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I. About the School

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

School History

1945

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

1946

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

1947

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

1949

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

1950

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

1952

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

1953

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

1955

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

1956

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

1958

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

1959

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

1960

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

1963

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

1965

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

1966

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

1968

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

1969

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

1970

The School Board appointed Ms. Gregoria G. Beltran to succeed Mrs. Hwang Bao Yu as the school principal. In August, the School Board, under

the chairmanship of Chiong Phai Hun, together with the Foundation, purchased another lot. The house standing on the lot owned by Elder Ty Han Eng was remodeled to become classrooms for kindergarten pupils. An indoor gymnasium was also constructed.

1976

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

1978

In August, construction of a new kindergarten building started.

1979

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

1983

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

1986

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

1987

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

1988

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

1989

The Alumni Building was inaugurated in November during the school's 43rd founding anniversary. This building housed Grades IV-VI classrooms, a large Home Economics Room, Music Room, Computer Laboratory, Speech and Science Laboratory, and other offices.

1996

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

1997

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

1998

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

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

1999

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

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

2000

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

2001

The school signed a three-year agreement with Genetic Computer Institute of Singapore to handle the computer instruction. Moreover, the school's

computer labs were equipped with brand new computers. The visual arts program for elementary students was also launched.

2002

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

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

2003

The Montessori Integrated Program was adopted for the Preschool Department with alumna Ms. Heidi Tenefrancia as consultant. A comprehensive reading and intervention program was started for the Elementary Department. New facilities were introduced. A new stage lighting system was added in the auditorium in time for the Renaissance

Batch's (2003) performance of a Christian teen musical entitled "Glow in the Dark." Added to this, a computer biometric timing device was introduced to keep track of the personnel's attendance.

2004

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

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

2005

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

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

2006

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

2007

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

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

2008

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

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

2009-2010

With the theme *Hope: A Beacon Through 63 Years of Fruitful Service*, the school commemorated another blessed year under God's protecting arms.

The event was made even more significant as it coincided with the grand inauguration of the new fully-wired (WiFi ready) high school building. Each classroom is equipped with an LCD projector and a computer that enhances the learning experience of the students.

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

The school also served as the Secretariat during the 3rd Annual COCOPEA Convention held at SMX MOA, and the satellite host of the 24th Annual Assembly of Accrediting Agency Incorporated in Tagbilaran, Bohol.

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

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

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

2010-2011

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

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

2011-2012

The school introduced the iPad2 to the first year students as a useful device for educational purposes. In celebration of the school's 65th Founding Anniversary, the school successfully initiated different activities such as the *Run for Hope*, a fund-raising run for the benefit of the HCHS Scholarship Foundation, a musical drama entitled *A Time for*

Christmas, a blood-letting project *A Drop of Hope*, and a fund raising concert for the Hope Handbell Ringers, *The Bells of Hope*.

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

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

2012-2013

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

2013-2014

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

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

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

In March 2014, President Benigno "Noynoy" Aquino III visited HCHS in a dialogue entitled Hope for the Philippines: A Table Talk with the President. The event was a response to letters written by the current batch of 3rd year high school students to President Aquino, airing their concerns and expressing their

well-wishes on his birthday.

In the said event, the President addressed the concerns of the Tacloban students and commended the school for exercising Christian charity in opening their doors to these students.

2014-2015

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

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

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

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

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

2015-2016

HCHS became one of the front-runners in the implementation of the Senior High School Program offering Academic Track which includes Science Technology Engineering and Mathematics (STEM), Accountancy Business and Management (ABM) and Humanities and Social Sciences (HUMSS). The school also offered Technical-Vocational Track on

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

Also in this year, in partnership with the United Evangelical Church of the Philippines, the former church was used for students' quadrangle during weekdays and parking for the church during weekends.

2016-2017

This year marked the 70th Founding Anniversary of Hope Christian High School.

External linkages have been one of the highlights of the academic program particularly in the Senior High School.

HCHS partnered with De La Salle University and Junior Achievers (JA) Philippines for the Senior High through CONNECT-ED program. Experts from DLSU came to HCHS to mentor the faculty review the senior high curriculum while JA coaches and trainers mentored the ABM students and teachers in conduct of Business Enterprise Simulation. As for industries, HCHS partnered with CitiAds for the on-the-job training of the students under the Tech Voc track.

The first Research Congress was also held at later of the school year giving opportunities to senior high researchers to present their capstone and researchers to the school community particularly the Grade 10 students.

It was also the year when the school produced her first batch of Grade 12 graduates of ninety-seven (97) students. The grand celebration of the 70th anniversary was held in The Theater in Solcaire. It was followed by the Grand Alumni Homecoming that was held in Manila Hotel during the school's Foundation Week. The year-long celebration culminated in the annual Open House where the official school mascot – the kangaroo was launched.

2017-2018

This year marked another milestone for the academe - HCHS was granted another five (5) years of Level III re-accreditation status by the Association of Christian Schools, Colleges and Universities Accrediting Agency Incorporated (ACSCU-AAI). A school-wide HSK Chinese Proficiency Test, under the supervision of the Philippine Chinese Education Research Center in partnership with the China-based organization Hanban, was implemented conducting pre- and post-tests across all grade levels. Koobits was integrated into Math classes as an additional supplement in learning. A candidate status was awarded to HCHS for International Baccalaureate Primary Years Programme (IB-PYP).

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

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

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

2018-2019

This is the year when Hope Christian High School became an official candidate school for the International Baccalaureate – Primary Years Programme. The school started to implement changes in the teaching method during this year. Brainfit officially entered into a three-year partnership with the school.

Replacement of the Preschool Gym roof was done this year as well. "Imprints of God's Faithfulness" was the theme for the 72nd Founding Anniversary.

2019-2020

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

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

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

2020-2021

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

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

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

2021-2022

The Hope Theater Hall, also known as Chiong Pai Hun Theater Hall, and the roof of the Preschool Building, started its renovation process under the supervision of our Hope Alumni Association President Mr. Oliver Uy.

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

On the academic side, the school continued its second year of distance learning amidst the pandemic. Hope Christian High School became the first

Chinese Christian School to be authorized to implement the International Baccalaureate – Primary Years Programme (IB-PYP).

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

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

2022-2023

After two years of online classes due to the pandemic, the school opened its doors for hybrid classes, offering both face-to-face and online classes.

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

This is the year when the school became an official candidate school for International Baccalaureate - Middle Years Programme (IB - MYP).

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

SCHOOL VERSE

Jesus said, “I am the way, the truth and the life; No man cometh unto the Father, but by Me.” **John 14:6**

MOTTO

For Life and Eternity

CORE VALUES

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

COLORS

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

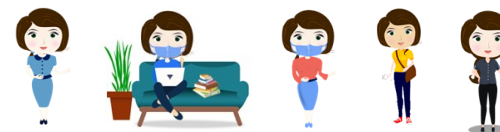
SCHOOL MASCOT



A kangaroo has short hind legs and a long tail enabling it to only move forward. HCHS believes the school is like a kangaroo moving forward to new discoveries, and conquering new heights with confidence. Like how a mother kangaroo carefully looks after her young in the pouch, so does our teacher “Joy” (the mother kangaroo) embrace each student in her care. HCHS desires that every student will come to know Christ and become a mature and growing Christian

(“Cris” – the joey or the baby kangaroo). As the students move forward to new places, they will continue to exhibit Christ-likeness in their speech and action.

SCHOOL PERSONA



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

SCHOOL SLOGAN

“Developing Leaders for God and Man”+

LOGO



SCHOOL VISION

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

VISION DEFINED

Seeks to inspire

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

Her learning community

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

To acknowledge God's love

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

To obey God's law

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

To develop the self

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

To contribute to society

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

SCHOOL MISSION

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

MISSION DEFINED

To continually provide

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

Quality Christian education

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

Relevant to the changes & challenges of the times

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

For the glory of God

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

STATEMENT OF FAITH

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

There is one Triune God, eternally existing in three persons - Father, Son and

Holy Spirit. They are co-eternal in being, co-identical in nature, and co-equal in power and authority.

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

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

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

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

PHILOSOPHY OF EDUCATION

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

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

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

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

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

School Song

jiānán měilì huāyuán,

嘉南 美麗 花園，

kuàilè guāngmíng cànlàn。

快樂 光明 燦爛。

zhēnlǐ shēngmìng huā'ér xiānyàn,

真理 生命 花兒 鮮豔，

shèngfù shuǐ zì jìnxūn。

聖父 手 自 揀選

jiānán jiānán

嘉南！ 嘉南！

kuàilè guāngmíng cànlàn。

快樂 光明 燦爛。

bituō chuántǒng jiàoyù,

擺脫 傳統 教育，

xuéxí lǎoshī jīdū。

學習 老師 基督。

yīnqín bùxiè jìlì zhuīqiú,

殷勤 不懈 竭力 追求，

zhēnlǐ shǐ nǐ zìyóu。

真理 使 你 自由。

wéi yī dàshì érlái,

為 一 大事 而來，

zuò yī dàshì ér qù。

做 一 大事 而去。

shēngmìng huǒjù wǒmen gāoj,

生命 火炬 我們 高舉，

zhào liàng hēi'àn shìjì。

照亮 黑暗 世紀。

gāojū gāojū!

高舉！ 高舉！

zhào liàng hēi'àn shìjì。

照亮 黑暗 世紀。

O school of high learning

with purpose glorious

Your brilliant banners of

Truth and life,

we carry mid the strife.

March on! March on!

With banner of Truth and Life

Leaving tradition old,

We learn from Christ the Lord

With earnest diligence now we seek,

The truth that frees the meek.

Seek on! Seek on!

For truth that frees the meek.

For this great task we come,

our work so gladly done.

We lift the torch of the Christian Life.

This time to sanctify.

Lift high! Lift high!

The torch that will sanctify.

International Baccalaureate Mission Statement

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

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

International Baccalaureate Learner Profile

- Caring
- Knowledgeable
- Open-Minded
- Reflective
- Balance
- Communicators
- Inquirers
- Thinkers
- Risk-Takers
- Principled

II. Student Code of Conduct

STUDENT'S RIGHTS AND RESPONSIBILITIES

1. **IT IS THE RIGHT OF EVERY STUDENT** to be part of an environment where one is addressed politely, treated with respect and free from discrimination.

Your responsibility is to **PRACTICE COURTESY** by:

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

⇒ Prompt obedience to teachers, staff and even substitute teachers

2. IT IS THE RIGHT OF EVERY STUDENT to be part of an environment which is free from intimidation, including all forms of abuse, (i.e. verbal, written, cyber or physical form).

Your responsibility is to **PRACTICE RESPECT** by:

- Not causing or encouraging bullying, teasing, harassing or gang-ing up on others.
- Avoiding any behavior which would hurt, embarrass, upset or cause discomfort to others.
- Showing due consideration for others when moving through busy crowded corridors.
- Not engaging in inappropriate teasing, name-calling, cutting remarks, threats, and physical or sexual harassment.

3. IT IS THE RIGHT OF EVERY STUDENT to work, learn and achieve success in an environment which supports, helps, and encourages anyone to express one's thoughts, and ask questions; thereby enabling one to reach one's goals.

Your responsibility is to **PRACTICE DISCIPLINE, COOPERATION AND SENSITIVITY** by:

- Arriving on time for all your classes and activities with all necessary books and supplies. If you are late, get a tardy slip from the security guard and fill it out properly. Apologize to your teacher for being late and go to your seat quietly.
- Being cooperative and displaying a positive 'can do' attitude.
- Completing all assignments and class work within an agreed time frame.
- Avoiding any type of behavior (i.e. going in and out of the room, standing and moving around the room) which would distract other students from learning effectively.
- Securing proper passes (CR, Office, Clinic) when going out of the classroom.
- Listening attentively when others are speaking and being sensitive to what they say.
- Accepting and giving opinions which may be critical of ideas but not of people.
- Preparing for all the school work without cheating or unauthorized copying of the work of others (plagiarism).

4. IT IS THE RIGHT OF EVERY STUDENT to expect that all property and equipment in school whether personal, shared, or belonging to the school, should remain free from deliberate damage, abuse or theft.

Your responsibility is to **PRACTICE RESPECT AND GOOD STEWARDSHIP** by:

- Keeping school properties (like chairs, computers, keyboards, pianos, walls and others) clean, neat and free from vandalism.
- Using school property in an appropriate manner.

- Turning off electrical and electronic equipment if you are the last to leave the room.

- Compensating owners for property damages due to negligence, inappropriate use or lack of prior permission.

- Keeping valuables at home and not bringing these to school.

- Bringing only enough money to cover your needs for one school day.

5. IT IS THE RIGHT OF EVERY STUDENT to be able to spend your day at HCHS in a pleasant, clean and safe environment.

Your responsibility is to **PRACTICE CONSIDERATION FOR OTHERS** by:

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

6. IT IS THE RIGHT OF EVERY STUDENT to be a member of a school which is highly valued by parents and the community.

Your responsibility is to **PRACTICE OBEDIENCE, LOYALTY AND COOPERATION** by:

- Complying with all school and community rules.
- Behaving in an appropriate manner when off-campus, on school trips, at camps, and while traveling to and from the school.
- Not smoking or consuming alcoholic drinks/prohibited drugs inside and outside the campus
- Complying with the HCHS uniform policy and generally behaving in a manner which brings forth pride in our school and in the achievements of its students.
- Showing allegiance to the country and the school, and respect to its representation (like the flag, national anthem, school song etc).

7. IT IS THE RIGHT OF EVERY STUDENT to settle disputes in a fair and rational manner within a reasonable time frame.

Your responsibility is to **PRACTICE HUMILITY AND COOPERATION** by:

- Allowing all members involved in a dispute to be heard, Seeking assistance from a teacher or administrator for a dispute to be resolved amicably.
- Accepting with good grace the final decision of the arbitrating members of the school administration.

PARENT'S RESPONSIBILITIES

Education is a partnership between the school and home. We expect that:

- Parents will be responsible for establishing values at home through their actions and delivering the proper messages to their children that education is very important. Parents will be responsible for teaching their child/children the proper behavior that recognizes the rights and property of others.
- Parents will be responsible in supporting the school's rules and interventions for violations and discussing them with their child/children.
- Parents will be responsible for monitoring daily attendance and punctuality of their child/children and performance in school.
- Parents will be responsible for maintaining regular communication with the school and participating in school activities.
- Parents will be responsible for supporting the school policies and programs.

GUIDELINES ON DISCIPLINE

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

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

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

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

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

Upon enrolment at Hope Christian High School, the student, together with his/her parents, signifies his/her intention to accept and abide by the rules and regulations of the school.

The school has the final authority in establishing and interpreting school rules. This means that the school has the authority to:

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

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

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

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

SUSPENSION

- Suspension refers to the school's prevention of a student from attending class and from taking any examinations, quizzes and graded recitations given during the specified period, which will henceforth be marked zero (0). Students will be responsible for missed class activities to cope with the class. Suspension can be served at home or in-school.
- Preventive Suspension is a temporary removal of the student charged for major violations/offenses of school rules while the investigation is ongoing.

	MINOR OFFENSES	ACTION TAKEN
1	Habitual Tardiness	<ul style="list-style-type: none"> ● Verbal Warning from 1st to 3rd tardy. Class adviser informs parent/s. ● Written Warning on the 4th to 5th tardy ● Written Warning on 6th tardy with parent conference ● Deportment lowered by one level and Extension on the 7th tardy ● Deportment lowered by one level and Extension for every 3 accumulated tardiness after the 7th tardy ● Disqualification from Academic Honors on the 13th tardy ● Suspension on the 15th tardy
2	Going out of the room without permission or pass Loitering during class hours, prolonging break.	<ul style="list-style-type: none"> ● Verbal Warning ● Parent Conference with the Class Adviser/Discipline Officer after 3 verbal warnings
3	Entering off limit areas	
4	Improper/incomplete uniform – not following prescribed school uniform or haircut, not wearing school ID, having unbuttoned polo, and the like. Defacing of I.D. cards or using unofficial I.D. lanyard.	<ul style="list-style-type: none"> ● Verbal Warning until the 4th offense ● Written Warning on the 5th offense ● Written warning on the 6th offense and parent conference ● Deportment lowered by one level on the 7th offense. ●
5	Wearing of make-up (except for school-sanctioned events can use tintless/colorless lip balm for chapped lips)	<ul style="list-style-type: none"> ● Verbal Warning until the 4th offense ● Written Warning on the 5th offense ● Written warning on the 6th offense and parent conference ● Deportment lowered by one level on the 7th offense.
6	Use of colored nail polish and accessories	<ul style="list-style-type: none"> ● Verbal Warning until the 4th offense ● Written Warning on the 5th offense ● Written warning on the 6th offense and parent conference ● Deportment lowered by one level on the 7th offense
7	For boys: Wearing of earrings, anklets, nose rings.	<ul style="list-style-type: none"> ● Verbal Warning until the 4th offense

	<p>For Girls:</p> <ul style="list-style-type: none"> ● Wearing of anklets ● Wearing of nose rings, big/dangling / chandelier type earrings, and/or more than one earring on each ear. 	<ul style="list-style-type: none"> ● Written Warning on the 5th offense ● Written warning on the 6th offense and parent conference ● Deportment lowered by one level on the 7th offense.
8	Sporting unacceptable hairstyle or outlandish colored hair (except for natural hair)	<ul style="list-style-type: none"> ● Written warning and parent conference ● Extension on the 2nd Warning ● Deportment lowered by one level on the 3rd Warning
9	Having tattoo	<ul style="list-style-type: none"> ● Removal of tattoo ● Written warning and parent conference ● Extension on the 2nd Warning ● Deportment lowered by one level on the 3rd Warning
10	<ul style="list-style-type: none"> ● Bringing and/or playing cards (similar to deck of cards used in gambling, trading cards and Magic the Gathering cards, collectible / photo cards) within school premises. ● Playing educational cards / toys, mind / puzzle games (i.e., Scrabble, UNO, cards, etc.) during class time. 	<ul style="list-style-type: none"> ● Confiscation of item: <ul style="list-style-type: none"> 1st time – 1 week 2nd time – 1 month 3rd time – entire school year ● Written warning and parent conference ● Deportment lowered by one level on the 2nd Warning
11	Eating inside the classroom/assembly area during class hours or activities.	<ul style="list-style-type: none"> ● Food confiscated. ● Verbal Warning
12	Playing online games and watching any video not related to school lessons.	<ul style="list-style-type: none"> ● 1st time – Written Warning ● 2nd time – Parent Conference ● 3rd time – Suspension of iPad/gadget usage for Three (3) days (Assignments shall be submitted in handwritten form)

MAJOR OFFENSES	ACTION TAKEN
1 Cutting classes (face-to-face and online) or not attending classes during school hours.	<ul style="list-style-type: none"> 1st time – Written warning with school intervention and parent conference 2nd time – Written warning and 2 days in-school suspension 3rd time – Home suspension
2 Disturbing or distracting other students while classes/assemblies are going on (e.g., howling, shouting)	<ul style="list-style-type: none"> 1st time – Written Warning with Parent Conference and School Intervention 2nd time – In-school Suspension of up to 3 days 3rd time – Home Suspension (4-5 days) 4th time - Dismissal
3 Uttering vulgarities, either written, verbal or online posting or chat	<ul style="list-style-type: none"> 1st time – Written Warning with Parent Conference and School Intervention 2nd time – In-school Suspension of up to 3 days 3rd time – Home Suspension (4-5 days) 4th time - Dismissal
4 Saying insulting words or negative comments and/or demonstrating disrespectful gestures/remarks – both physical and verbal - to any person that is uncalled for.	<ul style="list-style-type: none"> 1st time – Written Warning with Parent Conference and School Intervention 2nd time – In-school Suspension of up to 3 days 3rd time – Home Suspension (4-5 days) 4th time - Dismissal
5 Any unwanted physical contact like punching, kicking, slapping, inflicting school pranks and the like	<ul style="list-style-type: none"> 1st time – Written Warning with School Intervention 2nd time – Home Suspension (5 days) 3rd time – Preventive Suspension
6 Fighting within the school premises, or wherever and whenever the student is identifiable to be from HCHS. Coercing or provoking a person to fight	<ul style="list-style-type: none"> 1st time – Written Warning with School Intervention 2nd time – Home Suspension (5 days) 3rd time – Preventive Suspension
7 Demonstrating insubordinate behavior towards school personnel, including verbal abuse, showing disrespectful gestures, defiance, or rudeness.	<ul style="list-style-type: none"> 1st time – Confiscation of Item, Written Warning with Parent Conference and School Intervention 2nd time – Home Suspension of up to five (5) days 3rd time - Dismissal
8 Gambling of any form - regardless of whatever is at stake in the bet apart from money - inside and outside the school premises.	<ul style="list-style-type: none"> 1st time – Confiscation of Item, Written Warning with Parent Conference and School Intervention 2nd time – Home Suspension (3 days) 3rd time – Dismissal
9 Threatening, intimidating, creating fear, extorting money, food, or possession, or bribing for.	<ul style="list-style-type: none"> 1st time – Confiscation of Item, Written Warning with Parent Conference and School Intervention 2nd time – Home Suspension (3 days) 3rd time – Dismissal
10 Cheating, copying another's work, giving out answers during tests/exams	<ul style="list-style-type: none"> 1st time – Marked zero (0) in the activity/test/exam, Written Warning and Parent Conference with School Intervention.

	<ul style="list-style-type: none"> 2nd time – Marked zero (0) in the activity/test/exam, and Suspension up to three (3) days 3rd time – Marked zero (0) in the activity/test/exam, and Suspension up to five (5) days
11 Mishandling of student or club funds	<ul style="list-style-type: none"> 1st time – Settling the appropriate funds, Written Warning with Parent Conference and School Intervention 2nd time – Settling the appropriate funds, possible disqualification for merits, Parent Conference and Home Suspension (3 days). 3rd time – Suspension of up to five (5) days.
12 Unauthorized operation or tampering with laboratory facilities, machines, computers, tools, vehicles and other equipment.	<ul style="list-style-type: none"> 1st time – Restoration or replacement of the item at the student's expense, Written Warning with Parent Conference and School Intervention 2nd time – Suspension of up to 3 days.
13 Unauthorized removal, mutilation or tampering of officially posted notices, announcements, or bulletins	<ul style="list-style-type: none"> Restoration or replacement of the item at the student's expense, and Parent Conference with School Intervention.
14 Vandalizing or destroying school property	<ul style="list-style-type: none"> 3rd time – Restoration or replacement of the item at the student's expense and Dismissal
15 Inappropriate display of affection between two people within the school vicinity or wherever and whenever the student is identifiable to be from HCHS (e.g. holding hands, hugging, kissing, sitting on someone's lap, staying in isolated or dimly lighted areas or engaging in intimate acts of affection).	<ul style="list-style-type: none"> 1st time – Parent Conference and School Intervention. 2nd time – Home Suspension of up to 3 days 3rd time - Dismissal
16 Stealing or getting people's things without permission	<ul style="list-style-type: none"> 1st time – Return or replacement of the item at the student's expense, Parent Conference and School Intervention. 2nd time – Return or replacement of the item at the student's expense. Suspension of up to 3 days 3rd time - Return or replacement of the item at the student's expense. Dismissal
17 Forgery, falsification, misinformation and disinformation	<ul style="list-style-type: none"> 1st time – School Intervention and in-school suspension of up to three (3) days

18	Using somebody else's ID	<ul style="list-style-type: none"> 2nd time – Home Suspension of up to five (5) days 3rd time - Dismissal
19	Solicitation or the collection of contribution for whatever purpose within the school premises without authorization from the Principal. Illegal / unofficial selling of items, borrowing or lending money	<ul style="list-style-type: none"> 1st time – Return of the item, Written Warning with Parent Conference and School Intervention 2nd time – Home Suspension of up to five (5) days Department lowered by one level. 3rd time – Dismissal
20	Taking and/or posting pictures/videos of school personnel, fellow student, or other people without due permission from the person involved and which could embarrass them.	<ul style="list-style-type: none"> 1st time – Written Warning, and Parent Conference with School Intervention 2nd time – Public Apology in the Same Manner as the Offense, Written Warning, Parent Conference, and Home Suspension of up to five (5) days 3rd time - Public Apology in the Same Manner as the Offense / Dismissal
ACTION TAKEN		
1	Smoking, drinking or possession of alcoholic beverages, cigarettes, e-cigarette (vape), inhalants and the like. Entering the school premises smelling of cigarette and/or liquor.	<ul style="list-style-type: none"> 1st time – Confiscation of the item, Parent Conference with School Intervention, and 5 days Home Suspension 2nd time – Dismissal
2	Unauthorized possession of firearms	<ul style="list-style-type: none"> Dismissal
3	Unauthorized possession of matches, lighters, or any object designed or used to endanger lives, inflict injuries or cause damage to property or lives. Committing acts of immorality (like exposure of body parts and commission of sexual acts) Verbal gestures or written defamation against God, church, and school	<ul style="list-style-type: none"> Parent Conference
4	Involvement in activities like acting, modelling,	<ul style="list-style-type: none"> Parent Conference

	posing for advertisements and endorsement of any form of print multimedia which are contrary to Christian beliefs and affect the good name and reputation of the school (Student needs to secure approval from the school before appearing in any public appearance)	<ul style="list-style-type: none"> Preventive Suspension Dismissal
5	Possession or transmission of obscene/pornographic literature or materials	<ul style="list-style-type: none"> 1st time – Confiscation of the item, Written Warning with School Intervention and Parent Conference. 2nd time – Confiscation of the item, Written Warning, and Parent Conference, and Suspension of up to Five (5) days 3rd time – Dismissal
6	Initiating and/or engaging in actions resulting to moral damage to persons or institutions through malicious gossip, hateful spreading of information/messages via the Internet/e-mail, cell phones and other means of communication.	<ul style="list-style-type: none"> 1st time – Written Warning, and Parent Conference with School Intervention 2nd time – Public Apology in the same manner as the Offense, Written Warning, Parent Conference, and Home Suspension of up to five (5) days. 3rd time – Public Apology in the Same Manner as the Offense / Dismissal.
7	Creating a dummy/pseudo account or using other people's account, password, or social media network account to post, delete, rename, modify, copy, move files or pictures that that will cause direct and indirect harm or shame towards another. Sending messages via social media networks or other modes of communication anonymously or using an alias.	<ul style="list-style-type: none"> Parent Conference Preventive Suspension Dismissal
11	*or any acts stated in the <i>Cybercrime Law</i> Plagiarizing	<ul style="list-style-type: none"> Parent Conference

		<ul style="list-style-type: none"> ● Preventive Suspension ● Dismissal
12	Commission of any case of profanity or acts of sexual immorality, sexual harassment, pregnancy, sexual misconduct, and the like.	<ul style="list-style-type: none"> ● Parent to meet Class Adviser/Discipline ● Dismissal and/or Suspension of up to seven (7) days.
13	Bullying to cause harm on another person's honor or property such as blackmail, threats, and the like	<ul style="list-style-type: none"> ● Parent Conference ● Preventive Suspension ● Dismissal
14	Promotion, participation, or any involvement in any action that may lead to loss of life or serious physical, mental and psychological injury whether intentionally or as a result of recklessness or gross negligence	<ul style="list-style-type: none"> ● Parent Conference ● Preventive Suspension ● Dismissal
15	Retaliation against a student who reports somebody's misdemeanor or provides information during an investigation.	<ul style="list-style-type: none"> ● Parent Conference ● Preventive Suspension ● Dismissal
	Obstruction/falsification of information during an investigation	
16	Possession of Illegal Drugs and Paraphernalia, hazing or initiation of any kind either within or outside the school grounds. Encouraging a schoolmate to join or participate in any unrecognized clubs, organization, fraternity/sorority, rallies and the like.	<ul style="list-style-type: none"> ● Dismissal (subject for EXPULSION)

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

Other Offenses

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

Due Process

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

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

The Investigation Committee consists of the supervisors, faculty representative, discipline officer and the Vice-Principal for Student Services.

***Committee members is based on Child Protection Policy. DEPED ORDER #40 2012**

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

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

ANTI-BULLYING AND CHILD PROTECTION POLICY

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

DEFINITION OF BULLYING

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

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

COMMON FORMS OF BULLYING

The common forms of bullying shall include, but not necessarily be limited to, the following:

1. Calling names with the express purpose of humiliating, embarrassing a student, or otherwise cause trouble.
2. Rudeness and Intimidation. These may be done through unwanted physical acts but may also be carried through non-verbal means. A mean look or stare is an example of non-verbal bullying.
3. Threats and Extortion. Creating fear and extorting money, food or possessions from other students. Threatening texts or messages in chat rooms and social media sites are included in this form.

4. Malicious gossip and exclusion from the group. Circulating gossip or damaging stories that tend to discriminate, exclude, and instill hate for another student.

RESPONSIBILITIES OF MEMBERS OF THE COMMUNITY

Student's Responsibilities

- Report to teacher, discipline officer, supervisor or any school authority any incident of bullying.
- Avoid any act of bullying.
- Intervene to protect the victim unless it will jeopardize his/her safety.
- Participate and cooperate in all prevention, intervention and other measures related to bullying as implemented by the school.

Teacher's Responsibilities

- Take reports of bullying seriously and give feedback to students on what they plan to do about the reported incident.
- Be aware of signs and symptoms of bullying.
- Take action when bullying is happening.
- Offer suggestions and advice to improve the situation.
- Be objective and handle incidents with due consideration of confidentiality and the tender age of students involved.

Parent's Responsibilities

- Inform the school when a bullying incident is reported by your child.
- Take bullying reports seriously.
- Cooperate with the school authorities.
- Do not take matters into your own hands in resolving the bullying incident/s.

Administration and School Responsibilities

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

III. SCHOOL POLICIES, RULES AND REGULATIONS

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

ADMISSION POLICIES

Student applicants must undergo the admission process. Students are accepted on the basis of entrance tests results, academic and behavior standing in the former school, and a personal interview conducted by the department supervisors.

General Guidelines

1. The school follows an Open Admission Policy. There shall be no discrimination for admission based on race, culture or creed provided the student meets the requirement of the school.
2. Students who wish to apply for admission should submit the required documents and pay the application fee.
3. The age requirement for preschool applicants are as follows:
 - a. Toddler 2.6 years old by July
 - b. Nursery 3.6 years old by July
 - c. Jr. Kinder 4.6 years old by July
 - d. Kinder 5.6 years old by July**Note: The age requirement is to be strictly followed**
4. The maximum class size for the different levels are as follows:
 - a. Toddler 20 students
 - b. Nursery 25 students
 - c. Jr. Kinder 30 students
 - d. Kinder 30 students
 - e. Grade 1 to Grade 6 40 students
 - f. Grade 7 to Grade 10 40 students
 - g. Grade 11 to Grade 12 -- students

Admission Requirements

1. Submit the following documents fastened in a plain long folder. Incomplete documents will not be processed for admission.
 - a. **Local Students**
 - Application Form with four (4) copies of recent passport-size picture
 - Clear photocopy of Philippine Statistics Authority (PSA) Birth Certificate
 - Two (2) clear photocopies of most recent school year's English and Chinese report cards (Form 138). Original copies should be presented for verification.

- Certificate of Good Moral Character from previous school.

Foreign Students

- Application Form with four (4) copies of recent passport-size picture.
- Birth Certificate issued by their country of origin.
- Authenticated copy of Alien Certificate of Registration (ACR/I-Card) and/or photocopy of passport information and current visa. Original copies should be presented for verification.
- Two (2) clear photocopies of most recent school year's English and Chinese report cards (Form 138). Original copies should be presented for verification.

Note: If the student credentials are not in the English Language, they must be translated to English.

- Certificate of Good Moral Character from previous school.
2. Payment of application fee
 3. Entrance Test / Assessment
 4. Interview

Note: RE-ADMISSION

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

CONDITIONS FOR NEW STUDENTS

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

- No failing final grades
- No deportment lower than B-
- No violation of the school's Code of Conduct and Discipline for students

ATTENDANCE POLICIES

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

ABSENCES

Uninterrupted daily attendance is extremely important to the total development of the child. Therefore, regular, daily, punctual attendance is required. There are two reasons for excused absences: (1) illness, (2) bereavement. If there is a medical appointment during the school day, please see the supervisor. If possible, please make such appointments

after school hours. In the event of illness, a parent may send an excuse letter to the teacher. A medical certificate or letter may be required for verification. It would be the responsibility of the student to keep up with class and course work. Every student is expected to make up any work missed because of absences.

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

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

TARDIES

Absences represent a lack of responsibility which results in disturbance of the classroom activity. The student will be considered late if s/he is not in the assigned seat or at the workstations when the class begins or when the morning prayer starts. Responding quickly to the school bell shows the student's desire to be punctual. Students coming in 30 minutes late from the start of the class time is considered absent. Reasons like over-sleeping is not acceptable. Disciplinary actions will be given in accordance to the number of tardiness on a periodical basis. However, tardiness may place him/her on probationary status.

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

ANNOUNCEMENT OF CLASS SUSPENSION

As ordered by the Department of Education (DepEd) under DepEd Order No. 43, s. 2012 and Executive Order No. 66, s 2012:

Storm Signal 1 automatically cancel classes for Preschool and Signal Number 2 and above for Grade School to Senior High School. In case of inclement weather, even when there is no typhoon signal, and in view of the propensity of the school area to be flooded, you may listen to radio stations like DZMM, FM 101.1, FM 90.7, or to the television and internet (www.pagasa.com or HCHS' Facebook Page) for official announcement. Alternatively, you may call the school at 53108071 to 73. Political unrest and other severe natural calamities may also warrant a school suspension. For mid-day suspension by the Department of Education and/or Manila City Government, dismissal time will be at lunch time.

EXTENDED SCHOOL DAYS

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

ACADEMIC POLICIES

GRADING SYSTEM

PRESCHOOL - GRADE 6

The school year is divided into three terms. At the end of each term, each student will be evaluated based on his/her level of proficiency in various competencies and skills in each learning area. The student's proficiency level is communicated through the following:

- Beginning (B) = the student struggles with his/her understanding of the concept; the pre-requisite and fundamental knowledge and/or skills and competencies have not been acquired or developed adequately to aid understanding.
- Developing (D) = the student possesses the minimum knowledge and skills, but needs help in certain areas, and throughout the performance of authentic tasks.
- Approaching Proficiency (AP) = the student has developed the fundamental knowledge and skills with a little guidance from others; able to transfer understanding through authentic performance tasks.
- Proficient (P) = the student has developed the fundamental knowledge and skills, and is able to transfer understanding independently through authentic performance tasks.
- Advanced (A) = the student exceeds the core requirements in terms of knowledge, concepts, skills and competencies, and is able to transfer them automatically through authentic performance tasks.

Components for Assessment:

Formative Assessment

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

Summative Assessment

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

Assessment Strategies and Tools:

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

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

Components and Weight Distribution per Subject Area:

Components	Unit of Inquiry (IOI)	Literacy Numeracy Filipino	Music Bible ICT / HELE	Character Education	Art	PE
Written Works	40%	40%	50%	40%	60%	20%
Performance Tasks	40%	30%	50%	60%	40%	60%
Summative Assessments	20%	30%				20%

FOR GRADES 7-10

The school is divided into three (3) term ratings.

- The passing grade for every subject is 75%.
- Averaging is used to compute for the marks of the class standing which may include the following:

- Written works, performance tasks, portfolios and other forms of assessment which measure students' knowledge, process, understanding and products.
- Unit Assessment and/or Term End Assessment may be in the form of a written examination given during periodic examinations or in non-written tasks (for Music, Arts, PE, Bible and minor subjects).
- The weight distribution and components of the grading system are as follows:

Components	Mathematics, Science, Social Studies Language (English, Filipino, Mother Tongue)	Music, Bible, Character Education, Science Electives	Math Electives	Arts, ICT, HELE, TLE
Written Works	30%	40%	40%	20%
Performance Task	50%	40%	30%	60%
Term Assessment	20%	20%	30%	20%

FOR GRADES 11 AND 12

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

- Written Works** – may include long quizzes, unit tests, long tests, essays, written reports, synthesis/reflection paper and other written output.
- Performance Tasks** – may include skills demonstration, group presentations based on a performance task, oral works, multi-media presentations, or research projects.
- Quarterly Assessment (Mid-Term and Finals)** – may be in the form of knowledge, process, understanding-based tests, performance-based assessment or any combination thereof.
- The weight distribution and components of the grading system are as follows:

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

DURATION OF THE TERM END ASSESSMENT

GRADE 1-10

The term end assessment days are usually scheduled for four days with two subjects per day for the first two days, one subject on the third day, and Chinese subject on the fourth day. Examination time varies from one hour to an hour and a half for Math and Science subjects. Examination for minor subjects (e.g. Bible, Computer) is given separately at an earlier scheduled time.

GRADES 11-12

The final exams will be scheduled during the examination week. Students will take their Midterms or Final Exams with not more than three subjects per day.

PROGRESS REPORT

The progress report card is considered a legal document. Therefore, it is imperative that the student should handle it with utmost respect and responsibility. The progress report is given at the end of every term. The computer-generated progress report and student portfolio are released per term during the Parent-Teacher Conference (PTC). Three-Way Conference (Parent-Teacher-Student) is done in the Second Term and the Student-Led Conference (for Grades 1-6) is scheduled during the 3rd Term.

Any inquiry or contest of what is reported in the progress report card must be done officially in a letter addressed to the Academic Department Supervisor within a week after the distribution of the report card. After that grace period, the grades will remain final and non-contestable. Likewise, there is a replacement fee for lost or damaged report cards.

To comply with the local requirements of the Department of Education with regards to submitting numerical grades at the end of the school year, and for scholarship purposes, the school has the following numerical grade equivalents for the PYP (Preschool to Grade 6) levels:

- Beginning (74 below)
- Developing (75-80)
- Approaching Proficiency (81-89)
- Proficient (90-97)
- Advanced (98-100)

ACADEMIC HONESTY

Any form of cheating will be taken seriously and may result in the student receiving no credit for the paper, tests or projects. Cheating is defined as:

- A. Copying another student's work during a test or examination
- B. Asking for or giving unauthorized assistance during any exam, paper, homework assignment, project, etc.

C. Copying work directly from a website or other sources and presenting it as one's own

D. Using another person's ideas, work, or part of their work and presenting it as one's own; in short, plagiarizing.

CONDUCT / DEPARTMENT

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

Department Mark:

95 and above = A+

94 – 92 = A

91 – 89 = A-

88 – 86 = B+

85 – 83 = B

82 – 80 = B-

79 – 77 = C+

76 – 75 = C

74 – below = C-

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

CONDUCT PROBATION

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

PROMOTION AND RETENTION

GRADES 1-10

The student should have the final weighted average of at least 75% (D); otherwise he/she is retained in the same level.

If a student incurred failures in one or two minor or major subjects, he/she is required to attend remedial classes during summer. Failure in more than two major subjects is considered retained. Two (2) minor subjects is equivalent to one (1) major subject.

A student who was retained in the same level for two consecutive years will be asked to transfer to another school.

GRADES 11-12

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

AWARDS AND RECOGNITION (Adapted from DepEd Order No. 36)

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

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

A. Classroom Awards

1. Character Traits for Preschool, Grade 1 to Grade 6

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

2. Academic Excellence Award

This recognition is given to learners from Grades 1 to 12 who have attained an general weighted average of at least 90 and passed all learning areas.

3. Recognition for Perfect Attendance

This award is given at the end of the school year to give recognition to learners who attended and actively participated in class. Perfect

attendance means that a learner must be present in all of his/her classes and must have no absences for the entire term. Learners who are representing the school for various purposes (e.g. in-school or off-campus activities) may also qualify for this award.

B. Grade-level Awards

1. Academic Excellence Award

At the end of the school year, the Academic Excellence Award is given to learners from Grades 1 to 12 who meet the following criteria:

- A. attained a General Weighted Average of 90 and above in the final grade
- B. no final grade lower than 85 in any subject
- C. no term grade lower than 80 in any subject
- D. should have a final conduct/deportment grade of at least B+ and no term grade lower than B-
- E. tardiness should not be more than 12 times within the school year
- F. participated in at least one-school sanctioned extra-curricular activity

The General Weighted Average is reported as a whole number following DepEd Order No. 8, s. 2015. The following table shows the specific Academic Excellence Award given to learners who meet the cut-off grades:

Academic Excellence Award	General Weighted Average
With Highest Honors	98-100
With High Honors	95-97
With Honors	90-94

2. Leadership Award

The leadership award is given to learners in Grades 6, 10 and 12 who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community. This award is given during the completion or graduation ceremony.

To qualify for this award, a learner must:

- A. Have no failing grades in any of the learning areas;
- B. Have not committed any offense punishable by suspension or higher sanction;
- C. Be a class officer or an active member/officer of any recognized school club, team, or organization.

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

3. Award for Outstanding Performance in Specific Disciplines

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

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

Criteria for Awards for Outstanding Performance in Specific Disciplines

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

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

4. Award for Work Immersion

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

5. Award for Research or Innovation

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

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

Innovation Criteria and Weights

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

6. Award for Club or Organization Achievement

This award is given to a duly recognized club or organization which has created positive impact on the school and/or community it serves

through the implementation of all its planned projects and activities; provided strong support to the implementation of the school activities and attainment of the school's objectives; and taken great strides to help its members develop their potentials.

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

Criteria and Weights for Awards for Club or Organization Achievement

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

C. Special Recognition

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

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

D. HCHS Model Student Award

HCHS acknowledges the holistic growth of her students. Every school

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

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

AWARDS COMMITTEE

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

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

The Awards Committee shall:

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

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

MERITS AND AWARDS

AREAS / ACTIVITIES	LEVEL PARTICIPATION GROUP	POINTS			
		FIRST	SECOND	THIRD	PARTICIPATION
1. Official activities and competitions recognized by the school / DepEd. Schoolwide- initiated contests should be approved in writing by the school.	International	1	10	8	6
	National	10	8	6	4
	Regional	8	6	4	2
	Divisional	6	4	2	1
	District	4	2	1	0.7
	School	0.75	0.5	0.25	None
	INDIVIDUAL				
	International	15	10	8	6
	National	10	8	6	4
	Regional	8	6	4	2
	Divisional	6	4	2	1
	District	4	2	1	0.75
	School	1	0.75	0.5	0.25

AREAS / ACTIVITIES	POSITION	POINTS			
		NATIONAL	REGIONAL	DIVISIONAL	DISTRICT / SCHOOL
2. Student leadership shall refer to Supreme Pupil Government (SSG) according to DepEd Order No. 79, s.200	President / Mayor	15	12	10	8
	Vice President / Vice Mayor	12	10	8	6
	Committee Chairperson / Vice Chairperson	10	8	6	4
	Representatives / Support Staff	8	6	4	2
	Class President				1
	Other Class Officer				0.75
	Other Offices				0.5

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

AREAS / ACTIVITIES	LEVEL PARTICIPATION	POSITIONS / POINTS			
		President or Equivalent - Senior Crew Leader / Senior Patrol Leader / Batch President	Vice President or Equivalent - Senior Crew Officers / Senior Patrol Officers / Batch Vice President	Club Officers Patrol Leaders Batch Officers	Member
4. Officership and membership in school- / DepEd-established or organized clubs (such as STEP, YECS, Scouting) other than SPG. SSG and School Paper	International	10	8	6	4
	National	8	6	4	3
	Regional	6	4	3	2
	Divisional	4	3	2	1.5
	District	3	2	1.5	1
	School	2	1.5	1	0.75

AREAS / ACTIVITIES	LEVEL OF PARTICIPATION	POINTS
5. Participation or Attendance in school- / DepEd-organized seminar, camp, exchange program, conference or workshop and other related activities	International	8
	National	6
	Regional	4
	Divisional	3
	District	2
	School	1
	Scouting	1 – 10 hours 11-25 hours 26 – 50 hours = 1 51 – 74 hours = 2 75 hours = 3

NOTE: Student must meet the following requirements: must be an officer or member for the whole duration of term of office. Must have at least 75% of the required meetings. Must be recommended by the Student Council Adviser, Scout Master, or Coaches. Absences rated as Excused or Unexcused. But all absences will be counted for the purposes of ascertaining the 75%

Merits Equivalency:

1– 3 points = 1 minor
7– 9 points = 1 major

4 – 6 points = 2 minors

10 – 11 points = 1 major 1 minor

MOVING-UP AND GRADUATION CEREMONIES

CANDIDATES FOR MOVING UP

Kinder, Grades 6 and Grade 10 learners who successfully completed the entire requirements for completion of the program shall be considered candidates for moving up. Learners with incomplete requirements may be given remedial classes and may qualify for the candidate status provided that the number of subjects does not exceed one major subject.

CANDIDATES FOR GRADUATION

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

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

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

OTHER PROVISIONS FOR SENIOR HIGH SCHOOL (GRADE 11 – 12)

1. A student must be officially enrolled to participate in classes, e.g., join groups, submit papers, or take exams. Only students who are officially enrolled are entitled to grades at the end of the semester or term. If there are any special circumstances that prevent a student from completing his/her registration, he/she should immediately see the School Registrar.
2. Any change of TRACKS/STRANDS is upon approval. A student must secure a Request of Transfer Form from the Registrar's Office. This form must be duly accomplished within one week after the first day of semester.
3. The unit of instruction used for computing the amount of work required for graduation is the semester hour. Generally, each subject has an allocation of 80 hours per semester except PE and other elective subjects. The number of hours comprise both contact time and research/output-based activities as well as independent work.
4. Regular attendance in all classes is one of the most important obligations of students. They are expected to attend all scheduled class exercises and activities. Students are held responsible for all matters taken and assignments given in their absence.
5. A student who is absent from class is responsible for all work given by the instructor on the day of his/her absence.

6. Class attendance should not only be regular; it should be punctual. Habitual 30 will be dealt with accordingly. Students vying for honors may be disqualified if he/she exceeds 12 instances of being tardy in one school year.

HCHS TECHNOLOGY USAGE AND POLICIES FOR LEARNERS

A. Rationale

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

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

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

HCHS's FULL supervision of all gadgets / iPads used in school, particularly:

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

9. HCHS disclaims all responsibility for damage to gadgets / iPads brought into the school which are left unattended or do not meet the regulations of the school or this policy.

Taking Care of Gadgets / iPads

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

D. Carrying other gadgets and iPads

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

E. Using Gadgets / iPads at School

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

F. Passwords and Apple ID

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

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

G. Photographs and Images (Still and Animated)

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

H. Sounds, Music, Games or Apps

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Students are required to have their own set of earphones with microphone that will only be used as needed in class activities or as required by the teachers. Gaming on gadgets / iPads while in school is strictly prohibited at all times. Apps on gadgets / iPads shall be under the approval and supervision of the school. Personal apps may be removed in the device if the school does not approve the content. Apps provided by the school for school use remain the property of the school at all times.

I. Internet Access

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

J. Home Internet Access and iPad Use

Students are allowed to use their gadgets / iPads at home for schoolwork and set up wireless networks on their gadgets / iPads to assist them with homework, coursework, etc. It is the responsibility of the Parent/Guardian to monitor and oversee gadget / iPad use within the home setting.

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

K. Managing Files

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

L. Software on iPads

The school will provide software on gadgets / iPads necessary for schoolwork. The software/app originally installed by the school must remain on the gadget / iPad in usable condition and be easily accessible at all times. From time to time, the school may add or modify software applications for use in a particular course.

The school's remote management system monitors all apps that are added and may be flagged if inappropriate apps are added. Periodic checks of gadgets / iPads will be made to ensure that students have not removed required apps.

M. Inspection

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

N. Reloading Software

If technical difficulties occur or illegal software (e.g., non-HCHS apps) is discovered, the gadget / iPad will be restored to the default factory settings. The school does not accept responsibility for the loss of any software or documents deleted due to reformat and re-image measures.

O. Software Updates

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

P. iPad Identification

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

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

Q. Parent/Guardian Responsibilities

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

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

R. Activities SPECIFICALLY PROHIBITED

In addition to the guidelines outlined in the school's wider Policy on Technology Usage, students are not permitted to:

1. Illegally install or transmit copyrighted materials.
2. Lend their gadget / iPad to anyone else unless specifically asked by a teacher.
3. Change gadget / iPad settings (exceptions include personal settings such as font, size, brightness, etc.)
4. 'Jailbreak' their gadget / iPad.
5. Download vault or ghost apps to keep content hidden.
6. Use or access another student's gadget / iPad without permission.
7. Leave their device in the school premises overnight.
8. Attempt to modify, upgrade or repair gadgets / iPads issued under this policy.
9. Send or display offensive messages, material, or inappropriate/mass e-mails.
10. Use obscene language or content.
11. Cause damage to the Android / IOS, device, computer systems or computer networks.
12. Use other people's passwords.
13. Trespass in another's folders, works or files.
14. Use anonymous/false accounts on social media such as Facebook, Yahoo Messenger and the like.
15. Download illegal content or material that is suspicious.
16. Upload any photo or video content taken in school to any social networking sites.
17. Use chat rooms or sites that sell term papers, book reports, and other forms of student work.
- 18.

18. Utilize school's Internet/e-mail accounts for financial or commercial gain, or activity that is illegal in any form.
19. Participate in credit fraud, electronic forgery, or any unlawful act.
20. Access their gadgets / iPad on the corridors at breaktime or lunchtime.

S. Legal Propriety

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

T. Disciplinary Measures for iPad Misuse

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

VERBAL WARNING

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

MINOR gadget / iPad MISUSE (Minor Offense)

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

SERIOUS gadget/ iPad MISUSE (Major Offense)

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

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

U. Inappropriate Use

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

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

V. Rules of Netiquette

1. Be careful. DO NOT disclose any personal information that may cause harm or violate anyone's privacy. Do not reveal sensitive information such as passwords to any unauthorized person. Passwords should be kept confidential and changed regularly.
2. Be responsible in selection of websites. Students should only use websites approved by both the school and their parents.
3. Be prudent in accessing authorized areas and sites.
4. Be righteous in accessing or doing anything that might be illegal or unethical (including pornography, harassment, discrimination of race, creed, or color).
5. Be obedient in obeying the rules and accessing online services.
6. Be polite in your e-mail and interaction with others – inappropriate or abusive language will not be tolerated.
7. Be respectful towards the privacy, property and personhood of others. Students can only link to another student's website or photos after securing proper permission from the student concerned.

W. Student Pledge for gadget / iPad Use

1. I will take good care of my gadget / iPad.
2. I will never leave my gadget / iPad unattended.
3. I will never loan out my gadget / iPad to other individuals.
4. I will know where my gadget / iPad is at all times.
5. I will charge my gadget / iPad's battery daily before I go to school.
6. I will keep food and beverages away from my gadget/ iPad since they may cause damage to the device.
7. I will not disassemble any part of my gadget/ iPad or attempt any repairs.
8. I will protect my gadget / iPad with a protective case.
9. I will use my gadget / iPad appropriately and limit it for educational use.
10. I will keep my gadget / iPad free from unnecessary decoration such as markers, stickers, etc.
11. I will not install and/or use apps that are violent, sexual, cultic, or occultic in nature.

12. I understand that my gadget / iPad is subject to inspection at any time without prior notice by school officials.
13. I will follow the policies outlined in the Guidelines and Policies on gadget / iPad while in school, as well as outside the school.
14. I will be responsible for all damage or loss caused by neglect or abuse.
15. I agree to be responsible in the use of technology and information gathered that subscribes to the ethical standards of Hope Christian High School and the Philippine Law.

UNIFORM

Preschool Uniform

**Formal Set
Boys**



Girls



**PE Uniform with pants
Boys**

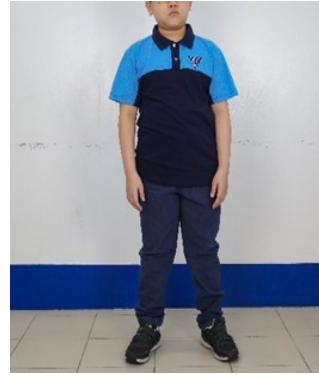


Girls



Blue Polo Shirt

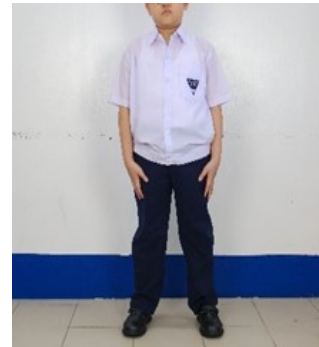
Boys



Girls



**Formal Set
Boys**



PYP Uniform

Girls



**PE Uniform with pants
Boys**



Girls



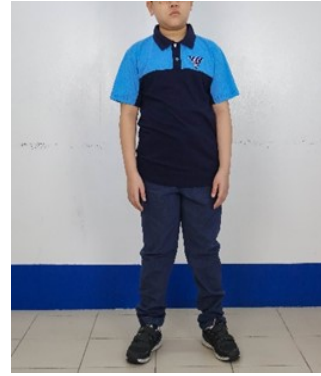
Blue Polo Shirt
Boys



Girls



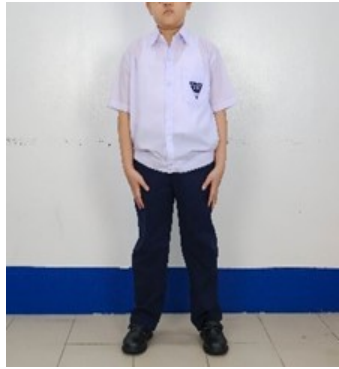
Blue Polo Shirt
Boys



Girls

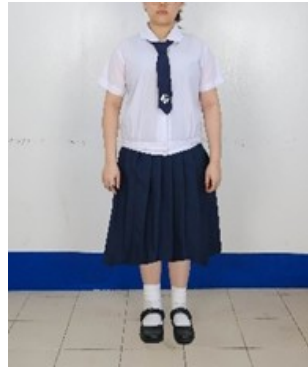


Formal Set
Boys



JHS Uniform

Girls

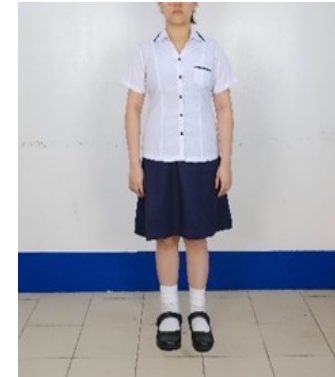


Formal Set
Boys



SHS Uniforms

Girls



PE Uniform with pants
Boys



Girls



PE Uniform with pants
Boys



Girls



Blue Polo Shirt

Boys



Girls



Business Attire

Boys



Girls



UNIFORM	BOYS			
	Preschool	Grade 1-6	Grade 7-10	Grades 11-12
Hope Preschool Polo with blue preschool pants. Leather Shoes	YES			
Hope Polo with blue pants Leather Shoes		YES	YES	YES (SHS Polo Barong)
Hope blue polo shirt with denim pants or PE pants. Leather Shoes or Rubber Shoes	YES	YES	YES	YES
Hope PE t-shirt with PE pants Rubber Shoes	YES	YES	YES	YES (wear during PE period only)
Business Attire Leather Shoes				YES
White Socks	YES	YES	YES	YES

UNIFORM POLICIES

General Policies:

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

REMINDER:

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

UNIFORM	GIRLS			
	Preschool	Grade 1-6	Grade 7-10	Grades 11-12
Hope Preschool Blouse with blue preschool pants. Leather Shoes	YES			
Hope Blouse with blue skirt Leather Shoes		YES (Sailor Collar)	YES (Round Collar)	YES (SHS Blouse)
Hope blue polo shirt with denim pants or PE pants. Leather Shoes or Rubber Shoes	YES	YES	YES	YES
Hope PE t-shirt with PE pants Rubber Shoes	YES	YES	YES	YES
Business Attire Leather Shoes with at least 1 inch heel				YES
White Socks	YES	YES	YES	YES (As needed on business attire days)

UNIFORM / DRESS CODE VIOLATION

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

LOCKER POLICIES

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

LOST AND FOUND

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

SEARCHES

The school reserves the right to conduct searches and confiscate prohibited items as prescribed in the Student Handbook. Body search of any student, school personnel, visitors and vehicles may also be done by the school. Normally, the search is done in the presence of the student who owns the desk or bag which is the subject of the search.

However, in urgent cases in which the student concerned cannot be located, the school personnel may conduct the search in the presence of at least two witnesses.

The school personnel may also use reasonable force in urgent cases in order to gain access to the item concerned.

PASSES (CLINIC, CR, OFFICES, HALLWAY)

Students in the halls during class time will be expected to have a hall pass in their possession. Students who do not have a pass approved by their teacher may be escorted to the Student Formation Office for intervention.

It is both the responsibility of the student and the teacher to ensure that no student leaves class without permission of the teacher and without being given an approved appropriate pass.

FINANCIAL OBLIGATIONS

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

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

OTHER REMINDERS

School Curfew

Hope Christian High School observes the following curfew schedule:

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

COMING BACK TO SCHOOL AFTER EACH VACATION OR BREAK

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

DELIVERY OF STUDENT'S ITEMS AND PROJECTS

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

STUDENT SERVICES

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

GUIDANCE AND COUNSELING ASSISTANCE

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

STUDENT FORMATION ASSISTANCE

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

PASTORAL CARE

The Spiritual Office provides pastoral care, counseling and services that intend to bring people to know Christ and into a personal and close relationship with God.

MEDICAL AND DENTAL SERVICE

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

CO-CURRICULAR OFFERINGS

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

Curricular and co-curricular activities are very important especially if a student is eyeing to graduate with honors. Graduating students are ranked according to their scholastic performance (7 points) and curricular/co-curricular merits (3 points). Elementary students must participate in at least two co-curricular activities. Students are advised to keep track of all their joined activities, certificates, awards and medals.

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

1. School City Organization
2. Arts, Music and Literary Clubs
 - A. Hope Clarion
 - B. Hope Chorale
 - C. Hope Hand Mime
 - D. Hope Handbell
 - E. Hope Dance Troupe
 - F. Rondalla Club

- G. Hope Ballet
- H. Theater Arts Club
- I. Art Club

3. Athletic Clubs

- A. Basketball*
- B. Volleyball (Girls)*
- C. Table Tennis*
- D. Track and Field*
- E. Chess Team
- F. Badminton
- G. Taekwondo

4. Academic Clubs

- A. Filipino Club / Social Studies Club
- B. STEM Club
- C. HELE Club / TLE Club
- D. Reader's Club / English Club
- E. Robotics Club
- F. Mathematics Club
- G. Discovery Club / Bible Club

5. Civil Services

- A. Boy Scout
- B. Girl Scout
- C. Community Outreach

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

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

LIBRARY PROVISIONS

The Library is located on the seventh floor of the High School Building. It is open to students from 7:30 am until 5:00 pm. Students are allowed to borrow library books for a period of one week (7 days). Book loans may be renewed for a maximum of three (3) times granted that no reservation for the same book is waiting in line (This may apply to books with only one copy). Students can borrow a maximum of three (3) books at a time.

Students with overdue materials may not check out books. Overdue books are charged Php 5.00 per day.

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

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

Food and drinks, sleeping, and playing with electronic gadgets are not permitted in the library. Students are asked to leave school bags, EXCEPT valuables, in the cubbies or the designated bag area upon entry and register with the librarian at the counter.

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

FINANCIAL ASSISTANCE AND GRANTS

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

GENERAL REQUIREMENTS

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

GUIDELINES / PROCEDURES

- Download the financial assistance application form from the school website. Attach all supporting documents like a photocopy of the latest report card, ITR (Income Tax Return), three months of Meralco bills, employment certificate, medical certificate and other pertinent documents.
- Completely fill out and sign the application form.

- Incomplete documents and information will not be processed. The school reserves the right to grant financial aid based on careful evaluation of the documents presented.
- Any misrepresentation of information would mean automatic disqualification.
- Financial Assistance/Grants may be revoked at any time for misconduct and other valid reasons as determined by the Committee.
- Should the student qualify for more than one grant, the student will be given only the grant with the higher amount.
- The student should have no outstanding balance with the school.

SCHOLARSHIP SET-UP

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

COMMUNITY OUTREACH SERVICE

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

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

STUDENT RESPONSIBILITIES ON SCHOOL EQUIPMENT

GUIDELINES ON BORROWING SCHOOL EQUIPMENT AND VENUE

1. Venue Policies for Special Meetings / Practice Sessions

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

- Fill out Venue Request Form two days before the activity.
- Venue Form is available at the Building Administrator Office.
- Venue Form needs the signature of the following:
 - ⇒ Club Adviser / Coach – HS / Elementary Supervisor
 - ⇒ Building Administrator

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

2. Related Guidelines:

- Switch off all electrical units before leaving the venue.
- Ensure that the venue is free from trash.
- Ensure that all chairs and other equipment are arranged accordingly.

- Close all doors and windows.
- Regular meetings or practice sessions require the presence of the coach, adviser, or an appointed adult to supervise, oversee and ensure the safety of all the members.
- Communication from advisers/coaches/trainers to the parents of their members can be coursed through the Student Services Support Staff – Ms. Evangeline Divina.
- To ensure the safety and security of the students, the Department of Student Services should be given a master list of guests and visitors invited to join the club activities. Such list should be given to Ms. Evangeline Divina and Ms. Joann Tan at least one day prior to the club activity.
- During the quarterly examinations, clubs and organizations cannot hold any practice sessions or meetings.

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

SAFETY REMINDERS

FIRE DRILLS

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

Actions:

- Students shall remain quiet and well-behaved throughout the drill.
- Students are to move as quickly as possible without running.
- Students shall not waste time looking for their personal belongings.
- Students shall not use the elevator.
- Students are to walk in a double file and go to the designated evacuation area.
- Students shall line up for roll call

EARTHQUAKE DRILLS

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

Actions:

- Classroom teacher should order the students to drop, cover and hold on.
- Classroom teacher should remind students to stay indoors until the shaking stops.
- Classroom teacher should instruct students to form two lines and proceed to the evacuation area.

ADDITIONAL PRECAUTIONARY MEASURES:

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

PHILIPPINE NATIONAL ANTHEM

“Lupang Hinirang”

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

Lupang hinirang
Duyan ka ng magiting
Sa manlulupig, di ka pasisiil

Sa dagat at bundok
Sa simoy at sa langit mong
bughaw
May dilag ang tula at awit
sa paglayang minamahal

Ang kislap ng watawat
Moy'y tagumpay na nag-
niningning
Ang bituin at araw niyang
Kailanpama'y di magdidilim

Lupa ng araw
Ng luwalhati't pagsinta
Buhay ay langit sa piling mo.
Aming ligaya na 'pag may mang-
aapi
Ang mamatay nang dahil sa 'yo.

PANATANG MAKABAYAN

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

PANUNUMPA SA WATAWAT NG PILIPINAS

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

AWIT NG MAYNILA

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

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

Appendix

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

WHAT THE CONSTITUTION EXPECTS FROM EVERY EDUCATIONAL

- A. Inculcate patriotism and nationalism
- B. Foster love of humanity
- C. Respect for human rights
- D. Appreciation of the role of national heroes in the historical development of the country
- E. Teach the rights and duties of citizenship
- F. Strengthen ethical and spiritual values
- G. Develop moral character and personal discipline
- H. Encourage critical and creative thinking
- I. Broaden scientific and technological knowledge
- J. Promote vocational efficiency

WHAT EVERY EDUCATIONAL INSTITUTION/EDUCATOR SHOULD KNOW

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

WHAT EVERY EDUCATIONAL INSTITUTION/EDUCATOR SHOULD KNOW

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

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

2. Child Abuse – refers to the maltreatment of a child, whether habitual or not, which includes any of the following:
 - i. Psychological or physical abuse, neglect, cruelty, sexual abuse and emotional maltreatment
 - ii. Any act by deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being

- iii. Unreasonable deprivation of the child's basic needs for survival, such as food and shelter
- iv. Failure to immediately give medical treatment to an injured child resulting in serious impairment of his/her growth and development or in the child's permanent incapacity or death
- v. Physical, humiliating or degrading punishment may include, but is not limited to, the following:
 - Beating, kicking, slapping any part of a child's body with or without the use of an instrument such as but not limited to a cane, broom, stick, whip or belt
 - Striking a child's face or head, such being declared as a "no contact zone"
 - Pulling hair, shaking, twisting joints, cutting or piercing skin, dragging, pushing or throwing of a child
 - Forcing a child to perform physically painful or damaging acts such as but not limited to holding a weight or weights for an extended period of time and kneeling on stones, salt, pebbles or other objects
 - Deprivation of a child's physical needs as a form of punishment
 - Deliberate exposure to fire, ice, water, smoke, sunlight, rain, pepper, alcohol, or forcing the child to swallow substances, dangerous chemicals, or other materials that can cause discomfort or threaten the child's health, safety and sense of security
 - Tying up a child
 - Verbal abuse or assaults, including intimidation or threat of bodily harm, swearing or cursing, ridiculing or denigrating the child
 - Forcing a child to wear a sign, to undress or disrobe, or to put on anything that will make a child look or feel foolish, to belittle or humiliate the child in front of others
 - Permanent confiscation of personal property except when such pieces of property pose a danger to the child or to others
- vi. Demanding or requiring sexual or monetary favors or exacting money or property from a pupil or student
- vii. Restraining the liberty and freedom of a pupil or student

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

recognition, enjoyment or exercise by all persons on an equal footing of all rights and freedoms.

- 4. Child Exploitation – refers to the use of children for someone else's advantage, gratification or profit, often resulting in an unjust, cruel and harmful treatment of the child which could lead to the disruption of the child's normal physical or mental health, education, and moral or social emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill treatment.
There are two (2) main forms of child exploitation:
 - i. Sexual exploitation – refers to the abuse of a position of vulnerability, differential power, or trust, for sexual purposes.
 - ii. Economic exploitation – refers to the use of the child in work or other activities for the benefit of others.
- 5. Violence against children committed in schools – refers to a single act or a series of acts committed by school personnel against a child, which results in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses, including threats of such acts, battery, assault, coercion, harassment or arbitrary deprivation of liberty. It includes, but is not limited to, the following acts:
 - i. Physical violence – refers to acts that inflict bodily or physical harm. It includes assigning children to perform tasks which are hazardous to their physical well-being.
 - ii. Sexual violence – refers to acts that are sexual in nature. It includes, but is not limited to, rape, sexual harassment, acts of lasciviousness, making demeaning and sexually suggestive remarks, physical attacking the sexual parts of the child, forcing the child to watch obscene publications, doing indecent sexual acts, or causing the child to engage in any sexual activity by force, threat, coercion, gifts or favors.
 - iii. Psychological violence against child – refers to acts or omissions causing or likely to cause mental or emotional suffering of the child, such as, but not limited to, intimidation, harassment, stalking, damage to property, public ridicule, or humiliation, deduction or threat of deduction from grade or merit as a form of punishment, and repeated verbal abuse.

POSITIVE AND NON-VIOLENT DISCIPLINE OF CHILDREN

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

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

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

SCHOOL PERSONNEL'S RESPONSIBILITIES

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

STUDENTS' RESPONSIBILITIES

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

IMPORTANT TERMS TO KNOW IN ANTI-BULLYING ACT

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

ACTS OF BULLYING

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

other types of technology such as, but not limited to, texting, email, instant messaging, chatting, Internet, social networking websites or other platforms or formats

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

EARLY DETECTION OF BULLYING

- A. Feeling sick in the morning
- B. Unwillingness to leave home and go to school
- C. Unwillingness to be left alone in the school
- D. Crying to sleep at night or has nightmares
- E. Bedwetting
- F. Doing poorly in class or school work
- G. Coming home with torn clothes or damaged belongings
- H. Has missing possessions
- I. Has unexplained cuts and bruises
- J. Being frightened to say what is wrong
- K. Being anxious or lacking in self-confidence
- L. Attempting or threatening self-harm

EARLY DETECTION OF BULLYING

IMMEDIATE RESPONSE

- A. The victim or anyone who witnesses or has personal knowledge of a bullying or retaliation incident shall immediately call the attention of any school personnel.
- B. The school personnel who are notified of a bullying incident or retaliation shall intervene by:
 - Stopping the bullying or retaliation immediately.
 - Separating the students involved.

- Removing the victim, or in appropriate cases, the bully or offending student from the site.
- Ensuring the victim's safety by
 - ⇒ determining and addressing the victim's immediate safety needs.
 - ⇒ providing medical attention, if needed, and securing a medical certificate, in cases of physical injury.
- bringing the bully to the Guidance Office or the designated school personnel.

2. REPORTING THE BULLYING OR RETALIATION INCIDENT

- A. A victim or a bystander, or a school personnel who received information of a bullying or retaliation incident, or any person who witnesses or has personal knowledge of any incident of bullying or retaliation shall report the same to the teacher, guidance counselor or any person designated to handle bullying incidents.
- B. The bullying or retaliation incident shall be immediately reported to the school head.
- C. The school head or the designated school personnel shall inform the parents or guardian of the victim and the offending child.
- D. If an incident of bullying or retaliation involves students from more than one school, the school shall promptly notify the appropriate administrator or school head of the other school so that both schools may take appropriate action.
- E. Reports of incidents of bullying or retaliation initiated by persons who prefer anonymity shall be entertained. However, no disciplinary administrative action shall be taken against an alleged bully or offending student based solely on the anonymous report and without any other evidence.
- F. Refer the victim and the bully to the school counselors for proper intervention and correction.
- G. Should there be a second incident, after the offending child has received counseling or other behavioral intervention, the penalty of suspension for not more than one week may be imposed. The offending child and the parents or guardians may be required to attend further seminars and counseling.

3. FACT FINDING AND DOCUMENTATION

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

- A. Separately interview in private the bully or offending student and the victim.
- B. Determine the levels of threats and develop intervention strategies. If the bully incident or the situation requires immediate attention or intervention, or the level of threat is high, appropriate action shall be taken

RESPONSIBILITIES OF MEMBERS OF THE COMMUNITY REGARDING ANTI-BULLYING ACT

by the school within twenty-four hours from the time of the incident.

- C. Inform the victim and the parents or guardians of the steps to be taken to prevent any further acts of bullying or retaliation.
- D. Make appropriate recommendations to the Child Protection Committee on proper intervention programs, referrals, and monitoring.

4. INTERVENTION

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

5. REFERRAL

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

6. DISCIPLINARY MEASURES

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

DUE PROCESS/PROCEDURES BEFORE IMPOSING PENALTY ON OFFENDING CHILD

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

STUDENTS' RESPONSIBILITIES

- Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the school.
- Avoid or refrain from any act of bullying.
- Take action if you witness bullying.
- Tell a teacher or school official of any bullying incident.
- Be aware of the rules of the school as well as the consequences if you break them.
- Be a positive role model.

TEACHERS AND OTHER SCHOOL PERSONNEL'S RESPONSIBILITIES

- Participate and cooperate in all prevention, intervention and other measures related to bullying by the School;
- Reports incident of bullying
- Update themselves on detection and proper handling of bullying incidents;
- Be objective and handle incidents with due consideration of confidentiality and tender age of students involved;
- Coordinate closely with the Child Protection Committee of the school; and
- Observe due diligence in the prevention of bullying cases during classes or other student activities he/she is directly in charge.

PARENTS' RESPONSIBILITIES

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

ADMINISTRATION AND SCHOOL'S RESPONSIBILITIES

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

FALSE ACCUSATION OF BULLYING

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

CONFIDENTIALITY

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

ANTI—BULLYING COMMITTEE

Adapting DepEd Order No. 40 s.2012, the school established a committee that will mitigate and decide on cases wherein cases of bullying were proven to be present. The committee is composed of the following members: Supervisor, Guidance Counselor, and representative from the Student Formation Office.

The Anti-Bullying Committee shall:

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

Reference: Implementing Rules and Regulations of Republic Act No. 10627, otherwise Known As The Anti-Bullying Act of 2013 DepEd Child Protection Policy

PARENT / STUDENT AGREEMENT FORM

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

Signature Over Printed Name (Student) _____ Date _____

Signature Over Printed Name (Parent) _____ Date _____

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

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

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

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

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

Parent's Signature over Printed Name: _____

Student's Name / Grade and Section: _____

Date: _____

PARENT / STUDENT AGREEMENT FORM

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

Signature Over Printed Name (Student) _____ Date _____

Signature Over Printed Name (Parent) _____ Date _____

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

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

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

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

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

Parent's Signature over Printed Name: _____

Student's Name / Grade and Section: _____

Date: _____