual work in any of the offices in the Integrated School as maybe assigned by the imposing Grade Moderator in coordination with the head of the offices concerned.
- Community service shall be done daily during lunch break or after the last period in the afternoon. An erring student is required to serve at least one hour a day but shall not exceed more than two hours a day.

For Grades 4 to 6, community work will be rendered during the day/s of suspension.

- Community service shall not be imposed a week before the quarterly examination.
- In cases, where the violations were committed near the end of the school year, the Grade Moderator can impose the community service during the summer vacation.

Community Service for Students who got Failed Remarks in the Final Grade in the Homeroom and/or Deportment

- A student who got a Failed Remarks in Homeroom and/or Deportment shall serve 30 hours of community service.
- Community service shall be clerical work and/or slight minimal work in any of the offices in the Integrated School as maybe assigned by the imposing Grade Moderator in coordination with the head of the offices concerned.
pictures and videos) even during semestral break, vacations and holidays.

- Spiritual counseling is a help given to a student who needs reformation in order to address spiritual, behavioral and disciplinary concerns. This help will be extended by the members of the CLCE faculty, ILFO or any Lasallian Formator who will be

5.15 Any offense analogous to any of the above.

**Community Service:**
**Spiritual Counseling:**

---

**VIII. STANDARD OPERATING**

**Before Classes:**
1. Students are expected to observe proper behavior inside the classroom even when the teacher is not yet around.
2. The Public Address System, which serves as the warning bell, is heard at 7:10 am and 12:15 pm for Grades 3-6 and 12:55 pm for Junior High School to signal the lining up or entry of students into the classrooms. Students belonging to a grade, which is scheduled to hold an assembly, are to line up along the corridor and proceed thereafter to the assembly area.
3. When lining up, students must maintain strict silence and order. Students who are not inside their classrooms after the final bell are considered late and should obtain the student pass from the Grade Moderator.

**PROCEDURES**

**A. Daily School and Classroom Routine**

**Homeroom Period:**

1. It is expected that students sing the National Anthem, Alma Mater Song and recite the patriotic pledge properly with pride. After the singing, all students along the corridor should remain standing while those inside the classroom must sit down to listen to the prayers. Then, the teacher greets the students; the students in turn should greet the teacher.

2. The elected Class Secretary checks the attendance for the day and writes the names of students who are absent or tardy on the official form provided by the Grade Moderator. The attendance slip shall then be checked and signed by the Homeroom Adviser and then clipped at the front door.

3. Students must listen attentively to the Homeroom Adviser during the reading of the daily bulletin. Students are not allowed, therefore, to leave the room or attend any other business during the reading of the Bulletin (except for special meetings). Questions or clarifications about the daily bulletin may be asked after all the contents have been read.

All students should observe the following acceptable behavior:

1. stand at attention for prayers and national anthem
2. silence and proper decorum should be observed at all times
3. follow assigned sitting arrangement and listen attentively to the speaker
4. during the open forum, ask relevant questions and acknowledge the response given.
The students should:
1. make sure that he/she has an exam permit.
2. place school bags and notebooks in an area designated by the proctor.
3. refrain from making noise, borrowing of writing materials and glancing at others’ papers.
4. take the exams inside the classroom.
5. ask the proctors by raising his/her hand for clarifications regarding the exams.
6. leave the room quietly after finishing the exams.

1. The students are expected to stand as a sign of respect while the teacher leaves the classroom.
2. While waiting for the next teacher, students should remain silent. No student is allowed to leave or peep out of the classroom in between periods.
3. Students must stand upon the arrival of the next subject teacher.
4. If the next subject teacher fails to report to the classroom within five minutes, the Vice President of the class should inform the Assistant Principal for Administration or the Grade Moderator of the teacher’s absence while the Class President and Marshals must supervise the class until the assigned substitute arrives.
5. Prayer is said before and after each period.
E. After the Morning and Afternoon Classes

1. Students who are given routine tasks such as closing doors and windows, turning off the lights, fans and air conditioning units, arranging the chairs, cleaning the blackboards, etc., should perform their duties before leaving the classroom. The last subject teachers in the morning or in the afternoon must see to it that all students who have not been assigned chores leave the room.

2. Students must never rush towards exits nor run along the corridors after dismissal.

F. Curfew Time

Students’ curfew time is an hour after their dismissal. They are not allowed to stay inside the campus beyond their curfew time unless they have sought permission from their homeroom adviser/grade moderator for completion of their academic requirements.

G. Lining Up and Movements

1. Students should walk silently and in single file for Junior High School and two files for Grade School when moving from the classroom to another place in the campus for an activity. The same procedure is followed when returning to the classroom.

2. The subject teacher always accompanies the class to make sure that procedure is followed.

3. Students should always follow the “Keep Right” Rule when walking along the corridor.
H. Delegation of Routine Tasks

Tasks like closing of doors and windows, cleaning of the blackboards, turning off the electric fans, lights and air conditioning units, arranging desks and others may be delegated to students with supervision of the teachers.

I. Borrowing or Lending of Materials

Students are not allowed to borrow or lend materials during classroom activities, tests and quizzes.

J. Passing of Paper and Related Coursework

Collection of papers or other materials should be done in an orderly manner. The passing of papers starts from the back seat, with each student placing his paper on top of the pile that he receives. Students at the front of each row should pass the papers to the left. The papers are then given to the teacher by the student who is seated at the left front corner of the row. The distribution of papers may be done by reversing the procedure for passing papers.

K. Asking Questions

Before addressing the teacher in the classroom to ask a question, ask permission, or make a statement, a student must first raise his hand to get the attention of the teacher.
L. Visitors
1. Except on emergency cases, visitors of students and faculty members shall be entertained only during non-class hours. All visitors shall be entertained only in the Assistant Principal for Administration's Office/Grade Moderator’s Office with confirmation from the concerned teachers through the APAd/GM.
2. All visitors should be directed to the Principal's Office, the Assistant Principal for Administration's Office or the Grade Moderator's Office. Official school visitors should be accorded due respect when they enter the classrooms. Students are expected to stand and greet these visitors courteously.
3. Parents, guardians and caregivers are not allowed to stay in the following areas: classrooms, corridors, assembly areas and faculty rooms.

M. Delivery of Items
The school prohibits the delivery of articles or things left at home such as notebooks, books, projects, money, assignments, or any other items to students. They should bring these things with them when they come to school. It is only during extreme cases that requests are granted.

N. Seat Plan
Each homeroom class must have a copy of the seat plan to be placed on the teacher's table. This facilitates the checking of attendance. Students who are not in their proper seats when attendance is checked are to be given warning unless they have permission from the Grade Moderator.
O. Use of Classrooms
1. Students are not allowed to stay in the classroom during lunch break except for Grades 1-3, and unless they are permitted by the Grade Moderator.
2. Students should refrain from sitting on the writing ledge of the desks/teacher’s table.
3. Classrooms should be kept clean at all times. Students should avoid throwing trash on the floor. Desks should be kept well-arranged throughout the day except during class activities which require group activities.
4. Lights and electric fans should be turned off and doors should be closed whenever students move out to transfer to another place for an activity or after dismissal in the morning and afternoon. For air-conditioned classrooms, air-conditioning units should be turned off after classes.
5. Unless permission is granted for extended classroom activities, students should vacate the classrooms at least 15 minutes after the last period in the afternoon.
6. Use of glue, staple wires and other adhesives that would damage the wall and backboards should be avoided when decorating the classroom.

P. Emergency Class Suspension
In the event of emergencies such as typhoons and earthquakes, announcements regarding the holding or suspension of classes shall be made through the front Bulletin Board on campus and official school SMS advisory.
In case of typhoons, the school automatically suspends classes whenever signal number 2 and above is raised in the Southern Tagalog region or based on the new typhoon signals given by the DepEd, NDCC and PAGASA. Normally, typhoon signals are announced over television and radio stations. Students are advised to tune in to them rather than make calls to the school.

**Signal #1** - No classes for N1, N2 and Kinder
**Signal #2** - No classes for all levels in the IS; reporting for work of faculty and staff depends on the instruction of the Vice Chancellor for Administration (VCAD)
**Signal #3** - No school

*In case of declaration of such during quarterly test days, the sequence of scheduled exams is followed by the time classes resume.*

**Q. No Work, No School, No Classes Policy**

In instances where the school management decides to call off classes or work outside the officially scheduled holidays or non-working days, the following are the guidelines to be followed to avoid any ambiguity in carrying out administrative instructions:

**No classes** - only the students will have no classes, while the faculty and staff are expected to stay and work as per their scheduled official time in school unless the VCAD declares otherwise.

**No school** - there are no classes and no work

These guidelines are intended to clarify any confusion that may arise in an emergency situation.
R. 4-1 Schedule (For Grades 4-12)

The 4-1 schedule is geared towards the implementation of SMILES Program initiated by the Office of the President. The SMILES (Synergized, Mobile, Integrated Learning Experience: Self-Directed) Program is a platform for learning engagement that promotes innovation, collaboration, creativity and well-being among the learners in a networked learning environment. The class program consists of a 4-day contact period and one day (Wednesday) free-structured day where students will be able to experience independent, collaborative and digital mobile learning.

During the 4-day contact period, students will have a structured schedule of the subjects. During Wednesdays, students will have a free-structured day. They may use their time for silent reading, individual tasks, or group dynamics. Moreover, as a support to the Fundamentals of Social Innovation, Wednesday schedules may be used to accomplish the expected output for the CAPSTONE in a particular quarter. Data gathering in the community may be done during Wednesdays.

S. Students’ Clearance (For Grade 6, Junior and Senior High School)

All Grade 6, Junior High School and Senior High School are required to have their clearance signed before the end of the school year. A specific date will be allotted for the students to process their clearance. The clearance is a requirement for enrolment and students must have no liabilities in any offices in order for them to be cleared.
IX. ACADEMIC POLICIES

For Nursery 1 to Grade 10, the school year is divided into four quarters. At the end of each quarter examinations are scheduled.

For Grade 11 to 12, the school year is divided into two semesters. The first semester includes the first and second quarters while the second semester includes the third and fourth quarters. At the end of each quarter, examinations are scheduled. The students receive final grades for each semester.

A. Grading System for Nursery 1 to Grade 12

The grades are computed based on the following schemes:

1. NURSERY 1 to KINDER
   1.1. Computation of Quarterly Grades
       1.1.1. Quarterly grades for Language Arts, Reading, Mathematics, Filipino, and Computer (for Kinder) are computed using the following percent distribution:
           - 60% - class standing/ general performance
           - 40% - quarterly assessment

       1.1.2. Quarterly grades for Christian Living with Character Education, Physical Education and Music, Art and Penmanship are computed by getting the sum of the percentage grade of the different classroom activities.
Note: The highest quarterly grade is 95 while the lowest is 68. The passing grade is 75.

1.2. Computation of Average Grade
The average grade is computed by adding all subject grades and dividing the sum by the number of subjects, except Physical Education and Music, Art, Penmanship and Homeroom.

1.3 Computation of Final Grade
The system of grading is averaging by quarters. Students who

2.1. Computation of Quarterly Grades
Learners from Grades 1 to 10 are graded on Written Works/Oral Activities (WW/OA), Performance Tasks (PT)/ Community-based Action Project addressing Strategically Themed Objectives through Networked Environments (CAPSTONE) and Quarterly Assessment (QA) every quarter. These three components are given specific percent weights that vary according to the nature of the learning area.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Written Works/Oral Activities</th>
<th>Performance Task/CAPSTONE</th>
<th>Quarterly Assessment (QA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Mathematics, English, Social Studies and Filipino</td>
<td>40%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>
### Subjects

<table>
<thead>
<tr>
<th>Written Works/Oral Activities</th>
<th>Performance Task/CAPSTONE</th>
<th>Quarterly Assessment (QA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLCE, MAPEH*, HELE/TLE and Computer</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Scores in Written Works / Oral Activities, Practical Tests and Performance Task in Music, Arts, Physical Education and Health are computed separately. The grades in Music, Arts, Physical Education and Health are combined to get the MAPEH grade per quarter following the percent distribution below:

### Grade School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Music</th>
<th>Arts</th>
<th>PE/H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1 - 2</td>
<td>40 %</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>25%</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>Grade 4 - 6</td>
<td>20%</td>
<td>30%</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Junior High School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Health/Music</th>
<th>Arts</th>
<th>PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7 - 10</td>
<td>40%</td>
<td>10%</td>
<td>50%</td>
</tr>
</tbody>
</table>
To facilitate the computation of quarterly grades, the raw score is transmuted to its equivalent percentage. The ceiling grade is 100, the lowest grade is 68 and the passing grade is 75. However, students caught cheating during Performance Task or Quarterly Assessment will automatically get a Performance Task or Quarterly Assessment grade of 68.

Mandarin (Grade 6)

Quarterly grade for Mandarin is expressed in letter grade and is computed using the following percent distribution:

- 60% - class standing/ general performance
- 40% - performance task

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 – 100</td>
<td>E - Excellent</td>
</tr>
<tr>
<td>90 – 94</td>
<td>O - Outstanding</td>
</tr>
<tr>
<td>86 – 89</td>
<td>VS - Very Satisfactory</td>
</tr>
<tr>
<td>80 – 85</td>
<td>S - Satisfactory</td>
</tr>
<tr>
<td>75 – 79</td>
<td>F - Fair</td>
</tr>
<tr>
<td>68 – 74</td>
<td>NI - Needs Improvement</td>
</tr>
</tbody>
</table>

2.2. Computation of Average Grade

The average is computed by multiplying each subject grade by its corresponding number of subject units/weights and then dividing the sum of all the products by the sum of all the subject units/weights. Homeroom grade and Mandarin for Grade 6 are not included in the computation of the average grade.
The weighted average is computed by getting the ratio of the total weighted grade and the total units.

Sample Computation for Grade 4 to 6

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weights</th>
<th>Grade</th>
<th>Weighted Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1.2</td>
<td>88</td>
<td>105.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1.2</td>
<td>86</td>
<td>103.2</td>
</tr>
<tr>
<td>Science</td>
<td>1.2</td>
<td>86</td>
<td>103.2</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.2</td>
<td>92</td>
<td>110.4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>CLCE</td>
<td>1</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>MAPEH</td>
<td>0.6</td>
<td>95</td>
<td>57</td>
</tr>
<tr>
<td>Computer</td>
<td>0.6</td>
<td>95</td>
<td>57</td>
</tr>
<tr>
<td>HELE</td>
<td>0.6</td>
<td>88</td>
<td>52.8</td>
</tr>
<tr>
<td><strong>TOTAL UNITS</strong></td>
<td><strong>8.6</strong></td>
<td></td>
<td><strong>769.2</strong></td>
</tr>
</tbody>
</table>

\[
\text{Weighted Average} = \frac{\text{Total Weighted Grade}}{\text{Total Units}} = \frac{813}{9.0} = 90.33
\]

The final grade is computed by averaging the grades of the four (4) quarters. A final average of below 75.00 is considered failed.
obtained a final grade of below 75 or its equivalent is considered failed.

3.1. Computation of Quarterly Grades
Students from Grade 11 to 12 are graded on Written Works/Oral Activities (WW/OA), Performance Task/ Product (PT) and Quarterly Assessment (QA) every quarter. These three components are given specific percent weights that vary according to the nature of the learning area.

3.1.1. For Core Subject Areas
WW/ OA – 45%  CAPSTONE – 30%  QA – 25%

3.1.2. For Specialized Subjects
WW/ OA – 40%  CAPSTONE – 30%  QA – 30%

3.1.3. For Research
WW/OA – 45%  CAPSTONE – 30%  QA – 25%

3.1.4. For CLCE
WW/OA – 20%  CAPSTONE – 40%  QA – 40%

The formula for the computation of the quarterly grade is Initial Grade (IG)/100 * 50 + 50. The Highest Possible Grade is 100 and the Lowest Possible Grade is 50.

3.2. Computation of Final Grade
The two quarters determine the Final Grade in a semester. The Final Grade is computed by getting the average of the two quarters and is reported in two decimal places.
3.3. Computation of Grade Point Average.
The Grade Point Average is computed by multiplying each subject grade by its corresponding number of subject units/weights and then dividing the sum of all the products by the sum of all the subject units/weights. The Grade Point Average is reported in two decimal places.

2. GRADE 1 - GRADE 10

3. Grade 11 to 12

*Note: HOPE is 1 unit only; CLCE is 3 units only as an Institutional Requirement*

**B. Guidelines on Missed Subject Requirements**

1. On Missed Written Works / Oral Activities / Hands-on Exam / Practical Test / Exercises

Learners are allowed to complete the missed requirements upon submission of the required documents to the Grade Moderator.

For Senior High School, students must be able to report to the subject teacher within a week to schedule the missed activities one week after reporting to school. A raw score of zero will be given to the students who will fail to take the missed activities after the agreed date.

2. On Missed Performance Task (PT) / CAPSTONE

Learners who missed the performance task will be given two (2) weeks to comply with the requirement. The following measures must be done by the subject teachers within the allotted period of time to make/encourage the learner take the missed PT: a) follow up with the learner; b) communicate with parents thru the Parent-Teacher Conference; and c) follow up with the learner again. Failure to take the PT after the two (2) weeks grace period and after implementing the above measures means that the learner will be given a raw score of zero in the PT.
3. On Missed Quarterly Assessment
Learners who are absent on the examination days shall be required to take the assessment upon instruction of the APAd.

For Senior High School, learners who are absent on the examination days shall be required to apply for the special exam within one week after the examination schedule and take the assessment after the PT week. A score of zero shall be given to learners unless they take the special exam in the subject concerned.

C. On Participation for Co-Curricular Contest

1. Procedure in the Selection of Participants
Participants are chosen based on the recommendation of the subject teacher/academic varsity coach and approval of the Learning Area Chair.

2. Additional Points
The following point system shall serve as guidelines in consideration of the contestants’ time and effort for representing the school in various contests. This may also serve as incentives to deserving students.

   a. Individual and Group Contests
   Participants shall be given an additional 1 point in the quarter grade in the subject/s related to the contest they participated.

First, second and third place winners will be given additional points in their quarterly grade in the subject concerned following this scheme:

- District/Area/Division: 2 points
- Provincial/Regional/Luzon Wide: 3 points
- National: 4 points
- International: 5 points
Integrated School Student Handbook

D. Deportment Grades (Nursery 1 to Grade 11)

The deportment grade is expressed in letter grade. It is determined by averaging all the points given by the different subject teachers. Students are given points based on the set criteria and the given scale:

<table>
<thead>
<tr>
<th>Set Criteria</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 – <em>Always</em></td>
</tr>
<tr>
<td></td>
<td>3 – <em>Most of the time</em></td>
</tr>
<tr>
<td></td>
<td>2 – <em>Sometimes</em></td>
</tr>
<tr>
<td></td>
<td>1 – <em>Seldom</em></td>
</tr>
<tr>
<td></td>
<td>0 – <em>Never</em></td>
</tr>
<tr>
<td>1. Exemplifies proper behavior</td>
<td>4</td>
</tr>
<tr>
<td>2. Engages actively in classroom activities</td>
<td>3</td>
</tr>
<tr>
<td>3. Complies with the class requirements</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

After getting the average point, it will be transmuted to get the equivalent letter grade.
### Average Point vs. Deportment Grade

<table>
<thead>
<tr>
<th>Average Point</th>
<th>Deportment Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>E - Excellent</td>
</tr>
<tr>
<td>3.33 - 3.99</td>
<td>O - Outstanding</td>
</tr>
<tr>
<td>2.66 - 3.32</td>
<td>VS - Very Satisfactory</td>
</tr>
<tr>
<td>1.99 - 2.65</td>
<td>S - Satisfactory</td>
</tr>
<tr>
<td>1.50 - 1.98</td>
<td>F - Fair</td>
</tr>
<tr>
<td>1.00 - 1.49</td>
<td>NI - Needs Improvement</td>
</tr>
<tr>
<td>0.01 - 0.99</td>
<td>U - Unsatisfactory</td>
</tr>
<tr>
<td>0</td>
<td>VU - Very Unsatisfactory</td>
</tr>
</tbody>
</table>

### E. Homeroom Grades

#### 1. Nursery 1 to Kinder

<table>
<thead>
<tr>
<th>Lasallian Values/Ideal Graduate Attributes</th>
<th>Participation in Class Activity/Project</th>
<th>Total</th>
<th>Transmutation</th>
<th>Homeroom Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>50</td>
<td>100</td>
<td>95</td>
<td>95</td>
</tr>
</tbody>
</table>

#### 2. Grade 1 to Grade 2

<table>
<thead>
<tr>
<th>Lasallian Values/Ideal Graduate Attributes</th>
<th>Participation in Class Activity/Project</th>
<th>Total</th>
<th>Transmutation</th>
<th>Homeroom Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>50</td>
<td>100</td>
<td>98</td>
<td>98</td>
</tr>
</tbody>
</table>
3. Grade 3 to 10

<table>
<thead>
<tr>
<th>Lasallian Values/ Ideal Graduate Attributes</th>
<th>Participation in Class Activity/ Project</th>
<th>Participation in Homeroom Guidance Program</th>
<th>Total</th>
<th>Transmutation</th>
<th>Club Grade</th>
<th>Homeroom Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>30</td>
<td>30</td>
<td>100</td>
<td>100</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

F. Club Grade

1. The students shall be graded based on their participation and attendance in club meetings/activities.
2. All club members shall have an additional grade ranging from 1-5 to be added to their Homeroom Grade.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The student participates actively in all club activities during the entire quarter. The student has never been absent in club meetings and a good model to all club members.</td>
</tr>
<tr>
<td>4</td>
<td>The student participates actively in almost all club activities during the entire quarter. The student has been absent once but continues to be a good model to other club members.</td>
</tr>
<tr>
<td>3</td>
<td>The student participates in more than half of the club activities during the entire quarter. The student has been absent for 50% of the club meetings.</td>
</tr>
<tr>
<td>Rating</td>
<td>Interpretation</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>2</td>
<td>The student only participates in one or two club activities during the entire quarter. The student has been absent for 75% of the club meetings.</td>
</tr>
<tr>
<td>1</td>
<td>The student does not participate or show interest to take part in all club activities. The student has been absent for 90% of the club meetings.</td>
</tr>
</tbody>
</table>

3. Club Grade shall be submitted to the SAO by the Club Moderator following the computerized club grade format.
4. A special link shall be made available by the SAO where club grades can be easily accessed by the Homeroom Advisers.
5. Student Activities Officer shall facilitate the posting of club grades for on-line viewing using the special link provided by SAO.

G. Policies and Guidelines for Student – Athletes

The following policies and guidelines will be followed for student-athletes:

1. Grade Requirement
   Varsity players should maintain a passing grade of 75 in any quarter. In case the athlete does not meet the minimum required grade, the athlete will be restricted from joining the team's competitions.

2. Exemption from MAPEH / HOPE Classes
   Varsity players/PEP squad members who had served the school for more than one year are exempted from doing all the activities in the MAPEH/HOPE subject. For the GS and JHS, they will be placed
under the supervision of the Learning Enhancement Time (LET) facilitator. For the SHS, they should be in the vicinity where the class is going on and they should behave well at all times. They may review for their next class or do other subjects’ requirements.

3. Athletes’ MAPEH/ HOPE Grades

Athletes MAPEH/ HOPE grades are computed by their respective coaches based on the following:

- Performance during Practices and Games (50%)
- Attendance during Practices and Games (30%)
- Attitude during Practices and Games (20%)

Basis for Athletes’ Grades on Attendance

For Unexcused Absences:

1 – Oral Warning (1 Point Deduction)
2 to 3 – Written Warning (2 Points Deduction)
4 to 5 – Conferences with the Parents (4 Points Deduction)
6 to 7 – Conferences with the Parents Together with the Sports Supervisor (6 Points Deduction)
6 and Above – Suspension (No longer exempted from MAPEH)

4. Athletes’ Club Grades

Athletes’ membership to their respective teams will serve as their club participation. Following the club grade format, the coaches shall give and forward the club grade to the IS Sports Supervisor who in turn will submit it to the Student Activities Officer one week before the quarterly assessment.
5. Athletes Who Participate in Regional Sports Competition (RSC) and Palarong Pambansa

RSC and Palarong Pambansa athletes are excused from their classes in the duration of the training and the actual sports competition. Learning Management System (LMS) will be provided. Teachers may also opt to allot a day to meet the students for face-to-face interaction.

5.1. Grade School to Junior High School

5.1.1. Regional Sports Competition (RSC)

In order to obtain the 3rd quarter grades of the participating athletes, the following shall be applied:

• AVERAGE of the 1st and 2nd quarter grades shall be the grade for the 3rd quarter.

• The athletes shall accomplish all the requirements (non-graded) that will be provided to them. Failure to comply means that an athlete will receive blank grades in the 3rd quarter.

• In case of failing average, athletes will have to report to their subject teachers concerned to comply with the requirements. Reporting time will be decided by the subject teacher concerned.

5.1.2. Palarong Pambansa

RSC players who qualified for Palarong Pambansa will be provided with asynchronous mode of learning. That is, the complete module-learning inputs and formative assessments will be provided to them via email or learning management system.
The athletes’ third quarter grades will be retained as their fourth quarter grades. However, grades will only be given to them upon their completion and submission of the required worksheets. Worksheets should be checked, scored, and returned to the students. Teachers may also opt to allot a day to meet the students for face-to-face interaction.

5.2. Senior High School

5.2.1 Regional Sports Competition (RSC) and Palarong Pambansa

In order to obtain the quarter grades of the participating athletes, the following shall be applied:
• The subject teacher will prepare the special exam for athletes. The coverage of the special exam will deal primarily on the topics attended by the athletes within the quarter.
• Submission of the subject requirements will be extended for all athletes who participated in the regional competition a week after the scheduled culminating activity week.
• Athletes will be given quarterly grades after they accomplished the required Written Work/Oral Activities, Performance Task and Quarterly Assessment.
• A separate grading worksheet will be used for the athletes on a case to case basis.
• Submission of quarterly grades will be done two weeks after the scheduled regular submission of quarterly grades.
• Processing of pull out forms should be done by the staff of the Sports Office a week before the competition pull out and should be noted by all subject teachers.
• Athletes who are enrolled in subjects which require out of the campus activities i.e., Practical Research, Statistics and Probability and Understanding Culture, Society and Politics, Work Immersion, Business Simulation, Inquire, should report to the Learning Area Chairs concerned for instruction.
Note: Depending on the DepEd guidelines/memorandum for a specified school year, the Academic Council shall decide on the guidelines to be implemented.

The Athletes’ Permit Form should be properly accomplished before an athlete is allowed to participate in the regional/national competition. The permit form should be signed by the Vice Chancellor for Mission, Principal and Sports and Culture Director, which will be countersigned by parents, adviser, Grade Moderator, Assistant Principal for Administration, Associate Principal for Academics and all subject teachers of the athletes concerned. If any of the signatories does not sign the permit form, the athlete concerned shall not be allowed to participate in the regional/national competition. Non-compliance with the policy would oblige the students to complete all his/her missed academic requirements. Photocopy of the accomplished permit form should be given to the Assistant Principal for Administration and Sports and Culture Director.

G. Selection of Honor Students

1. Quarterly

1.1. NURSERY 1 TO KINDER

1.1.1. Nursery 1 to Kinder students having an average of 93-95 with no grades below 92 in all subjects excluding Physical Education and Music, Art, Penmanship, and Homeroom with Deportment grade not lower than VS are considered "With Highest Honors".
1.1.2. Students with **average of 91-92 with no grades below 90** in all subjects excluding Physical Education and Music, Art, Penmanship, and Homeroom with Deportment grade not lower than VS are considered “With High Honors”.

1.1.3. Students with **average of 89-90 or above and with no grades below 85** in all subjects excluding Physical Education and Music, Art, Penmanship, and Homeroom with Deportment grade not lower than S are considered “With Honors”.

They will be awarded with an Honor Card at the end of each quarter.

1.2. **GRADE 1 - GRADE 11**

1.2.1. Grade 1 to Grade 11 students having an average of 98.00 -100 and with no grades below 90 are considered “With Highest Honors”. Deportment grade should not be lower than VS.

1.2.2. Students with an average of 95.00-97.99 and with no grades below 85 are considered “With High Honors”. Deportment grade should not be lower than VS.

1.2.3. Students with an average of 90.00-94.99 and with no grades below 80 are considered “With Honors”. Deportment grade should not be lower than S.

They shall be recognized with an Honor Card at the end of each quarter/semester.

*Grade 12 Categorizing of Honors not included*
2. Year End

2.1. NURSERY 1 TO KINDER

2.1.1. Nursery 1 to Kinder students having a consistent **general average of 93-95 and with no grades below 92** in all subjects excluding Physical Education and Music, Art, Penmanship, and Homeroom with Deportment grade not lower than VS are considered “With Highest Honors”.

2.1.2. Nursery 1 to Kinder students having a consistent **general average of 91-92 and with no grades below 90** in all subjects excluding Physical Education and Music, Art, Penmanship, and Homeroom with Deportment grade not lower than VS are considered “With High Honors”.

2.1.3. Nursery 1 to Kinder students having a consistent **general average of 89-90 and with no grades below 85** in all subjects excluding Physical Education and Music, Art, Penmanship, and Homeroom with Deportment grade not lower than VS are considered “With Honors”.

2.2. GRADE 1-11

2.2.1. Grade 1 to Grade 11 students having a consistent general average of 98 -100 and with no grades below 90 are considered “With Highest Honors”. Deportment grade should not be lower than VS.

2.2.2. Students with a consistent general average of 95.00-97.99 and with no grades below 85 are considered “With High Honors”. Deportment grade should not be lower than VS.
2.2.3. Students with a consistent general average of 90-94 and with no grades below 80 are considered “With Honors”. Deportment grade should not be lower than S.

They will be awarded with a medal at the end of the school year in a Recognition Ceremony for Kinder, Grade 6 and Grade 10; Graduation Rites for Grade 12 and in an Honors’ Assembly for other grade levels.

*Grade 12 Categorizing of Honors not included*

**H. Progress Report**

The Progress Report is the official report/feedback of the school to the parents regarding their children’s academic performance. The school considers it the responsibility of all parents/guardians to periodically view the grade of their children from first to the final quarter thru online viewing. Default password can be found at the lower part of each student’s assessment form issued during enrolment and can be changed for secure purposes.

For further details including the guidelines and procedures of the IS online viewing of grades, please visit our homepage at [www.dlsl.edu.ph](http://www.dlsl.edu.ph) found under the Academic Services / Registrar’s Office.

**NOTE:**

It is the responsibility of the parents to follow-up the academic performance of their children. The school shall not be responsible for complaints of parents who fail to monitor their children's performance. If students have a question about the grades, they may ask the teacher concerned for clarification. Parents/guardians who wish to consult with
the subject teachers must set appointments thru the secretary of the Assistant Principal for Administration (APAd). **ALL CONSULTATIONS WITH THE SUBJECT TEACHERS MUST BE DONE IN THE SCHOOL AFTER CLASS HOURS OR AT THE TIME AGREED UPON BY THE PARENTS AND THE TEACHERS CONCERNED. PARENTS ARE STRONGLY ADVISED NOT TO VISIT TEACHERS AT HOME FOR CONSULTATION PURPOSES.**

X. **SPECIAL ACADEMIC PROGRAMS**

A. **Intervention Program (Grade 1 to 12)**

These are supplementary academic intervention programs to help students coming from abroad meet DepEd requirements or learn English or Filipino as a second or foreign language. Special classes in English, Filipino and Social Studies aim to equip students who started their schooling abroad with the basic skills and concepts in the three subject areas to better prepare them for their regular classes.

B. **Small Group Activity (Kinder)**

This program aims to extend help to the preschool pupils who are lagging below classroom standards and give them the skills they need to achieve academic success. It also makes the pupils become ready for reading, improve the penmanship and mathematical skills of the learners and instill in each pupil the value and love for learning.

C. **Feed Forward Instruction (Grade 1 – 12)**

This is a part of the Formative Assessment System. This standardizes the remedial program offered to the academically-challenged students making them undergo procedure so that they can easily cope with the demands of the course.
D. Tutorial Classes (Grade 11 – 12)

Tutorial classes are conducted for subjects that are not offered during a specific semester. These may be requested by students with failures provided that they will not exceed the allowed total number of units per semester. Students who receive final course grades of 74.99 percent and below in their subject are required to undergo tutorial class. The tutorial class should have a maximum of 10 students per class.

E. Special Classes (Grade 11 – 12)

Special classes will be offered during the regular semester and/or Term Break. These are classes conducted for subjects that are not offered during a specific semester. These may be requested by students with failures provided that they will not exceed the allowed total number of units per semester. Minimum of eleven students per special class is allowed. Basis of computation is 25 students for regular semester and 15 students for Term Break. These Special Classes are categorized as follows:

1. Special Classes due to Failures – These are classes offered to students with Final Grades of below 75.00 in their subjects.
2. Special Classes for Back Subjects – These are classes offered to students who are not able to enroll in the required course in Grade 11, second semester due to failures in the prerequisite subjects.

F. Academic Varsity Program (Grade 1 – 10)

The Academic Varsity Program is an enrichment program designed for selected students deemed capable of representing the school in off-school competitions. Top performing students in different academic disciplines and those with talents in speech and writing are
chosen by their respective subject teachers to join the roster of members of the Academic Varsity. Willing and qualified subject teachers, assigned by the Learning Area Chairs, act as mentors to these members on a regular basis.

G. Year-End Remedial Classes

Year-End Remedial Classes are offered to Grades 7 to 10 students with failing grades after the regular school year. Students are not allowed to take year end classes in other institutions.

Appendix A

Learner Promotion and Retention

<table>
<thead>
<tr>
<th>Grade</th>
<th>Conditions</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 11-12</td>
<td>1. Met the final grade requirement of at least 75 in all learning areas in a semester</td>
<td>Must proceed to the next semester</td>
</tr>
<tr>
<td></td>
<td>2. Did not meet expectations in a prerequisite subject in a learning area</td>
<td>Must pass remedial classes for failed competencies in the subject before being allowed to enroll in the higher-level subject</td>
</tr>
<tr>
<td></td>
<td>3. Did not meet expectations in any subject or learning area at the end of the semester</td>
<td>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 retake the subjects failed</td>
</tr>
</tbody>
</table>
For Grade 11-12, learners who fail set of competencies must be given remedial classes. They should pass the summative assessments during remediation to avoid failing grade in a learning area/subject. This will prevent students from having back subjects in Senior High School. However, if the learner still fails remedial classes, s/he must retake the subject/s failed during year-end break or as a back subject. Learners may approach their academic adviser and guidance counselors for assistance.

The equivalent of the Final Grade for remedial classes is the Remedial Class Mark (RCM). The Final Grade at the end of the semester and the Remedial Class Mark 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Conditions</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Passed all the subjects or learning areas in Senior High School</td>
<td>Must earn the Senior High School certificate</td>
<td></td>
</tr>
</tbody>
</table>
I. Awards and Recognition

Lists of Awards and Recognition
The following are the awards and recognition that will be given at the end of the school year.

1. Senior High School
   - Academic Awards
   - Graduation Awards

<table>
<thead>
<tr>
<th>Academic Excellence Award</th>
<th>Average Grade per Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With Highest Honors</td>
<td>98-100</td>
</tr>
<tr>
<td>b. With High Honors</td>
<td>95-97</td>
</tr>
<tr>
<td>c. With Honors</td>
<td>90-94</td>
</tr>
</tbody>
</table>

- Non – Academic Awards

  - St. John Baptist De La Salle Award – The highest special award given by De La Salle Lipa to a graduating Senior High School student. It is given to a student who has best exemplified the ideals of Lasallian education by being competent, committed, confident, concerned and a devout Christian. The awardee, thus, manifests the spirit and character of our patron, St. John Baptist De La Salle.

  - Loyalty Award – given to the graduating Senior High School student who has completed the required number of years of study in the Integrated School from Grade 1 to Grade 12.
2. Grade School and Junior High School

2.1. Academic Awards
At the end of the school year, the Academic Award is given to learners from Nursery 1 to Grade 10 who have attained a general Average of at least 90 and a grade not lower than 85 (Nursery 1-Kinder) or 80 (Grade 1-10).

2.2. Awards for Outstanding Performance in Specific Disciplines
These awards are given to recognize learners in grades 6, 10 and 12 who have exhibited exemplary skills and achievement in specific disciplines. (See DepEd Memo No. 36, s. 2016)

2.3. Non – Academic Awards

2.3.1. Model Student Award – given to the member of each Grade 6 and Grade 10 class who exemplifies true Lasallian character and spirituality. Candidate for the Model Student Award should have no deportment grade lower than VS in all grading period.

2.3.2. Sports Awards – given to the best Grade 6 and Grade 10 player of each of the varsity teams of the school. Candidate for the Sports Award should have no deportment grade lower than S in all grading period, without major violations and without accumulation of minor violations.

2.3.3. Athlete of the Year for Individual and Team Sports – given to the outstanding athlete in both individual and team sports and will be chosen among the best athletes in each sport.
2.3.4. Outstanding Campus Journalist
The Campus Journalist of the Year Award shall be given to a student with the most outstanding achievement in the school paper and who has exhibited the proper ethics, skills and talents in the various fields of journalism and who has brought prestige and honor to the school through various competitions and exposures. He/She has an exemplary performance and significant contribution in the realization of BULIK’s effort in strengthening campus journalism and in producing Lasallian journalists.

2.3.5. Club Awards – given to the outstanding Grade 6 and Grade 10 member of each club.

2.3.6. DLSL Leadership Award – given to a Grade 10 student who has successfully fulfilled leadership responsibilities and who has contributed to the development of the Christian leadership traits of competence, dedication, honesty and service on campus.

2.4. External Awards – guidelines of external awards are the discretion of the respective sponsoring agency.
Appendix C

Standard Operating Procedure in Handling Accidents

1. In cases of emergency (between life and death, and per assessment of IHS personnel), the patient will be given first aid treatment and will be brought to the nearest hospital, Mary Mediatrix Medical Center, accompanied by IHS nurse.

2. Parents or guardians will be informed immediately by the school nurse, the GM or the homeroom adviser as they are expected to be present in the hospital to give consent to any medical procedure to be applied to their child.

3. When the parents or guardians arrive, IHS nurse will explain how the accident happened and the first aid treatment given to the patient.

4. Incident report may be issued by IHS nurse upon request.
Standard Operating Procedure in Handling Patients

1. Upon patients’ arrival in IHS, the nurse on duty will assess his/her condition.

2. First aid treatment will be given to the patient. If the patient needs rest, he or she will be allowed to stay in IHS. Period of rest depends upon the assessment of the nurse on duty or until such time they will be fetched by parents or guardians.

3. If the patient needs to go home, the nurse on duty will notify the parents or guardian about the condition of the patient and the medicines given.

They have to fetch the patient from IHS and proceed to the Grade Moderators’ Office to get a pass which will be shown to the security guard when they leave the campus.
ACCIDENT INSURANCE

All students enrolled during the current school year have accident insurance. It is a 24-hour year round coverage. Students can claim for medical reimbursement provided that he or she will submit the necessary documents for reimbursements within 3 months after the accident happened.

List of Requirements:

A. Medical Reimbursement for Bodily Injuries or Disability Claim
2. Attending Physician’s Medical Certificate
3. Doctor’s Prescription
4. Hospital Statement of Account
5. Medical Bills and Receipts (original)
6. Others (laboratory results, if any)

Note: All documents should be submitted in two copies.

B. Requirements for death claims due to accident, sickness or natural death can be taken from the IHS.

Exclusions:
1. Self-inflicted injuries, attempted suicide
2. War, riot, strikes, civil commotion, rebellion or revolution
3. While under the influence of prohibited drugs.
Appendix D

FORMAT FOR EXCUSE LETTER

Date

The Grade Moderator
De La Salle Lipa - Integrated School
Lipa City, Batangas

Dear Mr. /Ms. Mrs. ________________________:

Please be informed that my son/daughter, (name of student), failed to attend his/her class last (state date(s) of absences) due to (state reason(s) for absence).

Thank you very much.

Respectfully yours,

________________________________________
Printed Name and Signature of Parent or Guardian

________________________________________
Printed Name, signature and section of student

Note: Student who has been absent should submit a letter on a one whole sheet of short bond paper. Student who has been absent for a prolonged period of time due to hospitalization or illness should attach a copy of medical certificate.

Parents/authorized guardians should personally make the letter.
Appendix E

Proper Haircut Picture

- Trimmed on top
- Doesn't touch the ears
- Back doesn't reach the collar
SENIOR HIGH SCHOOL CORPORATE ATTIRE
Appendix F

Code of Conduct for Digital Citizenship

1. I will remember that not all people have access to or utilize technology in the same way. I will not treat others differently if they do not have the same options.

2. I will tell my parents or other responsible adult right away if I come across any information that makes me feel uncomfortable.

3. I understand that to have technology rights that I have to be responsible in my actions as well. I will tell my parents if I experience any pain or discomfort when using technology. I will remember that I need to balance technology use with other activities.

4. I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message that is not appropriate. If I do I will tell my parents or responsible adult right away so that they can contact the proper groups.

5. I will talk with my parents so that we can set up rules for making purchases online. We will decide upon if and when online purchases can be made and secure sites for me to use.

6. I will treat others the way that I wish to be treated when using technology. I will keep in mind that my technology use affects others.

7. I will check with my parents before downloading or installing software or doing anything that could possibly hurt our computer or jeopardize my family’s privacy. I will also keep programs such as anti-virus, spyware and adware up-to-date to protect our information.
8. I will be a good online citizen and not do anything that hurts other people or is against the law.

9. I will help my parents understand how to have fun and learn things online and teach them things about the Internet, computers and other technology.

Appendix G

DE LA SALLE LIPA
POLICY ON DANGEROUS DRUG

I. RATIONALE:
Dangerous drugs are a menace to society and do not exempt anyone. Common victims are young people who are subject to peer pressure or are just curious. To prevent the proliferation of drugs in the campus, this dangerous drug policy will help ensure that those students who are in need of help shall be given adequate attention while those who are profiting and using their affiliation with the school to distribute illegal drugs are removed from the institution.

II. OBJECTIVES:
1. To uphold the drug-free community policy and maintain a drug-free environment,
2. To give attention to students who are victims of drug use and abuse,
3. To strengthen the implementation of the school’s anti-drug campaign thus preventing the proliferation and use of illegal drugs.

III. DEFINITIONS OF TERMS:
1. Dangerous drugs include narcotics, stimulants, barbiturates, suppressants, hallucinogens, marijuana, or amphetamines.
The school likewise considers the following as prohibited or dangerous drugs:
- *Any pharmaceutical without a valid prescription and knowledge and permission of parents;*
- *Any abusive glue, aerosol, or any other chemical substance used by a student for inhalation; and*
- *Any intoxicating, or mood-changing, mind-altering, or behavior-altering substance or drugs.*

2. It is understood that the term: school-sponsored or school-related activities, functions, or events includes time spent riding a school service or any other means of transport to a school-sponsored or school-related activity, function, or event.

3. Use, whether active or passive, pertains to a student voluntarily introducing or tolerating, or allowing to be introduced, by any means, into his or her body, a prohibited or dangerous substance such that it is detectable by the student’s physical appearance, actions, breath, speech, or chemical analysis.

4. Possession is any conduct or combination of acts of a student evincing custody or control of or over a prohibited or dangerous substance.

5. Sale and transfer- Any student who possesses, uses, buys, sells, gives, or traffics drugs on or off the school campus, its surrounding environments, or at any school-sponsored or school-related activity, function, or event will be permanently dropped from the rolls of De La Salle Lipa on the first offense. Transfer or trafficking of prohibited drugs refers to any conveyance from a student to any other person, natural or juridical, of a prohibited or dangerous substance whether for any consideration, or gratuitously, or even out of mere liberality.
IV. INTEGRATED SCHOOL PROCEDURE ON
DRUG-RELATED CONCERNS

A. Possession

Upon receiving report that a student or students bring/s illegal
drugs and/or drug paraphernalia, the Grade Moderator informs the APAd,
respective homeroom adviser/s, and Guidance Head about the report.
The Guidance Head coordinates the matter with the Student Services
Director. Orientation of the procedure for random search is conducted by
the Grade Moderator.

1. The GM together with the Homeroom Adviser, Subject Teacher, and
Guidance Counselor shall compose the search team. The GM explains
the purpose of the undertaking inside the classroom. Other GMs
and/or guidance counselors shall participate in the undertaking;
specifically, s/he shall accompany the subject teacher in monitoring
the class and shall accompany the student to be searched to the
search area respectively.

2. The Grade Moderator instructs all the students of the particular class
to be randomly searched; all belongings should remain on the floor.
The search team exercises extra vigilance on the movements/gestures
of the students inside the classroom. In particular, no student is
allowed to touch his/her belongings during the search until such time
that he/she shall undergo the search.

3. The search team shall call one by one the student to be searched. The
search is done in the nearest office.

4. The student on search shall bring his/her bag and other belongings. S/
he will be the one to open the bag and all its compartments including
other belongings. The one being searched should also show the
contents of his/her pockets.

5. Meanwhile, the subject teacher and other GMs continuously monitor
the other students in the classroom.
6. Those who were randomly searched shall proceed to the guidance office for preliminary counseling.
7. The GM shall inform the Guidance Head who were identified possessing illegal drugs and paraphernalia. The Guidance office shall immediately call for the parents of the involved students.
8. In case of involvement of several students, separate conference shall be conducted.
9. The inquiry continues as the parent/s arrives for relay and discussion of the concern.
10. Procedure for narrative incident shall apply.
11. Preventive suspension applies upon discussion of the case with the parent/guardian.
12. The Grade Moderator prepares all pertinent documents.
13. The Board of Discipline shall immediately convene for deliberation of the case.
14. After establishing the facts and deliberation of the findings, the BOD recommends proper action to the ISP.
15. The APAd prepares all documents pertinent to the recommendation.
16. The ISP reserves the right to give the final decision to the case.

Note: All names involved during the inquiry shall be noted following another procedure for a specific case.

B. Use/Using of Illegal Drugs/Possession

Upon receiving a report that a student is using illegal drugs/substance, the GM immediately takes action.

1. Upon thorough investigation by the GM, he/she calls the parent/guardian for conference about the alleged involvement of a student.
2. The GM informs the parent/guardian of the procedure to be undertaken.
3. Preventive suspension applies upon discussion of the case with the parent/guardian. Preventive suspension is lifted 10 days or so after the parent/guardian has produced report from the affiliated medical institution.

4. Whether the involved student admits or not using the illegal drugs/substance, he/she shall undergo drug testing only with affiliated medical institution.

5. The next action of the school will depend on the official report of the affiliated medical institution.

6. Rehabilitation is required depending upon the level of dependency and the recommendation of the institution.

7. Memorandum of agreement shall be required from the school and the parent/guardian.

8. After completing the required rehabilitation, the concerned student shall be re-instated in the IS in the same grade/level he left before rehabilitation.

9. Academic and discipline contract shall take effect.

10. In case the student repeats using illegal drugs/substance and after following the same procedure of inquiry and test, the student shall be dismissed from the IS.

NOTE: As part of the policy, a screening and detection procedure utilizing urinalysis, hair follicle, saliva and other specimen will be applied. Such drug detection tests as determined by the administration will be conducted on a random basis or where suspicion of use exists selectively. Random selection may result in a student being selected for testing or screening more than once during the school term. Infractions of the school policy on drug abuse are cumulative throughout the student’s tenure at DLSL.
C. Pushing/Peddling

1. In case of student involvement in pushing or peddling illegal drugs in or out of the school, the parent/guardian shall be immediately informed.
2. Preliminary inquiry will be conducted by the GM and the guidance counselor/head.
3. The inquiry continues as the parent/s arrives for relay and discussion of the concern.
4. The GM holds conference with the parent.
5. Procedure for narrative incident shall apply.
6. After thorough conduct of investigation, the BOD convenes to deliberate on the case.
7. Preventive suspension applies upon discussion of the case with the parent/guardian. Preventive suspension is lifted 10 days or so after the deliberation of the Board of Discipline.
8. The Grade Moderator prepares all pertinent documents.
9. The Board of Discipline shall immediately convene for deliberation of the case.
10. After establishing the facts and deliberation of the findings, the BOD recommends proper action to the ISP.
11. The APAd prepares all documents pertinent to the recommendation.
12. The ISP reserves the right to give the final decision to the case.

NOTE: The Junior HS through the respective Grade Moderators shall conduct regular random search once a month to ensure a drug-free community.
V. SANCTIONS:

Positive detection of use through urinalysis, hair follicle, saliva, or other drug detection tests as determined by the administration, will result in the following consequences:

First Offense

- A pre- and post-suspension conference at which will be present parent/student/counselor/administrator;
- Preventive suspension from school and all school-related activities or 10 full class days, which cannot be converted to community service, or until such time a drug test result provides information that the student is drug free and is ready to return to school;
- During those periods, at the initiative of the parents, a comprehensive evaluation of the student by a DLSL recognized and approved professional shall be conducted. At least five, or as many as recommended by the school and/or the outside counselor, professional counseling sessions will be required with all relevant documentation to be forwarded to the school before readmission. The costs of this counseling will be borne by the parents. The school recommends strongly that the parents, too, avail themselves of specialist help.
- Prior to readmission, the student must present a written research paper – of a standard acceptable to the school and commensurate with the student’s age and academic ability – on drug use and abuse. *(a draft of what the student need to submit can be provided by the research office, this is to keep the student busy during his/her suspension period and at the same time the school is giving the student a chance to realize for him or herself the harmful effects of drugs by doing the said research)*
• The School has the prerogative to insist upon student participation in a drug rehabilitation course during and after the period of suspension. At the least, a scheduled visit to such an institution may be required of the student by the school.

• As part of the reintegration process, the Director for Student Services/Principal has the prerogative to insist that the offending student must participate in an organized school activity, to be determined in discussion with parents, student and Guidance Counselor.

• Upon returning to school, the student will be placed on periodic, mandatory urinalysis, hair follicle, saliva or other such drug detection tests as determined by the administration, the cost of which must be borne by the parents.

• Refusal to comply with the counseling or the periodic mandatory urinalysis, hair follicle, saliva or other drug detection tests as determined by the administration, will result in the student being permanently dropped from the rolls of DLSL.

**Second Offense**

• The student will be permanently dropped from the rolls of DLSL upon due proceedings.

• The offense may be noted on the student’s Good Moral Character Certificate if the School determines such is necessary for the protection of DLSL’s interests.

• Any student who refuses to submit, upon request, to a urinalysis, hair follicle, saliva or other drug detection tests as determined by the administration, will be deemed to have failed said test and will be sanctioned accordingly.
• A second refusal will result in the student being permanently dropped from the rolls of DLSL.
• Circumventing one's own urinalysis, hair follicle, saliva or other drug detection tests as determined by the administration, or assisting another student in circumventing the process will result in the student being permanently dropped from the rolls of DLSL.
• Urrinalysis, hair follicle, saliva or other drug detection tests as determined by the administration, random or otherwise, will be conducted according to the guidelines to this policy.

References:
RA No. 7722 or “Higher Education Act of 1994”
Adapted from IS Manila’s Drug Policy.

APPENDIX H

DE LA SALLE LIPA
Integrated School

CHILD PROTECTION POLICY

I. POLICY STATEMENT
De La Salle Lipa prohibits any form of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse. The best interest of the child shall be the paramount consideration in all decisions and actions involving children.

The following principles anchored to the DepEd's child protection policy have been considered as bases:
1. DLSL shall be conducive to learning and children shall have the right to education free from fear;
2. All children shall be protected from all forms of abuse and bullying to develop self-esteem and self-confidence;
3. DLSL shall advocate a positive and non-violent mode of disciplining children to foster self-discipline and to improve self-esteem;
4. Corporal punishment shall not be imposed on any child in school for the purpose of discipline, training and control;
5. Administrators, faculty and staff shall take steps to prevent bullying and ensure that the appropriate interventions, counseling and other services, are provided for the victims of abuse, violence, exploitation, discrimination and bullying;
6. Pupils, students or learners shall respect the rights of others and refrain from committing acts of bullying and peer violence;
7. Parents/guardians shall be actively involved in all school activities or events that raise awareness on children's rights, positive discipline, and the prevention of bullying; and
8. Visitors and guest shall be oriented on the Child Protection Policy.

II. PURPOSE
To promote a school culture and climate that protects the rights of all students and groups for a safe, trusting, responsive, caring and secure learning environment and prevent employees from taking unnecessary risks that may leave them open to accusation of abuse or neglect.

III. 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 CPC, 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 at DLSL. They are classified as follows:

a. “School Head” refers to the chief executive officer or administrator of DLSL.

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 DLSL.

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 of DLSL.

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 a 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.

2) **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 humiliated 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 the 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.
IV. SCOPE

The scope of this policy includes the prohibition of every form of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse in the following circumstances

1. On school grounds; property immediately adjacent to school grounds; at school-sponsored or school-related activities, functions or programs whether on or off school grounds; at school bus stops; on school buses or other vehicles owned, leased or used by the school; and school buses or school services privately-owned but accredited by the school;

2. Through the use of technology or an electronic device owned, leased or used by the school; and

3. At a location, activity, function or program that is not school-related and through the use of technology or an electronic device that is not owned, leased or used by the school if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of the school.

V. RESPONSIBILITIES

1. DLSL administrators shall have the following duties and responsibilities:

   A. Ensure the institution of effective child protection policies and procedures, and monitor compliance thereof;

   B. Ensure that the school adopts a child protection policy;

   C. Ensure that all pupils, students or learners, school personnel,
parents, guardians or custodians, and visitors and guests are made aware of child protection policy;

D. Organize and convene the Child Protection Committee for the school;

E. Conduct the capacity building activities for the members of the Child Protection Committee and Guidance Counselors/Teachers;

F. Ensure that the participatory and other rights of children are respected and upheld in all matters and procedures affecting their welfare;

G. Maintain a record of all proceedings related to bullying or peer abuse and submit after each school year to the Division Office the report and a copy of the intake form (Annexes “A” & “B”, respectively);

H. Conduct the appropriate training and capability-building activities on child protection measures and protocols;

I. Ensure that the school adopts a student Code of Conduct to be followed by every pupil, student or learner while on school grounds, or when traveling to and from school, or during a school-sponsored activity, and during lunch period, whether on or off campus;

J. Coordinate with the appropriate offices and other agency or instrumentality for appropriate assistance and intervention, as may be required in the performance of its functions;
K. Coordinate with the Department of Social Welfare and Development or the appropriate government agencies or non-governmental organizations on a Child Protection Hotline for reporting abuse, violence, exploitation, discrimination, bullying and other similar acts and for counseling; and

L. Ensure that all incidents of abuse, violence, exploitation, discrimination, bullying and other similar acts are addressed in accordance with this policy.

2. The School Personnel shall have the following duties and responsibilities:

   Article 218 of the Family Code of the Philippines provides the following responsibilities of school administrators, teachers, academic and non-academic and other personnel:

   A. Exercise special parental authority and responsibility over the child while under their supervision, instruction and custody. Authority and responsibility shall apply to all authorized activities whether inside or outside the premises of the school, entity or institution.

   Articles 220 and 233 of the Family Code of the Philippines, Presidential Decree No. 603, and other related laws enumerated the following duties and responsibilities of the abovementioned persons and personnel over the children under their supervision, instruction and custody:
B. Keep them in their company and support, educate and instruct them by right precept and good example;

C. Give them love and affection, advice and counsel, companionship and understanding;

D. Enhance, protect, preserve and maintain their physical and mental health at all times;

E. Furnish them with good and wholesome educational materials, supervise their activities, recreation and association with others, protect them from bad company and prevent them from acquiring habits detrimental to their health, studies and morals;

F. Represent them in all matters affecting their interests;

G. Inculcate the value of respect and obedience;

H. Practice positive and non-violent discipline, as may be required under the circumstances; provided, that in no case shall corporal punishment be inflicted upon them;

I. Perform such other duties as are imposed by law upon them, as substitute parents or guardians; and

J. School personnel shall also strictly comply with the school’s child protection policy.
VI. FLOW CHART ON REPORTING OF CASES

VICTIM

Reports to

Any School Personnel i.e. administrator, homeroom adviser, subject teacher and/or staff

Forwards to

Asst. Principal for Administration/Chairman of CPC

Reports to

Principal

Endorses to

HRD

May or may not submit formal complaint.

a. Fill-out In-take Sheet
b. Prepare necessary documents
c. Refer the victim to the Guidance Counselor
d. Guidance Counselor informs the parent

Note: Immediate reporting to the CPC Chair/member

a. Study documents presented
b. Coordinate with CPC members for investigation

Note: Investigation must be conducted within 10 working days

a. Evaluate documents presented.
b. Elevate the case to the HRD when there is possible violation of CPP and Employees Manual.
c. Inform the respondent of his/her case.
d. May implement preventive suspension if needed.

Note: Transmittal of the case to the HRD must be done as immediately as possible.

a. Convene fact finding body.
b. Give corresponding sanctions in accordance with the DLSL Employees Manual.

Note: Case must be resolved within 10 working days.

Note: For physical and sexual abuse cases, preventive suspension shall automatically apply to the respondent/s.
1. Use of Intake Sheet

The intake sheet serves as the primary reference document in the management of child protection and safety. All school personnel who have responsibility on child protection will be provided this form for easy access of reporting cases. This form is available in all offices and faculty rooms.


2.1 *Any school personnel* may receive a report from a student who is a victim of abuse. Upon receipt of the report, he/she has to fill-out an intake sheet which will be forwarded to the Asst. Principal or any member of the CPC committee. The intake sheet may be supported with other relevant documents.

2.2 *Assistant Principal for Administration/ CPC Chairman* will study the documents submitted and verify the contents of the intake sheet. He/She will immediately convene the CPC committee for investigation and will submit the committee report with supporting documents to the Principal.

2.3 *Principal* evaluates the documents presented. He/she will endorse the case to the HRD when there is a possible violation of CPP. He/she also informs the respondent of his/her case. When the situation calls for it, preventive suspension of the respondent will be done.

2.4 *Human Resource Department Manager (HRD)* convenes the fact finding body to further investigate the case. The case must be resolved as immediately as possible within 10 working days. Sanctions will be determined in accordance with the provision of the DLSL Employees Manual.
VII. ESTABLISHMENT OF CHILD PROTECTION COMMITTEE (CPC)

Composition per Learning Community

| 1. Assistant Principal for Administration | Chairperson |
| 2. Grade Moderator | Vice Chairperson |
| 3. Guidance Counselor | Member of the Committee with non-voting power |
| 4. IS FSA President | Teachers Representative or as designated by the Faculty Club |
| 5. PENCIL President | Parent Representative as designated by PTA |
| 6. SCB President | Pupil Representative as designated by the Supreme Student Council (SSC) |

VIII. RESPONSIBILITIES OF THE CPC MEMBERS

1. Draft a school child protection policy with a code of conduct and a plan to ensure child protection and safety, which shall be reviewed every three (3) years;
2. Initiate dissemination programs and organize activities for the protection of children from abuse, exploitation, violence, discrimination and bullying or peer abuse;
3. Develop and implement a school-based referral and monitoring system;
4. Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs;
5. Identify, refer and, if appropriate, report to the appropriate offices cases involving child abuse, exploitation, violence, discrimination and bullying;
6. Give assistance to parents or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions;
7. Coordinate closely with the Women and Child Protection Desks of the Philippine National Police (PNP), the Local Social Welfare and Development Office (LSWDO), other government agencies and other non-government organizations (NGO), as may be appropriate;
8. Refer the victim for professional assessment to an affiliated medical institution for appropriate interventions and assistance from competent service providers;
9. Monitor the implementation of the positive measures and effective measure in providing the necessary support for the child and for those who care for the child; and
10. Ensure that the children’s right to be heard are respected and upheld in all matters and procedures affecting their welfare.

IX. CAPABILITY BUILDING ACTIVITIES

DLSL shall build the capacities of school personnel, pupils, students and learners, parents and guardians to understand and deal with child abuse, exploitation, violence and discrimination cases, bullying and peer violence by conducting sessions, trainings and seminars on positive peer relationships and enhancement of social and emotional competence.
DLSL shall use training modules which include positive and non-positive violent discipline in classroom management, anger and stress management and gender sensitivity. DLSL shall likewise employ means which enhance the skills and pedagogy in integrating and teaching children’s rights in the classroom.

The following topics that promote positive and non-violent discipline include:

a. Sessions on corporal punishment  
b. Children’s rights, child development and classroom management  
c. Parenting sessions with parents and caregivers  
d. Positive discipline fostering the active involvement of families  
e. Friendly mechanisms for obtaining children’s views and participation in the formulation, monitoring and assessment of school rules and policies related to student discipline  
f. Lasallianess and teaching ministry

References:

2. Republic Act (RA) 10627 or the “Anti-Bullying Act of 2013”
3. Article XV. Sec. 3 (b). 1987 Philippine Constitution
DECS ORDER
No. 20, s. 1991

PROHIBITION OF FRATERNITIES AND SORORITIES
IN ELEMENTARY AND SECONDARY SCHOOLS

To: Bureau Directors
    Regional Directors
    School Superintendents
    Presidents, State Colleges and Universities
    Heads of Private Schools, Colleges and Universities
    Vocational School Superintendents/Administrators

1. Recent events calls attention to unfortunate incidents resulting from initiation rites (hazing) conducted in fraternities and sororities. In some cases, problems like drug addiction, vandalism, absenteeism, rumbles and other behavior problems in elementary and secondary schools were found to be linked to the presence of and/or the active membership of some pupils/students in such organizations.

2. Although Department Order No. 6, s. 1954 prohibits hazing in schools and imposes sanctions for violations, it does not ban fraternities/sororities in public and private secondary schools.

3. Considering that enrolments in elementary and secondary schools are relatively small and students come from the immediate communities served, the presence of fraternities/sororities which serve as socializing agents among pupils/student-peers is not deemed necessary. On the other hand, interest clubs and co-curricular organizations like the Drama Club, Math Club, Junior Police Organization, and others perform that same function and in addition develop pupil/student potential.

4. EFFECTIVE UPON RECEIPT OF THIS ORDER, FRATERNITIES AND SORORITIES ARE PROHIBITED IN PUBLIC AND PRIVATE ELEMENTARY AND SECONDARY SCHOOLS. PENALTY FOR NON-COMPLIANCE IS EXPULSION OF PUPILS/STUDENTS.

5. Wide dissemination of and strict compliance with this Order is enjoined.

(Sgd.) ISIDRO D. CARIÑO

References:
Department Orders: Nos. 6, s. 1954 and 31, s. 1975
Allotment: 1-2-3-4 (M.O. 1-87))

To be indicated in the Perpetual Index under the following subjects:

OFFICIALS
PUPILS
RULES AND REGULATIONS
SCHOOLS
SOCIETY AND ASSOCIATIONS
STUDENTS
LASALLIAN ASSISTANCE MANAGEMENT PROGRAM (LAMP)

The Office of the Lasallian Assistance Management Program (LAMP) is the institutional office responsible for the administration and management of the school’s various scholarship programs, grant-in-aid, tuition discounts, student loans and other privately funded scholarship programs.

The Lasallian Assistance Management Program provides venue for realizing the call for an educational system that is responsive to the needs of the underserved. The program offers scholarship, financial assistance, and tuition incentives to academically gifted students and to academically qualified but economically disadvantaged students. It takes into consideration factors related to the financial status of the students and his/her family.

Application

Academic Scholarship application starts every third week of September and end on the last week of March the following calendar year. Interested applicants may secure application forms from the LAMP Office at CMR 106, CMR Building, De La Salle Lipa.

I. ACADEMIC SCHOLARSHIP PROGRAMS

A. Entrant Academic Scholars

DLSL Integrated School Grade 6 top three students are automatically given academic scholarships in Grade 7 of the Junior High School with the following respective tuition and fees discount: 100% for the first rank; 75% for second in rank; and 50% for the third in rank. DLSL High School Grade 10 students who belong to the top 3 students are automatically given academic scholarship grants in the Senior High School with the following
tuition and fees discount: 100% for the top 1 student; 75% for the top 2, and 50% for the top 3. Those who ranked 4th to 10th honors are given 50% discount on tuition fee only.

B. Consistent Academic Scholarship
DLSL Integrated School students from Grade 7 to Grade 9 who ranked first, second and third in the final average grade in each level shall be given 100%, 75%, and 50% tuition fee discount, respectively in the next school year.

C. Expanded Scholarship Grants Program
This scholarship grants program aims to increase the number of academic scholars from high performing feeder schools by providing tuition and fees incentives to top 3 graduating students in the Elementary and Secondary Schools.

Qualifications:

- Applicant should be a graduating Grade 6 or Grade 10 students who belongs to the top three of the graduating batch at the time of application.

- He/She should meet the cut-off scores for its respective academic ranking.
  1. Valedictorian shall have scored at least stanine 7 in all areas in the admissions test.
  2. Salutatorian shall have scored at least stanine 6 in all areas in the admissions test.
  3. 3rd Honors shall have scored at least stanine 5 in all areas in the admissions test.
Scholarship Grants

The grantees are entitled to the following tuition and other fees discounts when all the requirements are met:

- Valedictorian- 100% discount on tuition and fees
- Salutatorian- 75% discount on tuition and fees
- First Honorable Mention or Third Honors – 50% discount on tuition and fees

In instances when the valedictorian scored lower than the required cut-off score, but met the cut-off score for salutatorian, s/he shall be entitled to the discount benefit of that of the salutatorian. Should the salutatorian scored lower than the required cut-off score for 3rd honor, s/he shall be entitled to the discount benefit of that of 3rd honor.

D. Star Scholarship Program

This scholarship grant is given to top 10 incoming Grade 7 entrance examinees, regardless of academic ranking. They are entitled to 100% discount on tuition and fees.

II. NON ACADEMIC SCHOLARSHIP PROGRAMS

A. Free School Scholarship

This program aims to give access to a Lasallian education in the High School unit for academically qualified students from economically disadvantaged families. Qualified students for this program are entitled to 100% tuition and other fees discount but should maintain the grade requirement of the grant during the year.
B. Tuition Discounts

The awarding of tuition discounts for a specified number of children aims to recognize the continued loyalty of the Lasallian parents in entrusting the education of their children to De La Salle Lipa. Parents who already have three children enrolled in the institution could have their fourth child enrol with a 25% discount on his/ her tuition fee. The fifth child shall enjoy a 50% discount on tuition while the sixth child onwards shall be given a 100% tuition fee discount. This benefit is given if all of the children are enrolled at any one time or enrolment period in the institution. Nursery 1 curriculum is not covered by the tuition discount. Lasallian employees are not eligible in this tuition discount program.

C. PD 577

Pursuant to this Presidential Decree, the school exempts dependents of military personnel who die or become incapacitated in line of duty from the payment of tuition and matriculation fees in the institution. This tuition and fees waiver is granted based on the availability of slots.

Qualifications:

For this educational benefit program, the following priority schedule shall be followed, as indicated:

- Dependents of combat casualties (killed- in-action/ discharged for disability with CDD rating of 100%)
- Dependents of non- combat casualties (deceased/ completely incapacitated)
- Dependents of Active Military Personnel
- Passing mark in the competitive admissions test
III. FINANCIAL ASSISTANCE PROGRAMS

A. Education Service Contracting (ESC)
   Provides a fixed tuition subsidy to graduates of elementary schools who opt to enroll in ESC participating private high schools. Its objectives are to improve access to quality secondary education through government extension of financial assistance and to decongest public secondary schools and subsequently improve their learning environment.

B. Senior High School (SHS) Voucher Program (VP)
   SHS Voucher Program (SHS VP) is expected to provide assistance to qualified voucher recipients such as Junior High School (JHS) ESC completers of SY 2015-2016 who intend to pursue SHS in a Non-DepEd SHS provider. However, non-ESC JHS completers who want to avail of this voucher may apply online.
APPENDIX K

POLICY ON THE USE OF SCHOOL LOCKER

Lockers for storage of personal items and materials for school use are made available to the students of the Integrated School on voluntary basis. A student can avail of the locker use upon payment of the rental fee to the FRDO.

The homeroom adviser prepares the Locker Plan and assigns a locker monitor who inspects the lockers from time to time. Any damage or defects on the lockers should be reported by the locker monitor to the homeroom adviser right away.

The locker is assigned to a student for use during the school year based on the following rules and conditions:

1. The student presents the official receipt of payment to the class adviser for inclusion in the locker plan and assignment of specific locker.
2. The adviser, the locker monitor and the student inspect the locker to be assigned to note the existing damage before occupancy. The student is also required to use padlock of good quality to ensure the security of the locker.
3. The locker should not be used by any unauthorized person nor transferred to another user. Sharing lockers with a schoolmate is likewise prohibited.
4. Personal valuables should not be stored in lockers. The school should not be held responsible for loss, theft or damage of materials stored in the lockers.
5. The students are allowed to get things from the lockers only during the following periods: before homeroom period, before first period in the afternoon and after dismissal in the afternoon.
6. Textbooks and other materials to be used as reference for review and assignments should be brought home before the student leaves the school in the afternoon.

7. The school has the right to open and inspect lockers and/or to remove contents when occupied by an unauthorized student.

8. If a student misplaced or lost the padlock key, he/she should secure and accomplish an open locker form available at the GM’s office.

9. In cases of vandalism, the provision in the Student Handbook shall be strictly implemented. The locker user shall shoulder the cost of the damage.

10. Permission to use the locker may be terminated where a student does not comply with the conditions of use or some school policies.

11. All lockers must be emptied at the end of the school year. The school will dispose off any item that will be left inside the locker.