



ATENEO DE MANILA  
UNIVERSITY

SENIOR HIGH SCHOOL  
**STUDENT HANDBOOK**

2018 Edition

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# ATENEO DE MANILA UNIVERSITY

## BASIC EDUCATION

### **VISION**

The Ateneo de Manila University - Basic Education unit is a premier Filipino, Catholic, and Jesuit educational institution that forms servant-leaders who have an intimate and faithful relationship with Christ, are competent in every aspect, compassionate for others, with a well-formed conscience, and a commitment to serve the country and the global community.

### **MISSION**

As a premier Filipino, Catholic and Jesuit educational institution, the Ateneo de Manila University - Basic Education unit aims to hone and enrich one's talents, knowledge and character through structures and age-appropriate opportunities guided by the Ignatian tradition and pedagogy.

#### **In Grade School,**

*the child opens to fullness of life in Christ by experiencing God's love and sharing God's love with others. He, together with other members of the community grows as friends-in-the Lord: persons for others who love Christ, love country and love creation.*

#### **In Junior High School,**

*the young man discovers himself, hones his talents and abilities and develops his leadership skills. As he matures in faith, he grows in understanding that he is part of a larger community called to deepen his love for country and to contribute as a steward of God's creation.*

#### **In the Senior High School**

*The student nurtures the ability to grasp abstract ideas in the classroom in order to deal with concrete and practical issues that are presented in life. In view of the challenge to hone one's skills further, the student discerns what he or she can do as a soldier of Christ and as a committed compatriot of the Filipino nation. Responding to the greater call to be a positive transforming difference can only be heeded by being Christ-centered, compassionate, committed, competent and having a well-formed conscience.*

## PROFILE OF THE ADMU BASIC ED GRADUATE

The Ateneo de Manila Basic Education graduate is a young individual who was molded by Ignatian tradition and pedagogy into a future leader, a nation builder, and a catalyst of progress in the global community.

Upon the student's graduation from Basic Education, the student would have been formed into a person who

- is **CHRIST-CENTERED**;
- is **COMPETENT** in all areas of one's life;
- has a well-formed **CONSCIENCE**, with the courage to defend what is right and to right what is wrong;
- has **COMPASSION** for others, especially the poor and disadvantaged, a compassion that leads to a life of service and work for justice and peace; and
- lives out one's **COMMITMENT** to God, and to society as a steward of creation.

*Per intercessionem Sanctae Virginis Mariae*

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# GENERAL INFORMATION

## 1. ABOUT THE SCHOOL

### 1.1 BRIEF HISTORY OF THE ATENEO DE MANILA UNIVERSITY

The Ateneo de Manila started in 1859 as a government-sponsored primary school called *Escuela Municipal*. It was located near the old Sta. Lucia gate in Intramuros at the corner of Anda and Arzobispo streets. Its first director was Fr Jose Fernandez Cuevas, SJ.

Six years later, in 1865, the Jesuits added a secondary school and changed its name to *Ateneo Municipal de Manila*. In time, it became a full-fledged *colegio* in the full sense of the European scheme of education. An AB degree meant a two-year humanities course after grade school and high school.

The revolution against Spain in 1898 and the arrival of the Americans introduced significant changes in the Ateneo. In 1902, when the traditional subsidy from the city of Manila was discontinued, the name *Ateneo Municipal de Manila* was changed to *Ateneo de Manila*. The American Jesuits of the Maryland-New York Province, under the leadership of Fr Francis Byrne, SJ, took over the administration of the Ateneo from the Spanish Jesuits of the Aragon Province. It was also during this period that Fr John Hurley, SJ, introduced the military drill and post as a form of discipline for students.

In the evening of August 13, 1932, a fire destroyed the Ateneo de Manila buildings in Intramuros. The school moved to Padre Faura in Ermita where the Manila Observatory, San Jose Seminary, and the Jesuit Novitiate were located.

During the second World War, classes were suspended until July 1946, when high school classes were resumed at the Hijas de Jesus Retreat House at Plaza Guipit, Sampaloc. School year 1946-1947 saw the transfer of the Ateneo to the old Padre Faura campus, where classes were held in provisional Quonset huts.

On January 1, 1952, the Ateneo de Manila High School, together with the college department, moved to the new campus in Loyola Heights, Quezon City. In 1959, the Ateneo became a university.

In response to the K to 12 reform in the Philippines, the Ateneo de Manila University began to offer a six-year high school program in school year 2016-2017. The six-year secondary program comprises of a four-year Junior High School for Grades 7 to 10 and a two-year Senior High School for Grades 11 and 12. Beginning school year 2016-2017, the Senior High School has opened its doors to both male and female students.

The Ateneo de Manila Senior High School, together with the Grade School and the Junior High School, is part of the Ateneo de Manila University Basic Education Unit. The Basic Education Unit, the Loyola Schools, and the Professional Schools are integral parts of the Ateneo de Manila University.

### 1.2. SCHOOL NAME

Fr James J Meany, SJ explains that the name *Ateneo* is the Spanish form of “Athenaeum”, which the *Dictionary of Classical Antiquities* defines as the name of “the first educational institution in Rome” where “rhetoricians and poets held their recitations.” Fr Meany further explains that Hadrian’s Roman school drew its title from a Greek temple dedicated to Athena, the goddess of wisdom, where, the *Encyclopedia Britannica* says “poets and men of learning were accustomed to meet and read their productions.”



“Athenaeum” is also used to designate schools and literary clubs, a famous example of which is the Athenaeum Angelicum, a Dominican center of learning in Rome. Its closest English translation is “academy”, pertaining to institutions of secondary learning. In fact, the *Escuela Municipal de Manila* became an Ateneo only after it began offering secondary education in 1865. It became known then as the *Ateneo Municipal de Manila*. But in the Philippines, the name Ateneo is not merely a common Spanish noun. The Society of Jesus established several other Ateneos since 1865, and over the years, the name Ateneo has become recognized as the official title of Jesuit Institutions of higher learning.

When America withdrew government subsidy from the Ateneo in 1901, Father Rector Jose Clos, SJ, dropped “Municipal” from the school name, and it became *Ateneo de Manila*, a name it keeps to this day. And since its university charter was granted in 1959, the school has officially been called *Ateneo de Manila University*.

### 1.3. SCHOOL MOTTO: LUX IN DOMINO

What the Ateneo stands for -- what shapes it, where it comes from, where it wishes to go, and where it can take the rest of the world -- may be better understood through its motto, *Lux in Domino* or “light in the Lord”. This, however, is not the school’s original motto. The *Escuela Municipal’s* 1859 motto was *Al merito y a la virtud*: “In merit and in virtue.” This motto persisted through the school’s renaming in 1865 and in 1901.

The motto “Lux in Domino” first appeared as part of the Ateneo seal introduced by Father Rector Joaquin Añon, SJ, for the 1909 Golden Jubilee. It comes from the letter of St Paul to the Ephesians 5:8: “For you were once darkness, but now you are light in the Lord. Live as children of light, for light produces every kind of goodness, righteousness, and truth.”

This break from the original signifies a more profound appreciation of what the Ateneo de Manila stands for. Beyond mere merit and virtue, the Ateneo’s aim is to bring light, the Lord’s light, into this dark and broken world.

Life at the Ateneo is a journey into God’s light, and more than that, learning to understand how to keep that light burning brightly for others. In the pursuit of illuminating truth, living as children of light calls for an insistent moving towards God as the center of a person’s life, and then moving out into the world to effect change rooted in love and truth.

### 1.4. SCHOOL SEAL



## ATENEO DE MANILA UNIVERSITY

Father Rector Richard O’Brien, SJ introduced a new seal for the Ateneo de Manila’s Diamond Jubilee in 1929. This seal abandons the arms of Manila and instead adopts a design that is thoroughly Ignatian and Jesuit in character. It is the seal the Ateneo uses to this day. 2004 marks the 75th year of this seal.

The Ateneo de Manila seal is defined by two semi-circular ribbons. The crown ribbon contains the school motto “LUX IN DOMINO” and the base ribbon contains the school name “ATENEDE MANILA”. These ribbons define a circular field on which rests the shield of Oñaz-Loyola: a combination of the arms of the paternal and maternal sides of the family of St. Ignatius.

Above the shield is a Basque sunburst, referring to Ignatius’ Basque roots, but also representing a consecrated host. It bears the letters IHS, the first three letters of the Holy Name of Jesus in Greek, an adaptation of the emblem of the Society of Jesus.

Many people erroneously believe that the Ateneo de Manila seal features the letters JHS. This misunderstanding stems from the peculiar rendering of the letters in the Ateneo de Manila seal. The letter I is drawn in a florid calligraphic style and conforms to the circle’s shape. It therefore appears similar to a J.

The seal’s colors are blue, white, red, and gold. In traditional heraldry, white or silver (Argent) represents a commitment to peace and truth. Blue (Azure) represents fortitude and loyalty. Red (Gules) represents martyrdom, sacrifice, and strength. Gold (Or) represents nobility and generosity.

White and blue are also the Ateneo’s school colors, the colors of Our Lady. Red and gold are the colors of Spain, home of Ignatius and the Ateneo’s Jesuit founders. Finally, these four tinctures mirror the tinctures of the Philippine flag, marking the Ateneo’s identity as a Filipino University.

## **1.5. SCHOOL COLORS: BLUE AND WHITE**

The Ateneo has adopted the colors of Our Lady as its own school colors. The school colors are therefore signs of the Ateneo’s devotion to Mary and its commitment to become, like her, a constantly true and faithful servant of the Lord. Blue is also the color of faith, peace, and commitment. Because of this, the Ateneo has made her Lady’s blue its own.

White is also the color of Mary, who was conceived without sin and clothed with the sun. It is at once colorless and yet bears the entire spectrum of color. White signifies silence, an emptiness and space that is pregnant with possibility. It is also the color of openness, truth, purity, and hope. In a sense, white is the color of “yes”. And it is a color of the Ateneo, because, like Mary, we hope to surrender ourselves to God, so that He may do His work through our own, and so that His will may be made flesh in our lives.

## **1.6 ATENEDE MANILA SENIOR HIGH SCHOOL**

### **1.6.1. The Ateneo de Manila Senior High School is a Filipino school.**

It forms its students to live as responsible and productive members of their community but also to become a positive transforming difference in Philippine society and in the world. Understanding our context as a developing nation in a global community open to diverse cultural and moral influences, students must be formed to embrace and promote their Filipino culture and good values, with the goal of contributing to nation-building, eradicating poverty, and working for social justice and authentic peace.

### **1.6.2. The Ateneo de Manila Senior High School is a college preparatory school.**

It prepares students for the rigor and academic demands of the university. This academic preparation includes both the development of students' necessary knowledge and skills for scholastic success but also their formation in excellence, integrity, leadership, creativity, collaboration, and critical thinking.

The Senior High School aims to achieve this through a core curriculum that develops students' appreciation of culture, the arts, the social sciences, and Catholic social teachings, excellence in written and oral communication, and a strong foundation in mathematics, the sciences, the use of technology, and research.

Through specialized subjects in the different academic strands, students are exposed to the unique skills and experiences that can help in their discernment of and preparation for their future college degree.

### **1.6.3. The Ateneo de Manila Senior High School is a Catholic and Jesuit school.**

The Senior High School forms its students to gain a Catholic vision of the world, understanding their personal experiences and choices guided by the Catholic faith -- its teachings, values, and worship – arising from their deep, personal relationship with Jesus Christ.

The Ateneo's distinctive quality is its Jesuit and Ignatian identity. As a Jesuit School, the Ateneo is guided by the Jesuit philosophy of education with a thrust of forming students to become "well-honed instruments in the hands of God."

Ateneo formation is marked by *cura personalis*, the personal care and concern for the individual person, exercised primarily for the students as well as for the other members of the school community. Through *cura personalis*, individuals are guided to have a realistic self-knowledge -- an acceptance of one's strengths and weaknesses -- that leads to a freedom of the self and a greater commitment to one's country and to Christ.

## **2. STUDENTS RIGHTS, RESPONSIBILITIES, AND SOCIAL OBLIGATIONS**

### **2.1. STUDENT RIGHTS**

Students have the right

- to a meaningful education, the maintenance of high educational standards, and an education that adequately meets the needs of the individual student within the capabilities of the Ateneo de Manila Senior High School
- to a meaningful curriculum and the right to voice their opinions and provide input into the development of the curriculum of the school
- to express their views on matters that affect the quality and content of their education
- to adequate and timely notice of all rules, regulations, policies, and penalties to which they are subject. All such rules and regulations must be made available in writing and be accessible to all students.
- to physical safety and protection of their personal property, including the right to safe and sanitary school buildings and facilities
- to adequate consultation with teachers, counselors, administrators, and other school personnel
- to free election of their peers in student organizations and student government
- to present petitions, complaints, or grievances to school authorities and the right to receive prompt official replies from school authorities regarding the disposition of their petitions, complaints or grievances.

## **2.2. STUDENT RESPONSIBILITIES**

Students shall be responsible for their own conduct and for providing a positive and healthy environment for others by maintaining good order, self-discipline, and consideration for others' rights and property.

All students should exercise responsibility through the following:

- understanding and following all the school's policies, rules, and regulations;
- maintaining neatness and cleanliness in their attire, grooming, and personal hygiene;
- respecting all persons
- respecting the property of others and keeping the resources, facilities, and materials used in the school in good condition;
- refraining from all forms of violence including but not limited to fighting, creating disturbances, denying others the use of school facilities, carrying or using any weapon in school premises, intentionally injuring others, exposing others to risk or danger of bodily harm or injury, threatening or intimidating others, etc.;
- caring for their health and the health of others by avoiding the possession, use, or trafficking of alcohol or dangerous drugs;
- promoting justice and order by refraining from any unlawful activity such as gambling, extortion, theft, etc.; and
- developing integrity and good work ethic by refraining from intentional or habitual tardiness, unexcused absences, or acts that can affect the rights and opportunities of others to receive a good education.

## **2.3. SOCIAL OBLIGATIONS**

It may sometimes happen that a serious threat to the good name of the school or to the well-being of a member of the school community may not come to the immediate attention of the school authorities. In such instances, students who learn of such threats should try their best to prevent the harm through their own efforts and with the help or advice of competent persons. These students should do their best to correct the injuring party.

If their personal efforts cannot possibly avert the harm, students should bring the matter to the attention of other competent school personnel who might be in a better position to protect the interest of the school. Examples of harmful situations that should be regulated by this social-mindedness are the following:

- a bad moral influence on fellow students;
- a definite threat to the health or physical well-being of others;
- a serious undermining of class progress in studies or in spiritual life;
- a grave threat to school property or the property of others;
- a deliberate undermining of authority and clear opposition toward those students who are willing to obey legitimate authority; and
- a serious threat to the good name of the school because of known unbecoming acts or associations inside or outside the Ateneo campus.

Ateneans should keep in mind the rightful interest of the student population in general and the good name of the school, rather than misdirect their loyalty toward a few who may be harmful to those interests.

## **2.4. PURPOSE OF RULES AND REGULATIONS**

The rules and regulations of the school are meant to help the students attain the goal of an Ateneo education. They serve a very definite purpose – to ensure that the environment in the classroom and in the school in general will make learning possible and to strengthen the students' character through discipline. Students are encouraged to look upon the observance of school regulations in this light.

Compliance with school rules and regulations is not the sole responsibility of the student but also of his/her parents. The Supreme Court has ruled that parents' refusal to follow the rules and regulations of their child's school may be a legal ground for denying their child re-admission (Tan vs. Court of Appeals, 199 SCRA 212, as cited in p. 420 of *Education law and the Private Schools*, Revised Expanded Ed., Sarmiento 2009)

## **2.5. PURPOSE OF THE STUDENT HANDBOOK**

The Student Handbook serves to orient the Ateneo de Manila Senior High School students and their parents about the organization, programs, and policies of the school. As a codification of the school's policies, rules, and regulations it assists in maintaining order in the school.

This handbook contains all the basic and important things students should know about the Ateneo de Manila Senior High School. It has a summary of important rules and regulations. When students enroll in the Ateneo de Manila Senior High School, they express their willingness and determination to abide by all the regulations of the school. Their parents, by registering their son or daughter in the Ateneo de Manila Senior High School, similarly expresses their willingness and determination to abide by all the regulations of the school. They, therefore, must know the rules thoroughly and follow them faithfully.

The students and their parents should read this handbook so that they may know what the Ateneo is trying to do for their children and what they can do to help them live up to their responsibilities and commitment as Ateneans.

## **3. SCHOOL ORGANIZATION**

The Ateneo de Manila Senior High School, as a unit of the Ateneo de Manila University, operates under the Statutes of the University and the By-Laws of the High School.

### **3.1. SCHOOL COUNCIL**

The School Council is the policy-making body of the Basic Education Unit of which the Ateneo de Manila Senior High School belongs. The School Council deliberates and decides on basic policies, subject to final review by the University Board of Trustees in accordance with applicable laws.

### **3.2. ADMINISTRATORS**

#### **3.2.1. Principal**

The Principal is the chief executive officer of the Senior High School and is responsible for the attainment of the school's mission and goals through the supervision of day-to-day operations and long-and-short range budgeting and planning. The Principal implements the policies of the school and establishes procedures needed in the smooth functioning of the school.

#### **3.2.2. Assistant Principal for Academic Affairs (APAA)**

The Assistant Principal for Academic Affairs exercises general academic supervision over curriculum and instruction and is responsible for planning, developing, and upgrading the school's academic and instructional programs and monitoring the performance of the school's teaching personnel. The APAA also acts as the school's Registrar.

### **3.2.3. Assistant Principal for Student Affairs and Formation (APSAF)**

The Assistant Principal for Student Affairs and Formation exercises general supervision over the non-academic programs of the school. These include programs for discipline, homeroom, guidance, student activities, athletics, as well as programs related to the development of students' spirituality, character, leadership, and social concern. He/she also oversees programs related to student health and wellness, security and mobility, and food services.

## **3.3. COUNCIL OF ACADEMIC SUPERVISORS**

### **3.3.1. Subject Area Coordinator**

Subject Area Coordinators oversee the general organization, development, supervision, and evaluation of their assigned subject areas.

### **3.3.2. Christian Service and Involvement Program Head**

The Christian Service and Involvement Program Head oversees the general organization, development, supervision, and evaluation of the Christian Service & Involvement Program in the Senior High School.

## **3.4. APSAF COUNCIL**

### **3.4.1. Strand Coordinator**

Strand Coordinators or StrACs supervise the Class Moderators and teachers within their strand and serve as coordinators between the class moderators, guidance counselor, and other offices. They promote and maintain external order and student discipline, which is necessary for the smooth and efficient running of the school, by supervising the community in the implementation of the school's Code of Discipline. They also ensure the smooth implementation of the homeroom program that aims to form student in the school's values.

### **3.4.2. Head Counselor**

The Head Counselor supervises the general organization, development, supervision and evaluation of the Guidance and Counseling Program.

### **3.4.3. Student Activities Coordinator**

The Student Activities Coordinator oversees the effective planning, implementation, monitoring, and evaluation of the Ateneo de Manila Senior High School Student Activities Program, which includes the Student Organizations, Sports Clubs, Standing Committees, and the Student Government.

### **3.4.4. Athletics Coordinator**

The Athletics Coordinator oversees the varsity athletics program of the school, including the scheduling of athletic events, the supervision of coaches, handling the inventory and purchase of athletic supplies and equipment, and promoting the general welfare of varsity athletes.

## **3.5. OTHER OFFICE SUPERVISORS**

### **3.5.1. Coordinator for Admission and Aid**

The SHS Director for Scholarship and Financial Aid is responsible for administering the financial aid and scholarship program in the Senior High School with the help of the Committee on Admission and Aid.

### **3.5.2. Head Chaplain and Head of Campus Ministry**

The Head Campus Minister serves as an overall coordinator of the Campus Ministry program which is designed to enhance the spiritual development of the community.

#### 4. STUDENT SERVICES

##### 4.1. CAFETERIA

The school cafeteria serves snacks and regular meals from 7:00 a.m. to 4:30 p.m. During school days, students may also buy food from the food kiosks on the 2<sup>nd</sup> floor of the SHS Building.

##### 4.2. CASHIER'S OFFICE

All payments must be made at the Cashier's Office located at the Junior High School Administration Building. Receipts for all payments will be issued by the Cashier.

**Tuition and Basic Fees.** Tuition and basic fees as approved by the Department of Education are payable upon registration. Enrollment is for one year.

**Installment Payment.** For convenience, semestral, quarterly, and eight installment plans are available. A detailed schedule of payment for these installment plans is available at the Cashier's Office. Installment payments must be settled on or before the specified dates. Fines are imposed for late payments.

Payments by check are accepted. A service fee is charged for checks returned by the bank for whatever reason. Payments made due to the returned checks are subject to the usual fines if after the set deadline. Checks should be made out to the ATENEO DE MANILA.

**Withdrawal and Refund.** Enrollment is for the whole school year. A student who withdraws from the Ateneo after the start of classes will be charged ten percent of the total amount due if the withdrawal is within the first 2 weeks of classes, twenty percent if within the third and sixth week of classes, and forty percent if within the sixth and eighteenth week of classes. This policy will apply regardless of whether or not the student actually attended classes.

Where the total tuition fee has been paid, a proportionate amount of the total tuition and pertinent fees will be refunded as follows:

Period of Withdrawal	Rate of Refund
First and second week of classes	90% of Tuition and Fees
Third and Sixth week of classes	80% of Tuition and Fees
Seventh and Eighteenth week of classes	60% of Tuition and Fees

The student will be charged the full amount of all school tuition and fees if he withdraws any time after the eighteenth week of classes. However, if the transfer or withdrawal is due to meritorious reasons, the student may be charged the tuition and pertinent fees only up to and including the student's last month of attendance.

Students who withdraw from the school are required to go through the clearance process. Students are liable for payment of tuition until the date that the official withdrawal is filed.

##### 4.3. EDUCATIONAL MEDIA CENTER

The Library and the Instructional Technology Center (ITC) comprise the Educational Media Center. The Senior High School Library contains a collection of books, periodicals, magazines, newspapers, pamphlets, and other materials which are available for reference, study, and research of students and faculty.

The ITC is equipped with the latest technology for projection as well as equipment for audio/video

editing and recording, individual or group listening and previewing, and photo or video documentation. Other instructional materials in various formats are also part of the resources of the ITC, for example, video/audio tapes, filmstrips, slides, transparencies, maps, globes, charts, kits, pictures, models and flipcharts.

#### **4.4. GUIDANCE AND COUNSELING OFFICE**

The Guidance and Counseling Office through the guidance counselors offers services that help students know and understand themselves better. The Guidance Program is an integral part of the school's formation program.

Thus, its goal involves a multi-faceted development of the human person in the areas of personality, leadership, citizenship, career, and spirituality. In terms of ways and means of developing the total human person, the following processes are utilized: the classroom teaching-learning situations, homeroom activities, and guidance services. Such services include individual counseling, group guidance, psychological testing, personality inventory service, information service through orientation and career program and parent-teacher-counselor consultations.

#### **4.5. INFIRMARY**

The school has a main medical infirmary primarily responsible for providing first aid and promoting programs to safeguard the health and well-being of Senior High School students and school personnel. It is affiliated with the JHS infirmaries both along the JHS main corridor and at the Covered Courts.

The SHS Infirmary, staffed by a physician and nurse, is open from 8:00 AM to 5:00 PM, Monday to Friday.

##### **4.4.1. Medical Service Protocol**

1. In case of an emergency, a student is brought to the SHS Infirmary or any of its affiliated infirmaries.
2. For cases that may need assistance from other medical personnel on campus based on the evaluation of the high school infirmary personnel, other infirmaries on campus may also be contacted. The University Ateneo Risk Management Unit or ARMU may also be contacted for emergency assistance that may require the services of para-medical personnel or the transport of a student via ambulance to a nearby hospital.
3. For cases which require emergency room setting, upon the consent of the parents, the patient is brought to The Medical City, Ortigas or other nearby hospitals.
4. At least one parent of an injured student is immediately contacted by phone if the school physician identifies a medical/surgical condition that needs immediate intervention (work up or treatment) that may be beyond the school clinic's capabilities.
5. The school physician issues a duly accomplished referral slip which the parents can present to the appropriate health institution or medical specialist to which the patient should be taken. The form should indicate the patient's name, working diagnosis, the reason for the referral, and any first aid measure instituted by the SHS Infirmary.
6. All medico-legal cases (e.g. vehicular accidents) involving students, however slight the injury may be, are promptly reported to the parents. The SHS Infirmary sees to the proper documentation of the injuries sustained for purposes of future reference.
7. In the case of a student with injury inflicted by a fellow student during an assault, the clinic informs the Office of the APSAF of the incident and the details of the injury. While the infirmary will address the student's immediate medical needs, it is the APSAF or the student's Strand Coordinator who will interview the patient to determine the circumstances surrounding the incident, to identify other individuals involved, and to contact the parents.



#### **4.6. OFFICE OF ADMISSION AND SCHOLARSHIPS**

The SHS Office of Admission and Scholarships is responsible for the administration of the scholarship and financial aid program of the Senior High School with the help of the Committee on Scholarship and Financial Aid. The Office of Admission and Aid is currently located at the Administration Building of the Junior High School.

#### **4.7. RECORDS OFFICE**

The Records Office prepares the report cards and other official academic documents of the students. It makes available to students their Transcript of Records upon request. It also prepares for them upon request letters of recommendation, college application forms, and certificates of enrollment and graduation and other documents related to student records.

#### **4.8. TRANSPORT SERVICES**

School Transport Services are extended to students. Arrangements may be made with officially accredited school transport service operators.

## **THE ACADEMIC CODE**

### **5. ACADEMIC PROGRAM**

The various disciplines that constitute the academic program are designed to produce at the end of two years, graduates who are not only “COMPETENT in every aspect,” but are also “servant-leaders who have an intimate and faithful relationship with Christ, are...compassionate for others, with a well-formed conscience, and a commitment to serve the country and the global community.”

This program includes the students’ mastery of basic humanistic and scientific disciplines, the growth in their ability to reason reflectively, logically and critically, and the development of their imaginative, affective, and creative aspects.

Teaching strategies should put premium on the active participation of learners, where students are allowed to question, discover, reflect on, and apply their learning to the enhancement of their personal growth so that they may ultimately learn to become independent and life-long learners.

#### **5.1. SUBJECT AREAS AND ACADEMIC PROGRAMS**

##### **5.1.1. Art**

The Ateneo De Manila Senior High School Art Subject Area intends to provide students with significant knowledge in art theory, basic skills in art production and expose them to different contemporary art forms with the objective of allowing students to gain a deeper understanding and aesthetic experience in art.

##### **5.1.2. Christian Life Education**

The Christian Life Education subject area of the Ateneo de Manila Senior High School envisions that our students will develop a living, conscious, and active faith life through the light of instruction. Through the CLE Program, we hope to accompany our students toward a deeper personal relationship with Jesus Christ and lead them to:

- (1) understand and interiorize the truths of the Christian Faith – rooted in both Sacred Scripture and Church Teaching, which illumine our human experience;
- (2) apply Christ's teachings, virtues, and attitudes in their daily moral choices;
- (3) develop a personal prayer life and a love for the Catholic Church as enlightened by philosophy and as expressed in their active participation during liturgical celebrations and other community activities; and
- (4) develop the Gospel values of serving the poor, promoting justice, and living a simple lifestyle.

### **5.1.3. Christian Service and Involvement Program**

The Grade 12 Social Involvement Program provides the students an opportunity to respond to the call to servant-leadership by initiating projects that will make a positive transforming difference in the lives of the poor and marginalized or by involving themselves in social action programs where they can contribute in the promotion of social justice, poverty reduction, social change, community development and environmental sustainability.

A specific social involvement program will be offered to students according to their strand. Students in each strand are given an opportunity to choose from the different types of organizations or communities that are aligned to their specialization or interest. The students will be required to attend a 30-hour immersion/community service and submit a research paper which may vary according to their strand.

### **5.1.4. Computer**

The Computer Subject area of the Ateneo Senior High School aims to form young men and women who are adept in using media, information, and technology, to solve real-world problems and to prepare them for the challenges and demands of the information society. Through the computer education program, students develop their 21st century skills by using the latest ICT tools in creating impactful media content and computer applications that embody the ideals of the school.

### **5.1.5. English**

The English Subject Area of the Ateneo de Manila Senior High School provides young men and women meaningful learning experiences to hone their communicative, creative, and critical thinking skills in the English language, develop their eloquence and wisdom, and nurture a love for Christ and country, thus moving them to work for positive social transformation.

### **5.1.6. Filipino**

Nilalayon ng Programang Hiyang at Matatas sa Filipino sa Senior High School na makahubog ng mga mag-aaral na may malalim at malawak na pag-unawa sa wikang Filipino bilang instrumento sa pakikipag-ugnayan sa kapwa Pilipino at may malalim na pag-unawa sa kulturang Pilipino upang maiangkop sa iba't ibang larangan sa lipunang nais pagsilbihan.

Upang maisakatuparan ito, titiyakin ng mga gurong ang mga mag-aaral ay nakapagsusuri ng iba't ibang teksto ayon sa pamantayang sinusunod, nakapaglalapad ng kabatiran ng akda sa karanasang pansarili't panlipunan, at sa iba pang larangan, nakapagsusulat ng wasto at malinaw na pagpapahayag, nakagagamit ng Wikang Filipino nang mahusay at naiaangkop ang antas sa hinihingi ng pagkakataon, at nagagamit ang lahat ng kasanayan upang makabuo ng isang proyekto/saliksik na maihahatid sa madla.

Sa pamamagitan ng mga kasanayang ito, harinawang kumintal sa mga mag-aaral ang kahalagahan ng wikang Filipino at kulturang Pilipino bilang instrumento sa pagsasabuhay ng pagiging kawal ni Kristo at pagiging Pilipino at sa pagtugon sa tawag na maging positibong pagbabago sa ating lipunang mapaghamon at maselan.

### **5.1.7. Management**

The Ateneo Senior High School Management Subject Area provides students with necessary learning experiences on the management and entrepreneurial competencies for them to analyze current industry trends, implement business decisions following social and moral norms, and innovate ways in helping society through prudence and accountability.

### **5.1.8. Mathematics**

The General Mathematics wraps-up the algebra course, covering all the remaining non-transcendental functions. These functions are then used for real-life applications such as

modeling and business related problems. Basic logic is also tackled which is used for real-life situations.

The Statistics and Probability course equips the students with the statistical tools to understand various phenomena. These tools also equips the students to have thorough and sound judgment in real-life decision making.

The Trigonometry with Analytic Geometry completes the foundational course on algebra, geometry and trigonometry. The Basic Calculus on the other hand, equips the students with the limit, differentiation, and anti-differentiation theorems. These courses provide students with conceptual understanding and computational skills crucial for other Science courses.

#### **5.1.9. Physical Education**

The program for Grade 11, aside from addressing the variety of psychomotor developmental needs of students, also connects students to the environment, specifically on how their activities affect it, and how the environment affects their physical activities.

The Grade 12 Physical Education Program aims to equip students with essential theories for them to apply the technicalities of fitness to practice. Through these theories, major values from sports participation, exercise and physical activity will enable them to become persons for others, and contribute to nation building.

Aside from learning the theories about training and fitness, students will be expected to apply these learnings to the practice. As they apply the theories, each of them will prepare a tangible program.

#### **5.1.10. Research**

Inspired by the Ignatian values of *Magis*, *Cura Personalis*, and Finding God in all Things, the Ateneo Research Subject Area intends to sharpen critical thinking and problem solving skills of students by engaging them to find solutions to relevant issues that society faces in the realms of both natural and social science research. We therefore aim to develop student researchers who

- are technically and ethically competent in their chosen research field;
- are creative thinkers in finding ways to answer scientific questions and emerging social problems;
- are passionate in systematically solving community problems through research; and
- collaborate with the global research community in improving the lives of others.

#### **5.1.11. Science**

The Science Program envisions that the students would be:

- properly equipped with basic scientific knowledge and skills necessary in a highly scientific and technological society;
- conscious of their duties and responsibilities to their environment and country as stewards of God's creations; and
- committed to act as agents of change for a better world.

In order to realize this vision, the program offers lessons in Biology, Chemistry, Physics and Earth Science.

#### **5.1.12. Social Sciences**

The Social Sciences subject area supports the mission of the Ateneo to form Christ-centered servant leaders by equipping students with the necessary skills to be critical and discerning in their analysis of different social issues, with the expectation that they will respond accordingly

to the challenges of the times as responsible citizens of the Philippines.

#### **5.1.13. Citizenship Advancement Training**

High school students in their final grade level who are Filipino citizens are required by the Department of Education to undergo the Citizenship Advancement Training (CAT) program as a prerequisite for graduation. It aims to:

- Enhance the students' social responsibility and commitment to the development of their communities;
- Develop their ability to uphold law and order as they assume active participation in community activities; and
- Promote their readiness in assisting members of the community especially in time of emergency

While CAT used to pertain only to military training, the current CAT program includes three components: Military Orientation, Community Service, and Public Safety and Law Enforcement Service.

## 5.2. STRAND CURRICULA & SUBJECTS

### Accountancy, Business and Management (ABM)

GRADE 11	GRADE 12
<p><b>CORE SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Oral Communication</li> <li>• Komunikasyon at Pananaliksik</li> <li>• General Math</li> <li>• Earth and Life Science</li> <li>• Media and Information Literacy</li> <li>• Tulong Dunong and Personal Development</li> <li>• Physical Education</li> <li>• Reading and Writing</li> <li>• Pagbasa at Pagsusuri</li> <li>• Statistics and Probability</li> <li>• Physical Science</li> <li>• Contemporary Art</li> <li>• Tulong Dunong and Personal Devt</li> </ul> <p><b>APPLIED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Practical Research 1</li> <li>• Practical Research 2</li> </ul> <p><b>SPECIALIZED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Organization and Management</li> <li>• Fundamentals of Accountancy, Business and Management 1</li> </ul>	<p><b>CORE SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Literature</li> <li>• Understanding Society and Culture</li> <li>• Christian Living and the Philosophy of Human Person</li> <li>• Physical Education</li> </ul> <p><b>APPLIED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Filipino sa Piling Larangan</li> <li>• Entrepreneurship</li> <li>• English for Academic and Professional Purposes</li> <li>• Empowerment Technologies</li> <li>• Integrating Project</li> </ul> <p><b>SPECIALIZED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Business Mathematics</li> <li>• Applied Economics</li> <li>• Fundamentals of Accountancy, Business and Management 2</li> <li>• Business Ethics and Social Responsibility</li> <li>• Business Finance</li> <li>• Principles of Marketing</li> <li>• Immersion</li> </ul>

### General Academic (GA)

GRADE 11	GRADE 12
<p><b>CORE SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Oral Communication</li> <li>• Komunikasyon at Pananaliksik</li> <li>• General Math</li> <li>• Earth and Life Science</li> <li>• Media and Information Literacy</li> <li>• Tulong Dunong and Personal Development</li> <li>• Physical Education</li> <li>• Reading and Writing</li> <li>• Pagbasa at Pagsusuri</li> <li>• Statistics and Probability</li> <li>• Physical Science</li> <li>• Contemporary Art</li> <li>• Tulong Dunong and Personal Development</li> </ul> <p><b>APPLIED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Practical Research 1</li> <li>• Practical Research 2</li> </ul> <p><b>SPECIALIZED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Organization and Management</li> <li>• Disaster Readiness and Risk Reduction</li> </ul>	<p><b>CORE SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Literature</li> <li>• Understanding Society and Culture</li> <li>• Christian Living and the Philosophy of Human Person</li> <li>• Physical Education</li> </ul> <p><b>APPLIED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Filipino sa Piling Larangan</li> <li>• Entrepreneurship</li> <li>• English for Academic and Professional Purposes</li> <li>• Empowerment Technologies</li> <li>• Integrating Project</li> </ul> <p><b>SPECIALIZED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Applied Economics</li> <li>• Community Engagement</li> <li>• Specialized Subject 1.1</li> <li>• Specialized Subject 1.2</li> <li>• Specialized Subject 2.1</li> <li>• Specialized Subject 2.2</li> <li>• Immersion</li> </ul>

### Humanities and Social Sciences (HUMSS)

GRADE 11	GRADE 12
<p><b>CORE SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Oral Communication</li> <li>• Komunikasyon at Pananaliksik</li> <li>• General Math</li> <li>• Earth and Life Science</li> <li>• Media and Information Literacy</li> <li>• Tulong Dunong and Personal Development</li> <li>• Physical Education</li> <li>• Reading and Writing</li> <li>• Pagbasa at Pagsusuri</li> <li>• Statistics and Probability</li> <li>• Physical Science</li> <li>• Contemporary Art</li> <li>• Tulong Dunong and Personal Development</li> </ul> <p><b>APPLIED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Practical Research 1</li> <li>• Practical Research 2</li> </ul> <p><b>SPECIALIZED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Disciplines and Ideas in Social Sciences</li> <li>• Disciplines and Ideas in Applied Social Sciences</li> </ul>	<p><b>CORE SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Literature</li> <li>• Understanding Society and Culture</li> <li>• Christian Living and the Philosophy of Human Person</li> <li>• Physical Education</li> </ul> <p><b>APPLIED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Filipino sa Piling Larangan</li> <li>• Entrepreneurship</li> <li>• English for Academic and Professional Purposes</li> <li>• Empowerment Technologies</li> <li>• Integrating Project</li> </ul> <p><b>SPECIALIZED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Philippine Politics and Governance</li> <li>• Creative Writing/Malikhaing Pagsulat</li> <li>• World Religious and Belief Systems</li> <li>• Community Engagement</li> <li>• Creative Non-fiction</li> <li>• Trends and Critical Thinking</li> <li>• Immersion</li> </ul>

### Science, Technology, Engineering and Mathematics (STEM)

GRADE 11	GRADE 12
<p><b>CORE SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Oral Communication</li> <li>• Komunikasyon at Pananaliksik</li> <li>• General Math</li> <li>• Earth and Life Science</li> <li>• Media and Information Literacy</li> <li>• Tulong Dunong and Personal Development</li> <li>• Physical Education</li> <li>• Reading and Writing</li> <li>• Pagbasa at Pagsusuri</li> <li>• Statistics and Probability</li> <li>• Physical Science</li> <li>• Contemporary Art</li> <li>• Tulong Dunong and Personal Development</li> </ul> <p><b>APPLIED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Practical Research 1</li> <li>• Practical Research 2</li> </ul> <p><b>SPECIALIZED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Pre-Calculus</li> <li>• Calculus</li> </ul>	<p><b>CORE SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Literature</li> <li>• Understanding Society and Culture</li> <li>• Christian Living and the Philosophy of Human Person</li> <li>• Physical Education</li> </ul> <p><b>APPLIED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• Filipino sa Piling Larangan</li> <li>• Entrepreneurship</li> <li>• English for Academic and Professional Purposes</li> <li>• Empowerment Technologies</li> <li>• Integrating Project</li> </ul> <p><b>SPECIALIZED SUBJECTS</b></p> <ul style="list-style-type: none"> <li>• General Biology 1</li> <li>• General Biology 2</li> <li>• General Chemistry 1</li> <li>• General Chemistry 2</li> <li>• General Physics 1</li> <li>• General Physics 2</li> <li>• Immersion</li> </ul>

## 6. ACADEMIC DUTIES AND RESPONSIBILITIES OF STUDENTS

Because learning is ultimately the students' responsibility, it is important that Ateneo de Manila Senior High School students:

- are present daily in classes and actively participate in learning activities in and out of the classroom;
- play an active role in school activities and functions;
- develop in themselves a positive attitude and desire to continue learning;
- willingly rise to the challenge of hard work;
- strive for better performance towards excellence every grading period; and
- exercise honesty and moral uprightness in all their academic pursuits, motivated by their commitment to Christ.

## 7. GRADING SYSTEM

### 7.1 PURPOSE OF MARKS

Marks serve as indicators of a student's academic performance. They reflect a student's progress and level of achievement in a subject. For this reason, a mark is based not only on formal examinations but also on other evidences of learning which reflect the attainment of the objectives of a subject such as recitation, quizzes, long tests, reports, assignments, projects, experiments, written compositions, and the like.

Marks are used as basis for promotion and academic honors and awards. The school also uses marks to advise students and their parents regarding the students' progress and achievement.

### 7.2 LETTER MARKS AND QPI GRADING SYSTEM

The school has adopted the use of letter marks primarily to encourage both teachers and students to focus on the meaning of a mark, that is, the quality of learning that has been achieved rather than the numerical value of the mark.

The use of the quality point index is intended to support the school in its efforts towards total formation by giving the different subjects equal weights and using the overall performance, as indicated by the quality point index, as basis for such decisions as promotion or honors. The Quality Point Index (QPI) system recognizes individual differences by giving weight to a student's excellent performance in a certain area and allowing this to compensate in some way for weakness in another area. The QPI system also supports the school in its efforts to encourage students to strive for a better performance towards excellence every year.

NUMERICAL MARK	LETTER MARK	QUALITY POINT	QUALITATIVE DESCRIPTION
100	A+	4	Outstanding
95-99	A	4	Excellent
90-94	A-	3.67	Very Good
87-89	B+	3.33	Good
84-86	B	3	Satisfactory
81-83	B-	2.67	Satisfactory
78-80	C+	2.33	Sufficient
75-77	C	2	Passing
74 and below	F	1	Fail

### **7.3. REPORT CARDS**

Form 138, commonly known as the report card is a document used by the school to communicate officially a student's academic performance. Report cards are issued every semester, usually two weeks after the last periodical examination. Students are required to show their report cards to their parents. The Report Card Acknowledgement Receipt must be returned after having been duly signed by their parents or legal guardians through the class moderators on the deadline set after the report cards have been released.

Tampering with the report card is considered a very serious offense by the school (cf. Code of Discipline).

### **7.4. GRADING COMPONENTS**

The components of the mark for the semester will be determined by the subject area depending on the nature of the subject.

An Advisory Mark per Subject will be given to all students after the Midterm Examinations every semester as feedback to the students and their parents regarding the academic performance during the first part of the term. These marks also guide the teachers in providing the necessary interventions, if needed.

### **7.5 GRADING PROCEDURES IN CASE OF ABSENCE**

- If students are absent due to official reasons (participation in contests, competition, and seminars approved by the school), they are excused from quizzes and seatwork given on the day/s of their official absence.
- If an individual project or requirement is due on the day the student is absent, then it should be submitted on the first day he/she reports back to school.
- Students who are absent when a summative test is given may take a make-up test on the given schedule during the weeks for the midterm and final examinations.

### **7.6 PERIODICAL EXAMINATIONS**

The periodical examination is a comprehensive evaluation of the concepts and skills a student is expected to have learned during the grading period. The Office of the Assistant Principal for Academic Affairs (APAA) schedules the periodical examinations.

Should the schedule of periodical examinations be interrupted by the unexpected cancellation of classes, the examinations scheduled on the first day classes are cancelled are automatically reset on the first day classes resume. All the other examinations that follow are also postponed and automatically reset on the following school days.

#### **7.6.1. Absence from a Periodical Examination**

A student who is absent from a periodical examination must present to the Office of the Assistant Principal for Student Affairs and Formation (APSAF) an excuse letter from his/her parents or a medical certificate, if the absence is due to illness. Only a student with an excuse certified as valid by the Strand Coordinator or APSAF will be given a late periodical examination.

### **7.7. EFFORT MARKS**

The effort mark is an indicator of how well students have *prepared* for their classes, *participated* in class, and *cooperated* with their classmates and teachers in the attainment of their education. As such, effort marks are NOT measures of academic achievement but a gauge of how serious and diligent students have been in their different subjects .

An effort mark is given every semester by subject teachers to each of their students. A student is



given an effort mark according to the guide in the table below. The mark is based on the fulfillment of the following conditions. The student ought to have:

1. brought necessary materials and requirements to school
2. exhibited best effort (*care and promptness*) in doing schoolwork
3. participated actively & attentively during class proceedings
4. readily performed class activities without prodding

A student is given an effort mark according to the following guide:

<b>EFFORT MARK</b>	<b>DESCRIPTION</b>
O (Outstanding)	The student met all 4 of the conditions.
S (Satisfactory)	The student met 3 of the 4 conditions.
NI (Needs Improvement)	The student met less than 3 of the conditions

In giving students an “O” or “OUTSTANDING” Periodical Effort Mark, the school desires to give due recognition to exemplary students whose effort in schoolwork should serve as an example to others.

Detailed or specific qualitative feedback about a student’s lack of effort may be given to a student and his/her parents during each grading period. Teachers may schedule a parent-teacher conference (PTC) with the students’ parents and/or send a Performance Report Form (PRF) stating a student’s lack of effort in a particular class.

## 8. ACADEMIC AWARDS

### 8.1. ACADEMIC HONORS FOR THE SEMESTER

At the end of every semester, the school will give academic honor awards to qualified students with no pending disciplinary case.

- **First Honor Award** will be given to a student who has no grade lower than A- (A-minus) in any subject for the semester.
- **Second Honor Award** will be given to a student who has no grade lower than B+ (B-plus) in any subject for the semester.
- **Honorable Mention Award** will be given to a student who has no grade lower than B- (B-minus) in any subject for the semester.

### 8.2. ACADEMIC HONORS FOR GRADUATION

#### 8.2.1 Academic Excellence Awards

These awards are given to graduating students who have consistently maintained an outstanding level of academic performance throughout the four (4) semesters in the Ateneo de Manila Senior HS. They will be awarded medals for academic excellence during the Graduation Ceremony.

- The **Jose P Rizal Award for Academic Excellence** is given to students who obtained an over-all QPI of 4.00 with no final mark lower than A in any subject and no conduct mark lower than B in all the four (4) semesters.
- The **Gold Medal** for First Honors is awarded to students who obtained an over-all QPI of at least 3.67 with no final mark lower than B- (B minus) in any subject and no conduct mark lower than B in all the four (4) semesters in Senior HS.
- The **Silver Medal** for Second Honors is awarded to students who obtained an over-all QPI of at least 3.33 with no final mark lower than B- (B minus) in any subject and no conduct

mark lower than B in all the four (4) semesters in Senior HS.

- The **Bronze Medal** for Honorable Mention is awarded to students who obtained an over-all QPI of at least 3.00 with no final mark lower than B- (B minus) in any subject and no conduct mark lower than B in all the four (4) semesters in Senior HS.

The over-all QPI is determined by averaging the QPIs obtained in all the subjects throughout the four (4) semesters. The QPI for Physical Education and Citizen's Army Training are not included in the computation of the over-all QPI.

## **9. YEAREND DECISIONS**

### **9.1. DELIBERATIONS**

A deliberations board is a body convened at the end of the school year to discuss and facilitate decisions regarding students' promotion, repetition, or non-repetition in the Ateneo, eligibility for graduation and the Summer Remedial Class. The Board is composed of the Principal, the Assistant Principals, Guidance Counselors, Class Moderators and Subject Teachers.

As another concrete manifestation of *cura personalis* for students, the deliberations board discusses the students' general performance, context, and difficulties. When the case of an individual student has been discussed thoroughly, the board comes to a consensus and makes a recommendation to the Principal on which course of action would be best for the student.

In order to safeguard the rights of the students, the deliberations are confidential.

### **9.2. PROMOTION TO GRADE 12**

A student will be promoted to Grade 12 if he/she obtained a yearly QPI of 2.0 with NO failing mark in any subject.

### **9.3. GRADUATION**

A Grade 12 student will graduate and receive the Ateneo SHS Diploma if he/she has obtained a yearly QPI of 2.0 with NO failing mark in any subject.

### **9.4. SUMMER REMEDIAL PROGRAM**

A student will be retained in the Ateneo SHS if he/she has a yearly QPI of AT LEAST 2.0; AT MOST TWO (2) failures for the school year; and no pending disciplinary case. Such student will be required to enroll in the *Summer Remedial Program (SRP)*. A student enrolled in the SRP must obtain a final mark of at least C to be promoted to the next level. A student who obtains a mark below C is not promoted to Grade 12 or is not allowed to graduate, in the case of Grade 12 students. Likewise, a student who fails to take the summer remedial program is not promoted.

Grade 12 student who pass in all their SRP classes will be considered graduates of the Ateneo SHS and will receive the Ateneo SHS diploma. If they fail in one or both of their SRP classes, then they will be retained in Grade 12. They may opt to transfer out of the Ateneo.

### **9.5. REPETITION IN THE ATENEO**

Repetition in the Ateneo is not automatic. Only students who in the judgment of the school can profit from such repetition are allowed to repeat in the Ateneo. Students who are permitted by the school to repeat a year level in the Ateneo are automatically put under academic probation and may also be placed under disciplinary probation.

### **9.6. SEPARATION FROM SCHOOL**

### **9.6.1. Reasons for Separation from the School**

Students may be separated from the school for the following reasons:

- when they do not meet the requirements for promotion and, for valid reasons, are not allowed to repeat in the Ateneo;
- when a current repeater fails in any subject at the end of the school year;
- when a student exceeds the allowable number of absences in a school year;
- when a student fails to enroll on time without the permission of the Principal;
- when a student voluntarily withdraws from school.
- when, after due process, they are recommended for dismissal related to a serious disciplinary offense against the school's Code of Discipline

### **9.6.2 Obligation of Students Who Are Separated From the School**

Students who withdraw from school or who are separated from the school are expected to secure clearance from all offices as indicated in the withdrawal/clearance form.

## **10. LEAVE OF ABSENCE**

Leave of absence means a temporary separation of the student from the school for reasons which are not due to academic or disciplinary deficiencies (e.g. sickness, studies abroad and the like).

A leave of absence may be granted to students only on the following conditions:

- they are in good academic standing at the time the request is made;
- the students have a good disciplinary record;
- the leave of absence does not exceed one academic year; and
- they have not gone on leave of absence prior to the current request (Students can normally secure a leave of absence only once during their entire stay in the Senior High School).

The school is obliged to re-admit a student who has been allowed to go on leave of absence. If a student is not granted a leave of absence by the school, the school has no obligation to accept the student back.

The student who is permitted to go on leave of absence is obliged to:

1. Go through the clearance process;
2. Notify the school of his or her intention to return at least six (6) months before the start of the next school year;
3. Take up and pass all courses stipulated in the letter granting his or her leave of absence if the reason is to study abroad; and
4. Have his or her subjects evaluated by the Department of Education upon his or her return in case he or she studies abroad.

## **11. GRADUATION EXERCISES**

### **11.1. NATURE OF THE GRADUATION EXERCISES**

The graduation exercises are a formal and public recognition by the school that a student has fulfilled the minimum requirements of the Senior High School program of the Ateneo de Manila University. It is also an occasion where the school presents Graduation Awards to deserving students.

Only students who have met the requirements for graduation and with a deportment that is satisfactory may be allowed to join the graduation exercises.

### **11.2. ATENEO DIPLOMA**

The Ateneo Diploma together with the Diploma from the Department of Education are given to

graduating students who have shown a satisfactory academic performance throughout their stay at the Ateneo de Manila Senior High School.

### 11.3. GRADUATION AWARDS

#### 11.3.1. Strand Awards for Excellence

The Strand Award for Excellence is given to a graduating student who obtained the highest over-all QPI in the Strand he or she belongs to. The student must not have any conduct mark lower than B in any of the four (4) semesters in the Ateneo Senior HS.

The over-all QPI for the Strand Awards for Excellence is determined as follows: 75% of the average QPI for the strand-specific subjects and 25% of the average QPI for the core and applied subjects.

The Strand Awards for Excellence are as follows:

- **Jose A Cruz SJ Award** for Excellence in the Accountancy, Business and Management (ABM) Strand
- **James P Dunne SJ** for Excellence in the General Academic (GA) Strand
- **James J O'Brien SJ** Award for Excellence in the Humanities and Social Sciences (HUMSS) Strand
- **Prudencio F Macayan SJ** Award for Excellence in the Science, Technology, Engineering and Mathematics (STEM) Track

The following are disqualified from the Strand Awards for Excellence:

- (1) A student who has a pending disciplinary case;
- (2) A student who shifted strands after Grade 11.

#### 11.3.2. Special Awards for Graduation

The following special awards will be given to deserving graduating students during the Senior HS Graduation Ceremony:

- The awards for the **Valedictorian** and **Salutatorian** are given to students who have obtained the highest and second highest over-all QPI with no final mark lower than B- (B minus) in any subject and no conduct mark lower than B in all the four (4) semesters in Senior HS.

Loyalty to the goals and objectives of the school and generous service to people and activities beyond their classes and classrooms are factors that will also be considered in choosing the Valedictorian and Salutatorian.

- The **Luis “Moro” Lorenzo Sportsmanship Award** is given to the student who in the judgement of the school best exemplifies the Jesuit ideal *mens sana in corpore sano*. The awardee should have demonstrated excellence in sports, team leadership, an excellent sense of fair play and good behavior on or off the playing field. He/she must have been able to balance sports activities and academic work. Moreover, his or her marks in Conduct throughout the four (4) semesters must be acceptable.
- The **Horacio V dela Costa SJ Award for Distinguished Leadership** is given to the student who has demonstrated exceptional leadership qualities. The awardee should have manifested the following qualities: concern and compassion for the individuals he/she serves, excellence in the fulfillment of assigned tasks, ability to make good and principle-based decisions, humility in the execution of his or her role, and capacity to provide others the opportunities to grow in excellence.
- The **Evelio Javier Award** is the highest and most distinguished award that is conferred upon a graduating student of the Ateneo de Manila Senior High School. This is given to the

student who, in the judgement of the school, best exemplifies the ideals the Ateneo holds up to its students to be a transforming difference in the country and in the world: Christ-centeredness, Competence, Compassionate, well-formed Conscience and Commitment.

## STUDENT ACTIVITIES

### 12. NATURE OF STUDENT ACTIVITIES

The Student Activities Program provides direction to and oversees the effective functioning of the various co-curricular activities of the Ateneo de Manila Senior High School. This program is developed, executed, monitored, and evaluated by the Senior High School Office of Student Activities (OSA), headed by the Student Activities Coordinator (StAC), under the Office of the Assistant Principal for Student Affairs and Formation (APSAF).

#### 12.1. SCOPE OF STUDENT ACTIVITIES

The Office of Student Activities in the Senior High School monitors, guides, and evaluates the activities and programs of the following:

##### 12.1 EXECUTIVE COUNCIL

The Executive Council is in-charge of the whole student government, its members being the top student-leaders of the school. It is responsible for planning, implementing, and evaluating all the activities of the Sanggu-SHS that lead to the achievement and attainment of the objectives and goals of the Student Activities Program.

##### 12.2 ASSEMBLY OF CLASS OFFICERS (ACO)

The Assembly of Class Officers Council empowers servant-leaders who adhere to the council thrust, “*Huwag Magsawang Maglingkod.*” ACO serves as the active representatives of the student body who champion students’ rights and well-being, and serve as the bridge between the students and the school administration.

##### 12.3 COUNCIL OF STUDENT ORGANIZATIONS (CSO)

The Council of Student Organizations provides a community of globally competent student organizations united in forming students to become excellent Filipino and Christian leaders who are able to create sustainable programs for nation building. CSO develops high quality organizations by aiding them to be united, effective, and sustainable through guidance and support.

##### 12.4 ATHLETES’ COUNCIL (AthC)

The Athletes’ Council is in charge of all athletic endeavors of the student body. It encompasses all student-run athletic activities and programs that promote the welfare of student athletes, the health-oriented development of the student body, and the propagation of an active lifestyle centered around the principle of *mens sana in corpore sano*, “a sound mind in a sound body.”

##### 12.5 COUNCIL OF SPECIAL COMMITTEES (CSC)

The Council of Student Committees spearheads student-led advocacies and projects to strengthen the student body. The CSC, alongside **Sandigan committees** such as **Lakambini** for gender sensitivity and empowerment, **Kanlaon** for disaster risk reduction, **Matanglawin** for environment sustainability, and **Mapulon** for mental and physical health awareness, provide an avenue for students to express their advocacies and identities in order to move towards an inclusive senior high school. With the **Bluebook Committee** and the **Fair Committee**, the CSC empowers students to lead with Atenean values lived out concretely through student-volunteerism and involvement.

## 12.6 STUDENT ORGANIZATIONS & SPORTS CLUBS

The Senior High School has over 30 student organizations and more than 10 different sports clubs. Through these various student groups, students are offered a variety of opportunities to explore areas and interests that meet their individual needs as well develop their social and leadership skills and abilities. These student groups are moderated by activity moderators who guide the organization in pursuing its goals in line with the vision, mission, and values of the school.

### 12.2. THRUSTS AND VALUES OF THE OFFICE OF STUDENT ACTIVITIES

**NATION-BUILDING:** Promotes nationalism and provides avenues for positive social impact through student activities that raise awareness and participation regarding social issues.

**DIVERSITY:** Acts as vessels of social interaction and unity amongst all. Provides programs that allow inclusivity which encompasses race, gender, ethnic group, age, social class, etc.

**SUSTAINABILITY:** Engages with ethical and sustainable practices that ensure the productivity of organizations and councils and maintains the qualities that are valued in the physical environment.

**THE 5 Cs:** Serves with competence, commitment, integrity and honesty. Genuinely cares for the holistic development of each student of the Senior High School with the greater goal of forming men and women for and with others, for the greater glory of God.

## 13. KEY POLICIES FOR STUDENT ACTIVITIES

1. Because of the importance of student activities in student formation, G11 students are required to join at least one student organization, sports club, or official varsity team.
2. G12 students, though not required, are highly-encouraged to join student activities.
3. Every official student activity shall be provided a good activity moderator.
4. Students may join more than one organization or sports club provided they are available on the general meeting time of all the orgs or clubs they wish to join. (A student may not join 2 or more orgs/clubs that have the same meeting time.)
5. The OSA shall implement policies to ensure students' growth in their student activities but also emphasize the values of commitment, balance between curricular and co-curricular involvements, proper discernment, and a genuine understanding of *magis*.
6. Because of the value of student activities in student formation, organization and club meetings shall be treated like any class period. As such, medical, dental, or other personal appointments should not be scheduled during activity periods.
7. All students who join student organizations, clubs, varsity teams, committees, or student government are subject to the policies on absences and tardiness set and communicated by the OSA of the Senior High School. All members of orgs, club, varsity teams, committees, and student government are required to attend all their organization meetings and activities during their designated activity period as well as other activities set by the head, officers and/or moderator of the organization, club, team, committee or council.
8. All students who join organizations shall comply with other official policies, procedures, and protocols set by the OSA (e.g. Protocols on the Conduct of Off-Campus Activities, Procedures for Activities that Require Additional Fees, etc.).

9. The leaders of each student activity have the duty and right to provide proper feedback to the rest of the members to help them grow in competence, commitment, and leadership.
10. Students' official membership in student activities shall be reflected in their report cards.

## **CODE OF DISCIPLINE**

### **14. NATURE OF THE CODE OF DISCIPLINE**

#### **14.1. PURPOSE OF THE CODE OF DISCIPLINE**

Growing in discipline is essential to truly become a Christ-centered person of competence, conscience, compassion, and commitment. The Senior High School Code of Discipline aids the school in holistically forming its students to become persons-for-others and a positive transforming difference in society.

The Code of Discipline upholds genuine respect for oneself, others, and God's creation. It promotes the true freedom of all students and develops within them the capacity for discernment and responsible decision-making, thereby empowering them to actively contribute to the culture of respect, responsibility, and order within the classroom and in the school community in general.

The Code of Discipline is meant to be formative rather than punitive. The word "discipline" here refers more to the students' growth in self-management and responsibility rather than the imposition of external punishment.

Discipline involves commitment in one's efforts to manage oneself and act with genuine respect for others. The Code of Discipline helps students in this area by training their mental, moral, physical, and spiritual powers through instruction, reflection, and the development of good habits and virtues, flowing from self-management and arising from a deep understanding of the school's core values and principles.

The Code of Discipline hopes to inspire and guide students toward human excellence – excellence in academics and character – *ad majorem Dei gloriam*.

#### **14.2. RULES, GUIDELINES AND PROCEDURES**

The Ateneo de Manila Senior High School promulgates and implements the rules, guidelines, and procedures arising from its Code of Discipline to help all students develop into discerning, self-motivated, and self-disciplined individuals.

### **15. POLICIES ON ATTENDANCE & TARDINESS**

#### **15.1. CLASS ATTENDANCE**

- Students must be present during official school days. Absence from or tardiness in class due to illness, accident, or any personal emergency is excused only when confirmed by the parents and approved by the Assistant Principal for Student Affairs and Formation (APSAF) or the Assistant Principal for Academic Affairs (APAA).
- Students have the responsibility to comply with the official procedures for registering attendance.
- Permission for all foreseen absences or tardiness must be requested in writing and in advance from the Offices of the APSAF and the APAA. The right to make up for whatever is missed in class may be denied for unexcused absences.
- Students who are absent for more than three (3) consecutive days due to sickness may be required to bring a doctor's certificate indicating that they are fit to return to school.
- Students who come to school late will only be admitted to class upon presentation to the Class Beadle of an Admit-To-Class Slip signed by the Strand Coordinator (StraC) or APSAF.
- Students who have been absent should present an excuse letter to the Office of the APSAF on the first day they report back to school in order to be issued an Admit-to-Class Slip (to be submitted to the Class Beadle).
- During a regular school day, students who arrive at the Senior High School after 10:00 AM will already be recorded as absent. Such a student, although marked absent, may be allowed to attend the day's next

session if the student's parents request for it.

- All students must attend all official school functions and activities (e.g. Masses, contests, programs, cultural presentations, sportsfest, field trips, etc). Students who fail to attend these activities or who arrive late for these activities will be considered absent from or tardy for the said event.
- Students "who [incur] absences of more than twenty percent of the prescribed number of class or laboratory periods during the school year should be given a failing grade or given no credit for the year." (As amended by DECS Order No. 35, series of 1993; 07 June 1993)
- Exceptions to these provisions will be decided on a case-to-case basis by the APSAF, the APAA and other offices involved.

### 15.2. TARDINESS

- Students must be in their respective classrooms by 8:15 AM. Those who are not yet inside their classroom by 8:15 AM or at the start of the Moderator's Session will be considered tardy. They will not be allowed to enter their classroom. Instead, they will be required to register in the tardiness log, stay at the designated waiting area for latecomers, and get an Admit-to-Class slip.
- The tardiness record of all students will be monitored closely by the Strand Coordinators. A certain number of absences will merit the corresponding action from the school. A student who is late on the
  - 5th instance will receive a warning and a letter to the parents about the next consequence;
  - 9th and succeeding instance of tardiness will be given a DI-2 for every lateness, for Defiance of School Rules;
  - 12th instance will have his or her parents reminded of the consequence of their son's tardiness in school;
  - 15th instance will be given a DI-3 for Defiance of School Rules;
  - 18th instance will be placed on Disciplinary Probation for the rest of the year for Defiance of School Rules.

### 15.3. CLASS CUTS

Students who are in school but are not in their respective classes five (5) minutes after the start of the session will incur a CLASS CUT, except when their absence is with due permission by a school official. The same applies when a student leaves the classroom or a school function without the explicit permission of the teacher in charge. Hence, students who are seen during class hours outside their classroom or venue of the school function, without any justifiable reason, are liable for a class cut.

### 15.4. CLEARING ABSENCES

Students who have been absent or sent home from school should clear their absence on the first day of reporting back to school. They should present to the Office of the APSAF an excuse letter signed by their parents or legal guardian stating the reason for their absence. If needed, they should also present a medical certificate indicating that they are fit to return to school.

Students who fail to clear their absence on the first day of reporting back to school will incur a disciplinary intervention.

### 15.5. LEAVING THE SCHOOL CAMPUS

Students may not leave the high school campus from the time they arrive in school until their dismissal time for that day.

Students who are found absent from school or who have left the high school campus without the knowledge and explicit permission of their parents or legal guardian are considered truant. This includes those who absent themselves from official school activities (e.g. retreats, field trips, etc.) without the express permission from school authorities and their parents or legal guardian.

Those who need to leave the high school campus for valid reasons (e.g. sickness, family emergency, etc.) should follow the procedure below in securing a Permit to Leave Campus.

- The student should submit to the Office of the APSAF (a) a letter from their parent/s or guardian requesting permission for the student to leave the school campus or (b) an Infirmary Slip advising the



student to go home.

- If the school’s medical personnel recommends a student to go home, the APSAF Office, through the StraC, duly notifies the students’ parents or legal guardian. An arrangement must be coordinated with the parents to fetch the student from school.
- From the APSAF Office, the student must secure and fill out in duplicate a Permit to Leave Campus. This permit is validated or signed by the student’s StraC or the APSAF.
  - One copy will be attached to the parent’s letter or Infirmary Slip and submitted to the APSAF Office.
  - The other copy will serve as a gate pass (to be presented to the Senior HS Security Guard on duty) and an excuse letter to be signed by the student’s parents or guardian.
- The student should ask his parent/s or guardian to sign the duplicate copy. This copy should be returned to the APSAF Office on the first day the student reports back to school.
- The student should get an Admit-to-Class slip from the APSAF office to clear his absence.

### 15.6. SUSPENSION OF CLASSES

Unless an official announcement is made, it is assumed that there are classes and that these will start at the usual time. Classes may be suspended due to inclement weather, transportation strikes, or other valid reasons. In the event classes are suspended, the Principal makes the official announcement for the Senior HS.

In case of inclement weather, the following guidelines are observed:

- Classes in the Ateneo de Manila Senior High School are automatically suspended when PAGASA declares that a Storm Signal no. 2 or higher is up in Metro Manila or upon the official announcement of the Office of the Mayor of Quezon City.
- Suspension of classes may be verified by calling the Ateneo trunk line (tel. no. 426-6001).
- The community is also advised to tune in to the following AM radio stations for announcements regarding suspension of classes by the government: DZMM 630, DZBB 594, and DZRH 666.
- The community is advised to visit or follow the official social network accounts of the Ateneo de Manila Senior High School on Facebook or Twitter.
- If classes are suspended when students are already in school, the Principal releases an official statement regarding the dismissal time for Senior HS, in coordination with the AGS, the JHS, and the LS. Telephone lines in the different offices will be made available to students. If a parent or guardian wishes to pick-up a student before the announced dismissal time, the student may be allowed to go home following the usual procedure for leaving the campus.
- In the event that classes are suspended on an exam day, the scheduled exams are automatically moved to the first day that classes resume. The order of exams in the original schedule will be followed.

## 16. POLICIES ON SCHOOL ATTIRE AND GOOD GROOMING

### 16.1. IMPORTANCE OF PROPER SCHOOL ATTIRE & GOOD GROOMING

Aside from developing in students the value of personal responsibility, wearing the proper uniform and good grooming uphold the values of material simplicity, modesty, respect for others, and pride in being an Atenean. All students are thus expected to wear the proper uniform and to maintain proper grooming during school days and on prescribed occasions while on campus.

Class moderators, subject teachers, and staff may call the attention of students who do not uphold the policies on uniform and good grooming. These students may be reported to their corresponding Strand Coordinators for disciplinary intervention.

### 16.2. OFFICIAL SCHOOL & P.E. UNIFORMS

The following are the **official school uniforms** of the Senior High School:

SET A: OFFICIAL SCHOOL UNIFORM	
MALES	FEMALES

<ul style="list-style-type: none"> <li>• School-supplied polo shirt for boys (new denim blue) with Ateneo seal</li> <li>• School-supplied khaki pants for boys</li> <li>• White undershirt</li> <li>• Black belt</li> <li>• Black formal or casual leather-topped shoes</li> <li>• Black socks</li> </ul>	<ul style="list-style-type: none"> <li>• School-supplied blouse for girls (new denim blue) with Ateneo seal</li> <li>• School-supplied khaki pants for girls</li> <li>• White/cream undergarments</li> <li>• Black belt</li> <li>• Black closed shoes with at most 1-inch heel</li> <li>• Foot socks (or no socks)</li> </ul>
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The following are the **official PE uniforms** of the Senior High School:

**SET B: OFFICIAL P.E. UNIFORM**

GRADE 11	GRADE 12
<ul style="list-style-type: none"> <li>• Gray ASHS PE T-shirt with white sleeves (for PE class)</li> <li>• Khaki ASHS PE T-shirt with navy sleeves (for changing after PE)</li> <li>• ASHS Navy Jogging Pants with white bias</li> <li>• Sports Socks</li> <li>• Rubber Shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Royal blue ASHS PE T-shirt with white sleeves (for PE class)</li> <li>• Sky blue ASHS PE T-shirt with navy sleeves (for changing after PE)</li> <li>• ASHS Navy Jogging Pants with white bias</li> <li>• Sports Socks</li> <li>• Rubber Shoes</li> </ul>

**SET C: OFFICIAL WORK UNIFORM**

The work uniform will be prescribed by the school for school activities that may require students to leave the campus (e.g. TD tutoring or CSIP area visits, field trips, participation in inter-school events or contests, etc.). The official work uniform includes the following:

- School-supplied work polo shirt (powder blue) with Ateneo seal
- School-supplied khaki pants for boys (same as Set A)
- Black belt
- Rubber shoes or sneakers
- White socks

For some events, the school may prescribe a casual attire. During such occasions, the dress code given below will be followed:

FOR MALE STUDENTS	FOR FEMALE STUDENTS
<ul style="list-style-type: none"> <li>• Polo shirts with collar, button-down short- or long-sleeved shirts</li> <li>• Denim pants or jeans (except skinny jeans)</li> <li>• Rubber Shoes, sneakers, casual leather shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Polo shirts with collar, button-down short- or long-sleeved blouses with sleeves</li> <li>• Denim pants or jeans (except skinny jeans)</li> <li>• Rubber Shoes or sneakers, casual closed shoes</li> </ul>

**16.3. GUIDELINES ON WEARING THE SCHOOL UNIFORM**

- During school days, upon entering the SHS Building, students should either be in their official school uniform, the prescribed PE uniform during their PE day, or, if prescribed, their work uniform.
- Students must always wear their uniforms properly on or off campus. Students caught outside of school violating the code of discipline or committing any offense may receive another offense for committing an act that negatively affects the school's good name.
- Undershirts must always be tucked, and their sleeves should not be longer than the polo shirt / blouse sleeves.
- Polo shirt / blouse must be clean, tidy, and properly buttoned at all times.
- Shoes must be clean and properly polished.
- Those who commute or walk from the drop-off area for non-carpoolers may wear rubber shoes to walk to the SHS Building. Before 8:15 AM or the start of classes, they should wear the prescribed black shoes during non-PE days. (Black shoes may be kept inside their secured lockers.)

- Students who are required to wear another prescribed attire during official off-campus activities, immersions, field trips, or other similar activities should be mindful of the above provisions as well as the values of simplicity, modesty, and neatness.
- On non-class days, students who come to school are expected to wear decent attire that reflect the values of simplicity, modesty, and neatness.
- Students are not allowed to change their clothes, school, or PE uniform inside the classroom. They may only change their clothes, school, or PE uniform in the proper rest rooms or in a room designated by the school.

#### **16.4. SCHOOL I.D.**

The official school identification (ID) card is an important element of the school's official uniform. Aside from providing important information about its bearer, the official school ID is important in helping the school's security personnel maintain security and order, allowing students to borrow materials from the EMC, and aiding students to register their attendance.

The following are additional guidelines about the school ID:

- Students should always wear their official school IDs and ASHS lanyard while inside the Ateneo de Manila University campus, especially while in the SHS premises. Students entering the ADMU via pedestrian gates are expected to show their official school ID to the guard upon entering.
- The ID cards issued to students are only valid for one academic year.
- Students should wear their school ID at all times while inside the Ateneo de Manila University campus.
- ID cards are non-transferable. Misrepresenting oneself by using another person's ID, stealing another person's ID, misusing or tampering with one's ID are all considered serious offenses in the SHS as well as in the university.
- If a student loses his/her ID, this should be reported immediately to the SHS Office of the APSAF at 426 6001 local 6031.
- Replacement of lost ID cards will require the following:
  - A letter of endorsement from the parent or official guardian explaining the reason for the loss/request and
  - Payment to the HS Cashier for ID replacement

#### **16.5. GOOD GROOMING**

Students are expected to come to school with a general appearance of cleanliness and neatness as a sign of respect for themselves and others.

- All are expected to keep their fingernails trimmed neatly and without nail color or accessories.
- Fancy or faddish haircuts / hairstyles and colored hair are not allowed.
- Wearing make-up is not allowed in school except when explicitly permitted and required for a presentation or official school event.
- Any form of intentional body marks, body piercing, tattoo, henna, marks by pens are not allowed.
- Only eyewear prescribed by a doctor is allowed.
- In general, students are not allowed to wear jewelry except for wrist watches.

##### **For Male Students**

- Male students are expected to follow the prescribed haircut and comb their hair properly and neatly. Their hair should not touch the eyebrows, ears, and nape.
- Male students are not allowed to wear earrings.

##### **For Female Students**

- Female students should comb their hair properly. Hair should not cover the face.
- If hair accessories will be used, these should have only the following colors: black, white, or cream/beige.
- Girls who wish to wear earrings may wear only simple stud earrings, with only one earring per ear.

#### **16.6. MODERATOR'S INSPECTION**

Each class day begins with a 10-minute Moderator's Session, during which the class moderator checks the attendance and inspects students' compliance with school policies on the attire and grooming. The moderator indicates in the Moderator's Inspection Form the names of students who violate these provisions as well as those who are absent. Strand coordinators recommend necessary disciplinary interventions to students who violate provisions on school attire and grooming.

The Moderator's Session is also a time for the class moderator to distribute memos, give important school reminders, and make announcements relevant to the class.

## **17. POLICIES ON CLASSROOM DISCIPLINE**

### **17.1. ONE-MINUTE SILENCE**

Each session begins with a one-minute silence signaled by the school bell. During the silence period, all the students in the classroom should prepare themselves for the opening prayer and for the class. Thus, all students must be seated in their proper places during the one minute silence period. (The tradition of quieting down for one minute before each class reflects the Ignatian practice of silencing and deepening one's awareness of God's presence before formal prayer.)

### **17.2. REPORTING THE ABSENCE OF A TEACHER**

If a teacher fails to arrive in the classroom after the one-minute silence, the Class Beadle or any class officer should immediately inform the Office of the APAA of the teacher's absence. The absence or tardiness of the teacher should be noted in the Beadle's report. The Class President and other class officers present should be responsible in maintaining class discipline until a substitute teacher arrives.

### **17.3. BEHAVIOR DURING CLASS SESSIONS**

Students should pay attention and actively participate during classroom sessions to help create an atmosphere conducive to learning. Knowing when to listen actively and when to speak up can help in developing one's self-control and discipline, which are essential in character formation.

As such, all students are expected to behave properly during class. They should not talk out of turn, stand, or leave their seats unless the teacher permits them or instructs them to do so.

### **17.4. LEAVING THE CLASSROOM**

Students are generally not allowed to leave the room during class time except when they are given a call slip signed by the Principal, the APAA, the APSAF, or their Guidance Counselor. When taking a test, students may only leave if they are given a slip marked urgent and signed by the Principal or any of the Assistant Principals.

A student who feels sick during class hours may request for an infirmity slip from the beadle. The student must fill out the form, sign it, and have it signed by the teacher as well. Upon returning from the infirmary, the same slip signed by the nurse or school physician should be surrendered to the Class Beadle. Except during emergencies, students are advised to go to the infirmary only during their breaks so as not to miss any lessons.

Generally, students should not be sent out of class for misbehavior, unless their presence or action compromises the safety or security of the whole class. In which case, they should be assisted by the nearest security personnel to proceed to the Office of the APSAF to confer with their respective StraC.

### **17.5. POLICY AGAINST BULLYING**

The school stands against all forms of bullying inside or outside the school (e.g. online). It shall implement measures to prevent bullying and shall deal with cases of bullying with seriousness and fairness. Please refer to Appendix C for the Policy Against Bullying.

According to RA No. 10627, "bullying" shall refer to any severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his or her property; creating a hostile environment at school for the other student; infringing on the rights of other students in school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

- Any unwanted physical contact between the bully and the victim like punching, pushing, shoving,

- kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
- Any act that causes damage to a victim's psyche and/or emotional well-being;
- 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; and
- Cyber-bullying or any bullying done with the use of technology or any electronic means.

## **18. POLICIES ON THE CARE OF CLASSROOM AND SCHOOL FACILITIES**

### **18.1. IMPORTANCE OF CARE FOR PHYSICAL FACILITIES**

All students are expected to respect and care for all school property. All are expected to keep their classroom and the entire campus clean and orderly. If any damage to school property or facilities results because of the actions of students, they will be asked to shoulder the repair or replacement of the damaged property or facility. Appropriate disciplinary measures may also be given for their actions.

### **18.2. CLASSROOM USE AND CLEANLINESS**

The classroom is a place for study and learning; its space and facilities should be used for this purpose. Outside of class hours, students who wish to study may stay in the Senior HS library.

#### **18.2.1. Eating In the Classroom**

The following are the policies on eating food inside the classroom.

##### **During 5-minute Breaks**

- In general, students are not allowed to eat inside the classroom during 5-minute breaks. Students who wish to eat light snacks during the 5-minute break may do so outside the classroom.
- Students are allowed to drink water from their own water containers.
- Students who are eating should finish before the silence bell. In general, no eating is allowed inside the classroom during the class session.

##### **During Recess and Lunch Time**

- Due to limited space in the main cafeteria, students may eat inside their respective classrooms during recess and lunch time provided that they do the following:
- A student is only allowed to use his/her own desk when eating inside the classroom. Using the teacher's table, podium, or another classmate's desk is not allowed.
- When eating, students are reminded not to make any mess, and, if they make a mess, to clean it up immediately.

##### **After Dismissal**

In general, students are not allowed to use or stay in classrooms after dismissal, without official business and express permission from the Physical Plant in-charge. Thus, students are not allowed to eat inside the classrooms after dismissal.

#### **18.2.2. Use of Classroom Audio-Visual Equipment**

The audio-visual and computer equipment in each classroom are meant to be used for formal instruction during classes. Outside of regular class sessions, they should not be used for playing music, watching videos, working on assignments, or similar activities.

Students who need to use the facilities outside the regular class schedule but for valid reasons should request permission from the Facilities Management In-Charge at the Office of the Principal.

#### **18.2.3. Use of Lockers, Desks, and Chairs**

Lockers, desks, and chairs are assigned by the Class Moderator to each student at the beginning of the school year. Students should not change their assigned locker, desk, or chair without the express permission of their Class Moderator.

Students are each personally responsible for their assigned locker, desk, and chair. A commensurate

payment and appropriate disciplinary intervention will be imposed on those who misuse or damage their assigned locker, desk, or chair.

Tampering with or opening the lockers of other students as well as posting of pictures that contradict the values of the school are considered serious violations and shall be dealt with accordingly.

#### **18.2.4. Leaving the Classroom**

If the class needs to leave the classroom to proceed to another venue, the Class Facilities Management Officer (FMO) should switch off the lights and electric fans, and request the nearest security guard to lock the doors. Students must put their valuables in their lockers (with locks) if they need to leave their belongings inside the classroom. No bags, books, or other personal things should be left outside the room or along the corridors.

### **18.3. USE OF OTHER SCHOOL FACILITIES & AREAS**

#### **18.3.1. Cafeteria**

All should observe “Clean As You Go” or CLAYGO or especially in the cafeteria and other satellite food kiosks. Students are reminded to segregate their trash properly and to bring used utensils and dishware to the appropriate counter.

The following are other guidelines for the proper use of the Cafeteria facilities:

- Senior HS students should only stay in areas and use the tables and chairs designated to them.
- Students should always be mindful of their language and actions in this area.
- Students may only access the cafeteria and satellite food kiosks during recess and lunch time. During official school functions such as Masses, school programs, or graduation ceremonies, students are not allowed to go to the cafeteria.
- Breakage or damage to dinnerware will be charged to the student responsible for such damage or breakage. All cafeteria dinnerware, utensils, tables, and equipment should not be taken out of the cafeteria.

#### **18.3.2. Comfort rooms**

The school expects students to exhibit proper behavior even in comfort rooms. Male and female students should use their respective comfort rooms and take good care of these facilities. All are expected to flush the toilet properly, put trash in the proper receptacles, conserve water, and refrain from vandalizing the comfort room and its facilities.

#### **18.3.3. Covered courts/Football field**

The covered courts and football fields are only used for university events and activities as well as PE classes. Should any class, organization, or club need these facilities during class hours, permission from the Facilities Management in-charge of the SHS must be requested. For activities that extend beyond school hours, permission from the Facilities Management and Security Office of the JHS must be requested.

#### **18.3.4. Hallways**

Students should behave properly along the hallways or corridors. Students should avoid loitering, shouting, playing, running, or engaging in any rowdy behavior in this area especially while classes are ongoing. Silence and cleanliness must be strictly observed in these areas.

#### **18.3.5. Library**

All students must be mindful of their behavior and maintain silence while using the library in order to maintain an atmosphere conducive to learning. Students must know and abide by the guidelines in using the library and its facilities.

#### **18.3.6. Multi-purpose Rooms (MPRs) and Black Box Theater**

Multi-purpose Rooms and the Black Box Theater may be reserved for the following purposes:

- small group viewing/pre-viewing or listening (max. of 20 people);
- school-related activities that require the use of audiovisual facilities or theater;
- meetings or gatherings of faculty, staff, and other members of the school community.

No one is allowed to use the school facilities for any purpose without prior reservation and

authorization. Reservations for school facilities must be made at least 2 days in advance with the physical plant in-charge at the SHS Office of the Principal. These facilities are on a “first-come, first-served” basis.

Food and drinks are not generally not allowed in the MPRs and the Black Box Theater. The requesting party shall be responsible for the proper care, order, and use of materials, equipment, and facilities found in the MPRs or the Black Box Theater.

### **18.3.7. Senior High School Chapel**

The school gives premium to the spiritual formation of students. The Senior HS Chapel is an important venue for living out the Catholic faith; thus, everyone is expected to observe silence and show respect while inside. All are encouraged to join the daily morning Masses in the Senior High School every 7:30 AM.

## **18.4. USE OF EXTENSION FACILITIES**

All school rules and regulations are applicable in all extension facilities used by the Ateneo de Manila Senior High School during official school activities. These include school or shuttle buses, carpools, transportation services during official activities, venues of our partner communities in Tulong-Dunong and CSIP, retreat houses, etc.

### **18.4.1. Transport Services**

Whether a student is riding a private, public, or school transportation, he/she must bear in mind that an Atenean is expected to always maintain proper behavior. Loud conversations, shouting, yelling, and any act of insensitivity to others are prohibited in private or school transport services.

Students who bring their own cars to school must know and comply with the university traffic and parking rules issued by the Office of Campus Safety and Mobility Office (CSMO).

The University also allows some tricycles with Ateneo stickers to bring and fetch students. All basic education students, including Senior HS Students, are not allowed to sit on the back seat of tricycles.

## **18.5. COMMUNICATION FACILITIES**

### **18.5.1 Paging System in the Faculty Rooms**

A paging system to allow students to call for their teachers is available in both faculty workrooms. Students who need to see a teacher should go to the proper workroom and page their teacher by using the equipment available.

Students may page their teacher/s only (a) before the morning Moderator’s Session, (b) during recess, (c) at lunch time, and (d) after dismissal (up to the closing of the Offices of the APSAF and the APAA.)

### **18.5.2. School’s Public Address System**

The school has a public address (PA) system through which important announcements can be made to the entire student body or ASHS community. The content or script of any announcement to be made via the PA system needs to be first approved by proper school authorities before it is announced. The school can disallow any announcement that it deems to be offensive or inappropriate.

### **18.5.3. Guidelines on Posting Notices or Peripherals**

Here are the guidelines for posting notices in the Senior High School:

- Students who wish to post any notice or poster in the Senior High School building needs to get permission from the APSAF Office.
  - For announcements related to student activities, secure first the approval of the OSA before proceeding to the APSAF’s Office.
  - Peripherals related to academic requirements must first be approved by the Office of the APAA before the APSAF’s Office.
- All other announcements, notices, and posters, especially those from outside the High School campus,

should be approved and stamped by the Office of the APSAF before being posted.

- As a rule, posting on concrete walls is discouraged. If materials will need to be posted on concrete walls, use only masking tape. Using any other kind of tape or adhesive will be considered an offense and will require restitution from the violator.
- Parties responsible for posting notices and announcements must take them down immediately after the approved date set by the Office of the APSAF. Corresponding sanctions will be given to those who fail to remove their posted materials beyond the stated validity date.

### **18.6. OFF-LIMITS AREAS**

The following areas are off-limits to all Senior High School students except for those on official business:

- Area of the SHS generator
- Behind the classroom buildings
- Cluster areas (including rest rooms) of the Junior High School campus
- During class hours, the covered courts, surrounding fields, cafeteria, parking areas, Murphy's walk, Moro Lorenzo Sports Complex
- Faculty restrooms
- Faculty workrooms and administrative offices
- Fire escapes and emergency exits
- Wings and classrooms of grade levels other than their own
- All other buildings in the University campus except the Senior High School building.

The school may also designate other areas of the school as off-limits.

### **18.7. GUIDELINES IN SUPPORT OF THE UNIVERSITY'S SUSTAINABILITY EFFORTS**

The school empowers all its members to be responsible stewards of Creation by supporting the university's sustainability practices and policies. As such, all students are reminded to follow these school policies:

- **Observe CLAYGO in all areas of the campus.** After eating, students, teachers, staff, and parents are expected to "clean as you go" (CLAYGO). After eating, whether in the main cafeteria or in the ASHS building, all should clean their area and dispose of utensils, trash, and leftovers in the designated areas or bins.
- **Conduct the 5-minute classroom clean up before dismissal.** Before students are dismissed, they are expected to make sure that their classroom is clean, neat, and orderly. Class officers and moderators should monitor the consistent and proper implementation of the 5-minute clean up guidelines.
- **Observe proper waste segregation.** At all times, all members of the ASHS community are expected to follow the waste segregation scheme patterned after the waste segregation guidelines of the university.
- **Be mindful in conserving school resources.** All are asked to be mindful of and prudent in the use of the school's resources in order to minimize waste. For example, faucets or appliances should be turned off when not in use. Recycled paper should be used whenever possible. Facilities that contribute to the waste of resources should be reported immediately to the facilities in-charge.

## **19. POLICIES ON THE USE OF COMMUNICATION & INFORMATION TECHNOLOGY**

All students are expected to uphold the values and ideals of the school and act with genuine respect for themselves and others wherever they may be – within the school, outside the school, and online. All should be mindful of their actions that could tarnish the school's good name even when using social media.

### **19.1. USE OF GADGETS**

Students should develop the ability to use their gadgets appropriately. This means not only being knowledgeable about gadgets and helpful applications but developing the discipline to easily put away one's gadget when not needed or when asked to do so, to manage one's impulses, and to balance one's screen time with real, face-to-face interactions with others.

In general, mobile phones and other electronic gadgets (e.g. digital music players, tablets, laptops, Bluetooth speakers, battery chargers, etc) are not allowed to be used in school during official class hours, including recess time or lunch. Students are not permitted to use, charge, or bring out their mobile phones and other similar gadgets during 5-minute breaks, recess, or lunch.

During a class session, students may be allowed to use their mobile phones and tablets with the following conditions:



- The teacher has explicitly allowed students to use these gadgets for educational purposes during a specific session and only in the teacher's presence.
- The student needs to urgently contact his/her parents or guardian. The phone may be used or brought out and used only in the Offices of the APSAF or APAA and with the permission of the proper school authority. Alternatively, there is a phone line in the Office of the Principal that may be used during emergencies to call the mobile phones of parents or guardians.

Students who need to use their gadgets outside of the class time for official school projects and similar activities should secure a Gadget Permission Slip from the Office of the APSAF before using the said gadget. The slip must include the signature of the teacher requiring the use of the gadget, the purpose or school activity for using the gadget, and the date/s and time/s these may be used. Alternatively, students may use the tables outside the APSAF Office if they need to use their gadgets for official school work.

During school hours, using or bringing out of gadgets is not permitted throughout the SHS and JHS campus, including but not limited to the JHS and SHS libraries, cafeteria, food kiosks, True Blends, covered courts, etc.

The safekeeping of gadgets brought to school is the student owner's responsibility. The school will not be liable for any loss of gadgets.

School authorities may confiscate gadgets brought out and used by students outside the provisions stated in the Policy on the Use of Electronic Gadgets.

### **19.2. RESPONSIBLE USE OF COMMUNICATION & INFORMATION TECHNOLOGY**

Students should be responsible in using communication and information technology, especially when engaging in any action that may impact on the privacy, dignity, and/or rights of institutions, groups or individuals, including themselves.

Misuse and/or abuse of information technology resources is a serious offense and may refer to any the following acts (but are not limited to these):

- accessing a university computer server, workstation, associated peripheral computer network without proper authorization;
- disclosing passwords or similar information that allow access to the university's computer system;
- altering information (e.g. changing the password) of someone else's account;
- deliberately introducing viruses, malware, etc that can endanger and/or compromise the performance of the school's IT resources;
- using IT to harass, threaten, malign, misrepresent, or extort from other persons or groups;
- unauthorized use of the name of the school or of others for any purpose;
- any other activity analogous to the aforementioned.

### **19.3. POLICY AGAINST CYBER-BULLING**

Cyber-bullying is bullying done by an individual or a group with the use of communication or information technology. It employs electronic technology in harassing, embarrassing, maligning, or psycho-emotionally harming another person or group. It is a deliberate, usually repeated, and hurtful behavior.

Cyber-bullying may involve name-calling, insulting, or giving offensive remarks. It may be indirect and involve spreading rumors, telling distasteful stories, or isolating the victim from his/her friends or class.

The school does not tolerate bullying – including cyber-bullying -- in all forms. Because of school and government laws against such acts, bullying and cyber-bullying are considered very serious offenses and can lead to the dismissal of a student from school.

All are encouraged to know and understand the Cybercrime Act of 2012 (RA 10175) and the Anti-Photo and Video Voyeurism Act of 2009 (RA 9995) in order to ensure the protection of their rights and the guidance of their actions.

## **20. OFFENSES**

All students are expected to fulfill their responsibilities as students and to avoid acts that are deemed by the school as contrary to the ideals and values of the Senior High School and the University. Thus, all students have the responsibility to know, understand, and avoid these acts that contradict the basic dignity of the members of the Senior High School community. These offenses are classified based on the values that they subvert or reject.

In keeping with the nature of the Senior High School as a college preparatory school, the offenses given below are patterned after the offenses listed in the Loyola Schools Student Handbook, 2016 edition.

#### **20.1. OFFENSES RELATED TO SELF-MANAGEMENT**

These offenses arise from a student's failure to meet basic expectations or perform responsibilities in a timely way. In general, these involve offenses related to observing the dress code, clearing one's absence, or performing an assigned or expected task. Students who commit these violations need to develop in their self-awareness, time management, sense of personal responsibility, and mindfulness.

1. *Violation of prescribed dress code (uniform), haircut, and/or grooming.*
2. *No excuse letter after an absence. Failing to present to the Office of the APSAF, on the first day upon reporting back to school, a valid excuse letter from one's parents and/or guardian to explain one's absence.*
3. *Possession of and/or playing with any form of card games.*
4. *Failure to return the Report Card Acknowledgment Slip on time.*
5. *Gross negligence of personal property:* e.g. leaving belongings unattended at length; leaving one's personal belongings in the classroom or other school facilities for several days; repeated, unreasonable losses of one's ID within 1 school year, etc.
6. *Failure to perform an assigned task (non-academic).*
7. *Failure to serve a disciplinary intervention.*
8. *Improper use of electronic gadgets.* See the Policy on the Use of Electronic Gadgets in Section 19.1.
9. *Habitual tardiness.* See the summary of Disciplinary Interventions related to Tardiness in Section 15.2.

#### **20.2. OFFENSES AGAINST SECURITY**

These offenses affect or violate the measures employed by the school to ensure that the school environment is safe, secure, and free from violence. Students who commit these violations need to develop a greater understanding of and respect for the school's structures or protocols that ensure everyone's security, safety, and well-being.

1. *No ID, not wearing, or improperly wearing one's ID card.*
2. *Misuse of ID card.* Any form of tampering or misrepresentation using the school ID (e.g. in registering attendance, tapping another student's ID, etc).
3. *Violation of (entering, hiding in, or staying in) off-limits areas.* See Section 18.6.
4. *Truancy.* Leaving the school campus without the school's permission or staying away from school or official school activities without the knowledge or express permission of one's parents / guardian.
5. *Violation of school curfew.* Staying in school premises without authorization beyond the school curfew.
6. *Coming to school or entering university premises and its extensions under the influence of alcohol or any intoxicating beverages.*
7. *Bringing into and/or drinking alcoholic or any intoxicating beverages on campus or other school functions.*
8. *Possession / ownership and/or use of firecrackers.*
9. *Possession / ownership of deadly weapon(s) and/or explosive device.*
10. *Driving without a license or with an illegal license.* A vehicle driven by one who has no license or has an illegal license will be impounded and can be taken out only by the student's parent or guardian or the owner of the vehicle as shown in the registration records of the University.

11. **Computer hacking.** This includes the unauthorized use of a personal or school computer account, website, or app. It also refers to “unauthorized access into or interference in a computer system/server or information and communication system; or any access in order to corrupt, alter, steal, or destroy using a computer or similar information and communication devices, without the knowledge and consent of the owner of the computer or information and communications system, including the introduction of computer viruses and the like, resulting in the corruption, destruction, alteration, theft, or loss of electronic data messages or electronic document...” (Section 33, RA No. 8782 “Electronic Commerce Act of 2000”).
12. **Engaging in endangering behavior:** Any action that might lead to loss of life or injury, whether done intentionally or out of recklessness or gross negligence (e.g. removing fire alarms, unnecessarily setting off alarms, tampering with fire extinguishers, sitting on ledges, dropping objects from buildings, refusing to conform to safety protocols, reckless driving, rough play, etc.)

### **20.3. OFFENSES AGAINST PERSONS**

These offenses threaten or violate the life of persons, can result in the physical injury of persons, or attack or debase the basic dignity of individuals. These violations are offensive, disrespectful toward others, and may be considered serious offenses. Students who commit these offenses need to develop greater self-awareness, management of emotions, empathy, and genuine respect for the life and dignity of individuals or groups.

1. **Acts of disrespect or discourtesy** toward any member of the University community or partner institutions.
2. **Bullying.** Refer to the School Policy Against Bullying found in Appendix C.
3. **Sexual harassment.** Refer to the School Policy Against Sexual Harassment found in Appendix D.
4. **Acts of physical violence of a sexual nature.** E.g. sexual assault, rape.
5. **Physical assault.**
6. **Hazing.** An initiation rite or practice that serves as a prerequisite for membership in a fraternity or organization by placing the recruit, neophyte, or applicant in some embarrassing or humiliating situations such as forcing him or her to do menial, silly, foolish, and similar tasks or activities or otherwise subjecting him or her to physical or psychological suffering or injury. (See RA 8049 or the Anti-Hazing Law of 1995.)
7. **Threatening members of the University community or partner institutions.**
8. **Initiating and/or participating in activities resulting in injury or moral damage to persons.**
9. **Any act by word or deed that degrades or debases the dignity of a person.**

### **20.4. OFFENSES AGAINST PROPERTY**

These involve acts that result in the improper use, defacement, or destruction of the property of others, disregard for rules that protect the environment or personal property, or the willful taking of the property of others. Students who commit these offenses need to develop self-awareness, empathy, proper care for facilities, a love for the environment, honesty, and respect for the property of others. Disciplinary interventions for these offenses will involve reparation of what was damaged, destroyed, unlawfully used / borrowed, or stolen.

1. **Improper use of classroom or school facilities.** Examples include using classroom A-V equipment or computer or school facilities without the express permission of the appropriate authority or office.
2. **Disobeying school regulations on the care of the university environment.** Littering, not properly disposing of one’s trash, and/or violating school guidelines on cleanliness and waste segregation.
3. **Vandalizing personal and/or Ateneo property on campus.**
4. **Stealing another person’s property:** Involves acts of theft and robbery. In some cases, when a search needs to be conducted, duly authorized school personnel (e.g. StraCs) have the right to search students, their personal belongings, and their lockers following proper protocol. Searches shall be conducted with the permission and in the presence of the Principal, APSAF, or APAA.
5. **Unauthorized possession of another person’s property:** Unlawfully taking or using of another person’s property even if there is an intention to return it.

6. *Selling / disposing of / tampering with stolen property.*
7. *Initiating and/or engaging in activities resulting in damage to school property.*

## **20.5. OFFENSES AGAINST ORDER**

These acts interfere with the operations of the school and hinder members of the community from functioning effectively and efficiently. Such offenses may involve disregard or defiance of school rules that uphold the smooth functioning of the institution in pursuing its goals. Students who commit offenses against order need to develop greater understanding of and commitment to follow school rules, a firm resolve to contribute to the order and harmony in school, and a sense of social responsibility.

1. *Organizing or being involved in a fraternity/sorority, or any group or organization that:*
  - a. Promotes or uses violence,
  - b. Promotes or expresses hate, disrespect, or discrimination towards individuals or groups, or
  - c. Requires members to act in a way that contradicts the values of the school.
2. *Disturbing or disrupting a class, session, or school activity, except in cases of emergencies.* This includes improper decorum during moderator's session, flag ceremony, morning reflection, minute of silence, etc.
3. *Dereliction of duty, especially when resulting in loss or damages.*
4. *Entering class without an admit-to-class slip.*
5. *Class Cut.* Deliberately missing one's class, activity period, or any other official school session without proper permission, even if he or she is within the Ateneo Senior High School campus.
6. *Defiance of a school rule or authority.* The following are examples of this act:
  - a. A student has refused to follow the prescribed rules in the student handbook more than once (second violation and onward).
  - b. Not honoring the call slip by not reporting promptly to the summoning school authority
  - c. The student has refused to carry out an order or command (presumed reasonable) of a school authority more than once (second violation and onward). School authority includes administrators, faculty members, and other persons vested with such authority.
  - d. The student has been properly warned and notified of the consequences of his or her defiance and has refused to obey.
  - e. Deliberate disregard or defiance of a penalty or a sanction imposed by the APSAF, StraC or other school authority.
7. *Gambling.*
8. *Possession of cigarette, e-cigarette, vape, or any smoking paraphernalia.* Smoking paraphernalia shall be confiscated and brought to the Office of the APSAF. These will be returned only to the student's parents or guardian.
9. *Smoking cigarettes, e-cigarettes, vape, or any similar substance.* Students who are off-campus but are caught smoking by school authorities shall also be given a corresponding disciplinary intervention.
10. *Possession, trafficking/peddling, or using any dangerous or illegal drug.* Any student found in the University premises, extension facilities, or school activities to be in possession of, taking or using, buying or selling, giving or trafficking, or being under the influence of dangerous drugs will be subject to dismissal.
11. *Violation of test/exam protocol.* Not following any protocol or instruction during tests or assessments, without necessarily involving academic dishonesty. The following acts are prohibited throughout the duration of any written assessment or test:
  - a. looking around even without actual copying;
  - b. talking without permission;
  - c. making unnecessary noise;
  - d. continuing to write after the signal for the end of the test had been given;
  - e. violation of any valid instruction given by the teacher or proctor.

f. any violation analogous to the foregoing.

12. ***Involvement in any unauthorized business transaction.*** Only persons authorized by the school administration may initiate or undertake business transaction with students, a school organization, or external individuals or organizations. Engaging in any such transactions without the express permission from proper school authorities (e.g. selling or buying of goods, usury, signing contracts on behalf of the school, misrepresenting the school to solicit donations, etc.) is considered a serious offense.
13. ***Bribery or accepting a bribe.*** This includes any act meant to give or obtain favor or advantage illegally or unfairly, whether attempted, frustrated, or consummated.
14. ***Invasion of privacy.*** This may involve the unauthorized use of audio or audio-visual recording equipment (e.g. unauthorized taking of pictures or videos of members of the school community) or access to facilities. These may also involve violations of data privacy, even for personal posts or messages in social media.
15. ***Obstructing the conduct of necessary administrative processes.***
16. ***Committing an act, whether in school or off-campus, that negatively affects the school's good name.*** This may affect the school's effective operations or the discipline, morale, or general welfare of the school. (E.g. public display of affection in a mall while in school uniform, being involved in a fight in another school, disrupting a class in the Grade School or Loyola Schools, etc.). This may also involve acts considered as crimes under the laws of the land, of which the person has been formally charged or convicted.
17. ***Aiding another student in violating the school's Code of Discipline or a law of the land,*** whether wittingly or unwittingly.
18. ***Violation of school policies or procedures implemented against the use of dangerous drugs.***
19. ***Violating rules and regulations of the Residence Halls or other University facilities.***
20. ***Violation of the terms of probation.***

#### **20.6. OFFENSES AGAINST HONESTY**

These acts involve deception, plagiarism, academic dishonesty, or any form of misrepresentation. As an academic institution, the senior high school regards honesty and integrity as essential in developing the values and work ethic necessary for students to succeed in the university and in life. Students who commit these offenses need to develop the values of personal responsibility, academic integrity, respect for intellectual property, and social responsibility.

1. ***Making false statements and/or lying.*** This also includes making a false accusation against any member of the University community or partner institutions.
2. ***Tampering and/or falsifying school or public documents and /or communication, whether physical or electronic.***
3. ***Forgery.***
4. ***Academic dishonesty.*** Being considered a serious offense in an academic institution, the sanction for academic dishonesty includes a non-transmutable zero for the test, examination, or assessment involved in the act. Students who commit academic dishonesty will be disqualified from receiving any academic honor for that semester.

The following are examples of acts of academic dishonesty:

- a. Plagiarism in any form, regardless of the nature or weight of the academic requirement;
- b. Possession or use of physical or digital notes, which may be written on paper or stored electronically, on one's person, on the desk, on materials allowed during the test (e.g. ruler, reading material), or using any other material, instrument, or gadget;
- c. Copying from or looking at another student's paper;
- d. Holding up one's test paper or allowing another student to copy from his or her paper, or writing on another student's paper;
- e. Giving signals or making any form of communication that may be interpreted as giving or soliciting help during tests;

- f. Stealing, giving, distributing, selling, buying, or receiving test papers or test items, whether physical reproductions, digital copies, or by oral communication;
- g. Using any form of leaked items in assessments;
- h. Fabrication or submission of falsified data, information, citation, source/s, or results in a paper or any academic exercise;
- i. Deception or providing false information to the teacher regarding a formal academic activity or requirement, for example, providing a false reason for failure to meet a deadline, or falsely claiming to have submitted work
- j. Anything analogous to the foregoing

5. *Any form of misrepresentation*

**20.7. OFFENSES AGAINST PUBLIC MORALS**

These acts may offend the sensibilities of individuals or groups, create scandal in the community, or put the school and its good name in a bad light. Students who commit these offenses need to develop the values of modesty, personal responsibility, respect for the moral sensibilities of others, and a genuine respect for all persons and the school.

1. *Inappropriate and public displays of affection.* This includes acts that connote an exclusive and/or romantic relationship, regardless of whether it is between persons of the same or opposite sex. The following are some examples:
  - a. Holding hands affectionately
  - b. Resting one's head on another person's shoulder, lap, etc.
  - c. Embracing another person affectionately
  - d. Sitting on the lap or in between the legs of another person
  - e. Anything analogous to these
2. *Possessing, viewing, showing, or distributing indecent/pornographic materials or media.* This includes any form of indecent or pornographic media: print, optical media, digital media, etc.
3. *Acts of Misconduct of a Sexual Nature.* Because such acts can cause public scandal, these have no place in students' public behavior. The following are some examples of these acts:
  - a. Kissing of any kind
  - b. Necking or petting
  - c. Engaging in any sexual act
  - d. Recording, displaying, transmitting, or posting such acts
  - e. Bearing or displaying any bodily sign of engaging in such acts (e.g. hickey)
  - f. Anything analogous to the foregoing
4. *Initiating, engaging in, or promoting indecent and/or offensive behavior in public, especially when resulting in scandal.*

**21. DISCIPLINARY INTERVENTIONS**

When an infraction/violation is established, school authorities, following due process, shall investigate the case with fairness and determine an appropriate corresponding disciplinary intervention for the student. In all cases, the parents and/or guardian of the respondent shall be duly notified in writing for violations that merit Disciplinary Intervention 1 or 2 and through a parent-teacher conference (PTC) for violations that merit Disciplinary Intervention 3 or higher.

A student's record of Disciplinary Interventions, without the specific offenses, will be published in his/her official report card.

**21.1. PURPOSE OF DISCIPLINARY INTERVENTIONS**

Disciplinary interventions are applied for violations of school rules and regulations. These disciplinary

interventions are designed to:

- help form the student's conscience and develop his/her character;
- protect students from violators of school rules and regulations;
- correct unacceptable behavior and reinforce positive behavior;
- teach students the importance of justice, consequences, and restitution;
- help students to reflect on their actions and realign their values and actions with the school's goals, thrusts, and values;
- protect the good name of the school; and
- develop among students an appreciation and healthy respect for rules and authority.

Disciplinary interventions range from the most minor form, Disciplinary Intervention 1, to the most serious form, Disciplinary Intervention 3 or suspension. For some minor offenses, a student may first be given by the Strand Coordinator an oral reprimand or reminder, which is documented but not published in the report card.

## **21.2. LEVELS OF DISCIPLINARY INTERVENTIONS**

Students who violate the rules of the Senior High School Code of Discipline will be asked to serve a Disciplinary Intervention, the level of which will depend on the nature, intention, and circumstances of the violation. Students should always be in their best behavior within the campus and outside. As such, students may be given disciplinary interventions even for acts committed outside the school. After a thorough investigation, the Office of the APSAF, through the StraCs and/or APSAF, determines the level of the disciplinary intervention to be meted out.

For certain offenses, the first disciplinary intervention is an oral reprimand or reminder to be given by the StraC. Student who are given Disciplinary Interventions 1 and 2 will be duly informed of their offenses by the Staff of the Office of the Strand Coordinators. It is the responsibility of students to find out and serve their Disciplinary Interventions regularly and in a timely way.

### **21.2.1. Disciplinary Intervention 1**

Disciplinary Intervention 1 (DI-1) is a corrective measure for minor infractions of school rules that generally involve students' non-performance of basic duties and responsibilities. It is accomplished by writing any of the following:

- a. A reflection, with certain specifications and based on a selected reading material, or
- b. Depending on the offense, a written apology to a person, office, or group affected by the offense. This will be done with the guidance of the StraC.

Students should accomplish their DI-1 during their free time, in school or at home. It is equivalent to a demerit of 3 points.

#### ***Failure to Report for Disciplinary Intervention 1***

An additional DI-1 shall be given each time a student fails to serve one's assigned DI-1 without a valid excuse. Should a student accumulate three counts of Failure to Serve Disciplinary Intervention 1, he/she will be recommended to receive Disciplinary Intervention 2, on top of his or her unserved DI-1.

### **21.2.2. Disciplinary Intervention 2**

Disciplinary Intervention 2 (DI-2) is a measure given by the Office of the APSAF for more serious violations of school rules and classroom discipline. Depending on the gravity of the infraction, DI-2 may be served by staying in school after dismissal for 1 to 2 hours to accomplish some form of community service (e.g. preparing and delivering a report about bullying to fellow students, preparing and posting peripherals, cleaning up the vandalized property, etc.) as prescribed by the Office of the APSAF. It is equivalent to a demerit of 6 points.

#### ***Failure to Report for Disciplinary Intervention 2***

An additional count of DI-2 shall be given each time a student fails to report for his or her DI-2 without a valid excuse. A student may be given a DI-3 for failing to report for his or her DI-2 three consecutive times without a valid excuse, upon the recommendation of the StraC and in consultation with the APSAF. On the day/s the student reports for his or her DI-3, he or she will be required to serve all the

counts of DI-2 that he or she failed to serve.

### **21.2.3. Disciplinary Intervention 3**

Disciplinary Intervention 3 (DI-3) is given by the Office of the APSAF to a student who has committed a major violation or who has habitually violated certain school rules and guidelines on proper classroom discipline. Ordinarily, the cause is a serious infraction or offense that violates school values and may have a grave effect on others or the school community in general. It is equivalent to a demerit of 9 points.

Students who receive a DI-3 will be suspended for a period ranging from 1 to 5 days. They will be separated from their classes and classmates and are barred from entering their classroom for 1 to 5 days depending on the gravity, intention, and circumstances of the act. During this time, these students will be required to go through counseling to help them process what they did and go through a set of activities lined up by the Office of the APSAF to help them learn from the experience.

Teachers of students given a DI-3 shall be duly notified by the StraC concerned. During the suspension, students are not entitled to take or make-up any test or assessment given. As stated in *Educational Law and the Private Schools (2009 Revised Expanded Edition)* by Atty. Ulpiano P Sarmiento III, "Suspension refers to the school's prevention of a student from attending class and thus, from taking any examination, quizzes and graded recitations given during the specified period. Since he/she is not excused from these graded work, he/she shall be given a failing mark for not having taken them; nor will he/she be given special examinations to make up for them later, as that would grant him/her an advantage over his/her more scrupulous classmates."

DI-3 that exceeds 5 days is reserved for situations or offenses considered grave or serious by the APSAF and the Principal (e.g. offenses that violate any law of the land). The parents or guardian of the student serving more than 5 days of DI-3 shall be called to confer with the APSAF. The conference is intended to impress upon the parents or guardian the gravity of the situation and to set the stage for a change of attitude and for earnest reform on the part of the student.

### **21.2.4. Unserved Disciplinary Interventions**

Students who have unserved disciplinary interventions at the end of the school year will not receive clearances to join the Graduation ceremony, enroll for summer remedial classes, or receive their report cards. These students are requested to proceed to the Office of the APSAF to serve their disciplinary interventions as soon as possible.

## **22. DISMISSAL FROM THE SCHOOL**

### **22.1. VIOLATIONS THAT CAN MERIT DISMISSAL FROM THE SCHOOL**

- *Hazing*
- *Possession, trafficking/peddling, or using any dangerous or illegal drug.*
- *Possession / ownership of deadly weapon(s) and/or explosive device.*
- *Organizing or being involved in a fraternity/sorority, or any group or organization that promotes or uses violence, promotes or expresses hate, disrespect, or discrimination towards individuals or groups, or requires members to act in a way that contradicts the values of the school.*
- *Violation of terms of probation*
- *Other Violations* may also be elevated to a dismissal depending on the other circumstances of the case.

### **22.2. PROCEDURE FOR DISMISSAL CASES**

In the investigation of possible dismissal cases, as in all disciplinary cases, due process is observed according to established school procedures. The procedure in processing a dismissal case is as follows:

1. After conducting a preliminary investigation related to the case and informing the parents of the students involved about the critical incident/s, the StraC submits a report in writing to the APSAF stating the



- nature and the circumstances of the offense, including a narrative report and any evidence or materials relevant to the case. The StraC may recommend to the APSAF that, based on the preliminary investigation, there is probable cause for the dismissal of the student.
2. The APSAF will review and evaluate the StraC's report to decide if the facts of the case point to a probable cause for dismissal.
    - a. If, in his/her judgment, there is no probable cause for dismissal, the APSAF can dismiss the case or recommend another disciplinary intervention or other measure/s to help in the formation of the student/s involved.
    - b. If, however, the APSAF concurs with the recommendation of the StraC, he/she may proceed to process the case following the procedure for dismissal cases.
  3. "A student may be immediately placed under preventive suspension during the pendency of the disciplinary proceedings against him/her. There are two requisites that must be present to justify preventive suspension: (a) the evidence of guilt is strong; and (b) the school is morally convinced that the continued stay of the student pending investigation would cause sufficient distraction to the normal operations or would pose real or imminent threat or danger to persons and property inside the school premises. This must be done to maintain an atmosphere conducive to education in the school, preserve decorum in the classroom, and uphold respect for administrators and teachers. Therefore, unlike punitive suspension, preventive suspension may be imposed without first complying with academic due process in student disciplinary cases" (Sarmiento, 2009).
  4. The APSAF writes a formal letter to the student's parents to schedule an investigation conference and to request the presence of the respondent and his/her parents. The investigation conference is conducted to determine if there is sufficient evidence for the student's possible dismissal.
  5. If the complainant is a student who was affected or offended by the respondent, a similar investigation conference will be held together with the student's parents as part of the formal investigation.
  6. In the formal investigation conference, the student is asked to explain his or her alleged involvement in the disciplinary case in the presence of his or her parent/s who act as counsel. Only the student is allowed to speak, and only the APSAF and present StraCs may ask questions. Proper documentation of the proceedings is ensured. (If the APSAF was the one who "caught" the respondent, the APAA shall conduct the investigation conference.)
  7. If the APSAF finds no evidence for dismissal, the case shall be put to rest until further evidence surfaces, if any. The APSAF may recommend a different disciplinary intervention for the student. This decision shall be formally communicated to the student's parent/s.
  8. If the APSAF finds evidence for dismissal, a formal recommendation is made to the Principal to convene a Disciplinary Board. The APSAF forwards all pertinent materials and documentation to the Office of the Principal.
  9. The Principal informs the parents through a formal letter that a Disciplinary Board will be convened to decide on the student's case. The letter shall also indicate that the student will be placed on preventive suspension (if he/she has not yet been put under preventive suspension) while the Disciplinary Board discusses the case.
  10. The Principal convenes a Disciplinary Board to review the case. The role of the Disciplinary Board is to review the facts of the case and to make a final recommendation to the Principal about the case. (If the Principal was the one who "caught" the respondent, the Principal appoints the APAA to convene the Disciplinary Board.)
  11. The Disciplinary Board reviews the facts of the case as presented by the APSAF. The Disciplinary Board is given at most 10 working days to submit a recommendation to the Principal.
  12. The Principal makes a decision on the case after a careful review of the recommendations of the Disciplinary Board.
  13. The Principal meets with the parents to inform them of the decision. If the decision is dismissal, effectivity is immediate.
  14. The Principal submits a full report of the proceedings to the University President.
  15. The student may appeal his or her case to the University President whose decision is final.

### **23. DISCIPLINARY PROBATION**

Disciplinary probation is a disciplinary measure short of Dismissal given to a student whose action and/or behavior merits separation from school. A student incurs this status by committing a major violation or through an accumulation of small or minor violations which are consistently repeated without noticeable improvement. These repeated infractions are indicative of a lack of seriousness of purpose or non-acceptance of the school's Code of Discipline.

### **23.1. LENGTH OF DISCIPLINARY PROBATION**

Disciplinary probation is typically imposed for a minimum of thirty days and a maximum of an entire school year. On rare instances, the disciplinary probation can extend until the student's graduation from the Senior High School, upon the recommendation of the Disciplinary Board or Principal. During the period of probation, the student is given the chance to prove that he/she can change for the better and thus deserve to stay in the Senior High School.

A student can be placed on Disciplinary Probation only once during his or her stay in the Ateneo Senior High School. Beyond this, he/she is subject to dismissal.

Assisted by the Strand Coordinators, the students' disciplinary records will be examined periodically by the APSAF to find out who will be placed under probation for failing to give satisfactory evidence of earnestness of purpose and active cooperation in all regulations of conduct and proper behavior. The APSAF and StraCs shall examine the records at least once a semester.

### **23.2. PROCEDURE FOR PLACING A STUDENT ON DISCIPLINARY PROBATION**

The procedure for placing a student on probation is as follows:

1. The cause for probation is reviewed by the APSAF and the Strand Coordinators. The terms of probation are set and a formal document is prepared.
2. The parents or guardian are called for a conference with the APSAF and respective StraC.
3. The document is subsequently read to the student and parents or guardian and the agreement is signed by them and the APSAF.
4. For the duration of the probationary period, the student is to report periodically to the APSAF or a designated mentor coming from the faculty of the Senior High School. Any violation of the terms of probation by the student will warrant dismissal from the school.
5. At the end of the probationary period, the APSAF informs the student and his or her parents/guardian whether the student has passed the probation or not.

### **23.3. PUTTING ON PROBATION, DISMISSING, SUSPENDING A STUDENT OR RECOMMENDING A STUDENT TO TAKE A LEAVE OF ABSENCE UNDER CERTAIN CIRCUMSTANCES**

The school reserves the right to sanction, to suspend, to place under probation, or to dismiss any student who fails to give satisfactory evidence of earnestness of purpose and active cooperation in all the regulations on conduct and proper behavior. The school also reserves the right to discipline students who are engaged in practices or activities which are contrary to the goals, objectives, and philosophy of an Ateneo education.

The school also reserves the right to recommend that a student take a mandatory leave of absence if upon the recommendation of his/her Guidance Counselor and/or administrators, a student needs to seek further assessment or treatment from external professionals, undergo rehabilitation, or may have been involved in an act that can cause scandal in the school community.

#### **23.3.1 In Case of Pregnancy Out of Wedlock**

The Ateneo upholds the Catholic teaching on the sanctity of human life and the sanctity of the sexual act only in the context of marriage. If an unmarried student becomes pregnant, she must immediately inform her parents and the school through her Class Moderator, Counselor, or Strand Coordinator.

Through the collaboration of the members of the student's formation team and her parents, the Ateneo shall continue to guide the student through spiritual direction, immediate medical assistance, and/or counseling. To provide the student the needed time and space to prepare for the important responsibility of single parenthood, and to avoid the possibility of offending the moral sensibilities of other students, parents, and the school community because of her irregular status, a pregnant student shall then take a mandatory leave of absence from school upon public disclosure, whether deliberate or otherwise.

If the man responsible for the pregnancy is a student, his parents will be informed by the school and made to participate in the guidance and spiritual formation of their child.

## **24. EXPULSION**

Re-amendment to paragraph 146, sub-paragraphs a and c of the Manual of Regulations for Private Schools, Seventh Edition, 1970 as contained in Circular No. 16, 1970

*The (consequence) of expulsion is an extreme form of administrative (intervention) WHICH DEBARS THE STUDENT FROM ALL PRIVATE AND PUBLIC SCHOOLS. To be valid and effective, the (consequence) of expulsion requires the approval of the Secretary of Education. Expulsion is usually considered proper (intervention) for gross misconduct or dishonesty and /or such violations as hazing, carrying deadly weapons, immorality, drunkenness, vandalism, hooliganism, assaulting a teacher or any other school authority or his or her agent or a student, INSTIGATING, ENGAGING IN ACTIVITIES RESULTING IN DAMAGE TO CAMPUS OR SCHOOL FACILITIES, PROPERTY OR INJURY TO PERSONS, PREVENTING OR THREATENING STUDENTS OR FACULTY MEMBERS OR SCHOOL AUTHORITIES FROM DISCHARGING THEIR DUTIES OR FROM ATTENDING CLASSES OR ENTERING THE SCHOOL PREMISES, forging or tampering with school records or transfer forms, or securing or using such forged transfer credentials.*

## 25. CONDUCT MARKS

A conduct mark in each subject, homeroom period and from the Office of the APSAF is given at the end of each grading period to indicate the student's growth in self-discipline, his or her contribution to the order of his or her class, and his or her observance of school regulations. Students also received advisory subject conduct marks together with his or her midterm marks.

### 25.1. SUBJECT AND HOMEROOM CONDUCT MARKS

A periodical conduct mark is given every grading period. This is used as basis for determining honors, eligibility for summer remedial, repeating the year, re-sectioning and other similar situations where a minimum conduct grade is required.

A student is expected to manifest self-discipline to a very high degree almost all the time. Self-discipline is based on the following observable behaviors:

1. Is generally well-behaved (not disruptive) in class and other school functions
2. Consistently observes school rules and regulations
3. Helps maintain discipline and order within his/her class.

Teachers give subject and homeroom Conduct Marks based on these rubrics:

A	The student manifests all the observable behaviors.
B	The student manifests any two of the observable behaviors.
C	The student manifests only one of the observable behaviors.
D	The student did not manifest any of the observable behaviors.

A student who receives a conduct mark of C or D in any subject, after clarification with the concerned teacher, may be asked, together with his parents, to report to the APSAF.

### 25.2. THE APSAF CONDUCT MARK FOR SENIOR HIGH SCHOOL

The Office of the APSAF gives an APSAF Conduct Mark for each student in each semester to systematically monitor and provide objective feedback about the students' deportment. The basis for the APSAF Conduct Mark is the student's disciplinary record as it is reflected in the number and type of violations he or she has committed against the Code of Discipline as contained in the Student Handbook. A demerit point system is used to determine the APSAF Conduct Mark.

Each Disciplinary Intervention 1 is assigned 3 demerit points. A Disciplinary Intervention 2 is equivalent to 6 demerit points. A Disciplinary Intervention 3 is equivalent to 9 demerit points.

The APSAF Conduct Mark is assigned using the following table:

Demerit Points	APSAF Conduct Mark
0-12 points	<b>A</b>
13-24 points	<b>B</b>
25-36 points	<b>C</b>

The highest conduct mark that may be given to student placed on suspension is “B”. In addition, a student who was given a sanction due to academic dishonesty or plagiarism is not eligible for an academic award. A student who gets a “D” may be placed on Disciplinary Probation.

## **26. ST. STANISLAUS KOSTKA AWARD**

The St. Stanislaus Kostka Award is given every semester to a student who (a) receives a grade of A in Conduct in all subjects including the Homeroom and the APSAF Conduct Mark and (b) does not incur any violation (or Disciplinary Intervention) during the semester. A student who is on disciplinary probation during the grading period is disqualified from receiving the award.

## **27. COMMITTEE ON DISCIPLINE AND THE DISCIPLINARY BOARD**

### **27.1. COMMITTEE ON DISCIPLINE**

The Committee on Discipline is a body constituted by the Principal at the beginning of each school year to assist the APSAF in monitoring the level of discipline in the school, in reviewing the disciplinary policies of the school, and in finding out who among the students should be placed on disciplinary probation. The members of the Committee on Discipline are appointed for a period of one year. The Committee shall meet regularly.

### **27.2. DISCIPLINARY BOARD**

The Disciplinary Board is an ad hoc body constituted by the Principal whenever there is a disciplinary case involving possible serious consequences such as dismissal of a student from the school or expulsion. The board performs the following functions:

- reviews the facts of the case as presented by the APSAF;
- ensures that due process has been observed in the investigation of the case;
- affirms whether there has been a serious violation of the Code of Discipline of the school or not; and
- recommends appropriate action to the Principal.

The Disciplinary Board is an administrative body exercising a recommendatory function. It submits a full report of its proceedings to the Principal and the latter’s decision is forwarded to the University President.

**APPENDIX A**  
**RANDOM DRUG TESTING OF STUDENTS**

All Senior High School students will be subjected to a random drug test (RDT) during the school year. Parents of all students who are randomly selected to take the drug testing shall be given due notice. Furthermore, all students may also be subjected to a search of their person, possessions, or lockers at any time. The RDT and the search shall be conducted under the supervision of the school administration.

**IMPLEMENTATION OF RANDOM DRUG TESTING**

1. Random drug testing for students is considered by the government as entirely a health issue and aims to provide services, for those who will be tested positive for dangerous drug use, that can help the student stop further use or abuse of the substance.
2. The drug testing program and results of testing shall guarantee the personal privacy and dignity of the students and shall not be used in any criminal proceedings.
3. Proper information which includes a written notification to parents as provided for by the DDB Regulation shall be disseminated by the school prior to the conduct of the drug testing activities to allow students and parents to appreciate the intentions of the activity.
4. Random selection of samples and treatment of results, as stipulated in the DDB Regulation, shall be strictly enforced and observed by the school.
5. Records of students who are randomly selected for the activity shall be treated with utmost confidentiality.
6. This activity shall not be used to incriminate any student for further legal action which may result in having administrative/criminal records and/or incarceration.
7. The implementing body shall explain the objectives of the program to the student and if available, his/her parents, assuring and allaying fears of the activity.
8. Random drug testing is implemented primarily for prevention, data gathering, and provision of needed rehabilitative services which include, but not limited to, counseling, family therapies, attendance to support groups, and out-patient services.

**Guidelines on Students Who Test Positive for Dangerous Drugs**

- Once a student tests positive, the school shall inform both the parents and the student of the result formally in writing.
- The student, with the permission of the parents, will be requested to undergo a confirmatory test.
- If the student tests positive on a confirmatory test for dangerous drugs, he/she, with the consent of his/her parents, shall be recommended to undergo a drug dependency test with an accredited clinic. This test is meant to ascertain the degree of drug use or dependency of the student. This cost of the drug dependency test shall be shouldered by the parents.
- If, after the drug dependency test and with the recommendation of the physician in-charge, the student requires further treatment of his/her drug dependence, he/she may be recommended to take a leave of absence from school.
- A student may be recommended by the attending physician to take regular drug tests to prevent further drug use or abuse.

- No student can be expelled or criminalized if he/she is confirmed positive of drug dependency.
- Students shall be observed and shall undergo counselling with his/her parents.

A student found in possession of, taking or using, buying or selling, giving or trafficking of dangerous drugs is subject to referral for treatment and rehabilitation for drug dependence.

**Section 42. *Student Councils and Campus Organizations.*** – All elementary, secondary and tertiary schools' student councils and campus organizations shall include in their activities a program for the prevention of and deterrence in the use of dangerous drugs, and referral for treatment and rehabilitation of students for drug dependence. (ART. IV)

**Section 57. *Probation and Community Service Under the Voluntary Submission Program.*** – A drug dependent who is discharged as rehabilitated by the DOH-accredited Center through the voluntary submission program, but does not qualify for exemption from criminal liability under Section 55 of this Act, may be charged under the provisions of this Act, but shall be placed on probation and undergo a community service in lieu of imprisonment and/or fine in the discretion of the court, without prejudice to the outcome of any pending case filed in court.

Such drug dependent shall undergo community service as part of his/her after-care and follow-up program, which may be done in coordination with nongovernmental civil organizations accredited by the DSWD, with the recommendation of the Board. (ART. VIII)

School heads, supervisors and teachers are empowered to apprehend, arrest or cause the apprehension or arrest of any person who shall violate the said provisions.

**Section 44. *Heads, Supervisors, and Teachers of Schools.*** – For the purpose of enforcing the provisions of Article II of this Act, all school heads, supervisors and teachers shall be deemed persons in authority and, as such, are hereby empowered to apprehend, arrest or cause the apprehension or arrest of any person who shall violate any of the said provisions, pursuant to Section 5, Rule 113 of the Rules of Court.

They shall be deemed persons in authority if they are in the school or within its immediate vicinity, or even beyond such immediate vicinity if they are in attendance at any school or class function in their official capacity as school heads, supervisors, and teachers. (ART. IV)

Any teacher or school employee, who discovers or finds that any person in the school or within its immediate vicinity is liable for violating any of said provisions, shall have the duty to report the same to the school head or immediate superior who shall, in turn, report the matter to the proper authorities. Failure to do so in either case, within a reasonable period from the time of discovery of the violation shall, after due hearing, constitute sufficient cause for disciplinary action by the school authorities.

All students may be subjected to a urine test or search of their person, possessions or locker anytime. Due notice shall be given to parents in such cases.

**APPENDIX B**  
**SUMMARY OF DISCIPLINARY OFFENSES**  
**AND MAXIMUM INTERVENTIONS**

**OFFENSES RELATED TO SELF-MANAGEMENT**

OFFENSE	MIN	MAX	REMARKS
1. <i>Violation of prescribed dress code (uniform), haircut, and/or grooming</i>	OR	DI-2	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Offense: Oral Reprimand</li> <li>• 2<sup>nd</sup> Offense: DI-1</li> <li>• 3<sup>rd</sup> Offense: DI-2</li> <li>• More than 4<sup>th</sup> Offense → Defiance</li> </ul>
2. <i>No excuse letter after an absence</i>	DI-1	DI-2	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Offense: DI-1 (Submit letter + Written apology to the StraC)</li> <li>• 2<sup>nd</sup> Offense: DI-2</li> <li>• 3<sup>rd</sup> Offense → Defiance</li> </ul>
3. <i>Possession of and/or playing with any form of card games, whether gambling is involved or not</i>	OR	DI-2	<ul style="list-style-type: none"> <li>• Plus confiscation of cards (to be returned to parents)</li> </ul>
4. <i>Failure to return the Report Card Acknowledgment Slip on time</i>	DI-2	DI-3	<ul style="list-style-type: none"> <li>• 1st Offense: DI-2 (Written apology to Principal)</li> <li>• 2<sup>nd</sup> Offense: 1-day Suspension</li> </ul>
5. <b>Gross negligence of personal property:</b> e.g. leaving belongings unattended at length; repeated, unreasonable losses of one's ID within 1 school year, etc.)	OR	DI-2	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Offense: Oral Reprimand</li> <li>• 2<sup>nd</sup> Offense: DI-1</li> <li>• 3<sup>rd</sup> Offense: DI-2</li> <li>• More than 4<sup>th</sup> Offense → Defiance</li> </ul>
6. <b>Failure to perform assigned task (non-academic)</b>	OR	DI-2	<ul style="list-style-type: none"> <li>• Depends on circumstances</li> </ul>
7. <b>Failure to serve a disciplinary intervention</b>	OR	DI-2	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Offense: Oral Reprimand + Serve the Sanction ASAP</li> <li>• Succeeding Offenses: same DI + Written apology to StraC, Community Service</li> <li>• More than 4<sup>th</sup> Offense → Defiance</li> </ul>
8. <b>Improper use of electronic gadgets</b>	OR	DI-2	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Offense: Oral Reprimand</li> <li>• Succeeding Offenses: DI-1</li> <li>• More than 4<sup>th</sup> Offense → Defiance</li> </ul>
9. <b>Tardiness</b>	<ul style="list-style-type: none"> <li>• See the Summary of Interventions for Tardiness</li> </ul>		

**OFFENSES AGAINST SECURITY**

OFFENSE	MIN	MAX	REMARKS
1. <i>No ID, not wearing or improperly wearing one's ID card on one's person</i>	DI-1	DI-2	<ul style="list-style-type: none"> <li>• Beyond 2<sup>nd</sup> Offense → Defiance</li> </ul>
2. <i>Misuse of ID card</i>	DI-2	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
3. <i>Violation of (entering, hiding in, or staying in) off-limits areas</i>	DI-2	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
4. <i>Truancy</i>	DI-3 (1)	DI-3 (2)	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
5. <i>Violation of school curfew</i>	DI-2	DI-3	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
6. <i>Coming to school or entering the university premises and its extensions</i>	DI-3(1)	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>

OFFENSE	MIN	MAX	REMARKS
<i>under the influence of alcohol or any intoxicating beverages</i>			
7. <i>Bringing into and/or drinking alcoholic or any intoxicating beverages on campus or other school functions</i>	DI-3(1)	Dismissal	• Depends on the circumstances
8. <i>Possession / ownership and / or use of firecrackers</i>	DI-3(1)	Dismissal	• Depends on the circumstances
9. <i>Possession / ownership of deadly weapon(s) and / or explosive device</i>	Dismissal		
10. <i>Driving without a license or with an illegal license</i>	DI-3(1)		• Plus fine and impounding of vehicle
11. <i>Computer hacking</i>	DI-3(1)	Dismissal	• Depends on the circumstances
12. <i>Engaging in endangering behavior</i>	DI-3(1)	Dismissal	• Depends on the circumstances

### OFFENSES AGAINST PERSONS

OFFENSE	MIN	MAX	REMARKS
1. <i>Acts of disrespect or discourtesy.</i>	DI-2	Dismissal	• Depends on the circumstances
2. <i>Bullying.</i>	DI-3(3)	Dismissal	• Depends on the circumstances
3. <i>Sexual Harassment.</i>	DI-3(3)	Dismissal	• Depends on the circumstances • Subject to Policy on Child Protection
4. <i>Acts of physical violence of a sexual nature.</i>	Dismissal		
5. <i>Physical Assault.</i>	DI-3(2)	Dismissal	• Depends on the circumstances
6. <i>Hazing</i>	Dismissal		
7. <i>Threatening members of the University community or partner institutions.</i>	Dismissal		
8. <i>Initiating and / or engaging in activities resulting in injury or moral damage to persons.</i>	DI-3(2)	Dismissal	• Depends on the circumstances
9. <i>Any act or word or deed that degrades or debases the dignity of a person.</i>	DI-3(2)	Dismissal	• Depends on the circumstances

### OFFENSES AGAINST PROPERTY

OFFENSE	MIN	MAX	REMARKS
1. <i>Improper use of classroom or school facilities</i>	DI-1	DI-2	• Includes repairing the damage caused
2. <i>Disobeying school regulations on the care of the university environment</i>	DI-1	DI-2	• Repeated violation may be escalated to “defiance of school authority / rules”
3. <i>Vandalizing personal and / or Ateneo property on campus</i>	DI-2	Dismissal	• Depends on the circumstances • Includes repairing the vandalized property
4. <i>Stealing another person’s property</i>	DI-3(3)	Dismissal	• Depends on the circumstances • Includes restitution
5. <i>Unauthorized possession of another person’s property</i>	DI-3(1)	Dismissal	• Depends on the circumstances
6. <i>Selling / disposing of / tampering with stolen property</i>	DI-3(3)	Dismissal	• Depends on the circumstances
7. <i>Instigating and / or engaging in activities resulting in damage to school property</i>	DI-2	Dismissal	• Depends on the circumstances



**OFFENSES AGAINST ORDER**

<b>OFFENSE</b>	<b>MIN</b>	<b>MAX</b>	<b>REMARKS</b>
1. <i>Organizing or being involved in a fraternity / sorority, or any group or organization that (a) promotes or uses violence, (b) promotes or expresses hate, disrespect, or discrimination towards individuals or groups, or (c) requires members to act in a way that contradicts the values of the school</i>	Dismissal		
2. <i>Disturbing or disrupting a class, session, or school activity, except in cases of emergencies</i>	DI-1	DI-3	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
3. <i>Dereliction of duty, especially when resulting in loss or damages</i>	DI-3	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> <li>• Includes repairing what was damaged</li> </ul>
4. <i>Entering class without an admit-to-class slip.</i>	DI-1	DI-2	<ul style="list-style-type: none"> <li>• Repeated violation may be escalated to “defiance of school authority / rules”</li> </ul>
5. <i>Class Cut</i>	DI-2	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
6. <i>Defiance of school authority / rules</i>	DI-2	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
7. <i>Gambling</i>	DI-2	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> <li>• May include restitution</li> </ul>
8. <i>Possession of cigarette, e-cigarette, vape, or any smoking paraphernalia</i>	DI-2	DI-3	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
9. <i>Smoking cigarettes, e-cigarettes, vape, or any similar substance.</i>	DI-3(1)	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
10. <i>Possession, trafficking / peddling, or use of any dangerous or illegal drug</i>	Dismissal		
11. <i>Violation of test / exam protocol</i>	DI-2	DI-3	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
12. <i>Involvement in any unauthorized business transaction</i>	DI-3(1)	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> <li>• Includes restitution</li> </ul>
13. <i>Bribery or accepting a bribe</i>	DI-3	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
14. <i>Invasion of privacy</i>	DI-3	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
15. <i>Obstructing the conduct of necessary administrative processes</i>	DI-3	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
16. <i>Committing an act, whether in school or off-campus, that negatively affects the school’s good name</i>	DI-3(2)	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> <li>• Includes a public written apology</li> </ul>
17. <i>Aiding another student in violating the school’s Code of Discipline or any law of the land, whether wittingly or unwittingly</i>	DI-3(2)	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
18. <i>Violation of school policies or procedures implemented against the use of dangerous drugs</i>	DI-3(1)	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
19. <i>Violating rules and regulation of the Residence Halls, other University facilities</i>	DI-2	Dismissal	<ul style="list-style-type: none"> <li>• Depends on the circumstances</li> </ul>
20. <i>Violation of the terms of probation</i>	Dismissal		

## OFFENSES AGAINST HONESTY

<b>OFFENSE</b>	<b>MIN</b>	<b>MAX</b>	<b>REMARKS</b>
1. <i>Making false statements and/or lying</i>	DI-2	Dismissal	<ul style="list-style-type: none"><li>• Depends on the circumstances</li></ul>
2. <i>Tampering and/or falsifying school or public documents and /or communication, whether physical or electronic</i>	DI-2	Dismissal	<ul style="list-style-type: none"><li>• Depends on the circumstances</li><li>• Includes repairing tampered documents</li></ul>
3. <i>Forgery</i>	DI-3(2)	Dismissal	<ul style="list-style-type: none"><li>• Depends on the circumstances</li></ul>
4. <i>Academic dishonesty.</i>	DI-3(2)	Dismissal	<ul style="list-style-type: none"><li>• Depends on the circumstances</li><li>• Includes a non-transmutable zero for the assessment</li><li>• Student cannot receive an</li></ul>
5. <i>Any form of misrepresentation</i>	DI-3(1)	Dismissal	<ul style="list-style-type: none"><li>• Depends on the circumstances</li></ul>

## OFFENSES AGAINST PUBLIC MORALS

<b>OFFENSE</b>	<b>MIN</b>	<b>MAX</b>	<b>REMARKS</b>
1. <i>Inappropriate and public displays of affection</i>	DI-2	Dismissal	<ul style="list-style-type: none"><li>• Depends on the circumstances</li></ul>
2. <i>Possessing, viewing, showing, or distributing indecent /pornographic materials or media</i>	DI-3(1)	Dismissal	<ul style="list-style-type: none"><li>• Depends on the circumstances</li></ul>
3. <i>Acts of misconduct of a sexual nature</i>	DI-3(1)	Dismissal	<ul style="list-style-type: none"><li>• Depends on the circumstances</li></ul>
4. <i>Initiating, engaging in, or promoting indecent and/or offensive behavior in public, especially when resulting in scandal</i>	DI-3(1)	Dismissal	<ul style="list-style-type: none"><li>• Depends on the circumstances</li></ul>

**APPENDIX C**  
**ANTI-BULLYING POLICY OF**  
**ATENEO DE MANILA SENIOR HIGH SCHOOL**

**PREFATORY STATEMENT**

*The Ateneo de Manila Senior High School values a healthy and peaceful educational environment. All members of the school community, which includes students, parents and guardians, and the community members should be made aware of the negative effects that bullying can have on victims and the school in general, and should work towards ensuring that students can, without fear, develop their potentials in a safe and secure school environment.*

*The Ateneo de Manila Senior High School will do whatever is reasonably necessary and possible within its authority to eradicate bullying in all its forms. The school takes a strong stance against bullying. Bullying is unacceptable in our school and will not be tolerated.*

**I. PRELIMINARY PROVISIONS**

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

**Section 2. Scope and Coverage.** This Policy applies to the Ateneo de Manila Senior High School, hereafter referred to as the “School”.

**Section 3.** The following shall be the parties and/or stakeholders in bullying incidents:

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

## II. PROHIBITION ON BULLYING

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

**Section 5. Definition of Bullying.** The School adheres to the definition of bullying including the different forms, as provided in the IRR of R.A. No. 10627, which provides:

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

1. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
2. Any act that causes damage to a victim’s psyche and/or emotional well-being;
3. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim’s looks, clothes, or body;
4. “*Cyber-bullying*” or any bullying done using any technology or electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to SMS/texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepED Order No. 40, s. 2012.

**Section 6. Other Forms of Bullying.** The term “*bullying*” shall also include:

1. “*Social bullying*” – refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group;
2. “*Gender-based bullying*” – refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity (SOGI);
3. Retaliation against a student who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying; and
4. All other forms of bullying analogous to those provided under the Anti-Bullying Law and its IRR.

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

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 a 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 tends to discriminate, exclude, and hate another student.

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

**Section 9. Situs of Bullying.** The School has the authority to impose school discipline to its students including this Policy. This authority of the School is not confined within the School premises.

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

- a. **On Campus.** School Grounds including classrooms, hallways, cafeteria, canteen, faculty rooms, auditorium, gymnasium, computer rooms, laboratories, and all places and facilities within the campus.
- b. **Off-Campus** which covers:
  - 1) properties immediately adjacent to School grounds including places or establishments frequented by our students;
  - 2) any other place where school-sponsored or school-related activities, functions or programs are conducted;
  - 3) School bus stops;
  - 4) School service, buses, or transport used by the School in an activity off-campus; and
  - 5) School buses or School services operated or accredited by the School to transport students to and from the campus.
- c. **On Cyberspace.** Text messages, emails, chat rooms, and other social media and web sites regardless of the web site administrator's permission to use foul or explicit language or content, or absence of any particular standard of use.

### III. **PREVENTION PROGRAMS**

**Section 10.** The School shall raise the awareness of the anti-social nature of bullying through various programs; assemblies; activities; and integration in the curriculum as it may deem appropriate.

The School undertakes to develop anti-bullying programs that are comprehensive, multi-faceted and shall involve all education stakeholders and personnel. The programs may contain among others:

- (1) School-wide initiatives centered on:
  - a. positive school climate and environment conducive to the attainment of learning objectives, the development of healthy relationships and the understanding of and respect for individual differences;
  - b. periodic assessment and monitoring of the nature, extent, and perceptions of bullying behaviors and attitudes of students;
  - c. periodic review and enhancement of the students' and personnel's manual or code of conduct in relation to bullying;
  - d. conduct of activities for students, school personnel and service providers on how to recognize and respond to bullying.
  - e. continuing personnel development to sustain bullying prevention programs; and
  - f. coordination with Local Government Units, barangay (Barangay Council for the Protection of Children) and other stakeholders.

- (2) Classroom-level initiatives that focus on:
  - a. reinforcing school-wide rules pertaining to bullying;
  - b. building a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving;
  - c. discussion of issues related to bullying, and strategies for responding to and reporting of incidents of bullying;
  - d. teaching positive online behavior and safety and how to recognize and report cyber-bullying; and
  - e. providing an inclusive and caring learning environment for students.
  
- (3) Involving parents in bullying prevention activities, such as:
  - a. discussions on this Policy, emphasizing bullying prevention during Parents-Teachers Association meetings and seminars; and
  - b. conducting or sponsoring education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children.
  
- (4) Monitoring students who are vulnerable to committing aggressive acts or who are perpetrators of bullying, or who are possible targets or victims, for the purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.

**Section 11. Early Detection of Bullying.** There are signs indicative that a student is being bullied in school. A change in the student's behavior or actions, change in the student's routines, or the absence or presence of other circumstances, may be a sign that the student is a victim of bullying. The teacher, parents or guardian shall check and report to School authorities these changes should they become manifest. These changes may include the following:

1. Feeling sick in the morning;
2. Unwillingness to go to school and leave home;
3. Unwillingness to be left alone in the School;
4. Crying to sleep at night or having nightmares;
5. Bedwetting;
6. Doing poorly in class or school work;
7. Coming home with torn clothes or damaged belongings;
8. Having personal possessions missing;
9. Having unexplained cuts and bruises;
10. Being frightened to say what is wrong;
11. Being anxious or lacking in self-confidence; and
12. Attempting or threatening self-harm.

#### **IV. Intervention Programs**

**Section 12.** The School shall develop intervention programs to promote the continuity of comprehensive anti-bullying policies. Intervention refers to a series of activities which are designed to address the following:

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

**Section 13. Forms of Intervention.** Interventions may include programs such as counseling, life skills- training, education, and other activities that will enhance the psychological, emotional and psycho-social well-being of both the victim and the bully.

Such programs may:

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

**Section 14.** The School shall develop intervention strategies involving all parties, such as bullies, victims, bystanders, parents, school personnel, service providers and all other persons who may be affected by the bullying incident.

## **V. Responsibilities in Bullying Incidents**

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

(1) The **Bully** shall:

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

(2) The **Bullied or Victim** shall:

- a. Avoid retaliation;
- b. Report his/her experience to the teacher, class moderator, Strand Coordinator, the Office of the Assistant Principal for Student Affairs and Formation (APSAF), the Guidance Office or other persons or school authorities; and
- c. Be circumspect in his/her claims against the alleged bully.

(3) **Bystanders** shall:

- a. Promptly report cases of bullying, that he or she witnessed or has personal knowledge of, to the teacher, class moderator, Strand Coordinator, the Office of the Assistant Principal for Student Affairs and Formation (APSAF), the Guidance Office or other persons or school authorities;
- b. Not to join the bullying;
- c. Secure the safety of the victim whenever possible without causing harm to himself or herself.

(4) **The School**, through the Office of the APSAF, StraCs, Guidance Counselors, and other school administrators shall:

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

- j. Maintain a record or statistics of incidents of bullying and retaliation;
- k. Coordinate with appropriate offices and other agencies or instrumentalities for appropriate assistance and intervention, as required by the circumstances.

**(5) Teachers and Other School Personnel shall:**

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

**(6) Students in General shall**

- a. Participate and cooperate in all prevention, intervention and other measures related to bullying implemented by the School;
- b. Avoid or refrain from any act of bullying;
- c. Intervene to protect the victim, unless it will jeopardize his safety and security; and
- d. Report to school authorities any incident of bullying.

**(7) Parents shall:**

- a. Participate in bullying prevention activities of the school which includes:
  - 1. Education on relevant policies;
  - 2. Sharing of best practices on how to reinforce positive social and emotional skills to the children.
- a. Cooperate with the school authorities in bullying incidents involving their child/children; and
- b. Not to take matters into their own hands in resolving bullying incidents.

**VI. The Anti-Bullying Committee**

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

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

- a. Principal (Chairperson)
- b. Guidance Counselor (Vice Chairperson)
- c. Representative of the Teachers
- d. Representative of the Parents
- e. Representative of students; and
- f. Another teacher-representative of the SHS Community

**Section 18. Functions.** The Anti-Bullying Committee shall perform the following tasks:

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

**VII. Handling Bullying Incidents in the School**



**Section 19. Exclusive Jurisdiction.** Complaints of bullying and other acts under this Policy shall be within the exclusive jurisdiction of this School or jointly by the School whenever the incident involves students from different schools. Bullying incidents shall not be brought for amicable settlement before the Barangay, subject to existing laws, rules and regulations. Complaints for acts covered by other laws shall be referred to the appropriate authorities.

**Section 20. Effect of Institution of Criminal Action.** The filing of criminal complaint by either or both the bully and the bullied before the law enforcement agencies, prosecutor's office, or courts of law shall not operate to divest this School of its authority to conduct its own investigation, fact finding, and/or disciplinary proceeding on the students involved.

**Section 21. Immediate Responses.** The victim or anyone who witnesses or has personal knowledge of a bullying incident or retaliation shall immediately call the attention of any school personnel. The school personnel who was notified of a bullying incident or retaliation shall intervene, by:

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

## **Section 22. Reporting the Bullying Incident or Retaliation**

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

## **Section 23. Fact-Finding and Documentation**

The Office of APSAF, through the Strand Coordinator concerned, shall:

1. Separately interview in private the bully or offending student and the victim.
2. Determine the levels of threats and develop intervention strategies. If the bullying incident or retaliation or the situation requires immediate attention or intervention, or the level of threat is high, appropriate action shall be taken by the school within twenty-four hours (24) from the time of the incident.
3. Inform the victim and the parents or guardian of the steps to be taken to prevent any further acts of bullying or retaliation; and
4. Make appropriate recommendations to the Child Protection Committee on proper interventions, referrals, and monitoring.

**Section 24. Referral to Experts Outside of the School.** The School may, upon evaluation, refer the victim and the bully to trained professionals outside the school, such as social workers, guidance counselors, psychologists, or child protection specialists, for further assessment and appropriate intervention measures, as may be necessary. The School also undertakes to notify the Women and Children's Protection Desk (WPCD) of the local Philippine National Police, in appropriate cases involving the bully or offending student.

### **VIII. Disciplinary Interventions**

**Section 25.** Where students resist or refuse to respond to intervention or preventative strategies to address bullying, the School will resort to stringent actions to deal with persistent and violent bullying. Disciplinary actions may or may not be resorted to by the School depending on the circumstances of each case with due consideration to the age of the students or pupils involved.

#### **Section. 26. Due Process**

- A. Bullying cases may be initiated either through:
  - 1) a Complaint; or
  - 2) a *motu proprio* Charge from the Office of the APSAF, Strand Coordinator, or Guidance Office on the basis of a report of the teacher, school personnel, or bystanders.
- B. The Complaint should be duly executed by:
  - 1) the complaining student with the assistance of his or her parents;
  - 2) or solely by the parents on the basis of their child's statements.
- C. In both instances, the Complaint must be duly sworn to by the executing student and/or parent stating clearly how the act/s of bullying was/were committed and other attendant circumstances. The complaining party may attach sworn statements of witnesses and other proofs to substantiate the Complaint.
- D. The Complaint or Charge for Bullying shall be filed with the Office of the APSAF.
- E. The Office of the APSAF, through the Strand Coordinator, shall furnish the parents of the respondent student/s a copy of the Complaint or Charge and direct the student/s concerned with the assistance of the parents to file a Sworn Answer within a period of forty-eight (48) hours or within a reasonable period from receipt of the Complaint or Charge as may be allowed under the circumstances.
- F. Upon receipt of the Sworn Answer, the Office of the APSAF may schedule a conference with the Complainant and/or the Respondent separately to clarify the allegations in the Complaint and the Sworn Answer. The Office of the APSAF, through the Strand Coordinator, may also interview witnesses, bystanders, and others who may have knowledge of the circumstances surrounding the incident.
- G. The Office of the APSAF shall then issue a resolution on the Complaint or Charge stating clearly its basis. A resolution finding the commission of bullying shall state

the appropriate sanction. The resolution shall be deemed a recommendation to the Principal, which the latter may either disapprove or modify. The decision of the Principal may be subject to reconsideration, or appeal to the Vice-President for Basic Education, within a period of ten (10) calendar days from receipt of the decision.

### **Section 27. Sanctions**

- 1) The act of bullying shall be sanctioned, as stated in the School's Code of Discipline, with a minimum of a 3-day suspension for the first offense. The duration of the suspension may be further reduced or lengthened by the School depending on the nature, gravity, or severity of the act of bullying.
- 2) A student found to have committed an act of bullying after due process may, on the first offense, depending on the nature, gravity, and severity of the act, be subject for dismissal from the school.
- 3) A student who is found to have committed an act of bullying for the second time or more will be processed for dismissal.
- 4) Depending on the seriousness or gravity of the offense committed and/or the extent of injuries suffered by the victim, the School reserves the right to impose the extreme penalty of expulsion subject to approval of the Department of Education.
- 5) In addition to the disciplinary sanction imposed, the School may, after careful evaluation, likewise refer the alleged bully and/or the alleged victim for counselling of School's Guidance Counsellor or to a private counsellor of their choice, or to other intervention programs of the School should it become necessary.

**Section 28. Preventive suspension.** The School may at its discretion and during the pendency of the investigation, put any student on preventive suspension if there is reason to believe that the presence of said student might put him/her at risk of more harm, or will jeopardize the general peace and order of the campus. Such preventive suspension may extend to the parents or guardians of the students involved in the incident. In such case, the parents are barred from entering the School's premises or attend School activities during the said suspension.

**Section 29. False Accusation of Bullying.** If a student, after an investigation, is found to have knowingly made a false accusation of bullying, the said student shall be subjected to the same disciplinary actions or to appropriate interventions for "bullies" under this Policy.

**Section 30. Confidentiality.** Any information relating to the identity and personal circumstances of the bully, victim, or bystander shall be treated with utmost confidentiality by the Anti-Bullying Committee, the teacher/s concerned, the Office of the APSAF, and the Guidance Office, provided that the names may be made available to the parents or guardians of students who are or have been victims of bullying or retaliation.

Any school personnel who commits a breach of confidentiality shall be subject to appropriate sanctions from the University, guided by the University's code of conduct for teachers and staff.

**Section 31. Effectivity.** This Policy shall take effect immediately upon the date of its approval and shall not be modified, altered, amended or repealed unless otherwise resolved through a valid Resolution of the School Council.