



STUDENT HANDBOOK

2026 EDITION

A COMMUNITY OF PURPOSE,
CHARACTER, AND COMPASSION



PREFACE

Dear Students and Parents,

Peace and joy in the Lord!

With grateful hearts, we welcome you to The Lady Mediatrix Institute, Inc. Every learner who enters our school brings a story, a gift, a hope, and a dream. As a Catholic Augustinian Recollect school, we receive each one with the desire to accompany, guide, and form the whole person in faith, wisdom, character, service, and love.

Education is not only the work of the mind. It is also the quiet formation of the heart. It teaches us to seek the truth, to choose what is good, to live with responsibility, and to grow in communion with others. In this journey, we hope that every Mediatrixian may learn not only to succeed, but also to become strong in faith and fulfilled in life.

This Student Handbook is given as a guide for our life together as one school community. It contains the policies, directions, and reminders that help us live in order, respect, safety, discipline, and shared responsibility. It also reflects the school's identity, PVMGO-CV, student protection guidelines, responsible use of technology and artificial intelligence, academic integrity, data privacy, health and safety, student well-being, and academic policies.

I encourage our dear students and parents to read this handbook carefully. May it not be seen merely as a collection of rules, but as a companion in our common journey. Rules become meaningful when they protect what is good, form what is noble, and strengthen what is true.

To our dear students, may you always carry with you the joy of learning and the courage to grow. Study well, pray sincerely, respect others, and do your daily duties with love. Do not be afraid to ask, to try again, to improve, and to become the person God calls you to be.

To our dear parents and guardians, thank you for entrusting your children to us. Your presence, cooperation, and guidance are an important part of their formation. The school can do much, but with the home beside us, we can do even more. May we continue to work together with patience, understanding, and shared commitment for the good of every child.

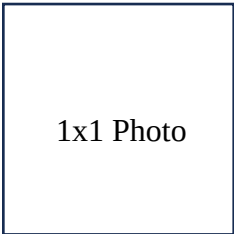
I also express my sincere gratitude to the faculty, personnel, and all those who help in the review, revision, and faithful implementation of this Student Handbook. Your service is part of the quiet and faithful work of building a school community where learners are formed with truth, love, discipline, and compassion.

May Our Lady Mediatrix of All Grace intercede for us. May St. Augustine teach us to seek the truth with humble hearts. And may our school community continue to walk together with one mind and one heart in the Augustinian Recollect way.

-The School Principal

LEARNER PERSONAL AND EMERGENCY DATA SHEET

This page shall be accomplished by the parent/guardian and updated whenever there are changes in contact information, custody arrangements, medical concerns, or emergency details.



Name of Learner	
Name of Learner	
Grade and Section	Date of Birth
Home Address	
Learner's Contact Number	Email
Father's Name	Father's Contact Number
Mother's Name	Mother's Contact Number
Guardian's Name if applicable	Guardian's Contact Number
Person to Contact in Case of Accident or Emergency	
Emergency Contact Number	
Known Allergies / Medical Concerns, if any.	

INSTITUTIONAL VALUES

The Institutional Values of the Augustinian Recollect Education Apostolate serve as the broader foundation of the school's identity, spirituality, and mission. These values express the way the Augustinian Recollect school community is called to live, relate, serve, learn, and grow together.

The following values, presented in behavioral terms, identify the **Augustinian Recollect Education Apostolate**:

1. Generosity/Service

"I give myself and my resources for the benefit of others."

2. Friendship/ Belonging

"I experience a bonded relationship between myself and other persons I interact with in the school and in the TLMII school community."

3. Faith/Risk/Vision/Worship

"I am committed to the vision and values of the Augustinian Recollect Education Apostolate such that the risk of personal pain and loss can be embraced by them. I create conditions where people come into my life and others so that there is a single mind and heart in the community."

4. Integration/Wholeness

"I experience integration and wholeness in the TLMII school community, as a person who feels and thinks, who enjoys both public and private self, and who possesses both strengths and weaknesses."

5. Academic Excellence

"I give premium to academic excellence by achieving goals through timely, quality, and adherence to moral, legal, cultural, and social norms."

6. Community Personalist

"I create and participate in a community of persons whose members interact in ways that enhance the independent creativity of the individuals while also encouraging their independent cooperation."

7. Community Supportive

“I create and participate in a community of persons where there is a group of peers that can be detached from external pressure that deters one from acting with ethical principles that might be otherwise compromised.”

8. Value Innovations

“I co-create with the TLMII school community to pursue responsibly the differentiation of our programs and services of the other providers and at the same time of our cost over time.”

9. Education Certification

“I become trained or educated in a formal program so that the certification I receive upon its completion will be recognized as evidence of my newly acquired abilities and knowledge.”

10. Education/ Knowledge/ Insight

“I search for a deeper, more comprehensive understanding of human history and relationships, or the natural order, through formal education programs. I creatively engage my imagination in asking questions about relationships and natural resources.”

11. Research

“I am curious about nature, human experience, or social arrangements so that I pose questions, suggest hypotheses, and systematically investigate their meaning. On occasions, I discover new relationships or new knowledge for the good of the TLMII school community.”

12. Care/ Nurture

“I lovingly nurture persons in need of care – children, the elderly, the disabled, and the dying. I show my love for the TLMII school community by nurturing and caring for the school in such a way that I am not the problem nor its source.”

STUDENT'S PLEDGE

The School Principal
The Lady Mediatrix Institute, Inc.
Masin Norte, Candelaria Quezon

Date: _____

STUDENT'S PLEDGE

I have read carefully and understood the policies and rules of The Lady Mediatrix Institute, Inc. I appreciate the program you have drawn up for my physical, spiritual, intellectual, social, and cultural development. I hereby pledge to comply faithfully with all the rules and regulations contained in this Handbook, and I promise to behave as a true Christian at all times.

Respectfully yours,

Name of Pupil/Student
(Signature over printed name)

Grade and Section

CERTIFICATION OF PARENTS / GUARDIAN

We, the parents/guardians of _____, have read and understood the school policies and rules. In the spirit of cooperation with The Lady Mediatrix Institute, Inc., and for the educational transformation of our son/daughter, we agree to assist in whatever way we can to encourage him/her to comply with them. Should our son/daughter fail to comply with any of the aforementioned policies and rules, we shall abide by the decision of the school authorities as to the corrective measure to be meted out with respect for due process, proper communication, and the welfare of the learner and the school community.

Name of Father

(Signature)

Name of Mother

(Signature)

Or _____
Signature over Printed Name of Guardian

Address

Phone/Mobile Number

PERSONAL COPY

STUDENT'S PLEDGE

I have read carefully and understood the policies and rules of The Lady Mediatrix Institute, Inc. I appreciate the program you have drawn up for my physical, spiritual, intellectual, social, and cultural development. I hereby pledge to comply faithfully with all the rules and regulations contained in this Handbook, and I promise to behave as a true Christian at all times.

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Name of Father

(Signature)

Name of Mother

(Signature)

Or _____
Signature over Printed Name of Guardian

Address

Phone/Mobile Number

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GENERAL SCHOOL INFORMATION

School Name	The Lady Mediatrix Institute, Inc.
School Address	Masin Norte, Candelaria, Quezon
School Type	Private, Sectarian Catholic School
Congregation	Augustinian Recollect Sisters
Region / Division	Region IV – A
DepEd School ID	402729
ESC School ID, if applicable	0400639
Government Recognition / Permit Nos.	Pre-Elem – K-159, s. 2014 Elementary – E-160 s. 2014 JHS – S-161 s. 2014 SHS – 397 s. 2015 SHS – 173, s. 2017
Year Established	1949
Curriculum Level Offering	Kindergarten, Elementary, Junior High School, and Senior High School, according to current DepEd authorization
Telephone / Mobile Number	(042) 585-8558 09812040970
E-mail Address	ladymediatrix1949@gmail.com
Website / Official Online Platform	tlmii.edu.ph

Note: Information in this page shall be updated whenever official school records, DepEd records, contact details, or authorized program offerings are changed.

CHAPTER I: BRIEF HISTORY OF THE LADY MEDIATRIX INSTITUTE, INC.

The Lady Mediatrix Institute, Inc., formerly known as Lady Mediatrix College, was founded on July 5, 1949, by a group of laymen who were moved by a vision and a sense of mission. Among its founders were Atty. Isidro Rodriguez, Mr. Francisco Malabanan Sr., Mr. Dominador Lirio, Mr. Pastor Dalmacion, and Mrs. Clarita de Leon. Later, the ownership of the school was passed on to Rev. Msgr. Crispino Racelis, the parish priest, who also served as the first Director of the School.

At the beginning, the institution offered Liberal Arts and Secretarial Science. However, the college operated only for one year. In the following school year, 1950–1951, a permit was obtained to operate complete Elementary and High School levels. It was then that the school came to be known as Lady Mediatrix Institute.

In 1951, Rev. Msgr. Crispino Racelis invited the Augustinian Recollect Sisters to become part of the school staff. Responding to this invitation, Very Rev. Mother Ma. Carmen Alba, the Superior General at that time, sent Sr. Imelda Lachica, A.R., as the local superior, together with two other sisters who formed the first Augustinian Recollect community in the school. Later, Sr. Angustias Librea, A.R., succeeded Sr. Imelda Lachica, A.R.

In 1953, the administration of the school became a work of shared mission between the Parish and the Augustinian Recollect Sisters. The Sisters assumed active responsibility for the financial administration and management of the school, while the land and the building remained under the ownership of the Parish. Through this arrangement, the Parish and the Sisters worked together in sustaining the mission of Catholic education. Over the years, the Augustinian Recollect Sisters continued to nurture the growth of the institution, and the improvements made in the school facilities became part of their continuing contribution to its development.

In 2013, the school was transferred to Masin Norte to provide a wider and more conducive space for its learners, personnel, and the growing school community. The new site is situated on land owned by the Congregation of the Augustinian Recollect Sisters. This transfer marked

another significant milestone in the history of The Lady Mediatrix Institute, Inc., as it opened greater opportunities for growth, expansion, and service.

Through the years, TLMII has remained faithful to its mission of rendering quality Catholic education to the larger community. Responding to the signs of the times, the institution continues to commit itself to ongoing study, renewal, and development. It seeks to meet the demands of 21st-century education while remaining rooted in its Augustinian Recollect identity and values.

Guided by its history and mission, The Lady Mediatrix Institute, Inc. continues to move forward in the work of quality assurance, academic excellence, and holistic formation. It remains committed to forming every Augustinian Recollect learner to be strong in faith and fulfilled in life.

THE TALANGPAZ SISTERS AND THE AUGUSTINIAN RECOLLECT SISTERS

The Augustinian Recollect Sisters trace their spiritual heritage to the Talangpaz sisters, Mother Dionicia de Santa Maria and Mother Cecilia Rosa de Jesus, whose faith, humility, perseverance, and devotion to Our Lady of Mount Carmel became a seed of consecrated life and service in the Church.

Inspired by the Augustinian Recollect spirit and nurtured by the missionary zeal of the Order of Augustinian Recollects, the early community grew in prayer, simplicity, communion, and service. The Congregation of the Augustinian Recollect Sisters was later canonically established and continues to serve the Church through education and other apostolates.

As an Augustinian Recollect school, TLMII draws from this heritage in forming learners who seek truth, live charity, build communion, serve humbly, and grow as persons strong in faith and fulfilled in life.

PHILOSOPHY, IDENTITY, VISION-MISSION, GOALS/OBJECTIVES, AND CORE VALUES (PVMGO-CV)

PHILOSOPHY

An education that transforms learners to become integral Augustinian Recollect stewards who are fit for the future.

IDENTITY

We are a community of Augustinian Recollect learners inspired by the charism of our holy founders to be humble and persistent.

VISION

The Lady Mediatrix Institute, Inc. envisions that every Augustinian Recollect learner is strong in faith and fulfilled in life.

MISSION

We transform the whole learner in the Augustinian Recollect way.

GOALS

The Lady Mediatrix Institute, Inc. aims to develop every learner's knowledge, skills, interests, habits, attitudes, values, and ideals necessary for the realization of his/her full potential as an Augustinian Recollect learner who is strong in faith and fulfilled in life.

Specifically, the school seeks to form every learner:

1. As a worthy member of the school, the home, the community, the Church, the nation, and the world.

2. As a person of faith who lives the teachings of Christ and witnesses to Catholic and Augustinian Recollect values in daily life.
3. As a disciplined and responsible individual whose intellect is guided by truth, whose character is formed by Christian virtues, and whose actions reflect moral integrity.
4. As a prayerful seeker of truth who grows in love of God, love of neighbor, and commitment to the common good.
5. As an upright, patriotic, and socially responsible Filipino citizen who contributes freely and actively to the well-being of the nation and the wider human community.
6. As a whole person who develops spiritually, intellectually, emotionally, physically, socially, economically, and morally in accordance with the school's philosophy, vision, mission, goals, objectives, and core values.
7. As a transformative Mediatrix who lives the values of Transformation, Loyalty, Modesty, Integrity, and Innovation in the Augustinian Recollect way.

OBJECTIVES

1. ELEMENTARY

The Elementary Program aims to provide young learners with foundational formation in faith, character, knowledge, skills, and values. Specifically, it seeks to:

- a. **Catholic Faith Formation.** Foster a basic understanding of the Roman Catholic faith and guide learners to become prayerful, respectful, and morally upright children.
- b. **Augustinian Recollect Learning.** Introduce Augustinian Recollect values through classroom instruction, prayer, community life, and simple acts of love, service, and communion.

- c. **Research Skills and Inquiry.** Develop curiosity, observation, questioning, and basic inquiry skills appropriate to the learners' age and level.
- d. **Scientific and Critical Thinking.** Encourage simple problem-solving, careful observation, and appreciation of scientific processes in everyday learning.
- e. **Service and Community Involvement.** Encourage learners to perform simple acts of kindness, generosity, care for others, and responsibility toward the school and community.
- f. **Self-Sufficiency and Empowerment.** Foster independence, responsibility, confidence, and early leadership through age-appropriate tasks and classroom roles.
- g. **Interpersonal and Organizational Skills.** Develop basic teamwork, cooperation, respect, listening, sharing, and good relationships with classmates, teachers, family, and others.
- h. **National Identity and Global Awareness.** Nurture love for the Philippines, appreciation of Filipino culture, and awareness of one's responsibility as a member of the wider world.
- i. **Life and Career Skills.** Introduce basic life skills such as responsibility, cleanliness, orderliness, time awareness, teamwork, decision-making, and care for creation.

2. JUNIOR HIGH SCHOOL

The Junior High School Program aims to deepen the learners' academic, spiritual, moral, social, and personal formation. Specifically, it seeks to:

- a. **Catholic Faith Formation.** Promote holistic personal development rooted in Catholic faith, enabling learners to become responsible members of the Church and society.
- b. **Augustinian Recollect Learning.** Broaden the learners' understanding and practice of Augustinian Recollect values, especially interiority, truth, communion, service, humility, and love.
- c. **Research Skills and Inquiry.** Strengthen research skills by guiding learners to identify problems, gather information, analyze data, and present meaningful outputs that respond to school and community needs.
- d. **Scientific and Critical Thinking.** Deepen the use of scientific methods, critical thinking, reflection, and responsible judgment in academic and real-life situations.
- e. **Service and Community Involvement.** Provide structured opportunities for outreach, advocacy, environmental care, and

community service inspired by Christian charity and Augustinian Recollect spirituality.

- f. **Self-Sufficiency and Empowerment.** Develop responsibility, initiative, discipline, resilience, and practical skills that help learners become more self-directed and socially responsible.
- g. **Interpersonal and Organizational Skills.** Enhance communication, collaboration, leadership, conflict resolution, and respect for diversity through class, school, and community activities.
- h. **National Identity and Global Awareness.** Strengthen pride in Filipino identity while developing awareness of global issues, responsible citizenship, and solidarity with others.
- i. **Life and Career Skills.** Develop practical life skills such as time management, personal responsibility, financial awareness, decision-making, digital responsibility, and early career exploration.

3. SENIOR HIGH SCHOOL

The Senior High School Program aims to prepare learners for higher education, employment, entrepreneurship, and meaningful service to society. Specifically, it seeks to:

- a. **Catholic Faith Formation.** Deepen Catholic faith and Augustinian Recollect spirituality, forming learners to become faith-driven leaders, servants, and witnesses of Christian values.
- b. **Augustinian Recollect Learning.** Strengthen the internalization of Augustinian Recollect values in personal choices, relationships, academic work, leadership, and preparation for future life.
- c. **Research Skills and Inquiry.** Provide advanced research opportunities that allow learners to investigate relevant issues and apply research skills to real-life, school, community, and workplace contexts.
- d. **Scientific and Critical Thinking.** Equip learners with analytical, reflective, creative, and ethical thinking skills needed for academic, professional, and social responsibility.
- e. **Service and Community Involvement.** Engage learners in meaningful service projects, outreach programs, immersion, and partnerships that promote compassion, justice, and the common good.
- f. **Self-Sufficiency and Empowerment.** Empower learners with life, leadership, career, and practical skills that prepare them for higher education, work, entrepreneurship, and responsible adulthood.

- g. **Interpersonal and Organizational Skills.** Cultivate professionalism, teamwork, communication, leadership, and healthy relationships through school activities, immersion, and community partnerships.
- h. **National Identity and Global Awareness.** Strengthen love for country, responsible citizenship, cultural appreciation, and readiness to participate meaningfully in a global society.
- i. **Life and Career Skills.** Provide career preparation, guidance, work immersion, decision-making skills, digital responsibility, and real-life learning experiences that support the learners' future plans.

CORE VALUES

T - Transformation: We allow ourselves to be formed and renewed as whole persons in faith, character, wisdom, and service.

L - Loyalty: We remain faithful to God, to the school community, and to the Augustinian Recollect way of life and education.

M - Modesty: We live simply, humbly, and respectfully in words, actions, appearance, and relationships.

I - Integrity: We choose truth, honesty, responsibility, and accountability even when no one is watching.

I - Innovation: We respond creatively and responsibly to the needs of the times, including the ethical use of technology and AI.

GRADUATE ATTRIBUTES

A Mediatrixian is Christ-centered, persistent in searching for truth, a life-giving communicator of truth and love, a creator of communion, a transformative servant-leader, and a creative steward of God's creation.

THE SEAL OF THE LADY MEDIATRIX INSTITUTE INC.



- The **Shield** bears the national colors – red, white, and blue, an indication that this institution is genuinely Filipino.
- The **Cross** occupies the center, giving it the most important position in the shield. It symbolizes the Missionary Character of the Congregation.

- On the **Dexter Side** of the shield is the emblem of the Congregation, the Augustinian Recollect Sisters.
- **Virtues, Scientia and Patria** indicate the threefold objectives in teaching. Virtue, Knowledge, and Love of country, characterize a true catholic education. The outer rim contains the school's name and location.

TLMII CATHOLIC AUGUSTINIAN RECOLLECT TRADITIONS AND PRACTICES

The following traditions and practices help nurture the Catholic Augustinian Recollect identity of TLMII and form learners in prayer, communion, service, and love for the Church.

1. A Mass in honor of the Holy Spirit is celebrated at the beginning of the school year to invoke God's guidance for the whole school community.
2. School Masses, First Friday devotions, Marian celebrations, and other liturgical activities are observed according to the approved school calendar and pastoral arrangements.
3. Learners are encouraged to participate respectfully in prayer, the sacraments, visits to the Blessed Sacrament, recollections, retreats, and other spiritual formation activities.
4. The seasons of Advent, Christmas, Lent, Easter, and other celebrations of the Church are observed as opportunities for deeper participation in the life of Christ and the Church.
5. Bible sharing, worship, classroom prayer, and other faith-sharing activities help learners grow in love for the Word of God.
6. Prayers before and after classes, school assemblies, meetings, and official activities remind the school community of God's presence and guidance.
7. Devotion to Our Lady Mediatrix of All Grace and the remembrance of the Foundresses and saints of the Augustinian

Recollect family foster filial love, gratitude, humility, and trust in God.

8. Recollections, retreats, evangelization activities, ARSC programs, outreach, mission awareness, and acts of service are promoted as expressions of faith, communion, and solidarity.
9. Concern for the missions, the poor, and the wider community is expressed through prayer, sacrifice, responsible stewardship, and concrete works of charity.
10. The school observes institutional celebrations, feast days, and formation activities that strengthen the Mediatrix identity and the Augustinian Recollect way of life.

CHAPTER II: ORGANIZATIONAL SET-UP

1. **BOARD OF TRUSTEES.** The highest governing body in the Augustinian Recollect School is composed of the Superior General and her Council, who act as the Board of Trustees.

The Superior General, being the highest Superior in the Congregation, is vested with authority over all houses/communities and apostolates. She, however, shall seek to govern and administer, by her or with her council, according to the Laws of the Church and the Congregation.

2. **SECRETARIAT ON APOSTOLATE.** The Secretariat is an arm of the General Administration, given the responsibility to manage and supervise the standing of the various apostolates, particularly the school apostolate of the Congregation. The members of this body are appointed by the Superior General, through the recommendation of the Council.

3. **BOARD ON SCHOOLS.** The Board on Schools is an arm of the Secretariat on Apostolate and is responsible for the School Apostolate of the Congregation. The board on Schools is directly responsible to the Board of Trustees through the Secretariat of the Apostolate.

THE SCHOOL ADMINISTRATIVE BOARD

The School Administrative Board (SAB) is constituted by the Board of Trustees and is responsible for the execution and implementation of school policies. It exercises direct coordination, administration,

supervision, and management of the local school in accordance with the vision, mission, goals, objectives, core values, and Catholic identity of the institution.

1. SAB CHAIR / PRINCIPAL – The SAB Chair/Principal serves as the head of school administration and overall instructional leadership. She oversees the general operations of the school, including academic programs, research initiatives, student formation, student services, personnel coordination, and institutional activities under his/her supervision. She ensures that school operations are aligned with the vision, mission, goals, objectives, core values, and Catholic identity of the institution.

2. SAB VICE-CHAIR– The SAB Vice Chair assists the SAB Chair in the general supervision and coordination of school operations, particularly in matters related to spiritual formation and institutional well-being. She helps promote unity, collaboration, and communion of hearts and minds within the school community. She may also perform other functions assigned by the SAB Chair/Principal in support of the vision, mission, goals, objectives, core values, and Catholic identity of the institution.

3. SCHOOL REGISTRAR – The School Registrar heads the student records and registration services of the school. She is responsible for the proper safekeeping, updating, and management of learners' academic records, enrollment documents, reports, and other official school records. She is assisted by the registrar staff or office clerk in the performance of his/her duties.

4. SCHOOL TREASURER – The School Treasurer heads the finance and accounting services of the school. She is responsible for overseeing the collection, disbursement, recording, and safekeeping of school funds, as well as the preparation and maintenance of financial records and reports in accordance with school policies and applicable regulations.

MIDDLE ADMINISTRATORS

The Middle Administrators assist the SAB Chair/Principal in the planning, implementation, monitoring, and evaluation of academic

programs, research initiatives, student activities, and formation programs of the school.

1. ACADEMIC COORDINATOR - The Academic Coordinator heads all subject areas and holds regular monthly meetings, and/or meetings as the need arises, to evaluate the strengths and weaknesses of the different subject areas. He/She reports the results to the Office of the Principal and proposes programs that enhance and enrich students' academic development. The Academic Coordinator also regularly reviews teachers' instructional and evaluative materials to ensure a high standard of student learning. This is a one-year appointment, with the possibility of reappointment.

2. STUDENT ACTIVITY COORDINATOR / ARSC TEACHER SERVANT LEADER – The Student Activity Coordinator / ARSC Teacher Servant Leader coordinates with academic personnel and other concerned offices for the planning and implementation of curricular, co-curricular, and school-based student activities. He/She is directly appointed by the School Principal and helps ensure that student activities contribute to the holistic formation, leadership development, and active participation of learners in the life of the school. He/She works with the ARSC Sister Servant.

3. STUDENT FORMATION COORDINATOR – The Student Formation Coordinator is directly appointed by the School Principal to take charge of student discipline, formation, and character development programs. He/She coordinates with the Principal, Guidance Counselor, Academic Coordinator, class advisers, teachers, and parents/guardians in matters concerning learner behavior, discipline, and formation. Proper documentation and coordination shall be observed in addressing student concerns and in implementing appropriate interventions or sanctions when necessary.

4. RESEARCH COORDINATOR – The Research Coordinator promotes and coordinates research-related activities of the school. He/She assists in developing a culture of inquiry, documentation, data-based planning, and continuous improvement among learners, faculty, and personnel. He/She may also assist in the preparation, monitoring, and evaluation of research outputs, action research, and school improvement initiatives.

FACULTY

1. SUBJECT TEACHERS – Subject Teachers are responsible for the effective delivery of instruction in their respective learning areas. They prepare instructional plans, learning materials, assessments, and classroom activities in accordance with the curriculum, school policies, and the needs of learners. They monitor learner progress, provide feedback, and promote academic excellence, values formation, and responsible participation in the learning process.

2. CLASS ADVISERS – Class Advisers guide and monitor the learners entrusted to their care. They coordinate with subject teachers, parents/guardians, the Guidance Office, Student Formation Coordinator, and school administration regarding learner attendance, behavior, academic progress, and general welfare. They also help foster discipline, responsibility, and community life within the class.

3. CLUB MODERATORS – Club Moderators guide learners in the planning, implementation, and evaluation of club activities. They ensure that club programs are aligned with the objectives of the school and contribute to the development of learners' talents, leadership, service, teamwork, and Christian values.

4. C.L.E. COORDINATOR – The C.L.E. Coordinator is a qualified religious or lay faculty member appointed by the School Principal, preferably with appropriate background, training, or units in Theology, Religious Education, or Christian Living Education. He/She is responsible for guiding and nurturing the spiritual formation of learners and all those entrusted to his/her care in the exercise of the ministry. The Coordinator reviews teachers' instructional and evaluative materials to ensure a high standard of Christian Living Education across all grade levels and departments.

STUDENT SERVICES

The Student Services personnel assist in providing support programs and services that promote the welfare, safety, formation, health, learning support, and holistic development of learners.

1. GUIDANCE COUNSELOR – The Guidance Counselor takes charge of the Guidance Center and ensures the effective delivery of guidance services to learners, personnel, parents/guardians, and other stakeholders. He/She provides counseling, consultation, referral, follow-up, and other guidance-related services that support the personal, social, emotional, academic, and career development of learners.

2. GUIDANCE ADVOCATE – The Guidance Advocate is appointed by the School Principal to assist in matters concerning student formation, child protection, and learner wellness. He/She helps monitor and support programs that promote the well-being, discipline, and proper formation of learners in coordination with the Principal, Guidance Counselor, Academic Coordinator, Student Formation Coordinator, class advisers, teachers, and parents/guardians. Matters concerning the welfare of learners shall be properly coordinated and documented to ensure appropriate action and follow-up.

3. REGISTRAR'S STAFF / OFFICE CLERK – The Registrar's Staff or Office Clerk assists the School Registrar in the management, safekeeping, updating, and release of student records and school documents. He/She helps in enrollment procedures, filing of records, preparation of reports, and other clerical tasks related to student records and registration services. He/She shall observe confidentiality and data privacy in handling learner information and official school records.

4. IT COORDINATOR – The IT Coordinator oversees the school's information and communication technology systems and services. He/She provides technical support for computers, internet connectivity, school devices, learning platforms, and other digital tools used in school operations. He/She assists administrators, teachers, learners, and personnel in ICT-related concerns and helps ensure the proper use, maintenance, security, and monitoring of technology resources in coordination with the school administration. He/She shall observe confidentiality and data privacy in handling school accounts, digital records, passwords, and other ICT-related information.

5. LIBRARIAN – The Librarian manages the school library and ensures the proper organization, safekeeping, and accessibility of library resources. He/She assists learners, teachers, and personnel in the

use of library materials and services, promotes reading and research, and maintains an updated inventory of books, references, and other learning resources.

6. IMC AND LIBRARY IN-CHARGE – The IMC and Library In-Charge assists the Librarian in the delivery of library services and the maintenance of library resources. He/She primarily takes charge of the Instructional Media Center, including the organization, care, maintenance, inventory, and use of print, non-print, audio-visual, digital, and other teaching-learning materials. He/She also assists in the selection, acquisition, and preparation of instructional resources needed to support the academic programs of the school.

7. HEALTH SERVICES PERSONNEL – The Health Services Personnel attend to the basic health needs of learners, personnel, and other members of the school community. The School Nurse is stationed in the school and provides daily health assistance, first aid, monitoring of health concerns, maintenance of health records, and support in the implementation of health and safety protocols. The School Physician and School Dentist render services on a scheduled or on-duty basis and provide medical and dental consultation, assessment, and appropriate recommendations when necessary. The Health Services Personnel coordinate with parents/guardians, school authorities, and appropriate medical professionals in cases requiring further attention. They also support school programs related to health, hygiene, wellness, and emergency response.

8. CANTEEN SERVICES PERSONNEL – The Canteen Services Personnel assist in the daily operations of the school canteen and ensure that food and drinks served to learners and personnel are safe, clean, nutritious, and reasonably priced. They help maintain cleanliness and order in the canteen area, observe proper food handling and sanitation practices, and coordinate with the school administration regarding canteen services, concerns, and compliance with school policies.

ADMINISTRATIVE SERVICES

The Administrative Services personnel assist in the smooth operation, safety, maintenance, and support functions of the school.

1. ADMINISTRATIVE PERSONNEL – The Administrative Personnel assist in the efficient delivery of administrative and operational services of the school. This includes the Bookkeeper, Cashier, Property Custodian, and other office personnel assigned to administrative support functions. They perform clerical, financial, property, inventory, and other support tasks necessary for the smooth operation of school offices and services. They coordinate with the school administration and concerned offices in the proper implementation of school policies and procedures.

2. MAINTENANCE SERVICES PERSONNEL – The Maintenance Services Personnel are responsible for the cleanliness, orderliness, repair, and upkeep of school facilities, equipment, and physical surroundings. They assist in maintaining a safe, clean, and conducive learning environment for learners, personnel, and stakeholders.

3. SECURITY PERSONNEL – The Security Personnel help ensure the safety and security of the school community. They monitor the entry and exit of learners, personnel, parents/guardians, visitors, and vehicles; assist in enforcing campus safety procedures; and coordinate with the school administration in matters concerning security, order, and emergency response.

CHAPTER III: ADMISSION, ENROLMENT, REGISTRATION, AND TRANSFER POLICIES

A. GENERAL PRINCIPLES

Admission to The Lady Mediatrix Institute, Inc. is open to qualified applicants who present complete and valid credentials and who meet the admission requirements of the school. The school reserves the right to evaluate the fitness of applicants for admission based on academic readiness, conduct, character formation, and the capacity of the school to provide appropriate educational services.

Enrollment in the school signifies the learner's and the parents'/guardians' willingness to abide by the rules, regulations, policies, and Catholic educational standards of The Lady Mediatrix Institute, Inc.

The school also reserves the right to deny admission, re-admission, or re-enrollment when the applicant or learner does not meet the school's admission or retention requirements, or when there are serious concerns affecting the learner's formation, welfare, or the good order of the school community.

B. ADMISSION REQUIREMENTS

1. ELIGIBILITY

B.1.1 In accordance with the basic education structure prescribed by the Department of Education (DepEd), applicants may be admitted to the appropriate grade level: mandatory Kindergarten, six (6) years of Elementary or Grade School Education, four (4) years of Junior High School, and two (2) years of Senior High School, upon presentation of complete and valid credentials and compliance with the age, grade-level, and admission requirements of DepEd and the school.

B.1.2 Applicants shall take the required entrance assessment. A rating of **80% and above** shall be considered as the standard passing rating, while applicants who obtain a rating of **75% to 79%** may be classified as waitlisted, subject to further evaluation and the availability of slots. The entrance assessment may include written and/or oral examinations administered by the Guidance Office or authorized school personnel.

B.1.3 Final admittance shall be granted based on:

- a. complete and valid admission credentials;
- b. satisfactory entrance assessment results;
- c. good moral character; and
- d. academic readiness and ability to meet the academic requirements of the school

C. ADMISSION OF THE NEW STUDENTS

Applicants for admission to The Lady Mediatrix Institute, Inc. shall undergo the following admission process:

C.1 Take the required entrance assessment and meet the admission standards of the school;

C.2 Submit the required credentials to the Registrar's Office;

A. PSA Birth Certificate (Original)	F. Colored 2x2 ID Picture (3 Copies)
B. Certificate of Live Birth	G. Certificate of Transfer
C. Baptismal Certificate (If Catholic)	H. Certificate of Good Moral
D. Report Card, Form 138 (Original)	J. ESC Certificate (Transferee from Private school, Gr. 8 – 11)

C.3 Admission of Foreign Learners

Foreign learners or learners with foreign school records may be considered for admission subject to the school's admission standards, availability of slots, DepEd requirements, immigration requirements when applicable, and other lawful requirements.

Applicants shall submit the following, as applicable:

1. authenticated or apostilled school records from the previous school;
2. birth certificate or equivalent official record;
3. passport, visa, Alien Certificate of Registration, Special Study Permit, or other immigration documents when required by law;
4. official English translation of documents when the original records are in another language;
5. certificate of good moral character or equivalent recommendation;
6. entrance assessment, interview, or placement evaluation required by the school; and
7. other documents required by DepEd, the school, or competent authority.

The Registrar's Office and the Office of the Principal shall evaluate the submitted records to determine proper placement, grade-level eligibility, and learner support needs. Admission remains subject to compliance with applicable laws, DepEd regulations, school policies, and the best interest of the learner.

D. REGISTRATION OF CONTINUING LEARNERS

D.1 Learners who were officially enrolled in the preceding school year shall be given priority for registration for the coming school year,

subject to compliance with school requirements, clearance, and existing policies on promotion and retention.

- D.2 Learners who are under conditional status, contract, or waiver may be considered for re-enrollment after an interview with the Principal, together with their parent/guardian. A written agreement or waiver shall be signed before an enrollment form is issued.
- D.3 Learners with failing grades or incomplete academic requirements shall submit proof of completion, remediation, or summer class grades, as required, before they may be issued an enrollment form.
- D.4 Re-admission may be denied to learners who have been dismissed, dropped, or separated from the school for just and reasonable cause, subject to due process and existing school policies.

E. POLICY ON TRANSFEEE LEARNERS

Transferee learners shall be placed in the appropriate grade level and section based on their credentials, grade-level eligibility, available slots, and the school's admission and placement procedures. Academic records from the previous school may be considered for proper guidance and support, but they shall not be the sole basis for special sectioning or preferential placement.

The school shall provide transferee learners with appropriate assistance to help them adjust to the academic, social, spiritual, and formative life of The Lady Mediatrix Institute, Inc.

F. POLICY ON SECTIONING

Sectioning shall be determined by the Office of the Principal upon the recommendation of the Registrar and the Academic Coordinator. As a general rule, learners shall be assigned to heterogeneous sections to promote balanced, inclusive, and holistic learning communities.

In assigning learners to sections, the school may consider enrollment size, grade level, learner needs, academic profile, conduct, gender balance, and other relevant factors that will support effective classroom management and learner development.

For Junior High School, each section shall generally have a maximum of **forty (40) learners**. In meritorious cases, and when classroom space, teacher capacity, and learning conditions allow, the number may be maximized to **forty-five (45) learners**.

For Elementary levels, the number of learners per section shall **not exceed forty (40)**.

Sectioning shall not be based solely on ranking or academic performance, but on the school's effort to provide a fair, balanced, and supportive learning environment for all learners.

G. ENROLMENT PROCEDURES

The enrolment procedure shall be observed according to the learner's classification: new applicant, transferee, returning learner, or continuing learner. A learner shall be considered officially enrolled only after completion of the required documents, payment process, and confirmation by the Registrar's Office.

1. New Applicants, Transferees, and Returning Learners

Step	Process Description	Venue / Office
1	Accomplish the online pre-registration form.	School Website / Online
2	Present the required admission, transfer, or previous school credentials for initial checking and evaluation.	Information Desk / Registrar's Office
3	Pay the entrance assessment fee, if applicable.	Treasurer's Office
4	Take the entrance assessment and/or undergo academic evaluation as scheduled.	Guidance Center / Assigned Room
5	Upon acceptance or approval for admission/re-admission, accomplish and sign the admission and enrolment forms.	Registrar's Office
6	Pay the required enrolment fees.	Treasurer's Office / Online Payment
7	Submit the accomplished forms, required credentials, and proof of payment for final registration.	Registrar's Office

Note: An interview with the Principal, Academic Coordinator, Guidance Personnel, or authorized school personnel may be required when the assessment result, school records, placement, or re-admission status needs further evaluation.

2. Continuing Learners

Step	Process Description	Venue / Office
1	Inform the Registrar's Office of the learner's intention to continue or move up	Registrar's Office

	to the next grade level for the coming school year.	
2	Pay the required enrolment fees.	Treasurer's Office / Online Payment
3	Submit or present proof of payment for confirmation of enrolment.	Registrar's Office / Online
4	Secure confirmation of official enrolment and wait for the assigned section and other enrolment details.	Registrar's Office / Online

Note: Continuing learners with pending academic, disciplinary, documentary, or financial concerns shall be advised to comply with the necessary requirements before final confirmation of enrolment.

H. WITHDRAWAL AND TRANSFER

A learner who intends to withdraw from the school or transfer to another school during the school year shall observe the following procedures:

- H.1** The parent/guardian shall submit a written letter of intent to withdraw or transfer, addressed to the School Principal.
- H.2** The learner shall accomplish the required clearance form and secure the signatures of the following offices or personnel, as applicable:
 - a. Subject Teachers;
 - b. Class Adviser;
 - c. Librarian;
 - d. Guidance Counselor/Guidance Advocate;
 - e. School Treasurer;
 - f. Registrar; and
 - g. Principal.
- H.3** The parent/guardian may request the learner's Report Card/Form 138 from the Class Adviser or Registrar's Office, subject to the completion of clearance requirements and approval of the Principal.
- H.4** The parent/guardian shall settle the required fees or outstanding accounts, if any, at the Treasurer's Office and present the official receipt or proof of payment to the Registrar's Office.
- H.5** The Registrar's Office shall process and release the necessary transfer credentials, including Form 137, upon the official request of the receiving school and in accordance with applicable DepEd regulations and school policies.

H.6 The school may withhold the release of transfer credentials when the learner has unsettled financial obligations or incomplete clearance requirements, subject to applicable laws, DepEd regulations, and existing school policies.

CHAPTER IV: ACADEMIC POLICIES AND INSTRUCTIONAL PROGRAM

A. General Principles

The Lady Mediatrix Institute, Inc. offers an academic and instructional program that seeks the integral formation of every learner. The program is designed to develop knowledge, skills, values, faith, character, creativity, responsibility, and readiness for further studies and life.

As a Catholic Augustinian Recollect school, TLMII recognizes that instruction is not only the transfer of knowledge but also the formation of the whole person. The school therefore provides learning experiences that help learners grow in faith, wisdom, communion, service, and responsible stewardship.

TLMII implements its academic policies, classroom assessment, grading system, promotion, awards, and recognition in accordance with applicable DepEd issuances, particularly DepEd Order No. 015, s. 2026, subject to applicable provisions for private schools and consistent with the school's Catholic Augustinian Recollect identity, PVMGO-CV, approved school calendar, and institutional policies.

The provisions, tables, procedures, descriptors, grading components, promotion and remediation rules, awards and recognition standards, and grade reporting guidelines contained in the academic chapters of this Handbook shall serve as the school's policy on curriculum, instruction, assessment, grading, promotion, recognition, and learner academic support.

B. K to 12 Basic Education Program

The school implements the K to 12 Basic Education Program, also referred to as the Enhanced Basic Education Program, prescribed by the Department of Education and enriched by the Catholic and Augustinian Recollect identity of the school.

The program includes Elementary, Junior High School, and Senior High School offerings as authorized by DepEd and as reflected in the school's current permits, recognition documents, approved curriculum, class program, and annual school calendar.

TLMII shall implement the applicable DepEd curriculum standards and learning competencies, including the Revised K to 10 Curriculum / MATATAG Curriculum and the Strengthened Senior High School Curriculum, as may be required by DepEd and adopted by the school. Learning areas, subject offerings, time allotment, instructional blocks, enrichment periods, assessment schedules, and reporting period arrangements shall be implemented according to DepEd curriculum standards, school-approved academic programs, and institutional policies. The school may adjust its academic program, subject offerings, scheduling, learning delivery, assessment arrangements, or related academic procedures when required by new DepEd issuances or when approved by the school administration, provided that the integrity of the K to 12 Basic Education Program, the Catholic Augustinian Recollect identity, and the PVMGO-CV of TLMII are preserved.

C. Christian Living Education as the Core of the Curriculum

Christian Living Education is a core subject and a principal means of Catholic and Augustinian Recollect formation at TLMII. It forms learners in faith, conscience, prayer, sacramental life, moral responsibility, service, and Christian witness.

CLE shall not be treated merely as an academic requirement but as an integral part of the school's mission to form learners who are strong in faith and fulfilled in life. The school shall integrate Gospel values, Augustinian Recollect spirituality, and the school's PVMGO-CV across academic, co-curricular, and school community life.

For purposes of grading, CLE shall be treated as an academic subject with required learning standards, assessment components, and grade computation. At the same time, it shall remain a formative subject that nurtures the learner's relationship with God, love for the Church, respect for human dignity, commitment to service, and Augustinian Recollect identity.

D. Learning Standards of the Augustinian Recollect

The Learning Standards of the Augustinian Recollect (LSAR) shall serve as the school's Augustinian Recollect instructional framework.

It does not replace the curriculum standards and learning competencies prescribed by DepEd; rather, it enriches and contextualizes the curriculum according to the Catholic Augustinian Recollect identity, PVMGO-CV, and formation goals of TLMII.

Through the LSAR, teachers shall design learning experiences that are systematic, learner-centered, values-oriented, and responsive to the needs of learners. The LSAR shall guide teachers in organizing subject matter, selecting appropriate strategies, integrating Gospel values and Augustinian Recollect spirituality, and designing assessment tasks that lead learners to deeper understanding, inquiry, creativity, service, and love for learning.

The LSAR framework supports a discovery-learning environment where learners are encouraged to ask questions, think critically, work collaboratively, apply learning to real-life situations, and grow as persons of faith, wisdom, communion, and service.

All teachers shall prepare and use the LSAR in their respective learning areas as part of curriculum planning, instruction, assessment, and learner support. The LSAR shall be submitted, reviewed, and monitored according to school-approved academic procedures and timelines.

E. Curriculum Implementation and Learning Areas

The curriculum shall be implemented through planned instruction, appropriate learning resources, formative and summative assessment, performance-based activities, learner support, values integration, and the Learning Standards of the Augustinian Recollect.

Teachers shall prepare learning plans, instructional materials, assessment tools, rubrics, class records, intervention records, LSAR documents, and other academic documents in accordance with curriculum standards, DepEd policies, and school guidelines.

The school may revise class schedules, time allotment, enrichment periods, learning support programs, and instructional arrangements when necessary, provided that such adjustments comply with DepEd requirements and are approved by the school administration.

F. Instructional Time, School Calendar, and Reporting Periods

The school shall follow its approved annual school calendar. Instructional time shall be protected to ensure that learners are given

sufficient opportunity to attain the required curriculum standards and learning competencies.

TLMII may adopt an academic structure appropriate to its private school context, subject to applicable DepEd policies and school approval, provided that instructional time, learning competencies, assessment schedules, enrichment activities, formation programs, and learner support services are properly provided.

For purposes of this Handbook, the terms “term,” “grading period,” and “reporting period” refer to the official academic period used in the approved school calendar for instruction, assessment, grade computation, and reporting. Regardless of the academic structure adopted by the school, each approved reporting period shall serve as a complete cycle of instruction, assessment, intervention, and grade reporting.

The sufficiency of learning time shall be determined by the approved school calendar, actual instructional minutes, class program, learning delivery, and attainment of prescribed learning competencies and standards. Adjustments in the school calendar, term structure, instructional schedule, or assessment arrangement may be made when necessary, subject to the approval of the school administration and compliance with applicable DepEd policies.

Activities, celebrations, assessments, enrichment days, formation programs, and institutional events shall be scheduled in a manner that protects learning time and supports holistic formation.

G. Learning Delivery

Learning delivery shall be learner-centered, values-oriented, developmentally appropriate, and responsive to the needs of learners. Teachers shall use varied and appropriate teaching strategies based on curriculum standards, learning competencies, learner needs, available resources, the Learning Standards of the Augustinian Recollect, and school-approved instructional design.

Learning activities may include discussion, collaboration, performance tasks, research, projects, demonstrations, reflection, laboratory or practical work, technology-supported learning, and other appropriate methods approved by the school.

Instruction shall be aligned with learning competencies and shall provide opportunities for learners to demonstrate knowledge, understanding, skills, values, creativity, and application in real-life situations.

The school may modify or enhance its learning delivery approaches in response to curriculum changes, learner needs, health and safety conditions, technological developments, or new DepEd issuances, provided that such adjustments remain consistent with the Catholic Augustinian Recollect identity, PVMGO-CV, LSAR, and academic standards of TLMII.

The use of technology and artificial intelligence shall be guided by teacher instructions, academic integrity, data privacy, and responsible digital citizenship.

H. Curriculum Records and Instructional Documents

Teachers and academic personnel shall maintain academic records and instructional documents required by the school. These records shall support curriculum alignment, instructional planning, learner monitoring, assessment, intervention, reporting, and quality assurance.

Table 1. Curriculum Records and Instructional Documents

Record / Document	Responsible Person / Office	Purpose
Learning plans and lesson designs	Subject Teacher	Guide instruction and ensure alignment with curriculum standards and learning competencies
LSAR documents	Subject Teacher / Academic Coordinator	Ensure integration of Augustinian Recollect learning standards, values, and formation goals
Instructional materials and learning resources	Subject Teacher / IMC / Library	Support instruction, enrichment, remediation, and independent learning
Assessment tools and rubrics	Subject Teacher	Ensure valid, fair, and standards-based assessment
Class records and grade sheets	Subject Teacher	Record learner performance and support accurate grade computation
Attendance and participation records	Class Adviser / Subject Teacher	Monitor learner attendance, participation, and access to learning
Intervention and enrichment records	Subject Teacher / Academic Coordinator	Document learner support, remediation, enrichment, and follow-up

Record / Document	Responsible Person / Office	Purpose
Parent conference records	Class Adviser / Guidance Office	Document communication, agreements, and learner support actions

All academic records shall be treated with confidentiality and in accordance with data privacy requirements and school policies.

CHAPTER V: CLASSROOM ASSESSMENT, GRADING, PROMOTION, AND RECOGNITION

A. Classroom Assessment

Assessment is an essential part of teaching and learning. It is used not only to measure achievement but also to guide instruction, identify learning needs, provide feedback, plan intervention, and support learner development.

Assessment shall be standards-based, competency-based, fair, valid, reliable, transparent, developmentally appropriate, and directed toward learner growth.

Assessment shall not be used merely for ranking learners. It shall be used to improve instruction, strengthen learner support, recognize growth and achievement, and form learners in honesty, responsibility, perseverance, and integrity.

Assessment shall also support the Catholic Augustinian Recollect formation of learners by encouraging truthfulness, responsibility, reflection, self-knowledge, service, and growth in the school's core values.

B. Types of Assessment

The school shall use formative and summative assessment.

Table 2. Types of Classroom Assessment

Type of Assessment	Purpose	Use in Grading	Examples
Formative Assessment	To monitor learning progress, provide feedback, and guide instruction	Not used as the basis for grade computation	Recitation, observation, learning checks, drafts, practice exercises, journals, conferences, self-assessment, peer assessment
Summative Assessment	To determine learner achievement after instruction	Used as basis for grade computation	Written or Oral Works, Product or Performance Tasks, Summative Tests, Term Examination

Formative assessment shall be embedded in instruction and used to help learners improve. Summative assessment shall be used to determine the learner's level of achievement in relation to the competencies taught.

C. Summative Assessment Components

The learner's grade shall be based on the prescribed summative assessment components under applicable DepEd policies.

Table 3. Summative Assessment Components

Assessment Component	Description	Examples / Possible Evidence
Written or Oral Works	These assess the learner's knowledge, understanding, reasoning, communication, and mastery of competencies through written or oral tasks.	Quizzes, essays, seatwork, written exercises, oral recitation, oral presentation, journals, reports, reflection papers

Assessment Component	Description	Examples / Possible Evidence
Product or Performance Tasks	These allow learners to demonstrate what they know and are able to do through authentic, meaningful, and application-based tasks.	Projects, demonstrations, portfolios, experiments, investigations, research outputs, exhibits, performances, group presentations, multimedia outputs
Examinations	These measure learner achievement after a period of instruction and form part of the summative assessment component.	Summative Tests and Term Examination

Product or Performance Tasks may be individual or collaborative. When appropriate, the school may design integrative performance tasks that connect several learning areas and reflect the Catholic Augustinian Recollect identity of TLMII.

D. Recommended Number of Summative Assessments

The school shall ensure that learners are given sufficient and appropriate opportunities to demonstrate learning. The number of assessments shall be reasonable, developmentally appropriate, and aligned with the competencies taught.

Table 4. Recommended Summative Assessments per Reporting Period

Grade Level	Written or Oral Works	Product or Performance Tasks	Examinations
Kindergarten	Integrated and developmentally appropriate learning evidence	Integrated and developmentally appropriate	No formal written examination

Grade Level	Written or Oral Works	Product or Performance Tasks	Examinations
		performance evidence	
Grades 1 to 3	Teacher-designed and age-appropriate assessment evidence	Integrated and manageable performance evidence	Developmentally appropriate assessment, subject to DepEd transition provisions
Grades 4 to 12	3 to 5 per learning area	2 to 3 per learning area	Summative Tests and Term Examination

The recommended number of assessments shall be applied to each approved reporting period in the school calendar. The assessment schedule shall be adjusted according to the length of the reporting period, the nature of the learning area, the competencies covered, and the learning needs of the students, subject to the approval of the Principal upon the recommendation of the Academic Coordinator.

The school may adjust the number of assessments when necessary, provided that there is sufficient and valid evidence of learning and the adjustment is approved by the Academic Coordinator and the Principal.

E. Examinations

For each approved reporting period used in the school calendar, learners shall be assessed through Written or Oral Works, Product or Performance Tasks, and Examinations.

The Examinations component shall consist of Summative Tests and the Term Examination or their equivalent assessment forms as approved by the school.

Table 5. Examination Component

Examination Component	Coverage / Schedule	Weight within the Examination Component
Summative Tests	Competencies taught in the instructional blocks within the approved reporting period	60%
Term Examination	Major competencies taught within the approved reporting period, including selected essential or least-mastered competencies	40%
Total		100%

Summative Tests shall be administered within the approved reporting period after sufficient instruction, formative assessment, and learning activities have been conducted. The schedule and number of Summative Tests shall be determined according to the approved school assessment plan, subject to the approval of the Principal upon the recommendation of the Academic Coordinator.

The Term Examination shall be administered toward the end of the approved reporting period and shall assess the major competencies taught during the period. It may also include selected essential or least-mastered competencies that require further assessment.

Table 6. Alignment of Assessments within an Approved Reporting Period

Assessment Phase	Academic Activities	Assessment Focus
Instruction and Formative Phase	Teaching-learning activities, formative assessment, practice exercises, feedback, and learner support	Development of competencies and identification of learner needs
Summative Assessment Phase	Written or Oral Works, Product or Performance Tasks, and Summative	Competencies taught and developed within the reporting period

Assessment Phase	Academic Activities	Assessment Focus
	Tests administered after sufficient instruction	
Culminating Assessment Phase	Completion of major tasks, intervention, enrichment, review, and Term Examination	Major competencies taught within the reporting period, including selected essential or least-mastered competencies

The exact schedule shall depend on the approved school calendar, length of the reporting period, actual instructional days, nature of the learning area, competencies covered, and academic judgment of the school administration.

F. Grading System by Grade Level

The grading and reporting system shall follow the learner's key stage and the applicable transition provisions of DepEd policies.

Table 7. Grading and Reporting System by Grade Level

Grade Level	Grading and Reporting System
Kindergarten	Developmentally appropriate descriptive reporting based on learning standards, observation, performance evidence, and developmental progress
Grades 1 to 3	Descriptive grading or transition grading as prescribed by DepEd
Grades 4 to 10	Numerical grading; passing grade is 75
Grades 11 to 12	Numerical grading; passing grade is 75, subject to applicable Senior High School and transition provisions

For Kindergarten to Grade 3, assessment shall give emphasis to foundational literacy, numeracy, socio-emotional growth, behavior, values formation, and readiness for further learning. For Grades 4 to 12, numerical grades shall be used in reporting learner achievement, except where transition provisions or specific DepEd guidelines provide otherwise.

G. Transition Schedule for Kindergarten to Grade 3

The school shall observe the DepEd transition provisions for the implementation of descriptive grading in the early grades.

Table 8. Transition Schedule for Grades 1 to 3

School Year	Grade 1	Grade 2	Grade 3
SY 2026-2027	Descriptive grading	Numerical grading with adjusted transmutation	Numerical grading with adjusted transmutation
SY 2027-2028	Descriptive grading	Descriptive grading	Numerical grading under zero-based grading
SY 2028-2029 and onwards	Descriptive grading	Descriptive grading	Descriptive grading

Kindergarten shall continue to use developmentally appropriate descriptive reporting based on learning standards, observation, performance evidence, and developmental progress.

H. Descriptive Ratings

For grade levels under descriptive grading, the school shall use the developmentally appropriate descriptive system prescribed by DepEd.

Table 9. Descriptive Ratings

Rating	Descriptor	General Meaning
A	Advancing / Namumukod-tangi	The learner exceeds the expected standard and demonstrates advanced

Rating	Descriptor	General Meaning
		understanding, independence, and application.
B	Benchmarking / Napamamalas	The learner meets the expected standard and demonstrates the required grade-level competencies independently.
C	Connecting / Natutungo	The learner is approaching the expected standard and demonstrates developing mastery with occasional support.
D	Developing / Napauunlad	The learner shows partial understanding and needs further guidance, practice, and intervention.
E	Emerging / Nagsisimula	The learner is beginning to develop the competency and needs sustained support and close monitoring.

Narrative remarks shall be provided when needed to explain the learner’s progress, strengths, learning needs, and recommended support.

I. Numerical Grades and Descriptors

For grade levels under numerical grading, learner achievement shall be reported using numerical grades in accordance with the applicable DepEd grading system and the approved school academic procedures. The passing grade shall be 75, unless otherwise provided by DepEd. Numerical grades shall reflect the learner’s actual performance in the required assessment components and shall be interpreted according to the descriptors prescribed by DepEd for the applicable school year.

The descriptors shall guide teachers, learners, and parents in understanding the learner’s level of achievement, needed support, and possible enrichment or intervention. Learners who have not yet met the required standards shall be provided appropriate academic support, remediation, or intervention.

The specific numerical grade ranges, descriptors, and instructional responses applicable for a particular school year shall be issued through the school’s Academic Primer, Principal’s Circular, or other official school communication.

J. Weight Distribution of Grades for Grades 4 to 10

The grades for different learning areas shall be computed according to the prescribed weights of the assessment components.

Table 10. Weight Distribution of Summative Assessment Components for Grades 4 to 10

Learning Area / Subject Group	Written or Oral Works	Product or Performance Task		Examinations
		Behavior	Performance Task	
English, Filipino, Mathematics, Science, Araling Panlipunan, GMRC / Values Education, and Christian Living Education	20%	10%	40%	30%
EPP / TLE and MAPEH	20%	10%	50%	20%

Christian Living Education is included among the core academic and formative subjects of TLMII. It shall be assessed academically while remaining a principal means of Catholic and Augustinian Recollect formation.

K. GMRC / Values Education Domains

For GMRC and Values Education, assessment shall consider the holistic development of the learner through cognitive, affective, and behavioral domains.

Table 11. Weight of Components for GMRC / Values Education

Component	Total Weight	Domain	Domain Weight
Written or Oral Works	20%	Cognitive	10%
Written or Oral Works	20%	Affective	10%
Product or Performance Tasks	50%	Cognitive	10%
Product or Performance Tasks	50%	Affective	10%
Product or Performance Tasks	50%	Behavioral	30%
Examinations	30%	Cognitive	30%

As a Catholic school, TLMII may also use appropriate formative and reflective indicators in CLE to support the learner's faith formation, moral growth, and Christian witness.

L. Weight Distribution of Grades for Senior High School

For Senior High School, the weight distribution of grades shall depend on the nature and classification of the subject, the approved Senior High School cluster, and the applicable DepEd guidelines and transition provisions.

TLMII offers the following Senior High School clusters:

Senior High School Cluster	Meaning
STEM	Science, Technology, Engineering, and Mathematics
ASSH	Arts, Social Sciences, and Humanities
BE	Business and Entrepreneurship
TechPro–HE	Technical-Professional Cluster in Home Economics
TechPro–ICT	Technical-Professional Cluster in Information and Communications Technology

The term “cluster” refers to a group of Senior High School subjects offered by the school. The assessment and grading of Senior High School subjects shall follow the applicable DepEd-prescribed assessment components, weight distribution, grade computation, transition provisions, and grade reporting procedures for the school year.

Table 12. Weight Distribution for Senior High School Subjects

Senior High School Subject Classification Offered by TLMII	Written or Oral Works	Product or Performance Tasks		Examinations
		Behavior	Performance Task	
Core Subjects and other Academic Electives	20%	10%	40%	30%
Field Exposure, Arts Apprenticeship, Creative Production, and Innovation, when applicable	15%	10%	60%	15%
Arts, Sports, Health, and Wellness Electives, when applicable	20%	10%	50%	20%
Research Electives and Design and Innovation, when applicable	40%	10%	50%	Not Applicable
TechPro / TVL Electives, including Home	15%	10%	55%	20%

Senior High School Subject Classification Offered by TLMII	Written or Oral Works	Product or Performance Tasks		Examinations
		Behavior	Performance Task	
Economics and ICT				
Work Immersion, when applicable	20%	10%	70%	Not Applicable

The classification of subjects under each cluster shall be determined by the approved Senior High School curriculum, subject offerings, and applicable DepEd policies. Where a subject has no Examinations component, the grade shall be computed using only the required assessment components prescribed for that subject classification.

For Field Exposure, Arts Apprenticeship, Creative Production, and Innovation, the Examinations component shall consist only of a Term Examination and shall carry the full weight assigned to Examinations. For Research Electives, Design and Innovation, and Work Immersion, there shall be no Examinations component. Written or Oral Works and Product or Performance Tasks shall serve as progressive and authentic evidence of learning.

M. Senior High School Transition Provision

For Senior High School learners covered by DepEd transition provisions, the school shall apply the DepEd-prescribed transition weights and applicable grade reporting procedures for the school year.

For Grade 12 learners who are not yet covered by the Strengthened Senior High School Curriculum, TLMII shall follow the applicable DepEd transition provisions. The transition weights shall be applied according to the classification of the subject within the approved Senior High School cluster.

Table 13. Transition Weight Distribution for Senior High School Subjects Covered by Transition Provisions

TLMII Senior High School Subject Classification	Written Works	Performance Tasks	Quarterly / Term Assessment
Core Subjects in all SHS clusters	25%	50%	25%
Academic / Cluster Subjects under STEM, ASSH, and BE	25%	45%	30%
Work Immersion / Research / Business Enterprise Simulation / Exhibit / Performance under STEM, ASSH, and BE, when applicable	35%	40%	25%
TechPro–HE and TechPro–ICT Subjects	20%	60%	20%
TechPro–HE and TechPro–ICT Work Immersion / Research / Exhibit / Performance, when applicable	20%	60%	20%

This transition table shall apply only to Senior High School learners, grade levels, and subjects covered by DepEd transition provisions. The specific subject classification, applicable transition weights, and grade reporting procedure for each school year shall be issued through the school’s Academic Primer, Principal’s Circular, or other official school communication.

Table 13. Transition Weight Distribution for Grade 12, SY 2026-2027

Senior High School Subject Group	Written Works	Performance Tasks		Quarterly / Term Assessment
		Behavior	Performance Task	
Core Subjects	25%	10%	40%	25%
Academic Track: All Other Subjects	25%	10%	35%	30%
Academic Track: Work Immersion / Research / Business Enterprise	35%	10%	30%	25%

Senior High School Subject Group	Written Works	Performance Tasks		Quarterly / Term Assessment
		Behavior	Performance Task	
Simulation /Exhibit/ Performance				
TVL / Sports / Arts and Design: All Other Subjects	20%	10%	50%	20%
TVL / Sports / Arts and Design: Work Immersion / Research / Exhibit / Performance	20%	10%	50%	20%

This transition table shall apply only for the period and grade level covered by DepEd transition provisions.

N. Computation of Grades

Grades shall be computed based on the learner’s actual performance in the required assessment components prescribed by applicable DepEd policies and school-approved academic procedures.

Table 14. Steps in Computing Grades

Step	Procedure
1	Record the learner’s raw scores for each assessment under the required assessment components.
2	Compute the Percentage Score for each assessment component.
3	Multiply the Percentage Score by the assigned weight of the component to get the Weighted Score.

Step	Procedure
4	Add the Weighted Scores of all components to get the Initial Grade.
5	Apply the official DepEd grade reporting, transmutation, or transition procedure when required for the applicable school year.
6	Record the resulting grade as the Term Grade, Grading Period Grade, or Reporting Period Grade.
7	Compute the Final Grade according to the prescribed averaging of reporting period grades.

Percentage Score = $\text{Learner's Score} / \text{Highest Possible Score} \times 100$

Weighted Score = Percentage Score x Component Weight

Initial Grade = Sum of all Weighted Scores

For the Examinations component, the school shall use the prescribed internal distribution of Summative Tests and Term Examination, unless otherwise modified by DepEd or by school-approved academic procedures.

Table 15. Computation Format for a Learning Area

Assessment Component	Percentage Score	Component Weight	Weighted Score
Written or Oral Works			
Product or Performance Tasks			
Examinations			
Initial Grade			

Table 16. Computation Format for the Examinations Component

Examination Component	Percentage Score	Weight within Examinations	Weighted Score
Summative Tests		60%	
Term Examination		40%	
Examinations Percentage Score		100%	

Teachers shall use the official class record, grading sheets, or school-approved grade computation system to ensure accuracy and consistency in the computation of grades.

O. Transmutation and Grade Reporting

When prescribed by DepEd, the school shall apply the official transmutation table or grade reporting procedure for the applicable school year and grade level.

For school years covered by transition provisions, the Initial Grade shall be computed based on the required weighted summative assessment components and shall be transmuted according to the DepEd-prescribed adjusted transmutation table.

For SY 2026-2027, the adjusted transmutation table shall be applied as a transition toward zero-based grading for applicable grade levels, where a raw Initial Grade of 70 corresponds to a transmuted passing grade of 75. Beginning the school year and grade level in which zero-based grading is prescribed by DepEd, the learner's grade shall be based directly on the computed Initial Grade without transmutation, with 75 as the minimum passing grade, unless otherwise provided by DepEd.

The specific transmutation table, grade reporting table, or transition procedure applicable for a particular school year shall be issued through the school's Academic Primer, Principal's Circular, or other official school communication.

P. Final Grade

The Final Grade in each learning area shall be computed based on the learner's grades in the approved reporting periods reflected in the school calendar and in accordance with the DepEd-prescribed grading and reporting system.

The number of reporting period grades to be averaged shall depend on the academic structure officially adopted by the school for the school year. In all cases, the computation of the Final Grade shall follow the approved school calendar, school-approved academic procedures, and applicable DepEd policies.

A Final Grade of 75 or higher indicates that the learner has met the minimum standards in the learning area. A learner with a Final Grade below 75 shall receive appropriate remedial intervention, academic

support, or other action in accordance with DepEd policy and school procedures.

Q. Reporting of Grades

Learner progress shall be reported through the official Learner Progress Report or report card. For Kindergarten to Grade 3, the report shall reflect descriptive ratings, narrative remarks, and recommended next steps for learning support, as applicable. For Grades 4 to 12, the report shall reflect numerical grades, descriptors, and other required information, unless otherwise provided by DepEd.

Grades, class records, assessment results, and learner progress reports are confidential school records. They shall be handled in accordance with data privacy requirements and school policies.

R. Attendance and Academic Credit

Learners are expected to attend classes regularly and punctually. Attendance is necessary for the learner's participation in instruction, formation, assessment, enrichment, and intervention.

A learner who incurs absences beyond the allowable limit prescribed by DepEd or school policy may be denied academic credit, unless the absences are due to valid reasons accepted by the school. In such cases, the learner may be required to complete missed learning tasks, assessments, or interventions as determined by the Principal upon the recommendation of the Academic Coordinator, class adviser, and subject teachers.

Attendance shall not be used arbitrarily to add to or deduct from academic grades. However, excessive absences may affect the learner's ability to complete required competencies, assessments, and performance tasks.

S. Promotion, Retention, and Academic Intervention

Promotion and retention shall be based on applicable DepEd policies and school-approved academic procedures. A learner who meets the required standards in all learning areas shall be promoted to the next grade level. A learner who does not meet expectations in one or more

learning areas shall be provided appropriate intervention, remediation, or other support measures.

Table 17. Promotion, Remediation, and Retention

Learner's Academic Status	Required Action
Passed all learning areas	Promoted to the next grade level
Did not meet expectations in not more than two learning areas	Required to undergo remedial class or equivalent intervention
Passed the remedial class and obtained the required Recomputed Final Grade	Promoted to the next grade level
Still did not meet expectations in one or two learning areas after remediation	May be conditionally promoted, subject to school-initiated intervention and DepEd rules
Did not meet expectations in more than two learning areas	Retained in the same grade level, subject to academic deliberation and applicable DepEd policy

For learners who undergo remedial classes, the Remedial Class Mark and the Final Grade shall be considered in determining the Recomputed Final Grade.

Recomputed Final Grade = (Final Grade + Remedial Class Mark)

/ 2

A Recomputed Final Grade of at least 75 shall be required for promotion in the concerned learning area, unless otherwise provided by applicable DepEd policy. Remediation shall focus on mastery of least-learned competencies and shall not be treated merely as a penalty.

T. Academic Deliberation

The school shall conduct academic deliberation to ensure fairness and consistency in decisions affecting learner promotion, recognition, intervention, retention, completion, and academic standing.

Table 18. Basis for Academic Deliberation

Record / Evidence	Purpose
Class records and grade sheets	To verify learner performance and grade computation
Assessment results	To determine mastery of competencies
Intervention records	To verify support provided to the learner
Parent conference notes	To document communication and agreements with parents or guardians
Attendance records	To determine effect of attendance on learning
Conduct records, when applicable	To support decisions involving awards, probation, or school standing
Teacher recommendations	To guide intervention, promotion, retention, or recognition decisions

Final decisions on promotion, retention, remediation, completion, recognition, or non-readmission shall be made through proper academic deliberation and in accordance with DepEd policy and school regulations.

U. Awards and Recognition

The school shall recognize learners who demonstrate academic excellence, exemplary conduct, leadership, service, talent, creativity, research, innovation, and faithful witness to Catholic and Augustinian Recollect values.

Awards and recognition shall be given in accordance with applicable DepEd policies and the institutional standards of TLMII. All awards shall be deliberated by the Awards Committee appointed by the Principal.

Awards shall not be used merely for ranking learners but for recognizing excellence, growth, service, and meaningful achievement. For grade levels under descriptive grading, recognition shall be developmentally appropriate and shall not be used to rank learners. For grade levels under numerical grading, academic excellence and other applicable awards may be granted according to the standards prescribed by DepEd and the school.

V. Academic Excellence Awards

Academic Excellence Awards shall be given to qualified learners who meet the required general average, grade requirements, conduct standards, and other qualifications prescribed by DepEd and the school.

Table 19. Academic Excellence Awards

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

To qualify for Academic Excellence Awards, the learner must obtain the required general average, pass all learning areas, have no final grade lower than the minimum requirement prescribed by DepEd, have no major disciplinary sanction within the school year, manifest good moral character and faithful observance of school policies, and be recommended and approved through proper deliberation. Learners who receive Academic Excellence Awards shall be listed alphabetically within each award category and not according to rank.

W. Conduct, Values, Performance, and Institutional Awards

Conduct and Values Awards may be given to learners who consistently manifest Christian character, Augustinian Recollect values, respect, honesty, responsibility, humility, service, modesty, loyalty, integrity, and concern for others.

Table 20. General Basis for Conduct and Values Awards

Area	Indicators
Faith and Christian Witness	Participates respectfully in prayer, liturgical activities, CLE-related formation, and acts of service

Area	Indicators
Respect and Responsibility	Shows respect for persons, property, school rules, and assigned duties
Integrity and Honesty	Tells the truth, submits authentic work, and avoids cheating or falsification
Modesty and Discipline	Shows proper conduct, self-control, simplicity, and appropriate behavior
Service and Communion	Helps others, cooperates with the class, and contributes to the school community

A learner with a major disciplinary offense or serious violation of school policies may be disqualified from receiving Conduct and Values Awards.

Table 21. Performance, Special, and Institutional Awards

Award Category	Description
Performance Awards	Given for exemplary achievement in specific learning areas, arts, sports, research, technology, communication, leadership, or other recognized fields
Special Recognition Awards	Given to learners who bring honor to the school through competitions, conferences, service, or other official representation
Leadership Award	Given to learners who demonstrate exemplary leadership, initiative, responsibility, collaboration, and service to the class, organization, school, Church, or community
Service Award	Given to learners who render consistent and meaningful service to the school community
Loyalty Award	Given to qualified learners who have completed the required years of residence in TLMII and have shown fidelity to school policies and values
Christian Living Education / Faith Witness Award	Given to learners who show exemplary Christian witness, love for prayer and the sacraments, service, and commitment to Catholic and Augustinian Recollect values

Award Category	Description
Mediatrix Values Award	Given to learners who embody the TLMII core values of Transformation, Loyalty, Modesty, Integrity, and Innovation
Augustinian Recollect Institutional Award	Given to qualified learners who meet the institutional criteria set by the school and who embody the Catholic Augustinian Recollect identity of TLMII

Institutional awards shall be clearly defined, properly documented, and deliberated by the Awards Committee. They shall be consistent with DepEd policy and the Catholic Augustinian Recollect identity of TLMII.

X. Awards Committee

The Awards Committee shall be composed of school personnel designated by the Principal.

Table 22. Awards Committee

Member / Office	Function
Principal	Approves the awards and ensures compliance with DepEd and school policies
Academic Coordinator	Reviews academic qualifications and grade records
Class Adviser	Presents learner performance, conduct, and class records
Subject Teachers	Validate academic performance and classroom conduct
Student Formation Coordinator	Reviews conduct and discipline records
Guidance Counselor / Guidance Advocate	Provides learner support information when necessary
Registrar	Verifies enrollment, grade level, records, and documentary requirements

All awards shall be supported by records and shall be subject to deliberation.

CHAPTER VI: LEARNER ACADEMIC SUPPORT, INTERVENTION, AND SPECIAL ACADEMIC PROCEDURES

A. Learner Academic Support, Enrichment, and Intervention

The school recognizes that learners differ in readiness, pace, strengths, interests, and needs. Academic support, enrichment, and intervention programs are provided to help learners attain required competencies, strengthen foundational skills, develop confidence, and experience success in school.

The school may conduct diagnostic, formative, progress, and post-assessment activities to determine learner readiness, learning gaps, strengths, and needed support. Results shall guide instructional planning, grouping, enrichment, remediation, guidance support, and parent conferences.

TLMII may implement enrichment and intervention programs in reading, numeracy, language, mathematics, science, research, Christian Living Education, and other learning areas. These programs may include the National Reading Program, National Mathematics Program, subject enrichment, study skills support, values formation activities, and other school-based initiatives.

When appropriate, all learners may participate in enrichment periods, while grouping, pacing, and activities may be differentiated according to learner needs and levels of mastery.

B. Special Assessment or Special Examination

A special assessment or special examination may be given to a learner who was unable to take a scheduled assessment for a valid reason, such as illness, emergency, official school representation, or other reason accepted by the Principal.

Table 23. Special Assessment Procedure

Concern	Policy / Procedure
Valid reason for absence	Illness, emergency, official school representation, or other reason accepted by the Principal
Requirement	Written request from the parent or guardian, with medical certificate or supporting document when required
Approval	The request shall be approved by the Principal or authorized school official
Scheduling	The learner shall be endorsed to the Academic Coordinator and subject teacher for the schedule of the special assessment
Period of taking	The learner shall take the special assessment within the period approved by the school
Failure to take the special assessment	Failure to take the special assessment without valid reason may result in the appropriate academic consequence, subject to due process and school policy

Special assessments shall be fair, properly documented, and consistent with academic integrity.

C. Tutorial Assistance

Tutorial assistance may be recommended for learners who need additional support in their studies. It is not a guarantee of passing but a support mechanism to help the learner improve.

Tutorial arrangements involving school personnel shall be coordinated with and approved by the Office of the Principal. A teacher shall not tutor his or her own learner for compensation unless expressly allowed by the school administration under special circumstances and with proper safeguards.

Tutoring shall not interfere with regular teaching duties, official school time, assessment schedules, or the teacher's professional responsibilities. Parents or guardians shall be informed of the learner's progress and shall cooperate with the school in monitoring improvement.

D. Home Study and Alternative Learning Support

Home study, alternative learning support, or supervised learning at home may be used when a learner is unable to attend regular classes due to health, safety, disciplinary, or other serious reasons approved by the school.

The arrangement shall be made with the knowledge and cooperation of the parent or guardian. Learning modules, tasks, and assessments shall be coordinated by the concerned teachers through the Academic Coordinator and, when necessary, the Guidance Office and Student Formation Coordinator. The learner remains responsible for completing required academic work.

E. Academic Probation and Conditional Status

Academic probation or conditional status may be applied when a learner's academic performance falls below school standards or when the learner needs close monitoring and support. It is intended to provide a structured opportunity for improvement.

A learner may be placed under academic probation when he or she fails in a learning area, has repeated academic difficulty, has incomplete academic requirements, or is admitted or re-admitted under conditions set by the school.

A parent conference shall be conducted, and a written agreement may be required. The learner shall be expected to attend intervention activities, complete requirements, avoid major disciplinary offenses, and demonstrate improvement within the monitoring period.

Failure to comply with the conditions may result in further intervention, non-readmission, or other action allowed by school policy and applicable regulations.

F. Academic Integrity and Responsible Use of Technology

Learners are expected to be honest in all academic work. Cheating, plagiarism, falsification of outputs, unauthorized collaboration, use of another person's work, and improper or unauthorized use of artificial intelligence are prohibited.

A learner who commits academic dishonesty may receive the appropriate academic consequence, including a score of zero for the affected assessment when warranted, and shall also be subject to the school's student formation and discipline procedures.

The use of artificial intelligence shall be guided by teacher instructions. Learners shall not submit AI-generated work as their own. Learners shall not upload personal information, confidential school data, or private learner information to AI tools.

Academic integrity shall be understood as part of Christian formation. Learners are expected to practice truthfulness, responsibility, respect for intellectual property, and accountability before God and the school community.

G. Academic Integrity Commitment

In the spirit of the Augustinian Recollect mission to transform the whole learner, students and parents/guardians shall cooperate with the school in upholding academic integrity as part of personal integrity and Christian formation.

A Mediatrix learner shall prepare for lessons and assessments responsibly, attend classes on time, participate with attention and respect, ask questions when concepts are not clear, respect the views of classmates and teachers, submit authentic work, acknowledge sources, and avoid any form of cheating, plagiarism, dishonesty, or misuse of technology.

Parents and guardians shall support their child's learning by helping the learner prepare for classes, encouraging honest completion of schoolwork, communicating properly with teachers, respecting academic processes, attending conferences when needed, and cooperating with academic intervention or formation plans.

CHAPTER VII: SCHOLARSHIPS, GRANTS, PRIVILEGES, AND FINANCIAL ASSISTANCE

A. General Policy

The Lady Mediatrix Institute, Inc. may provide scholarships, tuition fee discounts, grants, privileges, and government-assisted financial assistance programs to qualified learners, subject to eligibility requirements, available resources, school policy, applicable DepEd or government regulations, and approval of the school administration.

Scholarships and privileges are forms of assistance and recognition. They are granted to support deserving learners and families, promote access to Catholic Augustinian Recollect education, and encourage academic excellence, good conduct, service, and fidelity to school values.

B. Academic Scholarship / Academic Privilege

Academic scholarships or academic privileges may be granted to learners who demonstrate exemplary academic performance and meet the conduct and documentary requirements of the school.

The specific percentage of tuition fee discount, rank or award requirement, coverage, application period, and renewal conditions shall be issued through the school's Academic Primer, Principal's Circular, or other official school communication for the applicable school year.

Academic scholarship or privilege shall be subject to the learner's continued good academic standing, good moral character, faithful observance of school policies, and completion of documentary requirements.

C. Talangpaz Scholarship

The Talangpaz Scholarship may be granted to learners who are financially in need but deserving, academically capable, and willing to live the values of humility, service, integrity, and perseverance exemplified by Mother Dionisia and Mother Cecilia Rosa Talangpaz.

- The applicant shall submit the required scholarship application form and supporting documents.
- The applicant's family background, financial need, academic performance, conduct, and capacity to benefit from the scholarship shall be evaluated.
- Home visitation or family verification may be conducted when deemed necessary by the school.
- The scholar shall maintain the required academic standing and good moral character prescribed by the school.
- The scholar may be asked to render appropriate service to the school, such as assistance in the library, guidance-related activities, or other approved school service, without prejudice to study time and learner welfare.

- The coverage and renewal of the Talangpaz Scholarship shall be determined by the school administration and communicated through official school issuances.

D. Sibling Tuition Fee Discount

The school may grant sibling tuition fee discounts to qualified families with more than one child enrolled at TLMII, subject to school policy, availability of funds, approved discount guidelines, and proper application procedures.

The sibling tuition fee discount shall apply to the third child and succeeding child/children enrolled in the school, subject to verification by the Treasurer's Office and approval by the school administration.

Qualified Child	Discount Percentage
Third Child	50% discount on tuition fee.
Fourth Child	70% discount on tuition fee.
Fifth Child	90% discount on tuition fee.
Sixth Child	100% discount on tuition fee.
Seventh Child	50% discount on tuition fee.
Eight Child	70% discount on tuition fee.

The discount shall apply to tuition fee only and shall not automatically cover miscellaneous fees, other school fees, books, uniforms, supplies, or other charges, unless otherwise approved by the school.

The sibling tuition fee discount may not be combined with other tuition fee scholarships, grants, or discounts, unless expressly allowed by the school administration.

The school reserves the right to require supporting documents and to review, approve, deny, suspend, or revoke the discount in cases of incomplete requirements, unpaid accounts, misrepresentation, or failure to comply with school policies.

E. Tuition Fee Discount for Children of Permanent Employees

Children of qualified permanent employees of TLMII may be granted tuition fee discounts in accordance with school policy and applicable personnel benefit provisions.

The discount shall apply only to the approved coverage stated by the school. Miscellaneous fees, auxiliary fees, books, uniforms, supplies,

and other charges may remain the responsibility of the employee-parent unless otherwise provided by school policy.

For learners who are also ESC grantees, SHS voucher recipients, or recipients of other government assistance, the school shall determine the applicable benefit, top-up arrangement, or allowable discount in accordance with government and school rules.

F. AR Sisters' Sibling or Family Privilege

The school may grant tuition fee privileges or discounts to siblings or family members of Augustinian Recollect Sisters, subject to school policy, documentary requirements, and approval of the school administration.

G. Education Service Contracting, SHS Voucher, and Government Assistance

The school shall implement applicable government assistance programs such as the Education Service Contracting (ESC) Program for qualified Junior High School learners and the Senior High School Voucher Program or its equivalent for qualified Senior High School learners, subject to the policies, eligibility requirements, documentary requirements, and procedures prescribed by the government and the school.

Learners and parents/guardians shall comply with the documentary requirements, validation procedures, deadlines, and conditions for the availment, continuation, or renewal of government assistance.

H. General Policies on Scholarships, Discounts, and Privileges

A learner may avail of only one school-granted scholarship, discount, or privilege at a time, unless otherwise expressly allowed by the school administration.

Scholarships, grants, discounts, and privileges are not automatic and shall be subject to application, evaluation, approval, and renewal. Applicants shall submit the required forms, biodata or learner profile, supporting documents, and other requirements within the prescribed period.

The school may require interview, home visitation, verification of financial need, academic review, conduct review, or other reasonable procedures before approval.

Scholarships and privileges may be suspended, reduced, or withdrawn for failure to meet academic, conduct, documentary, financial, or service requirements, subject to proper evaluation and communication with the family.

Scholarships and discounts are generally applied to tuition fees only, unless otherwise stated in the official grant or school communication.

No scholarship, grant, or discount shall be converted into cash or refunded unless expressly allowed by law, government regulation, or written school policy.

The school reserves the right to review, revise, or discontinue scholarship and discount schemes according to available resources, institutional priorities, and applicable regulations.

I. Responsibilities

Table 24. Responsibilities in Scholarships, Grants, and Financial Assistance

Person / Office	Responsibility
Principal	Approves scholarship, grant, privilege, and financial assistance recommendations and ensures alignment with school policy
School Treasurer	Verifies financial arrangements, discount application, accounts, and proper recording of approved privileges
Registrar	Verifies enrollment status, grade level, learner records, and documentary requirements
Academic Coordinator	Verifies academic performance and academic standing when required
Guidance Office / Guidance Advocate	Assists in learner/family background review, interviews, and learner support when necessary
Class Adviser / Subject Teachers	Provide academic, conduct, and attendance information when requested
Parents / Guardians	Submit complete requirements, comply with deadlines, support learner responsibilities, and honor the conditions of the grant

CHAPTER VIII: FINANCIAL INFORMATION

A. POLICY ON PAYMENTS OF TUITION AND OTHER FEES

1. Payment may be done in any of the following ways:
 - a. Full payment of all School fees
 - b. Half payment of all school fees
 - c. The payment made upon enrollment shall depend on the amount the parents wish to pay.
 - d. A down payment is required upon enrollment. The schedule for payment of the remaining balance shall depend on the start of the school year.
2. TLMII reserves the right to make necessary adjustments in school fees in accordance with the law. Parents are advised to refer to the Treasurer's Office for the updated information regarding the tuition and miscellaneous fees.
3. Parents are advised to be regular in their payments of the tuition fee for the child to take the test without tension and anxiety. In case of failure in meeting such obligation, parents, not pupils or helpers, may come to the treasurer's office to make arrangements a week before the examination days.
4. **No payment or promissory notes shall be accepted on the examination days in the Treasurer's Office.** Payments for tuition fees and promissory notes should be made at least a week before the examination.

B. POLICY ON REFUND OF TUITION AND OTHER SCHOOL FEES

1. "When a student registers in school, it is understood that he is enrolling for the entire school year, (*Art.X111 Sec. 62. a of The Manual of Regulations for Private Schools and D.O. No. 88. S. 2010 Revised Manual of Regulations for Private Schools in Basic Education*).
2. A student who transfers or otherwise withdraws, in writing, within two weeks after the beginning of classes and who has already paid the pertinent tuition and other school fees in full or for any length of time longer than one month will be charged according to the policies on refund of tuition and other school fees." (Art, X111 Sec. 66 of the Manual of Regulations for Private Schools)
 - a. Ten percent (10% of the total amount for the term, that is full amount charged for one year) if he withdraws within the first

- week of classes, regardless of whether he has attended classes.
- b. Twenty percent (20% of the total amount for the term if he withdraws within the second week of classes, regardless of whether he has attended classes.
 - c. A student may be charged all the school fee in full if he withdraws any time after the second week of classes regardless of whether he has actually attended classes.
 - d. Where tuition and other school fees are paid for the first month, in a monthly installment scheme, no refund shall be given to the student when he withdraws at any time after the registration period.
 - e. Miscellaneous and other fees are non-refundable.

C. ADDITIONAL PAYMENT, ACCOUNT, AND FINANCIAL COMMUNICATION GUIDELINES

1. Tuition, miscellaneous fees, and other approved charges shall be paid according to the schedule issued by the Treasurer's Office or the official enrolment advisory for the school year.
2. Parents/guardians who experience difficulty in meeting payment schedules are encouraged to communicate personally and respectfully with the Treasurer's Office before the due date so that proper guidance may be given.
3. A promissory note, when allowed, shall be filed before the announced deadline and shall be subject to approval by the authorized school office. Promissory notes shall not automatically waive the obligation to settle accounts.
4. Learners shall not be publicly embarrassed, shamed, or singled out because of financial concerns. Financial communication shall be directed to parents/guardians and handled with discretion.
5. Clearance, release of school records, enrolment confirmation, and participation in certain school services may be subject to applicable law, DepEd regulations, and school policies on unsettled accounts.

6. Refunds, withdrawals, discounts, grants, and financial adjustments shall be processed only through the Treasurer's Office and shall be supported by official records.
7. The school reserves the right to revise payment schedules, fees, and financial procedures in accordance with law, DepEd regulations, institutional needs, and proper school approval.

D. POLICY ON FUND COLLECTIONS

1. All sorts of collections of funds shall be centralized.
2. Collection of funds of any kind in the school or for the school will require the following, to wit:
 - a. proper and written permission from the school head; and
 - b. periodic accounting and auditing by the respective class auditor.
3. Collection of contributions for an official school function such as parties, must seek proper permission from the principal.
4. Collections and executions of the projects should be purely STUDENT ACTIVITY, with class/club advisers only giving their support and guidance.
5. Bankbooks should have the signatures of the class mayor/ club chairman/treasurer and the school treasurer, and be surrendered to the treasurer's office for safekeeping.

CHAPTER IX: SCHOOL FACILITIES AND STUDENT SERVICES

The Lady Mediatrix Institute, Inc., in an effort to offer the students good and quality education, allows the students to avail of the school facilities in order to develop potential endowed on them by God, be it physical, emotional, intellectual, social, moral, and spiritual. Help the school uphold its good image by keeping it clean, sanitary, and beautiful. Cleanliness manifests the purity of the soul as much as possible.

- As a general rule, all these facilities can only be used when proper permission has been duly approved by:
 1. Office of the Academic Coordinator; &
 2. Office of the Property Custodian;
 3. Office of the Principal, respectively.

- All classrooms/sections shall be provided by the office of the principal with the following cards at the start of the school year to serve as key for the students to be able to use the following facilities while classes are going on:
 - a. Pass Card

Note: Only the bearer of any of the following cards is allowed to be accommodated in those facilities. However, for the Medical/Dental Card/Pass, it has to be disregarded if case is on serious situation. As a general rule, one card one bearer rule has to be implemented.

A. CLASSROOM

1. Every class is responsible to maintain the cleanliness and orderliness of the classroom and its adjacent lobby/area.
2. Students/pupils should always observe proper waste segregation and disposal.
3. No littering and/or spitting out the windows, stairs and lobbies/corridors.
4. Stamping, writing, drawing, carving or posting on the walls and chalkboards with the use of thumbtacks or scotch tape is strictly prohibited. Compress all information on the bulletin board. Any form of vandalism on chairs or tables is strictly prohibited. These are subject to disciplinary action and replacement.
5. Classroom officers should take charge of putting off electric fans, lights, and air-conditioned units when not in use. Close the windows before leaving the room. Advisers or subject teachers should see to it that the classroom is ready to be used by the next teacher and on the following day.
6. Pupils/Students should use the school facilities with proper care. Any loss, damage or destruction (willful or unintended) to school properties/facilities (tables, platform, windows, chairs, doorknobs, lights, fire alarm, electric switch, etc.) shall be charged to the students concerned and this is subject to disciplinary action.

B. INSTRUCTIONAL MEDIA CENTER

B.1 LIBRARY

The Lady Mediatrix Institute, Inc. has two libraries for the Elementary and collective for Junior and Senior High School. All students, as well as, faculty and personnel are encouraged to use the

updated library facilities. It operates from Monday to Friday at 7:30 A.M. – 4:00 P.M. Books and other library materials with several copies will be available for overnight loan and due on the following day right after worship for each year level. The Library is a place for study and research as well as for serious reflection. It is best for students to cooperate by observing certain rules inside the Library.

1. A student can borrow library materials upon presenting a library card. Strictly follow the rules and regulations imposed by the librarian.
2. The library is open from 7:30 am-4:00 pm for reading, studying, and researching. SILENCE IS TO BE OBSERVED at all times. Eating and sleeping inside the library are strictly prohibited.
3. All reading materials, including chairs, must be arranged and returned properly to their respective places after use.
4. Avoid VANDALISM, specifically on top of the tables.
5. Borrowed books should be returned on time. An amount is imposed on each borrowed book and other library materials kept beyond the allocated period. Lost books must be reported to the librarian immediately.
6. Reference books, current magazines, and newspapers should never be brought out. Proper care of books, newspapers, magazines, and other reading materials should be observed.
7. The teachers may also use and occupy a corner in the library for them to read, research, and do necessary work as part of their instruction.

B.2 AVR

The school provides an Audio-Visual Room (AVR) as a venue for instructional media use, film viewing, presentations, conferences, meetings, seminars, and other academic and school-related activities. The AVR supports the school's commitment to quality education by providing a space where learners and teachers can use media and technology to enhance teaching and learning.

The AVR may be used by students, faculty, personnel, the GPTA Board, and other recognized school organizations for approved academic, co-curricular, spiritual, and institutional activities. Requests for the use of the AVR must be properly coordinated with the office or personnel in charge to ensure proper scheduling, supervision, and care of facilities.

All users are expected to observe cleanliness, order, silence when necessary, and proper use of equipment. Food and drinks are not allowed unless permitted by the school administration. After use, the AVR must be left clean and orderly, and all equipment, chairs, tables, and other materials must be properly arranged.

C. SCIENCE & TLE LABORATORIES

The school provides other learning centers to make the teaching and learning process more effective. The Science Laboratory helps the students broaden their horizons in the field of Science through in-depth observation and experimentation done in the laboratory.

1. Pupils/Students must strictly follow the rules and regulations pertinent to the use of the Laboratory and its equipment. The bringing of food is strictly prohibited.
2. Pupils/Students are responsible for the equipment, facilities, and materials borrowed. They must be returned in good condition.
3. Pupils/Students must be responsible in conserving energy and keeping the laboratory clean and orderly after use.
4. Any damage has to be reported to the property custodian or to the personnel in charge, and the pupil/student will be charged accordingly to the extent of the damage done.

D. ICT LABORATORY (Computer and Robotics)

The ICT Laboratory is provided to cater for the Computer classes in order to develop the students' competence in using different Computer applications and literacy in the subject. Such a laboratory is designed and equipped to keep the students abreast with the demands in the field of Information Technology. Pupils/students must strictly follow the rules and regulations pertinent to the use of the ICT Laboratory and its equipment

E. MEDICAL/DENTAL CLINIC

Students and personnel of The Lady Mediatrix may avail of the annual medical and dental services, like medical and dental examination, consultation and referral, and initial treatment of abrasions and wounds that have occurred in school.

1. Pupils/Students who are sick should ask permission from their adviser or subject teacher and seek the help of the school nurse. Subject teachers should take note of the time they leave their classroom and the time they return.

2. The duration of stay in the clinic of a sick student/pupil depends upon the recommendation of the school nurse/dentist.
3. A pupil/Student who is sick and suffering from a serious illness or contagious disease shall immediately be sent home upon accomplishing the following procedures:
 - a. The school nurse shall inform or call the parent/guardian about the intention.
 - b. The school nurse shall issue a clinic slip or release permit countersigned by the Adviser and the Principal.
 - c. The release permit shall be submitted to the guard on duty.
 - d. The parent/guardian should present any Identification Card to the guard/nurse for security purposes.
4. Only illnesses or injuries that occur during class hours and/or within the school premises shall be attended to in the school clinic. The school clinic is intended for emergency cases only and is neither a hospital nor a pharmacy. Therefore, students who are sick or indisposed are advised to stay at home.
5. Parents should not allow their children/wards to attend school if they are sick.
6. Students who suffer from contagious diseases shall be required to undergo medical evaluation by the school physician or a private doctor before re-admission to their respective classes (e.g., viral influenza, flu, foot-and-mouth disease, measles, chickenpox, hepatitis A, B, or C, sore eyes, etc.).

F. TOILET AND LAVATORIES

- Toilets and lavatories should be kept clean after each use.
- Flush the toilet bowl or pour water if it is not yet clean.
- Do not flush a sanitary napkin; wrap it in paper and throw it in the trash can. If it is out of order, please inform the maintenance.
- Be sure to close the faucet after each use. Never leave it open, especially when there is no water.
- Use the light if necessary, but switch it off after using.
- Close the doors quietly and gently.
- Never write on the walls and doors inside the comfort room. This is subject to disciplinary action.
- Avoid playing with the door knob. If found damaged concerned student is responsible for the replacement.
- Leave the comfort room immediately after use; and

- Anybody found/caught using the cellphone inside will be reported to the office of the Discipline Coordinator for a conference.

G. FACULTY ROOM

The Faculty Room is a conducive place for working and is exclusive for teachers' use only.

H. GUIDANCE CENTER

This center is intended to facilitate positive growth of students in order to attain their highest level of human effectiveness and wellness. This center offers orientation, individual and group counseling, admission, testing, and seminars/workshops related to the guidance services.

CAREER GUIDANCE, PLACEMENT, AND LEARNER DEVELOPMENT SUPPORT

The Guidance Center supports learners in personal, social, academic, and career development. In coordination with class advisers, subject teachers, the Academic Coordinator, Student Formation Coordinator, parents/guardians, and the school administration, it may provide the following services:

1. Information Services - provision of developmentally appropriate information on learner concerns, school adjustment, study habits, social relationships, wellness, career awareness, and school opportunities.
2. Individual Inventory - systematic collection and interpretation of learner information to help understand strengths, needs, interests, abilities, and areas for support, subject to data privacy and confidentiality.
3. Counseling, Consultation, and Referral - assistance for learners who need guidance support, consultation, intervention, or referral to appropriate professionals or agencies when necessary.
4. Career Guidance - career exploration, self-awareness activities, career-life development sessions, career talks, assessments, and guidance for Junior High School and Senior High School learners.
5. Testing and Assessment Support - administration or coordination of school-approved assessments that may help in placement, learner support, career planning, or academic monitoring.
6. Placement and Follow-Up - follow-up of learners who received guidance assistance, transferees, graduates, or learners needing continuing support, within the capacity of the school.

7. Research and Evaluation - needs assessment, learner profiling, program evaluation, and guidance-related data gathering for school improvement, handled with confidentiality and proper authorization.

I. CHAPEL

This is the most solemn part of the campus. Here, Jesus is visited, prayed to, and adored by all members of the Mediatrix family. Students, faculty, and staff are encouraged to find time to value Jesus's Presence in the Blessed Sacrament. Parents are also invited to use the Chapel if they wish.

J. CANTEEN AND BOOKSTORE

These facilities are managed and maintained by the school to cater to the students' and personnel's needs.

K. GYMNASIUM

This facility is the effort of our Alumni who worked hard to finish. It is used for big events and programs like the General Assembly, graduation, etc

CHAPTER X: STUDENT ACTIVITY PROGRAM

The Student Activity Program is designed to develop the student into a functional, serviceable, and productive citizen. Thus, it is essential that students of this institution be exposed to the different works or activities that will help them realize such a school vision. The student activity program consists of this roster of activities:

- Those which are “religious” in nature;
Active participation in Liturgical/Para-liturgical activities of the School:
 - As an officer/active member of the COLC (Confraternity of Our Lady of Mt. Carmel);
 - As a Catechist (under the supervision of the School);
 - As an active choir member or lector/ commentator or knights of the altar.
 - Active member/officer of at least one of the parish mandated religious organizations.

- Those which are “Co-curricular” in nature

(Contribute to the “Curricular”):

- Active member/officer of the Academic Clubs.
- Active member/officer of his/her class or student government (ARSC).
- Active member/officer of any civic organization.
- Active involvement in any of the School’s community
- development programs.

It is important, however, to consider the involvement in the aforementioned activities; it should not negatively affect the student’s standing in his curricular/academic activities. Moreover, all students are invited to make an “authentic offering” of every bit of time, effort, and talent that they use/employ in the execution of their respective roles in the student activity program, so that they may not waste any of these gifts which God entrusts to them generously and gratuitously.

A. COORDINATOR FOR STUDENTS’ ACTIVITIES OFFICE

This office is primarily designed to take charge of the training or programs that have a relation to good citizenship through involving and exposing the students to serviceable, functional, practical, efficient, well-organized, and resourceful individuals of the future. This office is directly supervised by the school head/principal through her appointed Sister Servant and a Coordinator. Being the Coordinator, he is automatically the ARSC Adviser/Moderator and a Teacher Servant.

B. CO-CURRICULAR ORGANIZATIONS:

The following are the co-curricular student-organizations duly recognized by the school in both Grade School and High School departments:

B.1 AUGUSTINIAN RECOLLECT STUDENT CRUSADERS, INC. (ARSC)

The ARSC is the highest student-governing body in which the general supervision of each student-organization is vested upon. Thus, being the umbrella organization, it has a direct hold to each student-organization as it aims, plans, and implements programs that shall help molding the students into good citizenship.

B.2 ARSC DIVISIONS, COMPOSITIONS, AND FUNCTIONS

As a general principle, the three ARSC Divisions are independent and can function even without the supervision of any of the other divisions. Student leaders must make sure that they function the position students have entrusted to them. It is also necessary that they know their specific works to avoid overlapping and confusion of their function. Thus, to ensure the CHECK-AND-BALANCE, these rules are primarily set. The following are the ARSC Divisions, Compositions, and Specific Functions of each division (for individual position functions, please see the ARSC handbook):

B.2.1 EXECUTIVE DIVISION:

This is vested upon the elected President, Vice-President, Secretary, Treasurer, Asst. Treasurer, Auditor, and Press Relation Officer, and Ministry Chairpersons, namely, Ministry on Discipline, Sports, Academics, Liturgy, Arts, Community Involvement, & Ordination in which shall be directly voted by the majority of student-voters on the day of the election and/ or appointed by the ARSC Teacher and Sister Servants. Qualifications of the Executive officers are the following:

- Baptized and practicing Roman Catholic Christian faith
- Must have at least one-year residency in the school on the day of the election;
- Must have no academic grade lower than 80% on the last grading period before the election period;
- Must have attended any of the local, provincial, or national congress sponsored by the ARSC;
- Must be a member of any of the academic clubs;
- Must have no bad record in the office of the prefect of discipline; and/or
- other requirements may be needed of by the Office of Students' Affairs.

Note: President, Vice-President, Secretary and Treasurer must resign all their positions in the clubs once they are elected.

Functions:

- Has the sole power to execute Students' Programs such as Evangelization Seminars, Leadership Trainings, Club

Convocation, Outreach Programs, School Clean-up Drive, Recruitment and the like;

- Has the sole power to accredit clubs and other related students' organization;
- Present the Division Plan and Budget Proposal for the whole year to the students through the Students' Congress for its approval and suggestion;
- Submit accomplishment and financial reports to the students' congress or legislative department at the end of the school year;
- Look over the clubs and organizations and sees to it that all these organizations function well for the welfare of the students;
- Suspend officers who do not function in the office or position entrusted to them;

Grounds for Suspension:

- Not functioning the office well;
- Not abiding by the rules and regulations as stated by the ARSC and the school's handbook;
- Disrespect for authority; and
- Committing any inappropriate act involving the school's name;

Suspendable Officers:

- ARSC Executive Officers such as Secretary and assistant, Treasurer and assistant, Auditor, Business Manager, and P.I.O.;
- ARSC Legislative Officers such as Senators, Governors and Vice Governors;
- Club Officers such as Servant Leader, Book Keeper, and Trustee; and
- Classroom Officers such as Mayor, Vice Mayor, Secretary, Treasurer, Auditor, Business Manager, and P.I.O.

Processes for Suspension:

- Any student authority may file a formal written complaint against any suspendable officer, citing the specific ground or grounds for suspension.
- The written complaint shall be forwarded to the Executive Department. Upon receipt of the complaint, the President shall call

an assembly to present the grounds alleged against the officer concerned.

- The alleged ground for suspension shall undergo investigation. The ARSC President shall delegate the investigation to the Vice President, who shall serve as the chairperson of the investigating committee.
- The committee shall be given a maximum of three days to gather information and evidence regarding the alleged offense.
- After the investigation, the President, in coordination with the other officers, shall call another assembly for the formal hearing of the accused officer.
- During the formal hearing, the accused officer shall be questioned by the members of the Executive Department and shall be given the opportunity to defend himself/herself against the accusations.
- After the hearing, voting shall be conducted. The result of the voting shall determine whether the accused officer shall be suspended. A vote of two-thirds of the members present shall be required to approve the suspension.
- The President, with the assistance of the Moderator and the other officers, shall determine the period of suspension, provided that it shall not exceed two consecutive months from the date of suspension.

B.2.2 GRADE LEVEL OFFICERS:

The departmental division shall be vested in the Students' Congress, which shall be composed of eight (8) Governors, eight (8) Vice Governors who shall be directly voted by the student-voters on the day of the election. Qualifications of the departmental officers are the following:

- must have at least one year residency in the school on the day of the election;
- must have no academic grade lower than 80% on the last grading period before the election period;
- must have attended any of the local, provincial, or national congress sponsored by the ARSC;
- must be a member of any of the academic clubs;
- must have no bad record in the office of the prefect of discipline; and/or
- other requirements may be needed of by the Office of Students' Affairs.

Note: The governors and vice-governors shall only be voted for by the year level they represent.

B.2.3 LEGISLATIVE DIVISION:

The legislative division shall be vested in the Students' Congress, which shall be composed of the Presider, Deputy Presiders, Floor Leader, Keeper of Records, Press Relation Officer, and Members who shall be directly elected by the student-voters on the day of the election. The division shall be headed by the Chairman, Vice Chairman, and Sergeant at Arms, who shall be selected by the majority of its members. Qualifications of the Legislative officers are the following:

- must have at least one year of residency in the school on the day of the election;
- must have no academic grade lower than 80% on the last grading period before the election period;
- must have attended any of the local, provincial, or national congresses sponsored by the ARSC;
- must be a member of any of the academic clubs;
- must have no bad record in the office of the prefect of discipline, and/or
- Other requirements may be needed by the Office of Students' Affairs.

Note: The Department's Secretary shall be a member of the congress and shall be voted by at least two-thirds vote of the members.

Note: The senators, regardless of year level, shall be directly voted by the majority of all student-voters. On the other hand, governors and vice-governors shall only be voted for by the year level they represent.

Note: Chairman, Vice-Chairman, and Secretary of the Division must resign all their positions in the club once elected.

Functions:

- Has the sole power to remove or impeach the student-leader from his position if found guilty of the accusations.
- approve the accomplishment and financial statement that the executive division shall present;

- create resolutions that will help the school maintain its standards, such as cleanliness, academic programs, students' projects, and the like;
- coordinate with the other divisions in their projects to be executed;
- help the school administration to implement the school's vision and mission; and
- Do other pertinent matters assigned to it.

Grounds for impeachment:

- not abiding by the rules and regulations as stated by the ARSC and the school's handbook;
- not functioning well, the office or position;
- disrespect for authority; and
- committing any inappropriate act involving the school's name;

Impeachable Officers:

- ARSC President;
- ARSC Vice-President;
- Member of the Judicial Division; and
- Member of the Students' Electoral Board

Processes for Impeachment:

- Any student authority can write a formal complaint citing any of the grounds for impeachment against any of the impeachable officers.
- Forward a written complaint to the legislative department, in which the chairman calls for an assembly for him to present the grounds for a particular officer's committed.
- The committed ground needs to undergo investigation which shall be delegated by the chairman of the legislative department to its Sergeant at Arms.
- A maximum five-day investigation shall be given to a committee to gather information with regard to committed ground.
- After such, the chairman of the legislative department in partnership with the Chief Justice (if not the one accused) shall call for the next assembly for a formal hearing of the accused.
- The accused, now, shall be interrogated by the members of the legislative department in which he has to defend himself against all the accusation.

- After such, an election has to be done. The result of such shall finalize the impeachment against the accused. To determine whether the accused is impeached, the result of two thirds (2/3) votes has to obtain by the accused.
- The guilty officer is, now, banned to handle any position in all student organization.

B.2.4 JUDICIAL DIVISION:

The composition of the judicial body shall be the CHIEF JUSTICE and four (4) ASSOCIATE JUSTICES as members in which, all shall be appointed by the elected ARSC President with a security of tenure until graduation. In case of resignation, incapacity to perform duty, or end of term, the President shall, once again, appoint willing, able, and qualified students, which shall be confirmed by the Students' Congress or the Legislative Division. Qualifications of the Judicial officers are the following:

- must have at least a two-year residency in the school on the day of the appointment;
- must have no academic grade lower than 80% on the last grading period before his appointment period;
- must have attended any of the local, provincial, or national congresses sponsored by the ARSC;
- must be a member of any of the academic clubs;
- must have no bad record in the office of the prefect of discipline, and/or
- other requirements may be needed of by the Office of Students' Affairs.

Functions:

- protect and make sure that the constitution and by-laws or handbooks, such as the school and the ARSC, are well and properly executed;
- serve as adviser to both the executive and legislative divisions as they implement and execute the school programs; and
- Do other pertinent matters assigned to it.

Note: All justices must resign all their club positions once appointed.

C. GENERAL GUIDELINES/PRINCIPLES/ SUPERVISION FOR ARSC

1. The School Administrative Board (SAB) shall appoint the sister-Servant Leader, preferably a tenured faculty member, to oversee the different students' activities ARSC Handbook Sec. 3, p.63. (Duties and Responsibilities Sec. 4 & Sec. 5 pp. 63-64)
2. The ARSC shall introduce programs that enhance or enrich students' capabilities in line with academics, leadership skills, social awareness, and religious/values formation.
3. All ARSC programs/activities shall be approved by the school principal through the recommendation of the Students' Activity Coordinator and the Academic Coordinators.
4. The ARSC shall hold leadership training for the incoming club and classroom leaders to prepare them as they execute activities and programs.
5. The ARSC must meet all clubs and classrooms' student leaders through a general assembly to tackle issues with regard to the clubs and classrooms.

Note: The standard parliamentary rules and procedures shall be used in all special and ordinary students' meetings or assemblies.

6. In case of activity, where there is monetary collection, a financial proposal and statement shall immediately be submitted to the treasurer's and the principal's offices before and after the activity so that both offices are knowledgeable of the financial status of the organization.
7. The ARSC must make sure that all clubs work their function as entrusted to them. On the other hand, all clubs/organizations must see to it that their activities shall be aligned with the congregational, school, and ARSC's vision, mission, and goals.

D. THE INDEPENDENT CO-CURRICULAR ORGANIZATIONS

The independent organizations are student organizations designed to implement programs not politically inclined. However, these organizations are directly supervised by the administration through its appointed moderators. The following are the independent organizations:

D.1 THE CONFRATERNITY OF OUR LADY OF MT. CARMEL

This is true for all AR schools nationwide. This is primarily set up to promote religious engagement with God and Mary through activities

that deepen faith and strengthen personal Christian values, which are eventually essential for an individual to become a good citizen.

D.2 STUDENTS' ELECTORAL BOARD

This board is the sole organization that is in charge of the Students' Election. It is run by the Students' Activity Coordinator as adviser and moderator and composed of the following members: Chairman, the senior most member, Secretary, at least grade 8 or higher, Treasurer, at least grade 8 or higher, Spokesperson, at least grade 8 or higher, and 3 Members of which all shall be appointed by the ARSC elected President with a security of tenure until graduation. Qualifications of the officers are the following:

- must have at least a two-year residency in the school on the day of the appointment;
- must have no academic grade lower than 80% on the last grading period before his appointment period;
- must have attended any of the local, provincial, or national congresses sponsored by the ARSC;
- must be a member of any of the academic clubs;
- must have no bad record in the office of the prefect of discipline, and/or
- Other requirements may be needed of by the Office of Students' Affairs.

Functions:

- Facilitate the campaign activities, such as examining the papers of the candidates who will run for any position in the election;
- Facilitate the ARSC, clubs, and classroom elections;
- facilitate the oath taking of the newly elected officers, both in the ARSC, clubs, and the classroom; and
- Do other pertinent matters assigned to it.

D.3 THE MEDIATRICIAN PUBLICATION

This is the official students' publication of the school in which it is free from the ARSC supervision and independent in its passion of writing. Thus, being the soul of students' voice, it is created to help the school's administration and the ARSC in letting the school community of the school's events, projects, and involvements within and outside the school. This also aims to hone and enhance the students' skills in the field

of responsible campus journalism and eventually train them for responsible citizenship with linkages in the different fields for social awareness. The qualifications of the members of the editorial board are the following:

- must have at least one year of residency in the school on the day of the appointment;
- must have passed an IQ, Written, and Oral Examination;
- must not be a member of any political organization or club such as ARSC, Electoral Board, and the like;
- preferably must have undergone a local writing workshop or local press conference;
- must have skills other than those of writing;
- must have the will to work under time pressure without any complaint; and
- other pertinent requirements the board may require of.

Compositions of the Editorial Board:

- Editor-in-Chief;
- Associate Editor;
- Managing Editor;
- Circulation Manager;
- News Editor;
- Feature Editor;
- Literary Editor;
- Com-Dev/Science Editor;
- Entertainment Editor;
- Sports Editor;
- English and Filipino Editor;
- Archivist;
- Cartoonist;
- Correspondents;
- Contributors; and
- Photojournalist.

Note: All these Officers shall be appointed upon the recommendation and approval of the Editorial Board.

E. CO-CURRICULAR ORGANIZATIONS DIRECTLY SUPERVISED BY THE ARSC

The following student organizations are directly supervised by the ARSC through the Board of Accreditation, which is vested in the ARSC Executive Division.

E.1 ACADEMICS

E.1.1 ENGLISH CLUB

Being a universal language, English is very necessary to be taught in an academic institution. This club is set up to promote the use of the English language on campus through significant literary activities. Thus, with the cooperation of the student's publication, this enhances an individual's skills in comprehension and eventually writing essential articles that can be read by all.

E.1.2 FILIPINO CLUB

Ang samahang ito ay naglalayong linangin ang kakayahan ng mga mag-aaral na pagbutihin pa at pagyamanin ang paggamit ng pambansang wikang Filipino upang patatagin ang pakakabuklod-buklod ng bawat isa. Sasamahan ding ito nakaatas ang pagpapatupad nang mga programang pampanitikan na lilingan sa kakayanan nang bawat mag-aaral sa paggamit nang Filipino bilang pambansang wika.

E.1.3 MATH CLUB

This club gives an opportunity to any individual to enhance his number or mathematical skills. This also gives service to those who are in need of solving some numerical problems. Thus, this club trains individuals who will be able to compete and bear the school's name in the field of mathematical competitions.

E.1.4 SCIENCE CLUB

This club is in charge of the activities in line with scientific reasoning, experiences, methodology, experimental procedures, data collection, analysis, and interpretation of results. More so, this club updates the students about the latest science discoveries, inventions, and environmental awareness which are so significant for today's global competition.

E.1.5 AP CLUB

This club is primarily set up to supervise and execute the promotion of activities in line with nationalism and patriotism. Thus, it trains and produces students to quality competition, which in the end, the name of the school shall be recognized.

E.1.6 TLE & ICT CLUB

This club is primarily created to promote a healthy lifestyle among the school community. This is also the club that supervises and executes activities in line with nutrition and healthy living. This also provides basic knowledge about healthy and safe kitchen management among the students. Cleanliness and orderliness of the school campus are under their obligations.

E.2 NON ACADEMICS**E.1 MUSIC MINISTRY**

The musical talents and creativity of individuals are the main focus of this club. It is organized to develop students' skills in vocal and instrumental music, foster appreciation for the arts, and provide opportunities for musical expression through various performances and related activities within and outside the school.

E.2.3 INDAYOG DANCE TROUPE

The club enables students to display an understanding of expressions and rhythm. It helps them in developing a multifaceted physicality and is responsible for the dance and choreography presentation inside and outside of the school.

E.2.4 SPORTS CLUB

This is primarily set up to engage the students in the field of recreational activities. Thus, with the directives of the ARSC, this trains its members to be responsible for the management of the school's athletic programs.

E.2.5 BOOK LOVERS' CLUB

This is essentially organized to motivate the students to read printed materials that sharpen their comprehension skills and use them eventually to develop others' reasoning skills. Thus, this club motivates its members, as well as non-members, to patronize

and use the school's reading facilities so they can have alternatives to idle time.

E.2.6 BOY SCOUTS AND GIRL SCOUTS

Independence and basic life living are the main reasons why this organization was created. This is true for all schools nationwide. Like

the social studies and HEKASI clubs, this also promotes nationalism and patriotism with the total practice of good citizenship. As an additional responsibility, all members of these clubs have to undergo discipline training and eventually transfer it to others. Cleanliness and orderliness of the school campus are under their obligations.

E.2.7 ARTS CLUB

This is designed to ensure that potential visual artists are given a chance to practically develop their skills in such an undertaking. This club is also be tasked to take charge of the institutional programs that need visual fronts. Thus, it also has to update the members and the institution as well of the current trends in the Visual Arts media.

E.3 RELIGIOUS

E.3.1 CLE CLUB

A club responsible for strengthening the principles of faith, discipline, obedience, forgiveness, commitment, hard work, and sharing, which is beautifully brought to life through the experiences and activities.

E.3.2 MEDIATRICIAN LITURGICAL GUILD

The club's goal is to spread the gospel to all Mediatricians and even to others by taking part in all of the school's eucharistic celebrations and giving an opportunity to participate in local masses.

E.2.2 HIMIG TALANGPAZ

A group of singers who perform in unison for each part at each eucharistic observance and associated religious events.

F. GENERAL GUIDELINES FOR STUDENT-ORGANIZATION

1. All clubs shall be duly recognized by the school through the accreditation/evaluation which shall be facilitated by the Students' Board of Accreditation headed by the ARSC President, the Secretary, the Treasurer, and the Chairman of the Students' Congress as members, the ARSC Adviser as Coordinator for Students' Activities, Sister-Servant Leader, Academic Coordinators, and the Principal as approving committee members.

REQUIREMENTS FOR ACCREDITATION:

- Constitution and By-Laws;
 - Yearly Action Plan;
 - List of Officers and Members;
 - Moderator's Profile;
 - Moderator's Appointment Papers; and
 - Certificate of Accreditation.
2. All clubs must introduce activities that enrich academic programs.
 3. All students are automatically members of the Confraternity of Our Lady of Mt. Carmel; however, EACH STUDENT SHALL BE GIVEN THE OPPORTUNITY TO BE A MEMBER OF ONE CLUB ONLY TO ENSURE STUDENTS' BALANCED TIME MANAGEMENT.
 4. Active or Inactive A student who is interested in joining a club must register as a member and/or attend an audition, screening, or try out which shall be scheduled by the Teacher-Servant Leader. Any student who wishes to transfer club shall not be allowed after the accreditation of the club.
 5. All clubs must submit budget proposals of the yearly activities which shall be prepared by the Secretary and the Treasurer, noted by the Servant-Leader and the Adviser, recommended by the Teacher and Sister-Servants, and approved by the Principal. At the end of the school year, the Treasurer must submit a financial statement to the ARSC in the same way; the Secretary must submit accomplishment reports, both in triplicate copies for ARSC files.
 6. Each organization shall be provided with a bulletin board to be used for its official notices, promotion of the club, and, in case maybe, to post administrative directives to the club concerned. The club, however, must see to it that its bulletin board shall be presentable and well-constructed. More so, ALL INFORMATIVE

MATERIALS SHALL BE NOTED BY THE CLUB MODERATOR, COORDINATORS FOR BOTH ACADEMIC AND STUDENTS' ACTIVITIES, SISTER SERVANT, AND THE PRINCIPAL RESPECTIVELY BEFORE THEY ARE POSTED.

7. As a general rule, no practice shall be held during class hours so that students' academics won't be affected, but practice for lesson application shall be allowed, provided that it is only be done during the schedule of the subject and with the presence of the teacher-in-charge. In case of overtime, the teacher must see to it that the other teacher is informed, and he must have agreed on an internal arrangement.
8. Saturdays shall be opened for meetings/activities/practices except for scheduled classes or examinations or for the students, provided that the party shall agree with the following agreements:
 - a. the club/class in-charge shall secure a letter noted by the adviser, recommended by the Students' Activity coordinator, Sister-Servant, and the Principal;
 - b. parent's permit of the students' involved, all filed at the office of the ARSC Teacher-Servant Leader.
 - c. The party shall be responsible of the campus cleanliness and discipline as well.
 - d. **NO STUDENT SHALL ENTER THE CAMPUS WEARING SHORTS, SLEEVELESS OR BACKLESS, SHIRTS WITH SATANIC SYMBOLS, AND ANY UNNECESSARY PARAPHERNALIA THAT DESTRUCT THE DECENT STANDARD OF THE SCHOOL IN ITS CATHOLIC FAITH;** and
 - e. The teacher-in-charge shall be present. In case of absence, though the letter is approved, the permission shall be void and, in case, the students shall be sent home.

Note: The school will not be held responsible for any untoward incident for practices, assemblies, and gatherings held outside the school campus

9. For activities that involve an outside speaker/resource person, sector/area, proper consultation and coordination must be well done by the concerned club/class. Letters to be sent with them shall be noted by the coordinator for students' activities or the

teacher-in-charge, maybe the academic coordinator, and respectively recommended by the principal.

10. At the end of the school year, the club must accomplish the following in triplicate copies:
 - Accomplishment report or narrative report duly noted by the club adviser;
 - an evaluation report that states the strengths and weaknesses of the club;
 - minutes of the meetings;
 - financial report supported with receipts; and
 - any picture or document for accomplishing such activities from the action plan.
11. The out-of-school activities shall be allowed, provided each host club is able to meet the following requirements:
 - Proposal for the activity, which includes objectives or essentials, venue, budget, materials, and manpower;
 - approved letters from the school and the place where the activity is going to be held;
 - report on the ocular inspection by the club-host; and
 - parents' permission for the students involved.
12. Any activity a week before the monthly or periodic examination shall not be allowed to give time for the students to focus on their studies unless there is a need for its execution.⁴⁴

G. CLASSROOM ORGANIZATION

The classroom organization is a vital organization in each classroom, which helps the ARSC in its implementation of all its programs and activities. The composition of the classroom organization is the following:

- Mayor;
- Vice-Mayor;
- Secretary;
- Treasurer;
- Auditor; and
- Press Relations Officer

Qualifications of the Classroom Officers are the following:

- Must have at least one year of residency in the school on the day of the election;

- must have no academic grade lower than 80% on the last grading period before the election period;
- must have attended any of the local, provincial, or national congress sponsored by the ARSC;
- must be a member of any of the academic clubs;
- must have no bad record in the office of the prefect of discipline; and/or
- other requirements may be needed of by the Office of Students' Affairs.

H. CO-CURRICULAR ACTIVITIES

1. Academic work takes precedence over any activity work. Students owe their first duty to their classroom work rather than any other activities.
2. Pupils/Students should only be excused from classes to attend to other activities after proper permission has been secured from the adviser/subject teacher and the principal.
3. During outside sports like the city meet or the governor's cup tournament, the players must maintain their grades at least 80% to qualify for the activity.
4. Field Trips, recollections, representations, and the like, the following requirements must be followed:
 - a. Permission for such kind of activity must be secured from the School Principal; do not leave without the approval of your class adviser or coordinator.
 - b. Participating pupils/students must have parents' written permission or waiver.
5. Co-curricular activities are classified into various levels such as school, cluster, division, provincial, regional, national, and international levels. The computation for Honors pupils/Students, the Point System Distribution will be used. After getting the total points, the respective rank is assigned
6. Sports competition must not be directly supervised by the respective parents of the players/varsity participants; hence, coaches and trainers must be duly authorized by the school authority. Moreover, any merit from the said event or competition must be properly endorsed to the school authority.

7. Varsity athletes must be properly screened and selected based on the recommendations of the screening committee composed of the following: coaches/es, advisers, subject teachers, academic coordinators, and principal, considering the following criteria:
 - grades in the respective subjects (not lower than 80);
 - norms of conduct;
 - punctuality; and
 - applicability of the skill.

Finally, any prize which shall be obtained by the team upon representing the school shall be divided according to the following modes, such as 30% (school) to support the equipment used in the trainings, and 70% (players), for which the uniform shall already be shouldered by the players.

I. FIELD TRIPS, RECOLLECTIONS, REPRESENTATIONS, OUTREACH, AND OFF-CAMPUS ACTIVITIES

All field trips, recollections, school representations, outreach programs, competitions, immersions, and other off-campus activities shall be treated as official school activities only when approved by the School Principal or authorized school office.

Before any off-campus activity, the office or personnel in charge shall prepare the activity proposal, objectives, list of participants, schedule, venue, transportation plan, risk assessment, adult supervision plan, emergency contact list, and budget or collection plan when applicable.

Written parent/guardian consent is required before a learner may join an off-campus activity. A learner without signed consent, required documents, or clearance may not be allowed to participate.

The school shall observe reasonable adult supervision, safe transportation arrangements, first-aid readiness, emergency communication, and proper coordination with the venue or partner institution.

Learners who represent the school shall observe the same standards of modesty, respect, discipline, honesty, safety, and Catholic Augustinian Recollect identity expected on campus.

In case of illness, accident, delay, security concern, or other emergency during an off-campus activity, the teacher-in-charge shall inform the school administration and the parent/guardian as soon as practicable and shall follow the emergency procedure of the school.

A. POINT SYSTEM FOR CO-CURRICULAR PERFORMANCE FORM 1

Performance Rating Scale for In – Campus and Off – Campus
Co – Curricular Activities

To Students: Use only one form per approved activity. Attached the necessary supporting document.
Fill out the following spaces with requested information.

Name _____ Date _____
Track/Course, Year & section _____ School Year _____

Activity _____ Venue _____ Date _____
Position/Role: _____ Points _____ x Weight _____ = Weighted Rating
Activity Adviser/Faculty-in-Charge
Signature Over Printed Name _____

Activity _____ Venue _____ Date _____
Position/Role: _____ Points _____ x Weight _____ = Weighted Rating
Activity Adviser/Faculty-in-Charge
Signature Over Printed Name _____

Activity _____ Venue _____ Date _____
Position/Role: _____ Points _____ x Weight _____ = Weighted Rating
Activity Adviser/Faculty-in-Charge
Signature Over Printed Name _____

Activity _____ Venue _____ Date _____
Position/Role: _____ Points _____ x Weight _____ = Weighted Rating
Activity Adviser/Faculty-in-Charge
Signature Over Printed Name _____

Activity _____ Venue _____ Date _____
Position/Role: _____ Points _____ x Weight _____ = Weighted Rating
Activity Adviser/Faculty-in-Charge
Signature Over Printed Name _____

FORM 2

To Rater: Identify the points corresponds to the student's level of performance and multiply by the pertinent weight.

Specific Activity (please indicate nature e.g., academic/literary/musical/seminar- workshop/symposium/lecture/forum/exhibit/religious, etc.)	LEVEL OF PERFORMANCE				
	Minimally Satisfactory	Satisfactory	Very Satisfactory	Superior	Excellent
	1	2	3	4	5

Role	School broad	Municipality	Division	Regional	National
Over – all Chairman	10	20	25	30	35
Co-Chairman	8	18	23	28	33
Committee /Organizer	6	16	21	26	31
Emcee/Intermission Number	4	14	19	24	29
Delegate/Representative/Participation	2	12	17	22	27

TOTAL WEIGHTED RATING: _____

Performance Rating Scale for Participation/Activities/Output/Competition
In – Campus and Off – Campus

To Students: Attached the necessary supporting document. Fill out the following spaces with requested information.

Name: _____ Date: _____
Track/Course, Year & section: _____ School Year: _____

Activity _____ Points _____ x Weight _____ = Weighted Rating	Activity Adviser/Faculty-in-Charge Signature Over Printed Name _____
Activity _____ Points _____ x Weight _____ = Weighted Rating	Activity Adviser/Faculty-in-Charge Signature Over Printed Name _____
Activity _____ Points _____ x Weight _____ = Weighted Rating	Activity Adviser/Faculty-in-Charge Signature Over Printed Name _____
Activity _____ Points _____ x Weight _____ = Weighted Rating	Activity Adviser/Faculty-in-Charge Signature Over Printed Name _____
Activity _____ Points _____ x Weight _____ = Weighted Rating	Activity Adviser/Faculty-in-Charge Signature Over Printed Name _____
Activity _____ Points _____ x Weight _____ = Weighted Rating	Activity Adviser/Faculty-in-Charge Signature Over Printed Name _____
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Activity _____ Points _____ x Weight _____ = Weighted Rating	Activity Adviser/Faculty-in-Charge Signature Over Printed Name _____
Activity _____ Points _____ x Weight _____ = Weighted Rating	Activity Adviser/Faculty-in-Charge Signature Over Printed Name _____
Activity _____ Points _____ x Weight _____ = Weighted Rating	Activity Adviser/Faculty-in-Charge Signature Over Printed Name _____

On my honor, I certify to the veracity and accuracy information entered in this form.

Student's Signature

To Rate: Identify the points corresponds to the student's level of performance and multiply by the pertinent weight.

Nature of Activity/Output	RANK	POINTS	Participation
ACADEMICS	1 st	40	15
	2 nd	30	
	3 rd	20	
ART	1 st	35	10
	2 nd	25	
	3 rd	15	
SPORT	1 st	35	10
	2 nd	25	
	3 rd	15	

School Broad	Municipality	Division	Regional	National
15	20	25	30	35

TOTAL WEIGHTED RATING: _____

FORM 3

Performance Rating Scale for Class Officers, Clubs, Ministries, ARSC Officers

To Students: Use only one form per approved activity. Attached the necessary supporting document.

Fill out the following spaces with requested information.

Name _____ Date _____

Track/Course, Year & section _____ School Year _____ Position/Role _____

On my honor, I certify to the veracity and accuracy information entered in this form.

Student's Signature _____

To Rater: Encircle the point corresponding to the student's level of performance. Multiply by the pertinent weight.

If a student assumed two or more roles, considered the role with the higher or highest weight.

Qualities/Traits	LEVEL OF PERFORMANCE				
	Minimally Satisfactory	Satisfactory	Very Satisfactory	Superior	Excellent
Relationship with Others	1	2	3	4	5
Sense of Responsibility	1	2	3	4	5
Resourcefulness	1	2	3	4	5
Initiative	1	2	3	4	5
Cooperation	1	2	3	4	5
Ability to Accomplish Set Task	1	2	3	4	5
Promptness/Punctuality	1	2	3	4	5

Office/Role	Weight
ARSC Local Chapter Executive Board	20
ARSC Local Chapter Departmental Officers	15
ARSC Local Chapter Class Room, Club, and Ministry Officers	10

Total Points _____

Points _____ x Weight _____ = **Weighted Rating**

Rated by Class Adviser, Moderator, and ARSC Sister Servant/Teacher Servant:

Printed Name and Signature _____

Confirmed by: _____

Principal

CHAPTER XI: NORMS OF CONDUCT AND STUDENT FORMATION

Students of The Lady Mediatrix Institute, Inc. are expected to conduct themselves as worthy members of the Christian community and of the Augustinian Recollect family. As Mediatrixians, whether inside or outside the campus, their conduct should be an asset to the school, to themselves, and to their parents.

Every member of the school community is enjoined to develop self-respect and self-discipline and to help implement and abide by the rules and regulations of the school for the promotion of peace, order, safety, harmony, and integral formation.

“A well-bred and educated person is shown by good manners and right conduct.”

A. General Norms of Conduct in the Campus

1. At TLMII, all pupils/students are expected to treat their schoolmates as brothers and sisters. Being friendly and helping one another at all times are Augustinian Recollect values that should be practiced.

2. Students should behave properly at all times and should be courteous to priests, sisters, teachers, non-teaching personnel, parents, and visitors. Polite words must be used in addressing anyone.
3. Pupils/students who are given responsibility or authority over a group must be respected as such. Anyone caught making fun of school leaders shall be dealt with accordingly.
4. Within the vicinity of the school, students must give way to Sisters, teachers, visitors, and school personnel.
5. English should be spoken within the campus, except during Filipino, Edukasyon sa Pagpapakatao, Mother Tongue, and Araling Panlipunan classes.
6. Any student who intentionally hurts or abuses a schoolmate, physically inflicting wounds or bruises, shall be answerable for consultation, medication, or hospitalization, as the case may be, and shall be dealt with accordingly.
7. Every pupil/student should live as an authentic Christian in thoughts, words, and deeds. The founding of unauthorized organizations, clubs, brotherhoods, sororities, gangs, or groups contrary to the Catholic identity and policies of the school is strictly prohibited and shall be sanctioned accordingly.
8. Upon the continuous ringing of the bell, all pupils/students must prepare for fire, earthquake, or emergency evacuation. They shall be guided by the teacher-in-charge and shall proceed orderly to the designated evacuation area.
9. Any pupil/student caught using, possessing, distributing, selling, sharing, or promoting prohibited drugs, cigarettes, electronic cigarettes (e-cigarettes), vape devices, heated tobacco products, or similar smoking or nicotine delivery devices within the school premises, during school activities, or while in school uniform shall be dealt with accordingly. The possession of vape-related accessories, including pods, cartridges, e-liquids, and similar components, is likewise prohibited.
10. Buying and selling among pupils/students and other members of the school community within the campus are strictly prohibited unless authorized by the school. Pupils/students are not allowed to buy outside the campus during recess and class hours. Food and school supplies are available in the school canteen.
11. No student is allowed to leave the school campus during class hours except for valid and urgent reasons.

12. Any student who intends to leave the campus before dismissal time should present a written request to the School Principal or Student Formation Coordinator. The letter should be signed by the parent or guardian and should state the reason for the request. Once approved, the School Principal or Student Formation Coordinator shall issue a gate pass to be presented to the guard on duty.
13. The medical/dental staff may also recommend that a student leave the campus for health reasons. However, the medical/dental staff shall inform the School Principal or Student Formation Coordinator through a transmittal letter before issuing a campus pass.
14. Pursuant to applicable DepEd and school regulations, any person duly authorized by school authorities may inspect or confiscate the following gadgets or devices: cellular phones, computer games, toys, or any other electronic devices, unless permitted by the teacher-in-charge. Authorized personnel such as teachers, the Student Formation Coordinator, Guidance personnel, and the School Principal/Administration may conduct announced or unannounced inspection or confiscation of electronic devices or gadgets. Confiscated gadgets or devices may only be redeemed by the parents/guardians of the owner. If there is a need for a phone for safety and communication purposes, a basic call-and-text phone may be allowed, subject to school policy. Cellular phones are otherwise strictly regulated.
15. The telephone is for emergency use only. Permission to use it must be secured from the Principal or from any AR Sister.
16. Pupils/students are prohibited from going to recreational places such as movie houses, computer shops/internet cafés, swimming resorts, malls, and other places of recreation during class hours. Such acts are considered tantamount to cutting classes.
17. All pupils/students are encouraged to preserve their good name and the reputation of the school. Any conduct that gravely affects the character of a student and the good name of the school shall be subject to appropriate disciplinary action after due process.
18. Pupils/students are required to wear modest and decent attire during school activities. Abbreviated shorts, tight-fitting clothes, sleeveless blouses, plunging necklines, and similar attire are not allowed.

19. All students are encouraged to observe religious responsibilities such as attending Sunday Mass and holy days of obligation, First Friday devotions, confessions, the Holy Rosary, and the Novena to Our Lady of Perpetual Help. They should likewise observe proper gestures during the Angelus and the 3:00 o'clock prayer.
20. No pupil/student shall promote any activity, directly or indirectly, within the school or use the name of the school on Facebook, Twitter/X, or other social networking services, unless such student organization or activity has been duly organized in accordance with school rules and regulations and has secured proper permission from the Principal.
21. All pupils/students are expected to go straight home after dismissal. Conferences with students must be done after school hours since teachers ordinarily still have classes or assigned duties.

B. Class Hours and Daily School Routine

Time	Activity
7:00 A.M.	First bell
7:05 A.M.	Flag Ceremony, worship, novena, rosary, or other morning activities
7:30 A.M.	Start of morning classes
12:00 Noon	Angelus / end of morning classes
12:55 P.M.	First bell for afternoon classes
1:00 P.M.	Resumption of afternoon classes
3:00 P.M. onwards	Dismissal according to the official class schedule

Students are expected to be on time, to observe silence and order during morning activities, and to participate reverently in prayers, worship, and other formation activities.

C. Flag Ceremony and Morning Formation

The flag ceremony shall be conducted three times a week: Monday, Wednesday, and Friday. On Tuesday and Thursday, students shall stay inside the classroom for the morning ritual or other scheduled formation activity.

Students shall observe proper posture, silence, respect, and participation during the flag ceremony, worship, prayer, novena, rosary, and other devotional or formation activities.

D. Conduct Inside the Classroom

1. As soon as the teacher arrives, all students must stand and greet him/her properly and respectfully.
2. Worship is a solemn activity to be done each day before classes begin. During worship, each pupil/student is required to have his/her own worship book and to participate actively. The following should be properly observed:
 - a. Always be aware that God is present in our midst.
 - b. Assume the correct posture in praying, stand still and quiet, fold your hands together, and feel the presence of God.
 - c. Start the prayers only when everybody is ready, quiet, and orderly.
 - d. Pray reverently with attention, not too slowly and not too fast.
 - e. Pupils/students should lead the prayers by rotation, as this may also serve as a means of developing leadership.
 - f. Have devotion to Mary, especially to Our Lady of Mount Carmel, the Congregation's Patroness.
 - g. In praying the Holy Rosary, pupils/students are to bring their rosary beads and should observe reverence and attention.
3. Students should stay in their assigned seats according to the seat plan of the teacher. A seat plan shall be displayed on the teacher's table for monitoring and to avoid noise and disturbance. No one is allowed to transfer from one seat to another without the teacher's permission.
4. No student is allowed to leave the room to borrow or deliver things elsewhere. This should be done before class time.
5. Students should maintain proper posture. They should sit properly and avoid reclining on their seats. They should avoid putting their feet on the back of the seats or rocking the chair. They should stand straight while reciting.
6. During class recitations, if a student wishes to answer or ask a question, he/she should raise his/her hand without saying "I, Sir/Ma'am," or waving the hand to attract attention. When called

to recite, the student should stand properly and answer in a clear, respectful, firm voice and in a complete sentence.

7. Students should never interrupt, prompt, or give the answer when somebody is reciting or talking. When a student does not understand the question, he/she may politely say: "May I beg your pardon? I did not hear you," or "I'm sorry, I don't know the answer." Courtesy and respect are marks of good breeding.
8. Students should not make fun of, ridicule, or bully classmates, schoolmates, student leaders, or laugh at their mistakes or defects. They should bear with them patiently.
9. When the teacher is explaining the lesson or when a visitor talks with the teacher, pupils/students must keep quiet in their seats.
10. Any pupil/student caught and confirmed cheating in any test shall receive a grade of zero for that particular test. Habitual cheating shall be subject to disciplinary action.
11. Simple and courteous expressions must always be used, such as "Thank you," "Please," "You are welcome," "I'm sorry," and "Goodbye." Students should always speak and think well of others.
12. In case the teacher is late, the class mayor shall take charge of the class.
13. Pupils/students are not allowed to run or play in the classroom or corridors. It is unsafe and causes disturbance. Students should give others the opportunity to study by maintaining a quiet atmosphere.
14. When a Sister, teacher, personnel, official, or visitor enters the classroom, pupils/students must stand quietly and greet them.
15. Pupils/students who leave the classroom without permission are not allowed to re-enter the class unless the teacher-in-charge permits them to do so. This is done to avoid disruption of class discussion.
16. The assigned monitor should submit the attendance chart every afternoon to the class adviser for reference and for submission to the Guidance Office at the end of the month.
17. All pupils/students are required to have their own textbooks, classroom materials, work education projects, diary, and Student Handbook every time they go to school. All books and notebooks brought to school must be covered, properly labeled, and marked with the student's name and subject.

E. Conduct in Corridors, Stairways, Comfort Rooms, and Common Areas

1. Loitering in the corridors, lobby, basketball court, and other common areas is not allowed.
2. Silence must be strictly observed while going up and down the stairs and while going in and out of the classroom. The “Keep Right” signs should be observed when passing through corridors and stairs.
3. To give passage through the stairway, students are not allowed to pass in groups but in lines of two. They are not allowed to linger or stay on stairways and corridors to avoid clogging the passage.
4. To maintain clean and healthy surroundings, chewing gum is strictly prohibited within the campus or in its immediate vicinity. Students must throw garbage into the trash cans provided in the classrooms and around the campus.
5. Proper waste disposal should be observed according to classification: biodegradable, non-biodegradable, and recyclable.
6. Students are expected to keep the comfort rooms clean by:
 - a. flushing toilet bowls after use;
 - b. not throwing pieces of paper, sanitary napkins, or other waste on the floor or into the toilet bowl; and
 - c. avoiding vandalism.

F. Conduct in the Chapel and During Religious Activities

A Mass is held every First Friday of the month at the TLMII Chapel at 8:00 A.M. for the students of The Lady Mediatrix Institute, Inc. The Church is the house of God. Jesus is present in the Blessed Sacrament. Students are expected to observe the following:

1. Each class should form two lines when going to the church or chapel and observe silence while entering. Students should bow their heads every time they pass by the Blessed Sacrament. While waiting for the Holy Mass to begin, they should spend their time praying and avoid unnecessary talking with seatmates.
2. Students should observe one-hour Eucharistic fasting to prepare themselves for Holy Communion.
3. Checking of attendance shall be done after the Mass by the advisers.
4. Students should approach the Sacrament of the Holy Eucharist with reverence. They should fold their hands while walking

quietly to the communion line and receive the Body of Christ reverently.

5. In general, students should participate actively in the Mass by answering the responses and singing properly. Any act unbecoming of a true Catholic Christian should not be done in church.

G. Conduct Outside the Campus and Online

Although the school is not responsible for the conduct of its students outside the school premises, whatever students do outside is a reflection of the training they receive from the school. Any behavior that damages the name or reputation of the school may make the student liable to disciplinary measures.

1. For precautionary measures, pupils/students are enjoined to stay away from or not entertain strangers within the immediate vicinity of the campus in order to avoid holdups, drug pushers, bad companions, and trouble with outsiders.
2. Students/pupils who use Facebook or any other social networking services should observe proper etiquette.

H. Uniform and Good Grooming

1. The school uniform speaks of The Lady Mediatrix Institute, Inc. It is a badge of honor; therefore, it has to be worn faithfully and properly during school days and other official school activities.
2. The guard or any school personnel is authorized not to allow any pupil/student who is not in proper uniform or without ID to enter the school campus. Only pupils/students wearing the prescribed uniform or P.E. uniform shall be admitted to school.
3. Each pupil/student must come to school well-groomed but simple from head to foot. The following are strictly prohibited:
 - a. For girls: any form of headdress, dangling or multiple earrings, costly or fancy jewelry/accessories, except for a simple wristwatch and a simple pair of earrings.
 - b. For boys: any kind of earrings.
 - c. Rolling or folding of sleeves among girls.
 - d. Polished or long nails, wearing make-up, lipstick, eating red candies to make the lips red, and plucked eyebrows.

I. Hairstyle

The prescribed hairstyle and haircut are as follows:

1. For girls, hair may be of any length, as long as it does not cover the face. It should be simple, neat, and modest.
2. Boys' haircut should be barber's cut, army cut, or clean cut. TLMII does not allow trendy hairstyles for male students such as pompadour, mushroom, short back, and top knot. The Administration desires a more decent look for the students.
3. Fancy hairstyles or hair dye are not allowed.
4. Too much gel, streaks, or highlights are prohibited.
5. Boys in Elementary and High School are required to observe the proper haircut every first Monday of the month. Failure to do so shall be referred to the Student Formation Coordinator. Parents/guardians are expected to cooperate accordingly.

J. Identification Card

1. All students must wear their ID cards on the school campus at all times. Students who fail to wear their IDs may not be allowed to enter the school campus. IDs are absolutely non-transferable. Any pupil/student who uses somebody else's ID shall be subject to disciplinary action.
2. The Identification Card shall be forfeited if any alteration, addition, erasure, or defacement is made on it. If a pupil/student falsifies the ID, he/she may be suspended or asked to leave TLMII, depending on the nature of the offense and after due process.
3. If a pupil/student loses his/her ID card, he/she has to apply for a new ID from the School Principal. The issuance of a new ID card shall be charged at double the amount of the ID cost.
4. Identification Cards should be used for all official transactions within the school campus and should be presented when demanded by any school authority.

K. Examination Policy and Academic Integrity

The school shall administer periodic or term assessments according to the official school calendar and the assessment policies prescribed by DepEd and the school.

Learners shall observe honesty and academic integrity in all assessments. Cheating, plagiarism, falsification of work, unauthorized collaboration, and improper use of technology or artificial intelligence

shall be handled according to the school's academic integrity and disciplinary policies.

Special examinations or special assessments may be granted only for valid reasons and upon approval of the Principal or authorized school personnel. The procedure shall follow Chapter VI, Section G of this Handbook.

Parents or guardians are encouraged to monitor assessment schedules, learner requirements, and official school communications.

L. Suspension of Classes and Emergency Announcements

1. Classes shall be suspended in accordance with government regulations, DepEd issuances, local government announcements, and official school advisories.
2. In cases of typhoons, earthquakes, fire, power interruptions, health concerns, or other emergencies, the school shall issue official announcements through authorized communication channels.
3. In other similar emergency cases of suspension of classes, an official announcement shall be made by the School Head.

M. Policies on Tardiness

All students must be on time.

Time	School Routine
7:00 A.M.	First bell
7:05 A.M.	Morning activities
7:30 A.M.	Start of morning class
12:00 Noon	Angelus
12:55 P.M.	First bell for afternoon class
1:00 P.M.	Resumption of classes

Once the A.M. prayer has started, the gate shall be closed. Students arriving at this point are already considered latecomers. The same applies in the afternoon at 1:00 P.M.

Latecomers shall report to the Student Formation Coordinator and shall be guided accordingly. Learners who arrive late may be required to participate in a separate flag ceremony or formation activity as directed by the school.

Count/s of Tardiness	Disciplinary Measure
10 counts	Parent/Guardian Conference; warning with contract/waiver; community service or working-type suspension may be imposed when appropriate
15 counts and above	Parent/Guardian Conference; three-day suspension or community service, as determined after formation conference
25 counts and above	Parent/Guardian Conference; one-week home study
30 counts and above	Parent/Guardian Conference; one-week working-type suspension in school
40 counts and above	Accumulated tardiness shall be subject to due process, and appropriate disciplinary action may be considered

N. Policies on Attendance

Pupils/students must realize that absence from class is a loss. The value of classroom instruction and drill cannot be completely compensated by self-study.

1. Every pupil/student is duly bound to attend classes regularly except for illness, death of immediate members of the family, accidents, calamities, and other valid reasons.
2. An absentee must present an excuse slip found in the Student Handbook or an excuse letter signed by the parent/guardian. The Principal or authorized personnel shall countersign this before the student can be readmitted to class.
3. A doctor's certificate is needed for absence due to prolonged illness.
4. Attendance of pupils/students in any activity approved by the school authorities shall be given consideration. However, the excused absence does not exempt the learner from accomplishing academic requirements such as homework, reports, experiments, and other tasks. The learner shall be given ample time to comply with the requirements.
5. Make-up assessments may be granted for valid reasons, such as illness, emergency, approved school representation, or other justifiable circumstances, subject to school procedures and teacher coordination.
6. Cutting classes shall be considered an unexcused absence.

7. A pupil/student who needs to be excused from his/her classes should get permission from the teacher in charge of the activity with the Principal's approval.
8. Requests for early dismissal or other special permission related to the student's attendance should be submitted in writing by the parent/guardian to the Principal's Office a day prior to the request, except in emergency cases.
9. A candidate for honors who has more than five (5) unexcused late arrivals and twenty (20) unexcused absences shall be automatically disqualified from the honor roll.
10. A pupil/student who has been absent for more than twenty percent (20%) of the total number of school days, without notifying the Class Adviser, shall be automatically dropped from the school list.

Admission to Class

1. An admission slip shall be presented to the teacher in charge before a student is admitted to class.
 2. The Student Formation Coordinator or authorized personnel shall issue admission slips to students who are absent, late, or have cut class upon presentation of a letter from the parent/guardian.
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CHAPTER XII: DISCIPLINARY MEASURES, OFFENSES, AND DUE PROCESS

Definition

Disciplinary measures refer to the standard or expected norms of conduct of pupils/students and the corresponding administrative disciplinary measures for violations thereof, as set forth in the duly approved and promulgated rules and regulations.

Purpose

School discipline embraces everything that molds the character of the student to conduct himself/herself in accordance with Christian principles. Penalties are imposed to teach pupils/students the true meaning of justice, to help them attain self-discipline, to protect them, and to preserve the good name of the school.

Parents and students should be familiar with the following disciplinary measures of TLMII.

A. Types of Disciplinary Measures

Disciplinary Measure	Description
Warning and Conference with Parents	The attention of students and parents is formally called due to offenses or transgressions of school rules and regulations. It may be in the form of a verbal warning or a written contract, waiver, or notice to be noted in the anecdotal record, depending on the weight of the offense.
Probation	Probation means that a student has forfeited the confidence and high esteem given to him/her by school authorities due to behavioral offenses. The student is required to restore these by manifesting acts of attention to duty. Habitual misbehavior, unsatisfactory conduct, and below-standard academic performance may lead the teacher to recommend the student to the Guidance Office for counseling. The Guidance Counselor, after thorough investigation and conference with parents, may recommend to the Principal that the student be placed under probation.
Sanction on Campus	Upon request of the parent/guardian, this may include academic, religious, or practical works.
Suspension	The school may suspend an erring student for a particular day or days, depending on the gravity of the offense.
Dropping	The school may separate a learner from enrollment during the school year for serious or repeated violations, only after proper documentation, parent/guardian conference, due process, and consideration of the learner's welfare and the good order of the school community. Transfer credentials shall be processed in accordance with applicable law, DepEd regulations, school clearance procedures, and existing school policy.
Dismissal	A learner who is dismissed may be denied re-admission to TLMII. Admission to another Augustinian Recollect school shall be subject to that school's own admission policies, applicable regulations, and proper evaluation of the learner's records.

B. Classification of Suspension

Classification	Description
In-school Suspension	Preventive disciplinary action for student violators committing serious offenses.
Out-of-school Suspension	Serious disciplinary action for student violators committing serious to grave offenses.
Home Study/Home Parental Supervision	A disciplinary or corrective measure served at home under parental supervision.

C. Steps for Disciplinary Measures

Step Office/Person Concerned

- 1 Teacher Concerned — Subject Teacher who directly observes the act committed by the pupil/student
- 2 Adviser — facilitates the dialogue between the Teacher Concerned and the pupil/student
- 3 Student Formation Coordinator — conducts thorough investigation and process
- 4 Guidance Advocate, if the nature of the problem falls under Guidance matters; Academic Coordinator, if the nature of the problem falls under academics
- 5 Principal's Office, if the delicate case is not solved at the previous level and the presence of the Principal is significantly needed for the immediate solution
- 6 Child Protection Committee, for cases where the rights of the child must be protected

Child protection, anti-bullying, abuse, harassment, discrimination, exploitation, and other safeguarding concerns shall be handled under the Child Protection and Safeguarding Policy. Disciplinary action, when warranted, shall be applied only after immediate safety measures, proper documentation, parent/guardian coordination when appropriate, due process, and pastoral care for all persons involved.

D. Fact-Finding Committee Composition

Position	Role
School Head/Principal	Chairperson
Guidance Counselor/Advocate	Vice-Chairperson
Student Formation Coordinator	Member

Faculty President	Member
GPTA President	Member
Sister-designate by the SAB	Member
Any School Coordinator, depending on the nature of the case	Member
ARSC/SSG President	Ex-officio Member, subject to deliberation by the committee as to the necessity of attendance

E. Steps for Fact-Finding

Steps	Undertaking
1	The Chairperson/Principal calls the members to present the case as pre-deliberated with the Student Formation Coordinator.
2	The committee conducts an investigation and gathers information regarding the case. Documentation shall be ensured by the secretary-designate of the committee. Parents, subjects, and other resource persons may be called for dialogue and clarification.
3	The members reconvene to present the facts gathered. Substantial discussion shall be conducted. If the information is insufficient to validate the case, the committee may add day/s to gather more facts.
4	The members reconvene to present additional facts gathered. Substantial discussion shall again be conducted.
5	Discernment among the members shall be done.
6	Final dialogue and decision-making shall be conducted. If voting is needed, it may be done.
7	The final decision shall be drafted based on the final dialogue.
8	The decision shall be read in the presence of the parent/s, subject/s, and all committee members. If a contract must be served, it shall be done accordingly.
9	Contract signing shall be conducted, when applicable.
10	Posting or information to concerned offices may be done when necessary. If the decision must be kept confidential among the committee members, parent/s or guardian/s, and the subject, such confidentiality shall be respected.

F. Grievances and Complaints

The best and dignified way of handling grievances and complaints is through dialogue. All complaints and concerns should be channeled through the teacher in charge. If deemed necessary, a conference may be held with the Guidance Counselor, Student Formation Coordinator, and the Principal.

The imposition of disciplinary measures, after due investigation, is left to the decision of the school authorities, depending on the nature or gravity of the violation of the rules, regulations, and policies of the school.

G. Offenses and Sanctions

Penalties imposed shall be commensurate with the gravity of the violation.

G.1 Minor Offenses

Minor offenses may be sanctioned through warning, counseling, narrative-making, execution of contract/waiver, or suspension, depending on repetition and gravity.

Minor Offense	Sanction
Littering in any place on campus, including comfort rooms and the canteen	First Offense: Warning/Counseling/Narrative Making; Second Offense: Execution of Contract/Waiver; Third Offense: One-day suspension served at home for parental guidance
Throwing any articles or spitting out of windows, stairs, and drinking fountains	First Offense: Warning/Counseling/Narrative Making; Second Offense: Execution of Contract/Waiver; Third Offense: One-day suspension served at home for parental guidance
Violating any penal statutes, rules, and regulations of DepEd and the school	First Offense: Warning/Counseling/Narrative Making; Second Offense: Execution of Contract/Waiver; Third Offense: One-day suspension served at home for parental guidance
Jumping over fences or walls	First Offense: Warning/Counseling/Narrative Making;

	Second Offense: Execution of Contract/Waiver; Third Offense: One-day suspension served at home for parental guidance
Coming to school without a letter of excuse after two unexcused tardiness incidents	The student shall incur “Irregular Attendance” and shall be dealt with accordingly
Disregarding the dates for the signing of contracts, return slips, and other pertinent notices	First Offense: Warning/Counseling/Narrative Making; Second Offense: Execution of Contract/Waiver; Third Offense: One-day suspension served at home for parental guidance

G.2 Major Offenses

Major Offense	First Offense	Second Offense	Third Offense
Violation of school uniform	Oral reprimand	Conference with parents	Five-day working-type suspension
Male wearing earrings, sporting an unprescribed haircut, female wearing multiple earrings, or improper hair color	Oral reprimand	Conference with parents	Five-day working-type suspension
Cutting classes	Conference with parents and one-day school suspension	Three-day suspension	One-week suspension and dismissal at the end of the school year
Vandalism, such as willfully	Two-day suspension, replacement of	One-week suspension	Subject to due

spoiling or destroying property, writing on walls, chairs, tables, and the like	damaged property, and conference with parents	and dismissal at the end of the school year	process, dismissal may be considered
Insubordination or instigating others to insubordination, or provoking incidents harmful to the good name of the school	One-week suspension and conference with parents	Subject to due process, dismissal may be considered	Subject to due process, dismissal may be considered
Obscene writings or vulgar words, phrases, or statements, either oral or written; marks of lewdness or immorality within the school premises, in its immediate vicinity, or in other places while in school uniform	Warning/Counseling and conference with parents	Three-day suspension and written contract	Subject to due process, dismissal may be considered
Cheating, including copying from another's answer sheet, asking someone for the answer, copying from a "codigo," showing answers to others,	Disqualification from continuing the test/exam; loss of the right to take a special test; grade of zero in the test and conduct; counseling and conference with parents	Same as first offense plus one-day suspension	Same as first offense plus three-day suspension

attempting to open notes, books, and the like			
Theft, stealing, robbery, or extortion of money from fellow students within and outside the school premises	Three-day school suspension/waiver; return or replacement of the item taken; counseling and conference with parents	Six-day suspension plus return or replacement of the item taken	Subject to due process, dismissal may be considered
Shoplifting	Subject to due process, dismissal may be considered	Subject to due process	Subject to due process
Disobedience, disrespect of authority, insubordination, use of disrespectful language or utterances, or disrespectful behavior toward school personnel or elders	Warning with contract/waiver, oral apology, two-day suspension, and conference with parents	Oral apology and one-week suspension	Subject to due process, dismissal may be considered
Disorderly behavior inside and outside the classroom, indecent conduct, act of lasciviousness, promoting or participating in gambling in and out of the campus, smoking and	Warning and conference with parents plus two-day suspension	One-week suspension	Subject to due process, dismissal may be considered

drinking hard liquor especially during class days, and howling in public places			
Bullying in any form: verbal, physical, or cyber	Conference with parents, three-day suspension, and written contract	Conference with parents, five-day suspension, and written contract	Subject to due process, dismissal may be considered
Tampering of report card, test papers, test results, official records, forgery, or using another's Identification Card	Warning/Counseling and conference with parents	Five-day suspension	Subject to due process, dismissal may be considered
Malicious impersonation of any member of the school staff	Warning/Counseling and conference with parents	Three-day suspension	Subject to due process, dismissal may be considered
Playing computer games in internet cafés/shops or engaging in any non-school activity during school hours or school days without permission	Warning/Counseling and conference with parents	Three-day suspension	Subject to due process, dismissal may be considered

Refusal to accept reprimand or violation report and/or grave disrespect to the reprimanding officer during and after investigation	Warning/Counseling and conference with parents	Three days of community service in school	Subject to due process, dismissal may be considered
Bringing electronic devices, toys, and similar items not intended for any specific subject and/or without written permission from school authorities	Confiscation and conference with parents	Agreement	Confiscated electronic devices shall be released at the end of the school year
Habitual tardiness, equivalent to 80 accumulated tardiness counts	Warning with contract/waiver	Community service	Subject to due process, dismissal may be considered
Habitual absences, accumulated 7 counts for first offense and accumulated 10 counts or repeated absences for second offense	Warning with contract/waiver	Community service	Dropped, after due process

H. Reserved Rights of the School

The school authorities reserve the right, after proper documentation, parent/guardian conference, due process, and

consideration of the learner's welfare and the good order of the school community, to place a learner under probation, suspension, separation from enrollment, dismissal, or other appropriate disciplinary action when conduct and/or academic performance involves serious or repeated violations of school policies.

It is the intention of the Administration that the above-mentioned offenses and corresponding disciplinary sanctions are applicable to all TLMII students.

The school also reserves the right to refuse admission of students whose parent's conduct is inimical to the policy and objectives of the school, such as uttering or publishing libelous and derogatory statements that destroy the integrity and honor of the school and its staff, or non-cooperation in school activities geared toward the improvement of the student's performance.

Any student who committed a number of offenses in the previous year, whether accumulated minor, major, or grievous offenses, together with the parents, may be required to sign a waiver upon enrollment. Hence, if the student commits any form of violation, he/she may be subject to dismissal from the institution after due process.

I. Very Grievous Offenses

Very grievous offenses include the following:

1. Carrying or using deadly weapons, electric cigarette gadgets, and the like.
2. Drug taking and/or drug pushing.
3. Immoral conduct such as public display of affection, kissing in public, and the like.
4. Speaking against Catholic belief, propagating non-Catholic beliefs, or desecrating religious images or places.
5. Bringing, possessing, or circulating pornographic materials or any form of indecent media publication in school and showing these to classmates or schoolmates. Pornographic materials include materials found in cellphones, videos, photos, DVDs/VCDs, magazines, and similar items.
6. Joining fraternities or organizations not recognized by the school.
7. Hazing.
8. Gross misconduct and dishonesty, such as:
 - a. falsification of pertinent documents;
 - b. identity theft;

- c. false statements and accusations; and
- d. other similar acts.
- 9. Assaulting a teacher or any person in authority.
- 10. Illicit relationships with classmates/schoolmates and outward untoward exhibition or display of the same.
- 11. Body piercing and tattoos.
- 12. Creation of group chat sites for malicious conversations using indecent and pornographic language, destroying the name of the school, or assaulting school officials, teachers, and other school staff.

Disciplinary measures may vary depending on the offense.

Any arising untoward incident not mentioned in this Handbook shall require the creation of a special committee by the Principal to conduct an investigation, create possible solutions, and devise recommendations to help resolve the case.

CHAPTER XIII: CHILD PROTECTION AND SAFEGUARDING POLICY

“Let the children come to me, and do not prevent them; for the kingdom of heaven belongs to such as these.” (Matthew 19:14)

A. Rationale and Commitment

The Lady Mediatrix Institute, Inc., as a Catholic Augustinian Recollect school, commits itself to the protection, dignity, safety, and integral formation of every learner. Every child is created in the image of God and must be treated with respect, care, justice, and compassion.

The school shall maintain a safe, caring, inclusive, and motivating learning environment where learners are protected from abuse, violence, exploitation, discrimination, bullying, harassment, humiliation, neglect, and all other forms of harm.

B. Legal and Policy Bases

This policy is guided by applicable laws and issuances, including Republic Act No. 7610, Republic Act No. 10627, Republic Act No. 11313, Republic Act No. 7877, Republic Act No. 10173, Republic Act No. 10175, Republic Act No. 11036, Republic Act No. 12080, DepEd Order No. 40, s. 2012, DepEd Order No. 55, s. 2013, the Revised Implementing Rules

and Regulations of the Anti-Bullying Act, DepEd Order No. 006, s. 2026, and other related DepEd, DSWD, DOH, and government issuances.

C. Scope and Coverage

This policy covers all learners, parents/guardians, teachers, school personnel, administrators, service providers, visitors, volunteers, student leaders, and other persons who participate in school life or school-related activities.

It applies inside the campus, during online or technology-assisted learning, in school vehicles or official transportation, during off-campus activities, school representations, outreach, recollections, retreats, competitions, immersions, field trips, and any situation where the learner is under school supervision or where the conduct affects the school community.

D. Definition of Terms

Child protection refers to policies, procedures, and actions that prevent and respond to abuse, violence, exploitation, discrimination, bullying, neglect, harassment, or any act that harms or may harm the dignity, safety, development, and rights of learners.

Safeguarding refers to the broader duty of the school to create conditions, relationships, spaces, systems, supervision, and formation programs that reduce risks and protect learners from harm.

Bullying includes physical, verbal, social, relational, psychological, and cyber acts that cause or are likely to cause fear, harm, humiliation, exclusion, or injury to a learner. Cyberbullying and online harassment are child protection concerns even when done outside the campus if they affect the learner or school community.

Abuse includes physical, emotional, psychological, sexual, verbal, spiritual, digital, or other harmful acts or omissions that injure, degrade, exploit, intimidate, or endanger a learner.

E. Guiding Principles

1. The best interest of the child shall be a primary consideration in all actions concerning learners.
2. Every learner has the right to be heard, respected, protected, and assisted through proper school processes.

3. The school shall act promptly and discreetly on reported child protection concerns.
4. Discipline shall be formative and restorative when appropriate, but child protection concerns shall not be reduced to informal apology, public confrontation, or private settlement when safety or legal reporting is required.
5. The dignity and rights of the complainant, respondent, witnesses, parents/guardians, and all persons involved shall be respected.

F. Child Protection Committee

The school shall maintain a Child Protection Committee (CPC) or its equivalent safeguarding body. It shall be composed of the School Principal as Chairperson, Guidance Counselor/Guidance Advocate, Student Formation Coordinator, teacher representative, parent representative, student representative when appropriate and age-appropriate, and other members designated by the Principal according to the nature of the case.

The CPC shall help prevent, receive, document, refer, monitor, and recommend appropriate action on child protection and safeguarding concerns. It shall also assist in orientation, policy review, awareness activities, and coordination with parents/guardians and proper authorities when required.

G. Prohibited Acts

The following acts are prohibited: child abuse; bullying; cyberbullying; physical violence; corporal punishment; verbal abuse; humiliation; intimidation; threat; coercion; exploitation; neglect; discrimination; retaliation; gender-based sexual harassment; sexual harassment; grooming; online sexual abuse or exploitation; unauthorized touching; indecent conduct; unauthorized photos, videos, recordings, or livestreams; posting or sharing of content that harms a learner; invasion of privacy; malicious reporting; and any act that violates the dignity, safety, rights, or well-being of a learner.

Personnel, volunteers, visitors, service providers, and other adults shall observe professional and appropriate adult-child boundaries at all times. Private, unnecessary, secret, suggestive, or unsafe communication or contact with learners is prohibited.

H. Reporting and Referral Procedure

Any learner, parent/guardian, teacher, personnel, or member of the school community who witnesses, experiences, or reasonably suspects a child protection concern shall report it promptly to any of the following: Class Adviser, Subject Teacher, Guidance Office, Guidance Advocate, Student Formation Coordinator, Child Protection Committee, or Office of the Principal.

Urgent concerns involving danger, injury, sexual abuse, serious threat, online exploitation, self-harm risk, or other immediate safety risk shall be reported directly to the Principal, Guidance Office, or CPC for immediate protective action and referral when necessary.

Reports may be verbal or written. The receiving personnel shall document the report using the appropriate form and shall forward it to the proper school authority without unnecessary delay.

I. Handling and Management of Cases

Upon receipt of a report, the school shall:

- (1) ensure the immediate safety of the learner;
- (2) provide first aid, guidance support, or temporary protective measures when needed;
- (3) document the facts without forcing the child to repeatedly narrate the incident;
- (4) notify parents/guardians when appropriate and safe;
- (5) refer to proper authorities or professionals when required;
- (6) conduct fact-finding or investigation consistent with due process;
- (7) determine appropriate formative, restorative, disciplinary, protective, or referral action; and
- (8) monitor and follow up the learner's welfare.

Where the alleged act may constitute a criminal offense, abuse, sexual harassment, online exploitation, serious violence, or other matter requiring external action, the school shall coordinate with the appropriate authorities and shall not obstruct lawful reporting or investigation.

J. Confidentiality, Non-Retaliation, and Protection of Reporters

All reports, records, interviews, screenshots, photos, medical information, guidance notes, and related documents shall be handled with strict

confidentiality and in accordance with data privacy requirements. Disclosure shall be limited to persons who need to know in order to protect the learner, investigate the concern, provide support, comply with law, or implement school action.

Retaliation, intimidation, threats, victim-blaming, public shaming, online attacks, or pressure against a person who reports in good faith, cooperates in an investigation, or supports a learner are prohibited.

K. Support for Learners and Vulnerable Learners

The school shall provide reasonable support, guidance referral, parent conference, academic assistance, safety planning, monitoring, or other appropriate interventions for learners affected by child protection concerns.

Special care shall be given to learners who may be more vulnerable due to age, disability, health condition, emotional distress, family difficulty, economic hardship, bullying experience, trauma, displacement, or other circumstances affecting their safety or well-being.

L. Prevention, Orientation, and Safeguarding Formation

The school shall conduct regular orientation and formation activities for learners, parents/guardians, teachers, personnel, and other members of the school community on child protection, anti-bullying, safe adult-child boundaries, online safety, reporting channels, respectful communication, mental health awareness, and Catholic Augustinian Recollect values.

Learners shall be taught to seek help, respect boundaries, avoid harmful behavior, protect their own privacy and the privacy of others, and become instruments of communion, truth, charity, modesty, integrity, and responsible service.

M. Documentation, Monitoring, and Annual Review

The CPC and concerned offices shall maintain confidential records of reports, actions taken, referrals, parent conferences, interventions, and follow-up measures. Child protection data shall be used for case management, prevention planning, and policy improvement while protecting privacy.

This policy shall be reviewed regularly and updated when necessary in light of DepEd issuances, government regulations, school experience, and the Catholic Augustinian Recollect mission of TLMII.

N. Annual Child Protection Committee Composition and Duties

For operational implementation, the school shall issue an annual designation or memorandum identifying the members of the Child Protection Committee (CPC) and their corresponding functions. The composition below may be used as the standard structure and may be adjusted according to school size, personnel availability, and the nature of the concern.

Position / Representative	Primary Function
School Principal / SAB Chair - CPC Chairperson	Provides overall direction, approves protective measures, ensures due process, and coordinates with proper authorities when required.
Guidance Counselor / Guidance Advocate	Receives and documents concerns, provides initial support, conducts guidance follow-up, and recommends referral when necessary.
Student Formation Coordinator	Assists in behavior-related concerns, monitors discipline interventions, coordinates parent conferences, and helps ensure safety measures.
Class Adviser / Teacher Representative	Observes learner welfare, reports concerns, supports classroom-based prevention, and assists in follow-up.
Parent Representative	Helps strengthen home-school partnership and participates only in matters where confidentiality and conflict-of-interest rules allow.
Student Representative, when age-appropriate	Helps promote student voice, peer respect, anti-bullying awareness,

	and safe reporting, subject to confidentiality safeguards.
Health Personnel / School Nurse, when needed	Provides first aid, health observation, medical documentation, and referral support within the limits of school-based health service.
IT Coordinator, when digital evidence or online safety is involved	Assists in preserving digital evidence, account safety, platform concerns, and data security, subject to privacy rules.

O. Child Protection Reporting and Response Flowchart

The following flow shall guide the school in receiving and responding to child protection, bullying, harassment, abuse, cyberbullying, online exploitation, serious threat, or related safeguarding concerns. Urgent safety concerns shall be acted upon immediately and shall not wait for the ordinary sequence of meetings.

Step	Action	Responsible Office / Person	Required Record
1. Report	Concern is reported verbally, in writing, online, or through an authorized school personnel.	Learner, parent/guardian, personnel, witness, or concerned person	Incident / Child Protection / Bullying Report Form
2. Immediate Safety Check	Learner is brought to a safe place, separated from immediate risk when needed, and given first aid or guidance support.	Principal, Guidance Office, Formation Coordinator, Clinic / authorized personnel	Initial safety note / clinic record, if applicable
3. Intake and Documentation	Facts are recorded without forcing the learner to	Receiving personnel / Guidance Office / CPC	Intake record and evidence log

	repeatedly narrate the incident. Screenshots, messages, photos, or other evidence are preserved when relevant.		
4. Parent / Guardian Notice	Parents/guardians are informed when appropriate and safe, especially when welfare, safety, discipline, health, or referral action is involved.	Principal / Guidance Office / Formation Coordinator	Parent conference record
5. CPC Review and Action Plan	The CPC reviews the concern, recommends protective, formative, disciplinary, restorative, or referral actions, and observes due process.	Child Protection Committee	CPC action plan / minutes
6. Referral, when required	Cases involving abuse, sexual harassment, online exploitation, serious violence, criminal acts, or urgent mental health risk are referred to appropriate	Principal / CPC / Guidance Office	Referral record / communication log

	authorities or professionals.		
7. Follow-up and Monitoring	Learner welfare, class climate, compliance with measures, and possible retaliation are monitored.	Guidance Office, Class Adviser, Formation Coordinator, CPC	Monitoring and follow-up record

P. Safe Spaces and Gender-Based Sexual Harassment Procedure

Gender-based sexual harassment, sexually offensive conduct, grooming, unwanted sexual comments, inappropriate touching, malicious sharing of images, online sexual harassment, stalking, repeated unwanted communication, and similar acts are child protection and safeguarding concerns. Such reports shall be handled with urgency, confidentiality, respect for due process, and protection from retaliation.

Concern	Immediate School Action	Follow-up / Referral
Verbal, written, visual, physical, or online sexually offensive conduct	Receive the report discreetly, ensure the learner's immediate safety, document the concern, and inform the Principal or CPC.	Conduct fact-finding, notify parent/guardian when appropriate, provide guidance support, and impose protective or disciplinary measures when warranted.
Repeated unwanted messages, stalking, grooming, or online harassment	Preserve screenshots or digital evidence, prevent further contact when possible, and inform the Guidance Office, IT Coordinator, Principal, or CPC.	Coordinate with parents/guardians and refer to proper authorities when the act may involve exploitation, abuse, or serious threat.
Concern involving school personnel, visitor, service provider, or adult	Report directly to the Principal or authorized safeguarding authority. Avoid private settlement or confrontation that may place the learner at risk.	Observe administrative, legal, and safeguarding procedures, including temporary protective arrangements and referral when required.

The school shall not dismiss, trivialize, or publicly expose complaints of sexual harassment or online sexual harm. Confidentiality shall be observed, but it shall not be used to prevent proper reporting, referral, or lawful action when the safety of the learner requires it.

CHAPTER XIV: TECHNOLOGY, SOCIAL MEDIA, DIGITAL CITIZENSHIP, AND RESPONSIBLE AI USE

A. General Policy

TLMII recognizes the value of technology, social media, digital communication, learning platforms, and artificial intelligence in supporting learning, collaboration, creativity, research, communication, and school operations. These tools shall be used with truth, charity, modesty, prudence, integrity, accountability, data privacy, and respect for human dignity.

This chapter groups the school's technology-related policies so that these are no longer repeated in other chapters. Child protection concerns committed through digital means shall be handled under Chapter XIV, while data handling and communication records shall be governed by Chapter XVII.

B. Scope

This policy applies to school devices, personal devices used in school or school-related activities, internet access, ICT laboratories, learning management systems, email, group chats, messaging apps, official and personal social media accounts, online classes, digital submissions, AI tools, and other technologies used in relation to school life.

C. Responsible Digital Citizenship

All learners shall use technology in a manner that respects God, self, others, the school, the Church, and the wider community. Online conduct shall reflect the same standards of respect, discipline, honesty, modesty, and accountability expected on campus.

Learners shall not use digital tools to bully, shame, threaten, harass, impersonate, deceive, expose private information, spread false

information, cheat, plagiarize, disrupt classes, access inappropriate content, damage systems, or harm the good name of persons or the school community.

D. Gadgets and School Devices

Mobile phones, tablets, laptops, smart watches, cameras, audio recorders, gaming devices, and similar tools may be brought to school only in accordance with school rules. Their use during class, examinations, prayer, liturgical activities, assemblies, and school programs shall require permission from the teacher or authorized personnel.

The school may require gadgets to be turned off, kept in bags, surrendered temporarily for safekeeping, or used only for approved learning purposes. The learner remains responsible for the care, security, and appropriate use of personal devices.

E. Social Media and Online Communication

Official school announcements, circulars, schedules, advisories, and public statements shall be released only through authorized school communication channels. Learners, parents/guardians, teachers, personnel, or outside parties shall not create or manage accounts, pages, groups, or online platforms using the name, logo, seal, initials, identity, or representation of TLMII without written authorization.

Concerns involving grades, discipline, fees, teachers, personnel, school offices, classmates, or families shall be addressed through proper school channels and not through public posts, hostile comments, online accusations, or group chat attacks.

F. Photos, Videos, Recordings, Livestreams, and Digital Content

Taking, posting, editing, forwarding, livestreaming, or sharing photos, videos, audio recordings, screenshots, messages, class materials, school documents, or images of learners and personnel requires respect for privacy, dignity, safety, and permission when needed.

Images, names, health information, school records, location details, schedules, or personal details of minors shall not be posted or shared in a manner that may compromise their safety, privacy, dignity, or welfare.

Edited images, memes, deepfakes, AI-generated content, altered videos, or manipulated audio shall not be used to deceive, impersonate, ridicule, harass, bully, exploit, or damage the reputation of any person or the school.

G. Academic Integrity and Responsible AI Use

Learners are expected to submit work that reflects honesty, personal effort, and respect for truth. Cheating, copying, plagiarism, fabrication of data, unauthorized collaboration, submission of another person's work, and submission of AI-generated output as one's own work are prohibited.

Artificial intelligence tools may be used only when allowed by the teacher and only as support for learning, review, brainstorming, language improvement, accessibility, or other approved academic purposes. AI must not replace the learner's own thinking, study, research, creativity, moral judgment, and responsibility.

When required by the teacher, learners shall disclose or cite AI assistance. Teachers may require oral defense, process documentation, draft history, handwritten work, supervised assessment, or other reasonable evidence of authentic learning.

H. ICT Laboratory and Learning Platforms

Learners shall use the ICT laboratory, computers, internet connection, learning platforms, software, school accounts, and digital resources only for approved educational purposes. Passwords shall be kept confidential and shall not be shared, borrowed, guessed, copied, or misused.

Accessing inappropriate, harmful, violent, sexually explicit, hateful, extremist, illegal, malicious, or non-educational content is prohibited. Learners shall not install software, bypass filters, tamper with equipment, damage files, access another person's account, or use school systems for unauthorized purposes.

I. Parent/Guardian Role in Digital Formation

Parents and guardians are expected to guide, monitor, and supervise their children's use of gadgets, social media, messaging applications, online

games, AI tools, and internet platforms outside school hours. The school may call for parent conference when digital behavior affects the learner, another person, or the school community.

J. Reporting and Consequences

Irresponsible, harmful, abusive, dishonest, unsafe, or unauthorized technology use shall be reported to the Class Adviser, Subject Teacher, Guidance Office, Student Formation Coordinator, IT Coordinator, Child Protection Committee, or Principal, depending on the nature of the concern.

Corrective, formative, restorative, disciplinary, technical, or legal action may be taken according to the gravity of the act, the learner's age and intent, the harm caused, school policy, due process, and applicable law.

CHAPTER XV: SCHOOL HEALTH, SAFETY, WELL-BEING, AND LEARNING CONTINUITY

A. General Policy

The school promotes the physical, mental, emotional, social, spiritual, and environmental well-being of learners and personnel. Health and safety measures shall be implemented with compassion, prudence, respect for human dignity, and shared responsibility among the school, home, and community.

B. Clinic, First Aid, Medication, and Health Records

The School Clinic or designated health personnel shall provide basic first aid, health observation, health education, and referral assistance within the limits of school-based health services. The school does not replace the role of parents/guardians, physicians, hospitals, or emergency medical services.

Learners who feel ill or are injured shall be brought to the clinic or authorized personnel. Parents/guardians shall be notified when the condition requires early dismissal, further observation, medical consultation, emergency care, or follow-up.

Medicines shall not be administered without proper authorization, except in cases allowed by law, emergency protocol, or prior written

parent/guardian instruction supported by medical advice when needed. Parents/guardians shall inform the school of allergies, chronic illness, medication needs, emergency contacts, and other important health information.

Health records and medical information shall be kept confidential and accessed only by authorized personnel for the learner's welfare and safety.

C. Communicable Disease, Illness, and Return-to-School Measures

Learners and personnel who are sick, show symptoms of communicable illness, or are advised by a physician or health authority to stay home shall not report to school until they are well enough and, when required, medically cleared.

The school may require temporary stay-at-home arrangements, parent pick-up, clinic observation, medical referral, hygiene measures, sanitation, masking or other reasonable precautions, and return-to-school clearance when necessary for the protection of the school community.

D. Mental Health, Emotional Well-Being, and Guidance Support

The school recognizes that learner formation includes mental, emotional, social, and spiritual well-being. Learners who experience stress, grief, anxiety, conflict, family difficulty, bullying, trauma, loneliness, or emotional distress may seek assistance from the Guidance Office or may be referred by teachers, advisers, parents/guardians, or school personnel.

For serious concerns involving self-harm risk, harm to others, abuse, severe emotional distress, crisis, or safety risk, the school shall provide immediate support, notify parents/guardians when appropriate and safe, refer to qualified professionals or authorities when necessary, and monitor follow-up in a confidential and compassionate manner.

Guidance conversations and records shall be confidential, except when disclosure is necessary to protect the learner or another person, comply with law, coordinate with parents/guardians or professionals, or implement appropriate school action.

E. Emergency, Disaster Risk Reduction, and School Safety

The school shall implement safety measures for fire, earthquake, typhoon, flooding, medical emergencies, security concerns, accidents, and other hazards. Learners and personnel shall participate in safety orientations, drills, evacuation procedures, and emergency response measures.

During an emergency, learners shall follow the instructions of teachers, advisers, security personnel, health personnel, and school authorities. Parents/guardians shall wait for official school communication and shall avoid actions that may endanger learners or disrupt emergency procedures.

F. Class Suspension, Emergency Closure, and Learning Continuity

The school shall follow applicable government and DepEd issuances on class suspension and school operations during disasters, emergencies, public health concerns, extreme weather, power or internet disruption, and other circumstances affecting safety and learning.

When classes or school operations are disrupted, TLMII may implement appropriate learning continuity measures such as adjusted schedules, home-based tasks, printed or digital learning materials, online consultation, make-up classes, enrichment activities, performance task adjustments, or other reasonable arrangements approved by the school.

Learning continuity shall consider learner safety, access to devices and internet, age and grade level, teacher workload, health conditions, family circumstances, and the need to protect essential competencies and learner well-being.

G. Inclusive Education and Learner Support

TLMII shall provide reasonable support for learners with learning needs, health concerns, disability, temporary illness, emotional difficulty, family crisis, language needs, or other circumstances affecting learning and participation, within the capacity and resources of the school.

The support process may include teacher observation, parent conference, guidance referral, academic intervention, accommodation plan, medical or professional recommendation, progress monitoring, and periodic review. The school shall coordinate with parents/guardians and may require professional assessment when needed.

The school shall avoid discrimination and shall promote respect, participation, and belonging. At the same time, the school shall

communicate clearly the services it can reasonably provide and may recommend external support when the learner's needs require specialized services beyond school capacity.

H. Mental Health Crisis and Referral Protocol

When a learner shows signs of severe emotional distress, threat of self-harm, threat of harm to others, panic attack, disorientation, trauma response, or any condition requiring urgent assistance, the school shall respond with calmness, confidentiality, supervision, and immediate referral as needed.

Situation / Indicator	Immediate Response	Required Follow-up
Self-harm statement, suicidal thought, attempt, or serious threat of harm	Do not leave the learner alone. Bring the learner to the Guidance Office, Clinic, or a safe supervised area. Inform the Principal and parent/guardian immediately, unless doing so creates further risk.	Require professional referral, safety plan, parent conference, and written clearance or recommendation when needed before return to regular activities.
Panic attack, severe anxiety, uncontrollable crying, shock, or trauma response	Provide a quiet and supervised space. Allow breathing, grounding, and calming support. Avoid public attention or shaming.	Document the incident, notify parent/guardian when necessary, and schedule guidance follow-up.
Threat to harm another person or serious aggressive behavior	Separate persons involved, secure the area, and inform the Principal, Formation Coordinator, Guidance Office, and parent/guardian.	Conduct risk assessment, due process, guidance intervention, disciplinary review, and referral when necessary.
Disclosure of abuse, neglect, exploitation, or unsafe home/community situation	Listen calmly, avoid blaming questions, document only necessary facts, and report to the Principal or CPC immediately.	Proceed under the Child Protection and Safeguarding Policy and refer to proper authorities or professionals when required.

Guidance support in school is not a substitute for clinical diagnosis, psychiatric care, psychological treatment, or emergency medical service. When a learner's condition is beyond school capacity, the school shall require referral to qualified professionals and shall coordinate with parents/guardians for the learner's welfare.

I. Emergency Parent Reunification Procedure

In cases of earthquake, fire, typhoon, lockdown, evacuation, serious security concern, medical emergency, or other crisis, the school shall implement an orderly parent/guardian reunification procedure to protect learners and avoid confusion.

Phase	Procedure
1. Assembly and Accounting	Learners proceed to the designated assembly area with their teachers or assigned personnel. Class advisers account for learners using class lists and report missing, injured, or separated learners immediately.
2. Controlled Communication	The school sends official advisories through approved channels. Parents/guardians are requested not to enter restricted areas unless instructed.
3. Authorized Release Point	Learners are released only at the designated reunification gate or area. Security and assigned personnel verify the authorized fetcher's identity.
4. Verification	The school checks the learner's authorized fetcher record, parent/guardian authorization, valid ID, emergency contact details, or other proof required by the school.
5. Release Documentation	The receiving adult signs the reunification or release log. Time of release, contact number, relationship, and ID presented shall be recorded.
6. Unclaimed Learners	Learners not fetched shall remain under supervised care in the designated safe area until released to an authorized person or until proper arrangements are made.
7. Special Circumstances	Custody disputes, restraining orders, unidentified persons, intoxicated fetchers, or unsafe release situations shall be referred to

	the Principal or authorized administrator before release.
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J. Work Immersion, Field Exposure, and Off-Campus Safeguarding

For Senior High School work immersion, field exposure, outreach, recollection, retreat, competitions, educational trips, and other off-campus activities, the school shall observe safeguarding, supervision, and risk management measures before, during, and after the activity.

Requirement	Minimum Guideline
Approval and documentation	The activity must have school approval, objectives, schedule, venue, responsible personnel, consent forms, emergency contacts, and risk assessment.
Parent/guardian consent	No learner shall join an off-campus activity without proper consent and required information submitted before the activity.
Supervision	The school shall designate teachers, advisers, moderators, or authorized adult supervisors with clear roles and communication lines.
Partner institution / host site	For immersion or exposure, the school shall coordinate with the host institution and clarify safeguarding expectations, attendance, supervision, and emergency procedures.
Conduct and boundaries	Learners and adults shall observe modesty, respect, child protection, data privacy, and safe adult-child boundaries at all times.
Emergency procedure	Medical, safety, transportation, or behavioral concerns shall be reported immediately to the supervising teacher and school authority.

K. Laboratory, Workshop, and Special Room Safety Rules

The use of science laboratories, ICT rooms, HE/TLE areas, library, clinic, canteen, gymnasium, stage, and other special rooms shall be governed by safety, supervision, and accountability rules.

Area	Safety Requirements
Science laboratory / practical work area	Learners shall follow teacher instructions, use materials properly, wear required protective items when needed, avoid horseplay, and immediately report spills, breakage, injury, or unsafe conditions.
ICT laboratory / technology rooms	Learners shall use computers, internet, accounts, devices, and digital resources only for authorized learning purposes and shall not tamper with systems, files, filters, or equipment.
HE/TLE, canteen, and food-related areas	Learners shall observe hygiene, proper handling of tools, safe use of equipment, and cleanliness before, during, and after activity.
Library, IMC, clinic, chapel, AVR, stage, gymnasium, and activity areas	Learners shall respect room-specific rules, avoid damage or misuse of facilities, maintain order, and seek permission before using equipment or restricted areas.
Damage, loss, or unsafe use	Damage, loss, misuse, vandalism, or unsafe behavior may require parent/guardian conference, repair or replacement, disciplinary action, and safety intervention subject to due process.

L. References

Republic Act No. 11036; Republic Act No. 12080; DepEd Order No. 006, s. 2026; DepEd Order No. 014, s. 2026; applicable DOH, DepEd, and local government health and safety advisories; TLMII Health, Safety, Sanitation, and Learning Continuity procedures.

CHAPTER XVI: DATA PRIVACY, RECORDS, AND COMMUNICATION PROTOCOLS

A. General Policy

TLMII respects and protects the privacy and personal information of learners, parents/guardians, personnel, and stakeholders. Personal information shall be collected, used, stored, shared, retained, and disposed of only for legitimate school purposes, in accordance with the Data Privacy Act of 2012, its implementing rules, and applicable school policies.

B. Personal Information Collected and Processed

The school may collect and process learner and parent/guardian information such as names, addresses, contact numbers, email addresses, birth records, family information, academic records, attendance, conduct records, health information, guidance notes, photos, videos, payment records, learning outputs, online account information, and other data necessary for school operations and learner formation.

C. Purposes of Processing

Personal information may be used for admission, enrolment, registration, academic instruction, grading, assessment, learner support, guidance, health and safety, child protection, communication, accounting, scholarships, government reports, school activities, alumni records, legal compliance, and legitimate school administration.

D. Consent, Notice, and Legitimate School Purposes

By enrolling at TLMII and signing the required forms, parents/guardians and learners acknowledge that the school must process certain personal information to perform its educational, administrative, legal, and pastoral responsibilities. Where consent is specifically required, the school shall secure the appropriate consent or authorization.

E. Access, Correction, and Requests

Parents/guardians and eligible learners may request access to, correction of, or clarification regarding school records through the proper office. The school may require identification, written request, processing time, and compliance with school procedures before releasing or correcting records.

F. Confidentiality and Authorized Disclosure

Student records, grades, guidance records, health information, child protection records, financial records, disciplinary records, and personal data shall be handled with confidentiality. Information shall be disclosed only to authorized persons, government agencies, receiving schools, parents/guardians, professionals, or authorities when allowed or required by law, school policy, consent, or legitimate school purpose.

G. Photos, Videos, Publications, and Media Consent

The school may take photos, videos, recordings, or other documentation during school activities for legitimate purposes such as records, formation, announcements, publication, documentation, promotion of school events, and institutional memory. Content involving minors shall be handled with care and respect for safety, privacy, dignity, and consent requirements. Parents/guardians who have specific concerns regarding publication or media use of a learner's image shall inform the school in writing so that reasonable arrangements may be considered.

H. Data Security, Retention, and Disposal

The school shall implement reasonable physical, organizational, and technical safeguards to protect records and digital systems. Records shall be retained according to legal, DepEd, accounting, archival, and school requirements, and shall be disposed of securely when no longer needed and when disposal is allowed.

I. Data Retention Schedule

The school shall retain records only for legitimate educational, legal, archival, accounting, safety, and administrative purposes. The following schedule shall guide offices in the safekeeping, review, and disposal of

records, subject to DepEd, legal, accounting, archival, and institutional requirements.

Record Type	Responsible Office	Retention / Disposition
Admission, enrolment, permanent academic records, Form 137/Form 138, promotion and completion records	Registrar	Permanent or according to DepEd and archival requirements.
Class records, grade sheets, assessment summaries, intervention records	Academic Coordinator / Subject Teachers / Registrar	Retain for the period required for verification, audit, learner support, and school policy; archive essential records.
Guidance records, counseling notes, referral records, learner support plans	Guidance Office	Confidential; retain only as necessary for learner welfare, legal protection, and professional guidance practice, then securely archive or dispose.
Clinic, health, medication, accident, and emergency records	Health Services / Clinic	Confidential; retain as needed for health monitoring, emergency documentation, and legal/accountability purposes.
Child protection, bullying, harassment, discipline, and safeguarding records	Principal / CPC / Formation Coordinator / Guidance Office	Confidential and restricted; retain as needed for due process, learner welfare, legal requirements, institutional

		protection, and follow-up.
CCTV recordings and security logs	Security / Administration / IT Coordinator	Retain for a limited period unless needed for investigation, safety, or legal purposes; access shall be restricted.
Photos, videos, publications, consent forms, event documentation	Office concerned / Data Privacy Officer or designate	Retain while necessary for legitimate school documentation, publication, archival, or communication purposes, subject to consent and privacy concerns.
Financial records, receipts, accounts, scholarships, discounts, and payment documents	Treasurer / Accounting	Retain according to accounting, audit, tax, and institutional requirements.
Digital accounts, emails, learning platform records, and system logs	IT Coordinator / Authorized Office	Retain as necessary for security, school operations, investigation, and account administration; dispose or deactivate securely when no longer needed.

Records for disposal shall be shredded, deleted, anonymized, archived, or otherwise destroyed securely. Unauthorized copying, downloading, posting, forwarding, or disposal of school records is prohibited.

J. Data Breach, Loss, or Unauthorized Disclosure

Any suspected loss, unauthorized access, accidental disclosure, hacking, wrong sending, or misuse of personal information shall be reported immediately to the Principal, Data Privacy Officer or designated privacy

personnel, or concerned office. The school shall assess the incident, contain the risk, document the matter, notify affected persons or authorities when required, and take corrective measures.

Data Breach Response Procedure

Step	Action
1. Report immediately	Any suspected loss, wrong sending, unauthorized access, hacking, leakage, or misuse of personal information shall be reported immediately to the Principal, Data Privacy Officer or designated privacy focal person, and concerned office.
2. Contain the incident	Secure the account, retrieve wrongly sent files when possible, change passwords, restrict access, preserve logs, and prevent further disclosure.
3. Assess risk	Determine what data was involved, who was affected, whether sensitive personal information is involved, and whether there is risk of harm, identity misuse, exposure, stigma, or safety concern.
4. Notify and document	Notify affected persons and/or authorities when required by law or school policy. Prepare an incident report and action record.
5. Correct and prevent recurrence	Provide corrective measures such as account reset, staff reminder, process revision, training, disciplinary action when warranted, and improvement of safeguards.

K. Communication Records and Group Chats

Official school communication shall be respectful, relevant, and limited to legitimate school matters. School-approved group chats and communication channels are for announcements, coordination, and learner support. They shall not be used for public accusations, shaming, spreading private information, political campaigning, commercial solicitation, or personal conflict.

M. Annual Review of Data Privacy and Communication Safeguards

The school shall review its data privacy notices, consent forms, communication platforms, group chat practices, account access, record retention, and publication procedures annually or whenever required by law, DepEd issuance, National Privacy Commission guidance, institutional need, or significant incident.

CHAPTER XVII: GUIDELINES TO PARENTS/GUARDIANS

To achieve the proper education and formation of the learner, the full cooperation of parents and guardians is indispensable. Parents and guardians are partners of the school in the integral formation of learners. Communication shall be respectful, truthful, timely, and guided by Christian charity and proper school channels.

A. Office Hours and School Transactions

Regular office hours for school transactions are from 8:00 A.M. to 11:30 A.M. and from 1:00 P.M. to 4:00 P.M., Monday to Friday.

Parents/guardians who need to transact business in the school office shall follow the gate procedure, present proper identification, and secure a gate pass or visitor's pass when required.

B. Parent/Guardian Support and Cooperation

1. Parents are expected to give their full support and cooperation with school authorities in the implementation of school rules and regulations, which are intended to develop sound Christian values and total formation.
2. Regular and prompt attendance at classes depends greatly on the parents' diligence. Irregular attendance leads to loss of interest and discouragement on the part of the student.

3. Regular homework is necessary. Parents should help their children by guiding and scheduling their work and play at home. They should provide a home environment conducive to learning.
4. The school assumes responsibility for students only during school hours and approved school activities. Likewise, school authorities shall not be held responsible for students leaving the school for activities not sanctioned by the school.

C. Campus Access and Visitor Guidelines

1. Parents/guardians are not allowed to stay inside the campus or visit classrooms during class hours unless permitted by the school administration.
2. Parents/guardians shall stay in the parents' waiting area or designated area.
3. Parents/guardians are required to present their ID to the guard and secure a gate pass.
4. Parents/guardians are required to wear modest and decent attire. Abbreviated shorts, tight-fitting clothes, sleeveless blouses, plunging necklines, and similar attire are not allowed.
5. Parents who are on campus during the Morning Prayer, Angelus, 3:00 o'clock Prayer, or other devotional prayers are requested to stand and join in the said prayer.

D. Authorized Fetchers, Pick-Up, and Late Pick-Up

1. Parents who take their children to school in the morning are advised to escort them to the guards of the day at the gate.
2. Pupils/students who are being fetched by parents, guardians, helpers, or authorized fetchers must wait at the parents' lobby or designated waiting area.
3. Loitering around the campus after dismissal is not allowed.
4. All students are expected to go straight home after dismissal.
5. All pupils/students must be fetched not later than 5:00 P.M.
6. In case of delay in fetching, parents/guardians are requested to inform the office or instruct the child to stay at the office lobby.
7. Parents/guardians shall submit the names and contact information of persons authorized to fetch the learner.
8. The school may refuse to release a learner to a person who is not authorized, cannot present identification, appears unsafe, or is subject to a custody restriction known to the school.

9. In cases involving separation, custody concerns, protection orders, or restricted access to the child, the parent/guardian shall submit the proper legal or documentary basis to the Principal or Registrar.
10. During emergencies, class suspensions, illness, or other urgent situations, the school shall release learners only through safe and documented arrangements approved by the school administration or authorized personnel.

E. Parent Conferences and Communication Protocol

1. Conferences shall be done only during regular school days or as scheduled.
2. If a student shows serious deficiencies in disciplinary or academic areas, parents are requested to come to school for a dialogue with the Guidance Staff, Student Formation Coordinator, Class Adviser, or teacher concerned.
3. Parents are advised to transact business with teachers after class hours by appointment through conference slips issued at the Guidance Center or Student Formation Coordinator's Office.
4. Parents/guardians who wish to talk to the teacher or see their child/ward during class hours must request an appointment from the Principal's Office.
5. Ordinary classroom concerns shall first be brought to the Class Adviser or Subject Teacher.
6. If the concern remains unresolved, it may be referred to the concerned Coordinator, Guidance Office, Student Formation Coordinator, Treasurer, Registrar, or other office involved.
7. Matters requiring administrative decision shall be referred to the Principal.
8. Official communication channels include written notices, circulars, official school email or contact numbers, school-approved group chats, parent conferences, and other channels authorized by the school.
9. Once parents/guardians disregard a letter sent by the adviser, subject teachers, or other school authorities, the administration shall decide the matter, and the parents shall be informed accordingly.

F. Absence Letters and Report Cards

1. A parent/guardian must provide an excuse letter explaining the reason for the absence of the child/ward.

2. The excuse letter should be addressed to the School Principal or proper school authority.
3. Report cards are issued during the scheduled Parents' Encounter or according to the official school calendar.
4. Parents/guardians are expected to follow up on their child's performance and progress.
5. Report cards must be signed before they are returned to the school.

G. GPTA/Homeroom PTA

The TLMII Homeroom/General PTA has been organized to bring parents and school closer together for fruitful collaboration and cooperation in the education of learners. Parents are expected to attend PTA meetings regularly.

H. Grievance, Complaint, and Appeal Procedure for Parents/Guardians

A grievance or complaint shall be raised respectfully and, when necessary, in writing. The written complaint should state the facts, persons involved, date and place of occurrence, available evidence, and the remedy or assistance requested.

The receiving office shall acknowledge the concern, refer it to the proper office when needed, document the action taken, and schedule a conference or clarification meeting when appropriate.

The school shall observe fairness, confidentiality, documentation, respect for all persons, and due process. Anonymous concerns may be noted for monitoring but may be difficult to act upon unless sufficient details are provided.

If the parent/guardian is not satisfied with the action taken at the first level, the matter may be elevated to the concerned Coordinator or Office Head. If still unresolved, the concern may be elevated to the Principal for final school-level review and decision, subject to existing law and policy.

Concerns involving child protection, bullying, harassment, abuse, serious safety risk, data privacy breach, or emergency need not follow the ordinary sequence and may be reported directly to the Principal, Guidance Office, Student Formation Coordinator, or Child Protection Committee.

Retaliation, intimidation, public shaming, or online attacks against a complainant, respondent, witness, learner, parent/guardian, teacher, personnel, or school office are prohibited.

I. School's Reserved Right

The school reserves the right to impose other requirements and policies not contained in this Student Handbook for the general well-being of the students and the school.

STUDENT–PARENT AGREEMENT AND UNDERTAKING
*Student Handbook, Enrollment, Academic Integrity, Data Privacy,
 Technology, and Formation Agreement*

I/We, the undersigned student and parent/guardian, acknowledge that enrollment in The Lady Mediatrix Institute, Inc. means willing cooperation with the school in the academic, spiritual, moral, social, and personal formation of the learner according to the Catholic Augustinian Recollect identity of the institution.

Learner's Name	Grade and Section

A. Handbook and Enrollment Agreement

I/We have received, read, and understood the TLMII Student Handbook and agree to observe the school policies, rules, regulations, and formation guidelines. I/We understand that these policies are intended to promote order, discipline, safety, learning, respect, child protection, and the integral formation of every Mediatrixian learner.

I/We also understand that the learner is expected to conduct himself/herself as a true Mediatrixian, both inside and outside the campus, knowing that one's behavior reflects one's family, the school community, and the values of the institution.

B. Academic Cooperation Agreement

I/We promise to cooperate with the school in the education and formation of the learner. I/We shall help monitor schoolwork, assignments, projects, assessments, attendance, punctuality, conduct, and participation in school activities.

When the learner shows academic difficulty, frequent absence or tardiness, lack of effort, behavioral concern, or need for improvement, I/we agree to work hand in hand with the Class Adviser, Subject Teachers, Academic

Coordinator, Guidance Office, Student Formation Coordinator, and school administration.

C. Learner's Integrity Commitment

As a Mediatrix learner, I recognize my responsibility to prepare for lessons and learning tasks to the best of my God-given capacity, talents, and skills. I shall come to class on time, give attention to class discussions and activities, ask questions when I do not fully understand, respect the views of my classmates and teachers, prepare honestly for assessments, submit authentic work, acknowledge sources, and avoid cheating, plagiarism, dishonesty, and the improper use of technology or artificial intelligence.

D. Parent/Guardian Integrity Commitment

As parent/guardian, I/we recognize our responsibility to support the integral formation of our child. I/We shall guide the learner in preparing for lessons, assignments, projects, and assessments; attending classes on time; communicating respectfully with teachers and school authorities; respecting academic processes; and cooperating with conferences, interventions, and formation plans whenever needed.

E. Data Privacy, School Communication, and Media Consent

I/We understand that The Lady Mediatrix Institute, Inc. collects, processes, stores, uses, and shares learner and parent/guardian information only for legitimate school purposes, including admission, enrolment, instruction, assessment, learner support, guidance services, health and safety, child protection, communication, accounting, school activities, government reports, legal compliance, and other school-related operations.

I/We understand that personal information shall be handled with confidentiality and in accordance with the Data Privacy Act of 2012 and the school's Data Privacy Policy. I/We also understand that school records, grades, guidance records, health information, disciplinary records, child protection records, photos, videos, and other personal data shall be accessed only by authorized personnel and used only for legitimate school purposes.

I/We authorize the school to communicate with me/us through official contact numbers, email addresses, written notices, online platforms, and other approved communication channels for school announcements,

learner concerns, academic matters, emergency notices, formation concerns, financial notices, and other official school communications.

I/We allow the school to take and use photos, videos, recordings, or school activity documentation of the learner for legitimate school purposes such as records, announcements, documentation, school publications, website or social media posts, institutional reports, and promotion of school activities, with respect for privacy, dignity, and child protection.

Restriction or concern regarding photos/videos/publications, if any	Details

F. Technology, ICT Laboratory, Responsible AI Use, and Special Room Safety Agreement

I understand that the use of school computers, internet access, learning platforms, ICT laboratory equipment, gadgets, artificial intelligence tools, laboratories, workshop areas, library, clinic, chapel, AVR, stage, gymnasium, and other special rooms is a privilege and must be done responsibly, honestly, modestly, respectfully, and safely.

I agree that I shall not:

1. Use unauthorized chat, messaging, gaming, social media, or non-academic platforms during ICT classes or laboratory time.
2. Play games or access unrelated websites unless expressly permitted by the teacher.
3. Access, download, possess, or share pornographic, hateful, violent, terrorist, immoral, or harmful materials in any form.
4. Download, install, copy, or use unauthorized programs, games, files, media, or applications.
5. Violate copyright laws, copy the works or files of classmates or schoolmates, plagiarize, cheat, or misuse artificial intelligence tools.
6. Damage, remove, transfer, deface, or tamper with computers, mouse, keyboard, speakers, labels, seals, system files, accounts, passwords, settings, or desktop background.

7. Create or change accounts, passwords, or system settings without permission.
8. Use vulgar, offensive, harmful, or disrespectful language in any digital platform, learning system, social media, messaging application, or online communication.
9. Loiter, roam, eat, bring unnecessary items, or use the ICT Laboratory or any special room improperly.
10. Use technology to bully, harass, impersonate, deceive, violate privacy, damage school systems, or harm another person or the school community.
11. Engage in horseplay, unsafe behavior, misuse of equipment, or careless handling of materials in laboratories, workshops, ICT rooms, or other special areas.

I shall give full attention during class discussion and follow the teacher's instructions, including the "fingers off" policy when the teacher is giving directions. I shall return equipment and materials properly after use, report accidents or damage immediately, help maintain cleanliness and order, and surrender any found item to the teacher or proper school authority.

G. Discipline, Due Process, and Safety

I/We understand that violations of school policies may result in corrective, formative, or disciplinary action in accordance with the Student Handbook, with respect for due process, proper communication, documentation, and the welfare of the learner and the school community. I/We also understand that any medical, safety-related, or drug-related assessment, when required by law, school policy, or serious safety concern, shall be handled only with proper authority, parent/guardian notification or consent when applicable, confidentiality, and respect for the learner's rights and welfare.

F. Conforme / Attested

By signing below, I/we affirm that I/we have read, understood, and agree to this Student-Parent Agreement and Undertaking.

Signatory	Name	Signature	Date
Student			

Parent/Guardian			
Class Adviser			
Guidance Counselor / Guidance Advocate			
Academic Coordinator			
Principal			

REFERENCES

- Department of Education. *DepEd Order No. 010, s. 2024: Policy Guidelines on the Implementation of the MATATAG Curriculum.*
- Department of Education. *DepEd Order No. 015, s. 2026: Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for the K to 12 Basic Education Program.*
- Department of Education. *DepEd Order No. 017, s. 2026: Strengthened Senior High School Curriculum.*
- Department of Education. Current K to 12 curriculum guides, learning standards, and other applicable curriculum, assessment, school safety, ICT, records management, child protection, and learning continuity issuances.
- Republic Act No. 10173, or the *Data Privacy Act of 2012*, and its Implementing Rules and Regulations.
- Republic Act No. 10175, or the *Cybercrime Prevention Act of 2012*.
- National Privacy Commission. Applicable issuances, circulars, and advisories on data privacy, records management, consent, personal information processing, data breach management, and school communication.
- The Lady Mediatrix Institute, Inc. PVMGO-CV, approved school calendar, Learning Standards of the Augustinian Recollect, Student Handbook, Data Privacy Policy, Technology and Responsible AI Use Policy, Child Protection and Safeguarding Policy, Learning Continuity Guidelines, and institutional academic policies.

APPENDIX

APPENDIX A: AUTHORIZED FETCHER FORM

I/We authorize the following persons to fetch my/our child from school. I/We understand that the school may require identification and may refuse release when safety, custody, identification, or authorization is unclear.

Authorized Fetcher	Relationship to Learner	Contact. No.
1.		
2.		
3.		

Custody / Restriction Concern, if any	
Parent / Guardian Signature	
Date	

**APPENDIX B: MEDICATION AUTHORIZATION AND
HEALTH INFORMATION FORM**

Learner's known allergies/health concerns	
Medicine to be administered	
Dosage	
Schedule	
Physician's instruction, if any	
Emergency contact person	
Emergency contact number	

I/We authorize the school to provide basic first aid and to contact me/us or emergency medical services when needed for the learner's welfare.

Parent / Guardian Signature	
Date	

APPENDIX C: INCIDENT / CHILD PROTECTION / BULLYING REPORT FORM

Basic Information		
Name of Learner/s involved		
Date of Incident		
Time of Incident		
Place of Incident		
Nature of Concern		
Nature of Concern		Please Check
Bullying		☐
Cyberbullying		☐
Abuse		☐
Harassment		☐
Safety concern		☐
Other:		☐
Details of the Report:		
Brief Description of Incident or concern		
Reported By:		
Signature		
Date		
Received By:		
Office		
Initial action taken		

**APPENDIX D: GRIEVANCE, COMPLAINT,
OR APPEAL FORM**

Complainant/Parent/Guardian	
Contact No.	
Learner concerned, if any	
Grade/Section	
Concern/complaint/appeal	
Action requested	
Signature	
Date filed	

APPENDIX E: FIELD TRIP / OFF-CAMPUS ACTIVITY CONSENT AND UNDERTAKING

Activity	
Date/Time	
Venue	

I/We allow my/our child to join the above school-approved activity. I/We understand the purpose, schedule, supervision arrangement, transportation arrangement, and expected conduct. I/We shall provide accurate emergency contact and health information.

Referral Made to		Please Check
Physician		☐
Mental health professional		☐
Social worker/authority		☐
Other:		☐

I/We shall provide accurate emergency contact and health information.

Emergency contact person	
Contact No.	
Parent/Guardian Signature	
Date:	

APPENDIX F: MENTAL HEALTH / GUIDANCE REFERRAL AND CRISIS RESPONSE RECORD

Basic Information			
Learner			
Grade/Section		Date / Time	

Nature of Concern	Please Check
Severe distress	☐
Panic/anxiety	☐
Self-harm risk	☐
Threat of harm	☐
Trauma/disclosure	☐
Other:	☐

Immediate Action and Notification		
Immediate action taken		
Parent/Guardian notified	☐ Yes	☐ No
If no, reason		
Time of Notification		

Referral	
Referral Made To	Please Check
Parent/Guardian	☐
Physician	☐
Mental health professional	☐
Social worker/authority	☐
Other	☐

Follow-Up	
Follow-up schedule/action plan	
Prepared by	
Office	
Signature	

APPENDIX G: SAFE SPACES / GENDER-BASED SEXUAL HARASSMENT COMPLAINT AND ASSISTANCE FORM

Basic Information	
Complainant / learner concerned	
Grade/Section	
Person/s complained of, if known	
Type of Concern	
Type of Concern	Please Check
Verbal	☐
Physical	☐
Visual	☐
Online	☐
Unwanted messages	☐
Stalking/grooming	☐
Incident Details	
Date, time, place/platform of incident	
Brief description of concern	
Evidence Submitted, if any	
Evidence Submitted	Please Check
Screenshot	☐
Message	☐
Assistance Requested	
Assistance Requested	Please Check
Safety measure	☐
Guidance support	☐
Parent conference	☐
Investigation	☐
Referral	☐
Other:	☐
Receiving Information	
Received by	
Date/Time	
Action taken	

**APPENDIX H: EMERGENCY PARENT
REUNIFICATION LOG**

Emergency / drill / incident	
Date	
Assembly area	
Learner name	
Grade/Section	
Released to	
Relationship	
Contact No.	
ID presented / verification used	
Time released	
Condition/remarks	
Released by	
Signature of receiving adult	

APPENDIX I: DATA PRIVACY INCIDENT / BREACH REPORT FORM

Basic Information		
Date/time discovered		
Reported by		
Office		
Nature of Incident		
Nature of Incident	Please Check	
Wrong sending	☐	
Lost record/device	☐	
Unauthorized access	☐	
Hacking	☐	
Public posting	☐	
Other	☐	
Data Involved		
Data Involved	Please Check	
Learner record	☐	
Grade	☐	
Health record	☐	
Guidance/discipline record	☐	
Photo/video	☐	
Financial record	☐	
Other:	☐	
Details and Action Taken		
Persons affected, if known		
Immediate containment action		
Reported to Principal / DPO or Privacy Focal Person	☐ Yes	☐ No
Time reported		
Corrective/preventive action		
Prepared by		
Signature		
Date		

APPENDIX J: STUDENT ORGANIZATION / CLUB ACTIVITY PROPOSAL AND LIQUIDATION FORM

Activity Proposal	
Club/Organization	
Moderator/Adviser	
Activity title and objectives	
Date/time/venue	
Participants	
Proposed budget/source of funds, if any	
Safeguarding/safety considerations	
Approval	
Approval	Signature
Club Moderator	
Student Activity Coordinator	
Principal	

Post-Activity Report

After the activity, a summary of implementation, attendance, expenses/liquidation, receipts, concerns, and recommendations shall be submitted to the Student Activity Coordinator or designated office.

PRAYERS

MORNING OFFERING

O Jesus, through the Immaculate Heart of Mary, I offer you my prayers, works, joys, and sufferings of this day in the union with the Holy Sacrifice of the Mass throughout the world, I offer them, for all the intentions of Your Sacred Heart: the salvation of souls, the reparation of our sins, the reunion of all Christians; I offer them, for all the intentions of our Bishops and of all Apostles of Prayer, and in particular, for the intention by our Holy Father this month of _____.

Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to your protection, implored your help, or sought your intercession, was left unaided. Inspired by this confidence, I fly unto you, O Virgin of virgins, my Mother. To you do I come, before you I stand, sinful and sorrowful. O Mother of the Word Incarnate, do not despise my petitions, but in your mercy, hear and answer me. Amen.

- L: Our Lady Mediatrix of all Grace,
R: Pray For Us
L: San Pedro Bautista,
R: Pray For Us
L: Our Father, who art in heaven, hallowed be thy Name, thy kingdom come, thy will be done, on earth as it is in heaven.
R: Give us this day our daily bread. And forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation but deliver us from evil. Amen.
L: Hail Mary, full of grace. The Lord is with thee. Blessed art thou amongst women, and blessed is the fruit of thy womb, Jesus.
R: Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.
L: Eternal Rest, Grant unto them O Lord.
R: And let perpetual light shine upon them.
L: May they rest in peace.
R: Amen.
L: In the name of the Father and of the Son and of the Holy Spirit, Amen.
R: Give us this day our daily bread. And forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation, but deliver us from evil. Amen.

- L: Hail Mary, full of grace. The Lord is with thee. Blessed art thou amongst women, and blessed is the fruit of thy womb, Jesus.
- R: Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.
- L: Eternal Rest, Grant unto them, O Lord.
- R: And let perpetual light shine upon them.
- L: May they rest in peace.
- R: Amen.
- L: In the name of the Father and of the Son and of the Holy Spirit, Amen.

LUPANG HINIRANG

Bayang magiliw
Perlas ng silanganan
Alab ng puso
Sa dibdib mo'y buhay

Lupang Hinirang
Duyan kanang magiting
Sa manlulupig
Di kappa sisiil

Sa Dagat at bundok sa simoy
At salangit mo'y bughaw
May dilag ang tula
At awit sa paglayang minamahal
Ang kislap ng watawat mo'y tagumpay na nagniningning
Ang bituin at araw niya'y kaliaan pama'y di magdidilim
Lupa ng araw ngluwalhati't pagsinta
Buhay ay langit sa piling mo
Aming ligaya nang pag
May mang-aapi
Ang mamatay ng dahil sayo.

PANATANG MAKABAYAN

Iniibig ko ang Pilipinas,
aking lupang sinilangan,

tahanan ng aking lahi;
kinukupkop ako at tinutulungang
maging malakas, masipag at marangal.
Dahil mahal ko ang Pilipinas,
diringgin ko ang payo
ng aking magulang,
susundin ko ang tuntunin ng paaralan,
tutuparin ko ang tungkulin
ng mamamayang makabayan:
naglilingkod, nag-aaral at nagdarasal
nang buong katapatan.
Iaalay ko ang aking buhay,
pangarap, pagsisikap
sa bansang Pilipinas.

ARSC PLEDGE

I believe in the ARSC philosophy of life, full of meaning for everyone, to enjoy and relish, I believe as an Augustinian Recollect Student, I am a Crusader of the Good, the True and the Beautiful.

I am a seeker of Truth and Wisdom, promoter of Justice and Peace, steadfast in faith and humble before God and men.

I believe in the ARSC lifestyle, exciting and positive, seeking beauty and integrity in science, living the discipline as a True Crusader, in fostering peace, unity, and happiness.

I believe in morality, in the wholesomeness of sharing sorrows, success and joys of others, of bringing people together as true friends and as one family in Christ.

I believe in the ARSC mission, bringing about constructive change, in individual, society, and nation; that all men may live in harmony, peace, justice, love, and truth with the guidance and grace of the Holy Triune God, by living the spirit of Saint Augustine.