



GRADE SCHOOL STUDENT HANDBOOK

2023 Edition



Excellence
Reimagined





This Student Handbook contains information that will help students and their parents understand the expectations set in the Grade School.

Included in this handbook are Xavier School's vision, mission, goals and objectives, a statement of its academic policies, and the rules and regulations in the school's code of discipline.

Please read and note the contents carefully. Enrollment in Xavier School is an implicit agreement and commitment to comply with the contents of this handbook.

This document is updated regularly especially in matters of school policies. If there are changes in policies made before the next revision of this document, these will be communicated to students and parents through circulars.

Luceat Lux!

The Grade School Principal



TABLE OF CONTENTS

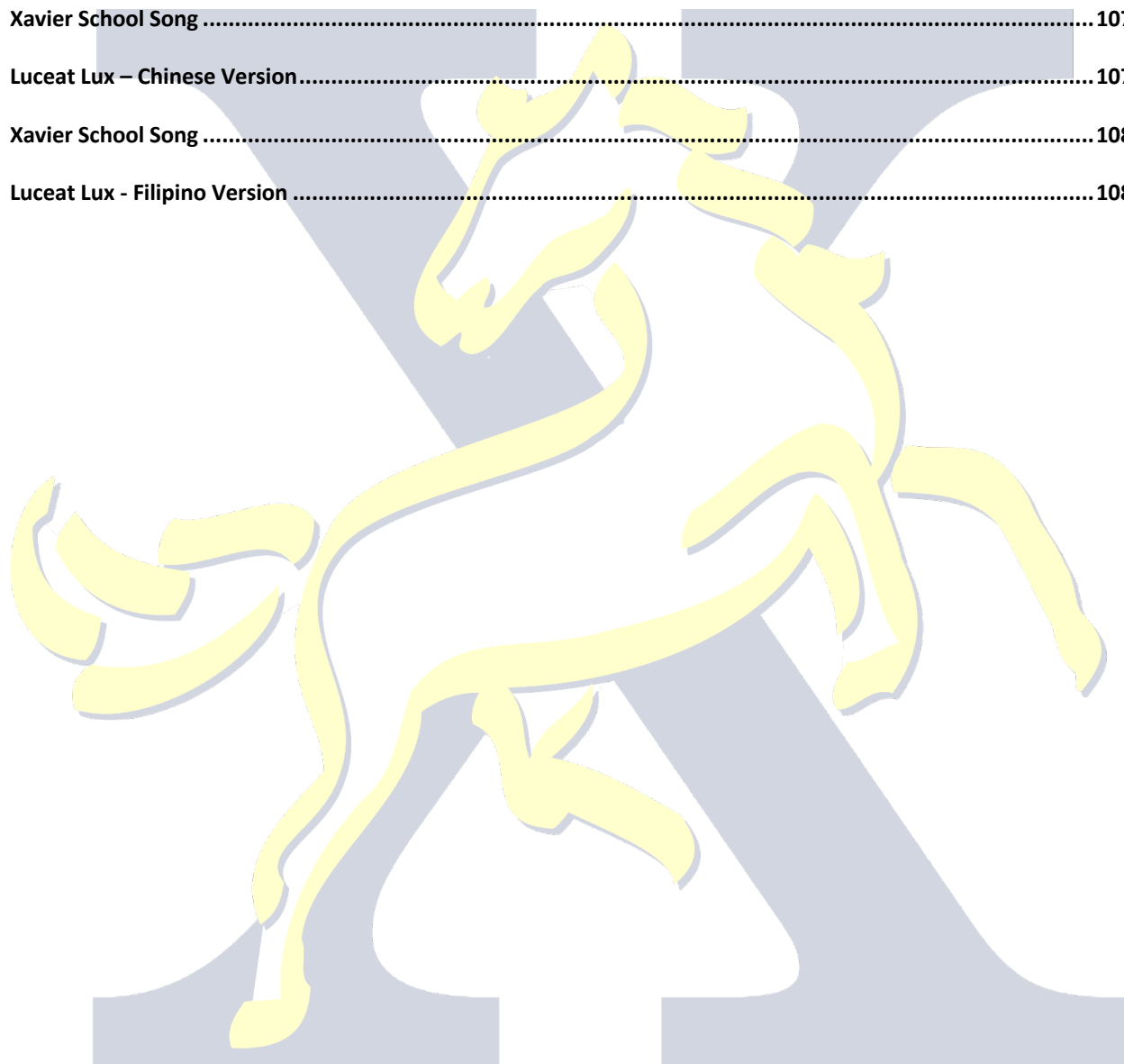
INTRODUCTION	4
Xavier School Vision and Mission	4
Brief History of Xavier School	5
Core Values of Xavier School	11
Profile of the Xavier Graduate	14
Administration, Faculty and Staff	19
GENERAL ACADEMIC PROGRAMS.....	22
A. Academic Programs	23
B. Special Academic Programs	24
C. Academic Regulations	25
D. Awards System	28
E. Promotion and Retention Policy	30
FORMATION PROGRAMS.....	33
A. Programs and Activities.....	34
B. Grades for Performance and Participation in Non-academic Activities.....	36
SCHOOL POLICIES, RULES & REGULATIONS	38
A. School Uniform	39
B. School Attendance	40
C. Procedures Followed at the Grade School Infirmary	43
D. Health (Recess and Lunch) Breaks	43
E. Dismissal and Curfew.....	44
F. Suspension of Classes	45



G. Emergency Drills and Grab Bag.....	46
H. Home-School Communication Announcements.....	46
I. Report Card	47
J. School Materials.....	47
K. Homework	47
L. Managing Student Workload	48
M. Guidelines for Lost-and-Found Items.....	48
N. Sports and Athletics	49
O. Simplicity	49
P. Restricted Areas	50
CARE & USE OF FACILITIES.....	51
CODE OF DISCIPLINE.....	58
A. Conduct Marks	60
B. The Office of the Disciplinary Services (ODS)	61
C. System of Discipline.....	61
D. Discipline Procedure in the Early Education Department (EED, i.e., Kinder and Grade 1).....	63
E. Classification of Sanctions (Grade 2 to Grade 6)	66
F. Procedures for Serious Disciplinary Cases	83
G. Other Specific Concerns	85
APPENDICES	90
A. Protocol for Monitored Injuries Involving Students	90
B. Xavier School Acceptable Use of Technology Policies.....	93
Life of Saint Francis Xavier (1506-1552)	101
Life of Paul Hsu Kuang Chi (1562-1633).....	102
Xavier School Coat of Arms.....	103



The Mascot of Xavier School.....	104
Prayer for Generosity	105
Xavier School Song	106
Luceat Lux - English Version.....	106
Xavier School Song	107
Luceat Lux – Chinese Version.....	107
Xavier School Song	108
Luceat Lux - Filipino Version	108



Part I

INTRODUCTION





Part I

INTRODUCTION

Xavier School Vision and Mission

OUR VISION

"Men fully alive
Endowed with a passion for justice
And the skills for development"

We envision our students and graduates to be dreamers: Men with great and holy desires, who feel driven to develop their God-given gifts in order to use these gifts in the service of God and country.

Our school motto best expresses the **MISSION** of the entire Xavier community:
"LUCEAT LUX! LET YOUR LIGHT SHINE!"

OUR MISSION IS TWO-FOLD:

For our students: "To nurse the light"

Our primary mission is "to form our students into our vision of the Xavier Graduate." God has entrusted our students to our care. We are called to recognize in each student the light within him - even if still but a flicker - to help each student recognize that light, and to make the light grow.

As one community: **"To be a light"**

A secondary, but also an important mission, is "to live and work as one Christian community in joy and in peace so that we may be a sign of God's love and a source of hope in the world." God has entrusted us to one another, to be one community, to help in one another's work and formation, and to be a witnessing community to the outside world.



Brief History of Xavier School

Xavier School (Kuang Chi 光啓) was founded in 1956 by a group of Jesuit missionaries who were expelled from China after the Communist Revolution of 1949.

On June 6, 1956, the school opened in a converted saw mill compound on a one and a half hectare lot on Echague Street in Quiapo, Manila, with Fr. Jean Desautels, S.J. as Director, and Fr. Cornelius Pineau, S.J. as its first Principal. The Team of Jesuits who worked in Echague included Frs. Gabriel Brossard, Michael Chu, Daniel Clifford, Femand Faucher, John Ho, Joseph Ly Ching-Mei, Louis Papilla, and Bro. Louis Tremblay. During the first year at Echague, the student population was only 174, two (2) of whom were high school students.

On January 6, 1960, the school opened classes on a new 7-hectare site at Greenhills, San Juan (actually 5 hectares, 2 hectares were added in 1962).

In the new site, the population was about 1,000 students. Here, other Jesuits joined Xavier; like Frs. Maximo Barbero, John Chi, Rafael Cortina, Otto Koenig, Fernando Larranaga, Albert Wang, and Nepomuceno Wang. The new campus included a sprawling sports complex with tennis, pelota and basketball courts, two swimming pools, three gymnasiums and two football fields.

In 1966, Fr. Ismael Zuloaga, S.J. became the school's second Director. Two years later, the school was granted accreditation by the Philippine Association of Accrediting Schools, Colleges and Universities (PAASCU). During Fr. Zuloaga's term, the school expanded its enrollment and faculty, earning a good reputation among the Chinese community of Manila for the quality of its education, especially for its Mathematics and Science programs.

Mrs. Jenny Huang Go was appointed the first lay Principal of Xavier in 1968. Under her leadership, teaching and administrative procedures were standardized and a re-examination of the school's instructional approaches was undertaken, which resulted in the adoption of the Individualized Instruction (I.I.) method in 1973. Subsequently, the I.I. approach was renamed "Personalizing Education" and became the distinguishing mark of Xavier's education for the next twenty years.

In 1985, Fr. Alberto V. Ampil, S.J. of the Jesuit Philippine Province, became the school's third Director as well as Grade School and High School Principal. During his term, some aspects of the administration were standardized, among them the terms of



office for all school officials. Responding to the needs of the school population, the new high school building was constructed in the early 1990s.

On September 27, 1988, the former Jesuit China Delegation in the Philippines was fully integrated into the Jesuit Philippine Province, and all the former delegation's works were placed under the care and control of the Philippine Jesuit Provincial, thus ensuring Xavier's continuity as a Jesuit institution in the Philippines.

Fr. Rodolfo Eugene Moran, S.J. was appointed as the fourth Director of Xavier School in 1991. During Fr. Moran's term, the new Early Education Unit was built with complete, modern facilities for the youngest members of Xavier School.

In 1998, the Angelo King Multi-Purpose Center Building was built, housing an expansion of the grade school canteen, a multi-purpose facility, various rooms and offices, and the new residence for the Jesuit Community.

In 2001, on the 45th anniversary of Xavier School, Fr. Johnny Go, S.J. was appointed the fifth Director of Xavier School. He became the first alumnus (Batch '79) to serve as School Director. He started his term by focusing on the renewal of the school to its mission starting with the 6 C's – an elaboration of the school's Vision. The Profile of the Xavier Graduate was redefined. To achieve this, a series of Ignatian Spirituality in Education Workshops (ISEW) was conducted for all Faculty and Staff to "revisit the roots" of the school. Afterwards, the school underwent a process of articulating and interpreting the school's Vision, Mission, and Goals in preparation for a curriculum improvement process.

Since 1987, the Grade School unit has had the following principals:

Mrs. Norma Sandoval	1987-1995
Mr. Marc V. Hernandez	1995-2001
Ms. Eva Q. Baquirin	2001-2004
Mrs. Ditas R. Dairo	2004-2006
Mrs. Jane Natividad	2006-2009
Mrs. Arlene T. Choo	2009-2010
Ms. Aimee A. Apolinario	2010-2014
Mrs. Jane C. Cacacho	2014-present

The year 2006 marked the Golden Jubilee of Xavier School. The new sports center named after Fr. Rafael Cortina, S.J. was inaugurated.

The Grade School and High School Computer Education Departments were integrated in 2007 to take advantage of the new opportunities made possible by advances



in information and communication technology. Xavier School launched its One 2 One Learning Program in the high school, where every student is equipped with an Internet-connected computing device for instruction.

One of the defining features of Xavier Education is its Chinese Program. The Chinese Departments of the Grade School and High School were integrated in 2006. There was a shift to the use of Hanyu Pinyin phonetic system and simplified characters. The Chinese curriculum was also refocused to emphasize speaking ability. The school developed the Xavier China Experience (XCE) in 2004. The XCE is a unique, carefully designed overseas experience which exposes the students to Chinese language, society and culture, during the third quarter of the academic year.

In 2006, the Mentoring Program was introduced to ensure that all students (from Grade 5 and older) are known by at least one adult in school. This program entailed adding to the schedule a regular period devoted for mentors to get to build personal relationships with their students. The mentors are trained members of the faculty and staff and they take care of an average of 12 students throughout the year. The Mentoring Program empowers every teacher or staff to be an agent of *cura personalis* – or personal care – in the school.

The Study Hall Program was launched in the same year in the lower grades, i.e., Grades 2 - 4 to provide a venue for the younger students to develop good study habits.

In 2007, Xavier School embarked on a benchmarking program that included administering the following to the students: The Singapore International Primary School leaving Exam (IPSLE) to determine how the students compare with those from other parts of the world in the areas of Mathematics, English and Science and the Hanyu Shuiping Kaoshi (HSK), which is Beijing's standardized test to evaluate proficiency in Mandarin of non-native speakers. The results from these examinations provided the school with the direction on how to further raise the standard of Xavier education to international standards.

In 2008-2009, The Math Department implemented the use of the Singapore method of teaching Math. Two years later, the Singapore Science curriculum was also adopted in the Grade School.

In 2009, Xavier School took responsibility for the management of the ERDA Tech High School in Pandacan, Manila. The school is now known as the Fr. Pierre Tritz Institute – ERDA Tech, after the French Jesuit who was also a missionary in China like the founders of Xavier School. The institute, a Tech-Voc Senior High School, is the institutional outreach project of Xavier School.



Xavier School adopted the use of letter grades in 2012. The use of the 7-point scale aimed to lessen the students' tendency to be grade-conscious and fixated on earning points rather than learning.

Even before any announcement from the Department of Education, Xavier School has already been exploring the possibility of re-structuring the grade levels for the purpose of greater alignment in terms of curriculum and practices and more efficient school administration.

In School Year 2012-2013, the supervision and management of the Grade 6 and 7 batches were transferred to the High School and the batches were labeled as Middle School (Grades 7-8). There was no graduation in the Grade School for two school years.

School year 2013-2014 marked the second year of the K to 12 transition under the leadership of the new School President, Fr. Aristotle C. Dy, S.J., an alumnus of Batch '89. As the sixth School President, Fr. Dy made the religious and Ignatian formation of the community, a holistic Chinese program and internal-external relations as his top priorities in his first year. With his extensive background in Chinese Studies, Fr. Dy also initiated the teaching of Confucian values as supplementary material in the Chinese curriculum of the whole school.

The maximization of technology got a big push in the recent years especially in the area of home-school communication. In a bid to improve the school's "techno-system", school year 2014-2015 saw the school shifting to a more paperless environment with circulars being posted on the website instead of being distributed as hard copies to parents. In 2015-2016, all circulars began to be emailed to parents instead of being posted on the website in consideration of security concerns. There was also greater use of social media to make urgent announcements and to disseminate important information. Inside the classroom, more teachers are employing creative technology-infused alternatives to the usual paper and pen activities and assessments. It was also this year that the School, in an effort to share best practices and pedagogies to the greater community, launched the Frontiers and Innovations in Teaching (FIT) Conference, where the goal was to equip teachers from different schools with the skills and knowledge that will allow them to become more effective as educators.

Also in 2015, Xavier School launched the Xavier Explorations Program, or Xplore, which takes Grade School students, accompanied by faculty members, on immersion trips each year to historic and cultural sites throughout the Philippines. In the process, the program helps the pupils build a deeper awareness of – and appreciation for – all the great things the country has to offer. It was also during this year that the School highlighted the holistic development of students through the FUNterval activities placed at the end of each quarter.



In 2015-2016 Xavier School implemented cluster seating in its Grade School Classrooms, which grouped students in clusters of four to six, rather than the traditional set-up of five rows of eight pupils. This resulted in increased interaction between students and teachers – as well as among pupils themselves – with the added benefit of nurturing informal student leaders in the classroom.

The following school year, 2016-2017, Xavier School formally marked its 60th Anniversary Diamond jubilee. A yearlong celebration honored the milestone and inspired the entire school community—students, their families, alumni, faculty and staff -- to reflect on what it means to be a Xaverian: to be a man for others, forever.

The 60th anniversary of Xavier School coincided with the fifth-year anniversary of the campus in Nuvali. It was also the occasion for the school to make a deeper commitment to its adopted school, the Fr. Pierre Tritz Institute-ERDA Tech, which Xavier School has been operating as an outreach project since 2009. Under Fr. Dy's leadership, all sectors of the school community have been mobilized to direct their social and charitable activities towards our adopted school.

Also during 2016-2017, Xavier School was recognized as an Apple Distinguished School. Being an Apple Distinguished School meant Xavier School met the company's stringent criteria for innovation, leadership and educational excellence. The distinction has since been renewed by Apple until 2020, further evidence of Xavier School's growing stature as a global leader in technology integration within the classroom.

With the increasing number of activities in the primary grades, it was inevitable that the Team Leader structure devoted specifically to the supervision of Grade 3 and 4 students was adopted in school year 2016-2017. This set-up made sure that attention to the various needs and concerns of the primary students and grade level activities were properly coordinated.

In 2017-2018, Fr. Dy implemented the use of the HSK as part of the profile of the Xavier graduate. The exam has been made part of the High School Entrance Exams. All Grade 6 students are expected to pass the HSK Level 2 Exam as proof of minimum competency in the Chinese language. The corresponding HSK levels that students need to satisfy have also been implemented in high school. It was also in this school year when the 1:1 iPad Program was implemented in Grades 6 and the the students brought their own device to school for use in class.

In SY 2018 - 2019, the Grade School reduced class sizes in the early grades to respond to the desire of many parents for smaller class sizes. Improvements in facilities included the addition and upgrading of the CCTV around the campus, the construction of a waste water recycling facility and a Materials Recovery Facility, the construction of



the X-Walk, the renovation of the swimming pool bleachers, the rehabilitation of the football fields, the construction of the Senior High School Building, and the renovation of the Lecture Hall into the Gotuaco-Yu Auditorium. Keeping in line with the latest trends in terms of fostering student creativity, a MakerSpace was also set-up inside the LRC. It was also in 2018 when Xavier School was awarded the Regional Gawad KALASAG Award (*Kalamidad at Sakuna Labanan, Sariling Galing ang Kaligtasan*), an award given to government and private institutions with exemplary contributions in disaster risk reduction and humanitarian assistance.

School year 2019-2020 saw the roll out of the 1:1 Program to Grade 5. In 2019, Xavier School was again adjudged as finalist for Best Private Elementary School Category for the 21st Gawad KALASAG Award.

The school years from 2020 to 2022 saw a fully online Xavier School in the thick of the Covid-19 pandemic. Zoom was used to conduct online classes, and Seesaw and Schoology were employed as the Learning Management Systems in Kinder to Grade 4 and Grades 5 to 6 respectively. Formation activities continued to be offered despite the online modality. Class hours were cut significantly to address screen time of students. In relation to this and to stress the importance of authenticity in lessons, a no grade policy was put in place for CLE, Music, Art and PE. The administration of quarterly tests and the giving of academic awards were also suspended in Grades 5 and 6. The school year was also divided into three trimesters instead of the usual four quarters. These two school years were called the XSEL (Xavier School E-Learning) school years.

After a successful pilot run of hybrid-flexible classes at the end of XSEL, SY 2022-2023 opened with classrooms containing both onsite (Roomies) and online (Zoomies) students. This was the HyfleXS school year where each classroom was equipped with a speaker, camera and microphone in addition to the usual presentation equipment to allow for the mixed composition of students. The Kinder to Grade 2 classrooms were equipped with an Imago board each to facilitate the needed online feature for the hyflex set-up and to increase student engagement through its interactive capabilities. Faculty, staff and students reported 4 days a week to school and worked online on Fridays.

Innovation has always been a tradition in Xavier School ever since it opened as the first all-boys Chinese-Filipino School in Manila in 1956. At the onset, Xavier School offered dual curriculum offered in other Chinese Schools. Since then, the school has continuously taken bold steps to ensure that Xavier Education keeps pace with the ever-evolving world.

The **CORE** Values of **XAVIER SCHOOL**

	<p>Competence I Critical Reflection</p> <ul style="list-style-type: none"> • Explore different concepts, ideas and issues (especially those with local and global significance) out of love for learning as shown in my natural curiosity and interest in independent inquiry. • Evaluate different ideas and claims based on a commitment to rationality and an understanding of the diverse ways of knowing the different disciplines. • Apply critical and creative thinking skills to approach and make sense of complex real-life problems and to make reasoned moral-ethical decisions.
	<p>Competence II Creative Action and Eloquent Communicators</p> <ul style="list-style-type: none"> • Demonstrate mastery of subjects and skills through creations and performance across a broad and balance range of disciplines and apply them in my life and society. • Articulate ideas effectively, confidently, and creatively in more than one language, using modes and styles of communication most suitable for a given purpose, audience and context.
	<p>Conscience Contemplation-In-Action</p> <ul style="list-style-type: none"> • Build a personal relationship with God through prayer and the sacraments. • Make moral and principled decisions and act based on my discernment of God's will in my life. • Nurture the habit of reflection, giving thoughtful consideration and meaning to daily experiences.

1

Competence
Critical Reflection

- Gains fluency in all basic skills in Filipino and English language which are listening, speaking, reading and writing when sharing about one's experiences at home and in school.
- Speaks, reads and writes simple words, phrases and simple sentences in Chinese.

Competence

Creative Action & Eloquent Communicators

- Enjoys rhymes and simple stories and answers literal questions about materials read.
- Acquires the basic concepts and skills in Music, Art and PE.
- Possesses the basic skills in counting, addition, subtraction and simple word problems.
- Knows simple forms of media.

2

3

Conscience
Contemplation-in-Action

- Expresses an awareness of God through simple personal prayers and community prayer services.
- Resolves to be good on his own accord after a guided reflection of one's experiences.

Culture

Global Citizenship

- Knows the basic aspects of one's identity as Filipino and as a member of the Chinese-Filipino ethnic group.

4

5

Compassion
Compassionate Service

- Shows concern for friends, classmates, and members of the family and the school community.
- Takes care of the cleanliness and orderliness of one's place at home and in school.
- Shows awareness and supports the school and community on environmental concerns and the care for mother earth.
- Participates in outreach and service programs as a manifestation of nation building.

Character

Discipline and Magis

- Describes one's feelings honestly in a situation and expresses them in acceptable and appropriate ways.
- Shows awareness of one's capabilities and areas of improvement.
- Displays pride in doing simple tasks by himself.

6

7

Community
Collaborative Leadership

- Makes friends with others regardless of their differences.
- Cooperates with and helps others in performing simple tasks.
- Performs leadership roles in simple tasks and shows initiative in performing tasks on his own simply by interacting, sharing and convincing people on what is right.
- Respects ideas of others.

1

Competence
Critical Reflection

- Uses Filipino and English in oral and written communication which shows skills in the language functions when sharing about a given topic.
- Gains fluency in all the basic skills in the Chinese language which are listening, speaking, reading, and writing when sharing about one's experience at home and in school.

Competence

Creative Action & Eloquent Communicators

- Shows interest in a broader range of reading materials; analyzes ideas and issues from materials read and relates them to one's life, to the world and to other texts.
- Applies creative and critical thinking in interpreting materials read and connects them to broader aspects of life.
- Applies basic concepts and performs basic skills in Music, Art, and PE.
- Applies the basic scientific skills/inquiry-based approach to facts, concepts and principles to everyday situations.
- Translates a practical problem into a mathematical concept and finds a solution using the four fundamental operations.
- Shows awareness of the influences and effects of the different forms of media.
- Applies basic computer skills.

2

3

Conscience
Contemplation-in-Action

- Has knowledge and appreciation of one's identity as Filipino with Chinese cultural heritage.
- Shows awareness and appreciation of the similarities and differences of people and accepts them as they are.

Culture

Global Citizenship

- Deepens one's relationship with God by starting a habit of prayer and reflection and involvement in liturgical celebrations.
- Differentiates what is right from wrong and is able to choose the right course of action.

4

5

Compassion
Compassionate Service

- Shows concern for others especially the poor and shares one's time, talent, and blessings with them.
- Shows awareness of the causes and effects of environmental problems.
- Participates in the school and community projects on awareness and care of the environment.
- Volunteers in outreach and service programs and takes a stand for what is right and just.

Character

Discipline and Magis

- Begins to process one's feelings before reacting and takes responsibility for one's actions.
- Builds on one's strengths and works on one's weaknesses.
- Manifests a sense of responsibility in accomplishing assigned tasks.

6

7

Community
Collaborative Leadership

- Celebrates successes of family and friends; appreciates the efforts and understands limitations of others.
- Differentiates one's responsibilities in a given group activity and encourages others to do their share.
- Leads others towards the accomplishment of goals.
- Communicators for dialogue, negotiations, and consensus building.



Profile of the Xavier Graduate

QUALITIES OF THE XAVERIAN - THE 6 Cs

The 6 Cs are an elaboration of our Vision and Profile of the Xavier Graduate. They embody the qualities of the ideal Xaverian, and must serve as the GOALS of all that we are doing in Xavier School.

Each C, referring to an aspect in the Xaverian's self, is a technical term - i.e., it has been chosen and is used here apart from its usual meaning. A definition is, therefore, provided for each C. Catch-phrases are also included for your use.

CONSCIENCE

Spiritual Self

"Conscience" refers to the Spiritual Self of the Xaverian, which includes - but is not limited to - his moral life.

MORAL REASONING:

He is ruled by a well-educated conscience. He is familiar with the moral teachings of his faith and tries to understand them. He knows that moral reasoning is not simply a case of applying universal rules to particular situations. He understands that given the gray areas of life, moral reasoning requires careful discernment, but must begin with a desire and commitment to do what is good and right.

HABIT OF REFLECTION:

In a world of fast-paced living and excessive stimuli and information, he knows the value of reflection. He realizes that "experience is the best teacher" only if accompanied by the necessary reflection on the experience. For this reason, he tries to nurture the habit of slowing down, pausing, and taking a step back to reflect about the meaning and consequences of his actions.

A LIFE OF PRAYER AND DISCERNMENT:

He strives to keep close contact with God and to seek God's will in his life, especially when he makes the more important decisions in his life.

A CLOSE FRIENDSHIP WITH CHRIST AS LIVED OUT WITHIN THE CHURCH AND ITS SACRAMENTS:

Because of his religious knowledge and experience, he has made the choice of a fundamental orientation to Christ, regarding Him as his leader, model, guide, and friend. As a Catholic, he lives out this friendship with Christ within the life of the Church and through its sacraments.



CHARACTER

Psycho-Emotional Self

By “character”, we mean the Psycho-Emotional Self of the Xaverian. Equally important in one's growth, after all, is his emotional intelligence or EQ.

SELF-KNOWLEDGE AND ACCEPTANCE:

A Xaverian possesses a realistic knowledge and acceptance of himself. He appreciates his God-given gifts and as a sign of gratitude, strives for their development to the fullest. At the same time, however, he is conscious of his weaknesses and shortcomings, and accepts these even as he tries to improve himself in every way he can.

SELF-MASTERY AND DISCIPLINE:

He possesses self-mastery and exercises self-discipline. He is learning to appreciate the value of order, harmony, and efficiency in life, and continually makes an effort to attain these in his own life. He tries to acquire a more mature sense of responsibility for his actions, lending support to external structures, as well as finding support in them.

SELF-TRANSCENDENCE:

For one to be able to transcend himself, he must first accept himself. At a certain point in his development, however, the Xaverian knows that he must learn how to manage his own individual needs and emotions, maintaining a proper balance over and against the needs of others and the larger community.

COMMUNITY

Social Self

"Community" refers to the Social Self of the Xaverian, his ability to be with people and to work with them.

ABILITY TO WORK WITH OTHERS:

In an increasingly interconnected world, the ability to work well with others becomes a most important art. The Xaverian is someone who can live with others comfortably and work with them effectively. He has developed his interpersonal skills to the degree that not only has he learned to be comfortable with people who may be different from him, but just as importantly, he is able to work with them in a peaceful and effective manner.

ABILITY TO INFLUENCE AND LEAD OTHERS FOR THE GOOD:

The Xaverian is trained to be a leader, skilled in managing group processes. Moreover, he uses these skills to lead others to recognize and to do what is good and what is right.



ACCEPTANCE OF-AND RESPECT FOR OTHERS:

Ultimately, his desire to get along with others and his smooth interpersonal skills are rooted in a fundamental recognition of every human person's dignity.

COMPETENCE

Functional Self

"Competence" refers to the Xavierian's Functional Self, his knowledge and skills that enable him to perform diverse tasks and carry various responsibilities.

ACADEMIC EXCELLENCE:

Like other good schools, Xavier School seeks to prepare its students for the world, with knowledge and skills that will make them fit to succeed. The Xavierian is committed to the pursuit of academic excellence. By the time he completes his studies in Xavier, he shall have acquired the habit of logical and critical thinking; a certain ease and facility in expression, both oral and written language; a capacity to adapt and apply himself to the task at hand, at the same time giving evidence of his knowledge and mastery of those subjects which shall prepare him for further studies. Through the Jesuit charism of "MAGIS" he has a certain allergy to mediocre work and has the spirit of a generous person striving to do more.

WELL-ROUNDEDNESS:

Xavier's academic program recognizes that each person has multiple intelligences; hence, we try to develop and build on these intelligences as much as we can. As a truly well-rounded individual, the Ideal Xavierian's sensibilities go beyond merely academic concerns and include the following: an awareness and appreciation of music, literature, and the arts; a familiarity or even mastery of basic athletic skills through participation in sports and other athletic activities. All of these must lead to the formation of a total person who is the product of a truly liberal, humanizing, and well-rounded education.

OPENNESS TO GROWTH AND LEARNING:

The Xavierian matures in a way that reflects some personal responsibility for his own growth. He is beginning to reach out for further development of his full potentials, and is continuously seeking opportunities to develop his personality, sharpen his intellect, broaden his imagination, explore his feelings, refine his tastes, deepen his own religious convictions and other sensibilities. He realizes that in life, what is important is "learning how to learn".



CULTURE

Historical Self

By “Culture”, we mean the Xavierian’s Historical Self, his identity as shaped by his roots and his present culture. Xavier School has a special mission to the Chinese Filipinos because it is a Chinese-Filipino school founded by Jesuit missionaries for the education and evangelization of the Chinese-Filipino community.

ROOTEDNESS IN THE CHINESE-FILIPINO CULTURE:

Most Chinese Filipinos in Xavier go through a stage where they are unfamiliar with, and/or uncomfortable with their Chinese heritage. Some even go through a stage when they “disown” it. It is hoped that the Xavierian will have a growing appreciation of Chinese-Filipino culture, with a working knowledge of Chinese history and some facility in the language. He eventually acquires a better understanding and a deeper appreciation of his own cultural heritage.

INTEGRATION INTO PHILIPPINE SOCIETY:

The Xaverian is also conscious of himself as a Filipino, even as he is of Chinese ancestry. He feels that he belongs, and must contribute to Philippine society. He has begun achieving personal integration of the various cultural influences in his life, enabling him to understand and better appreciate his unique role within the Chinese-Filipino community, the role of the community within the Filipino nation, the role of the Philippines in Asia, and indeed in the larger human family.

ACCEPTANCE OF THE DIVERSITY OF CULTURE IN THE WORLD:

As a Chinese Filipino living in an increasingly global world, he is becoming more conscious of his own unique cultural identity, and is growing more deeply aware of all the values, the customs and traditions that govern and influence his personal life. He is at home with the diversity of cultures in the world. In this age of globalization, he is nevertheless able to retain his Asian soul.

Hence, true to the spirit of the “Incarnation”, he believes that Christ is already present in every culture and seeks to uncover and proclaim this presence.



COMPASSION

Societal Self

"Compassion" refers to the Xavierian's Social Self - i.e., his orientation to service and his preferential option for the materially poor and marginalized. This C is to be distinguished from "Community" in the sense that "Community" refers to living and working well with others, while "Compassion" refers to the dimension of service, especially the service of the poor.

LIFE OF SERVICE FOR OTHERS:

As in all Jesuit schools, at Xavier, excellence in education has a higher purpose - the service of others. Towards this end, the Xavierian is acquiring considerable knowledge and familiarity with the needs of the local as well as the large Filipino community. He is preparing himself for his own future participation as a competent, concerned, and responsible member of these communities. He understands that his personal well-being is interrelated with the well-being of other people.

PREFERENTIAL OPTION FOR THE POOR:

For the Christian, the expression "neighbor" includes in a special manner the poor and the needy. The Xavierian strives to be a neighbor especially to those most needy and most marginalized in imitation of Christ's preferential option for the poor.

FAITH THAT DOES JUSTICE:

Most of all, the Xavierian understands that his faith can be complete only if he works for justice- i.e., when he recognizes unjust structures and charity "that helping the poor" is good. He also knows that something more is demanded of him: justice, which is more than simply "helping the poor," but working -and at times, even fighting to improve their lot.

In a sense, the mission of the Xavierian is **"to comfort the afflicted and to afflict the comfortable."** In this manner, he tries to live as a **"MAN FOR OTHERS."**



Administration, Faculty and Staff

SCHOOL PRESIDENT

The School President is responsible for leading the entire school towards the achievement of its educational goals and objectives and realization of its Vision and Mission. The School President has authority in all school matters.

PRINCIPAL

The Principal manages and directs all undertakings of the Grade School. The Principal is responsible for leading the Grade School towards the attainment of its objectives.

THE GRADE SCHOOL ASSISTANT PRINCIPALS

The Grade School has two (2) Assistant Principals, one for Academics and the other for Formation. They both assist the Principal in the overall management of the Grade School, especially in matters related to their respective areas.

THE GRADE SCHOOL ASSISTANT PRINCIPAL FOR ACADEMICS

The Assistant Principal assists the Principal in the various tasks related to the administration and supervision of the academic affairs and progress of the Grade School.

Reporting directly to him/her are the Academic Department Chairpersons, the Coordinator of the Learning Resource Center and - for academic concerns of their grade levels - the Team Leaders in Kinder, Grade 1 and Grade 2.

THE GRADE SCHOOL ASSISTANT PRINCIPAL FOR FORMATION

The Assistant Principal for Formation is responsible for the students' personal development through a relevant program of formation drawn up in coordination with the various non-academic offices. He/She is in charge of the implementation, supervision and evaluation of the different formation programs.

The different offices under the Assistant Principal for Formation are the following: Office of Disciplinary Services, Guidance and Counseling Office, and Student Activities Program Office.

Reporting to him/her directly are the heads of the aforementioned offices and – for administrative concerns in their grade level – the Team Leaders in Kinder, Grade 1, Grade 2, Grades 3 to 4 and Grades 5 to 6.

PREFECT OF DISCIPLINE

The Prefect of Discipline heads the Office of Disciplinary Services (ODS). He/She oversees and monitors the effective implementation of the school's rules and regulations. He/She coordinates with other support offices of the school in providing services to the students.



CAMPUS MINISTER

The Campus Minister takes care of the spiritual and liturgical formation of the school community. He is available to the teachers and students for spiritual counseling. He is assisted by other Jesuits assigned as Chaplains to help with spiritual ministries in the school.

CAMPUS MINISTRY AND SERVICE PROGRAM COORDINATOR

The Campus Ministry and Service Program Coordinator leads in organizing, planning, implementing and evaluating the Service Program as well as the liturgical and other spiritual activities and programs of the Grade School Unit.

CHAPLAIN

The Chaplains assist the Campus Minister with spiritual ministries in the unit. They are also available to the teachers and students for spiritual counseling.

TEAM LEADER

The Team Leader is responsible for monitoring the academic progress and discipline of the students in the unit. He/She coordinates with the Assistant Principals in the planning, implementation, supervision and evaluation of academic and formation programs in his/her grade level.

STUDENT ACTIVITY PROGRAM COORDINATOR

The Student Activity Program Coordinator is responsible for planning, implementing, supervising and evaluating the different co-curricular and extracurricular clubs of the Grade School.

GUIDANCE COORDINATOR

The Guidance Coordinator oversees the development and implementation of the school's Guidance and Counseling Program to ensure the continuous personality and character development of the students.

DEPARTMENT CHAIRPERSONS

The Department Chairpersons are directly responsible for planning, implementing, supervising and evaluating the academic programs towards the accomplishment of the objectives of the various department/subject areas.

ED TECH COORDINATOR

The Ed Tech Coordinator Oversees the implementation of the One 2 One Program in the Grade School and is responsible for the integration of technology in all subjects. He/She is also assigned to help train teachers in the use of technology. He/She answers directly to the NEXt Coordinator.



LEARNING RESOURCE CENTER (LRC) COORDINATOR

The LRC Coordinator is responsible for implementing the Library Program and for providing media services and other instructional resources that are needed by the students, faculty and other members of the community. He/She supervises the librarians and staff in accommodating requests for borrowing of books, audio-visual aids and other instructional materials.

GUIDANCE COUNSELOR

The Guidance Counselor provides personal and academic counseling to students and assists them in their character growth and developmental needs.

CLASS ADVISER

The Class Adviser follows up the academic and personal formation of students in his/her section. The Class Adviser fosters class spirit and promotes a harmonious relationship among the members of the class, their parents, teachers, schoolmates and other members of the school community.

CLASS MENTOR

The Class Mentor assists the Class Adviser in providing personal formation to students in that section. The mentor sees to it that he/she knows and understands every student entrusted to his/her care.

SUBJECT TEACHER

The Subject Teacher teaches a particular subject and helps the students acquire the necessary skills in their studies.

CLUB MODERATOR

The Club Moderator is responsible for planning, implementing and evaluating the activities in a co-curricular/extracurricular club.

LIBRARIAN

The Librarian supports the instructional program of the school by collaborating with the teachers in implementing the library program.

STUDENT SUPERVISOR

The Student Supervisor assists the teachers in maintaining external order and discipline of the student.

Part II

GENERAL ACADEMIC PROGRAMS





Part II

GENERAL ACADEMIC PROGRAMS

A. Academic Programs

The Xavier Grade School Academic Programs comply with the standard curriculum prescribed by the Department of Education and offer additional topics on top of what is required in the different subjects. It also features a Chinese Language Arts Program.

Guided by the school's Vision, Mission and Goals, the various instructional offerings integrate both local and global issues in the treatment of the lessons and infuses technology to create effective and engaging learning experiences that address the interests, talents, learning styles and developmental needs of the learners. Christian values and attitudes drawn from the practices and teachings of the Catholic Church are also emphasized.

The Academic Subjects are as follows: (** refers to subjects that are non-graded*)

- Art* - starts in Grade 1
- Chinese
- Christian Life Education (CLE)*
- Computer Education - starts in Grade 2
- Filipino
- Language
- Mathematics
- Music* - starts in Grade 1
- Physical Education*
- Reading
- Science - starts in Grade 2
- Social Studies - starts in Grade 2



B. Special Academic Programs

Basic Skills Instruction in the Core Subjects (BASICS)

BASICS is a special academic intervention program offered in English and Mathematics to address the lack of foundation skills in the said subjects. Students are placed in a smaller class size and assigned a Math/Reading specialist as a teacher.

Basic Filipino/Chinese

This is a special pull-out language class exclusively given to new learners of Filipino and/or Chinese given their previous residence and schooling. The program is offered only to student transferees who lived abroad at least 2 years immediately prior to being accepted to Xavier School on a case-to-case basis. An additional fee is collected from the participants of this program inasmuch as it entails additional resources.

GEMS

GEMS is a special academic program for students who have been identified as having the capacity for advanced subject curricula based on their performance scores, achievement test results, observation of their teachers, among others. The GEMS lessons may be enriched with additional subject matter and deepened with more complex activities and assessments. This is usually offered in Reading, Language, Filipino, Chinese, Math and Science.

Personal Academic Assistance (PAA)

Personal Academic Assistance refers to focused instruction given by a teacher to individuals or small groups to help them cope with the current lesson. This may be recommended by a teacher or requested by a parent/guardian for a student whose grades reflect difficulty in the subject. This program is offered after regular school hours for a fee.

Summer Academic Assistance (SAA)

Summer Academic Assistance is required of students who failed the final grade in an academic subject. A student who fails SAA cannot be promoted to the succeeding grade level.

GroundworkXS

This is a special multi-level intensive language program offered to new students whose English proficiency is lacking. This program is offered after regular school hours for a fee.



C. Academic Regulations

Grading System

Xavier Grade School follows a 5-point letter grading system. The letter grades and their descriptors below are intended to be a meaningful and fair reflection of student learning in the academic subjects. Grades are based on the students' output and performance in the various assessments set by each subject. Note that the letter grades are not transmuted from a numerical grade.

LETTER GRADE		DESCRIPTORS
K-G1	G2-G6	
E EXCELLENT	A	<ul style="list-style-type: none">• COMMENDABLE RESULT/ EXCEPTIONAL PERFORMANCE/ EXCELLENT WORK QUALITY• Has mastered all skills and concepts in class
VG VERY GOOD	B	<ul style="list-style-type: none">• VERY GOOD RESULT/ COMPETENT PERFORMANCE/ HIGH QUALITY WORK• Consistently demonstrates an understanding of most skills and concepts covered in class• Exhibits minor difficulties in understanding one or two topics
G GOOD	C	<ul style="list-style-type: none">• AVERAGE RESULT/ SATISFACTORY PERFORMANCE/ ACCEPTABLE WORK QUALITY• Usually demonstrates an understanding of most skills and concepts
L LIMITED	D	<ul style="list-style-type: none">• BELOW AVERAGE RESULT/ LIMITED PERFORMANCE/ MINIMUM WORK QUALITY• Understands only the most basic skills and concepts covered in class• Exhibits difficulties in understanding some topics•



LETTER GRADE		DESCRIPTORS
K-G1	G2-G6	
IE INSUFFICIENT EVIDENCE	IE	<ul style="list-style-type: none">• INSUFFICIENT EVIDENCE OF LEARNING IN RESULT/ PERFORMANCE/WORK QUALITY• Demonstrates insufficient understanding of even the most basic skills and concepts covered in class• Very limited performance• No work output or poor work output even with support and supervision

Components of the Trimester Grade

The trimester grade in academic subjects is composed of all the graded assessments given in the term. Assessments may vary from traditional tests like mastery tests and written reports to alternative assessments like projects, experiments, digital productions, etc. depending on the objectives of each subject.

Each assessment is assigned a weight value to correspond to the amount of instruction time devoted to the unit and the degree of complexity of the assessment.

To prepare students for the High School, a term-end summative assessment in the different subjects is given in Grade 6.

Non-Graded Subjects

a. Christian Life Education

Xavier School recognizes that competence and proficiency in faith-related matters and spirituality may not be accurately and satisfactorily evaluated using graded assessments, and that the assignment of grades to student answers may even inhibit authentic learning. Given this, CLE performance in assessments is provided qualitative instead of quantitative feedback, and CLE is not graded as a subject. However, to ensure that parents are made aware of their son's class participation, compliance with requirements and behavior in class, a Conduct and an Effort Mark are given in the subject each trimester.

b. Music, Art, Physical Education

Music, Art and PE are considered not just academic subjects, but venues to develop life skills related to health (i.e., physical and mental), fitness, and recreation. Given this, Xavier School deems it more important to encourage



creativity and participation rather than to assign performance marks for every lesson. The said subjects are not graded to unburden students from the stress of public performance and to allow them to simply learn, apply and enjoy skills in the different areas.

Habitual non-submission of and/or non-compliance with requirements in these subjects will be construed as acts of irresponsibility and may be sanctioned accordingly.

Effort Mark

The Effort Mark is given by Subject Teachers at the end of each trimester to indicate a student's commitment towards his studies and diligence as seen in his:

- quality of work set by the department like thoroughness, neatness, penmanship, grammar, mechanics, etc.
- work habits, which include following teacher's instructions, cooperating with classmates during group work and diligently accomplishing classroom tasks and taking down notes
- level of engagement in class characterized by listening attentively and sharing one's ideas, asking questions during lectures or discussions, and taking initiative in class activities
- preparedness for classwork, e.g., bringing required materials (books, themes, manuals, specimen), reading assigned texts, accomplishing homework, etc.
- promptness in submitting assigned work

The following Effort Marks are given:

Outstanding (O)	A student receives an O in Effort if he manifested the identified indicators ALL THE TIME.
Very Good (V)	A student receives a V in Effort if he manifested the identified indicators MOST OF THE TIME.
Good (G)	A student receives a G in Effort if he manifested the identified indicators OFTEN. This means that the student has generally fulfilled the requirements of the subject.
Satisfactory (S)	A student receives an S in Effort if he MINIMALLY manifested the identified indicators. This means that the student needs improvement in the following: class participation, attentiveness, interest, and class preparation. The student has the potential, but his present performance does not measure up to his capacity.



Unsatisfactory (U) A student is given a U In Effort if he has NOT or HAS BARELY manifested the identified indicators. This means that the work done by the student is GENERALLY UNSATISFACTORY as shown by his lack of participation and his indifference to class discussions or recitation, his frequent lack of interest and attention to the subject matter, his submission of frequently late, incomplete, carelessly done activities, or non-submission of any work.

Academic Appeal

An Appeal for a Review of Grade may be made at the end of a trimester. An appeal form is available at the Grade School Principal's Office and must be accomplished and submitted within 5 class days after the posting of the report cards on the XS Parent Portal. No appeals will be entertained after this prescribed date.

Appeals are forwarded to the Academic Standards Committee for comments and recommendations.

Changes in the grade will be made only if substantial grounds for the appeal have been presented and deemed valid.

D. Awards System

An ideal Xaverian is a:

- a. Man of Competence
 - strives to develop his potential, abilities, skills and talents
 - performs in a manner marked by excellence in the nature of his participation and involvement in extracurricular and school activities and/or his active participation in sports and games
 - adapts and applies himself to a remarkable degree to the task and challenges at hand and to modern technology
 - possesses a desire to improve himself and develop his potential
- b. Man of Culture
 - takes pride in his Chinese-Filipino heritage
 - upholds Chinese and Filipino traditions and practices
 - manifests virtues such as frugality, industriousness, patience, simplicity, perseverance and courtesy



- shows nationalism and patriotism by respecting the Philippine flag
 - takes pride in his ability to speak the Chinese and Filipino language
- c. Man of Compassion
- displays a positive attitude towards his classmates/schoolmates, helpers at home or in school, neighbors and the less privileged
 - displays willingness and availability to do more for others
 - has the initiative in rendering service to his classmates/ teachers, and other members of the community
 - respects the rights of others
 - shows his concern for the poor through his active support in the different service activities of the school
- d. Man of Conscience
- is loving both in word and in deed
 - participates actively in community prayers, Masses and other religious celebrations
 - reflects and discerns as a habit
 - has an active prayer and sacramental (Eucharistic) life
- e. Man of Character
- acknowledges his strengths and weaknesses, his potential and limitations
 - possesses a strong sense of responsibility
 - demonstrates self-reliance and independence
 - practices honesty in his work and dealings with others
 - shows initiative and willingness to serve others
 - manifests sportsmanship and fairness in games
 - recognizes and accepts others' strengths and weaknesses
 - shows care and respect for the property of others
 - exhibits humility and kindness
- f. Man of Community
- manifests a healthy attitude towards his teachers, classmates, school personnel, family members, helpers and drivers through the way he interacts with them
 - shows patience in helping others
 - shares, cooperates and works well with others, promotes the good of the majority
 - participates in projects involving the preservation of the environment
 - takes responsibility in ensuring the conservation of resources (e.g. water, electricity, etc.)
 - leads and influences others in fostering harmonious relationships within the community
 - takes the initiative to maintain order and discipline within the class with or without adult supervision



In recognition of the exemplary display of and to further develop the 6Cs, the following awards are given to deserving students who meet the criteria for each.

Subject Achievement Award

The Subject Achievement Award is given at the end of the school year to Grades 5 and 6 students who receive a grade of A, and a mark of at least V in both Conduct and Effort, in all trimesters of a particular subject.

Since this award is given in recognition of outstanding scholastic excellence and exemplary behavior, the following are not qualified to receive this award:

- students who belong to special remedial programs, e.g., Basic Filipino and/or Basic Chinese, BASICS Math and/or English
- students who initially received an IE in a summative assessment and received a passing mark only after the retake
- students who were placed on disciplinary status for an offense during the school year

Trimester Conduct and Diligence Award

The Trimester Conduct and Diligence Award is given to Grades 5 and 6 students who receive an O in Conduct and Effort in all subjects for the term.

Annual Conduct and Diligence Award

The Annual Conduct and Diligence Award is given to Grades 5 and 6 students who receive an O in Conduct and Effort in all subjects in all trimesters for the school year.

Special Citation

A Special Citation may be given to a student who exhibits outstanding talent or skill in a particular field or discipline.

Magis Award

The Magis Award is given to a student who has striven for excellence in all that he does, has demonstrated perseverance in school work, and has consistently exerted outstanding effort in improving himself and in developing his full potential.

He is someone who is always looking for ways to do more, so that he can be more.

If merited, the Magis Award may be given to more than one student.

E. Promotion and Retention Policy

At the end of the school year, the Principal convenes an academic and disciplinary board to deliberate on the promotion, retention or withdrawal of students.



Promotion

For Kinder and Grade 1

A student who gets a final grade of IE in **3 or more indicators** under Personality and Character Development may be placed on Disciplinary Probation Status in the succeeding school year.

For Kinder only

A student who gets a final grade of IE in **3 or more indicators** under Intellectual/Cognitive Development may be placed on Academic Probation Status in the succeeding school year.

For Grade 1 only

A student who gets a final grade of IE in at most two (2) academic subjects is required to take and pass the Summer Academic Assistance (SAA) Program before he can be promoted to Grade 2 under an academic status. A student who gets a final grade of IE in three (3) or more academic subjects will be retained in Grade 1.

For Grade 2 to Grade 6

A student must have at least a final subject grade of D in each of the academic subjects at the end of the three trimesters of the school year in order to be considered eligible for promotion to the next grade level.

A student who incurs a failing final annual subject grade in not more than two (2) subjects, should enroll, and must pass the Summer Academic Assistance (SAA) program in order to be promoted to the next grade level. A student who is promoted to the succeeding level after passing SAA will be placed under Academic Warning Status (AWS). The conditions of the AWS are stated in the AWS Notice that is given to the parents. Students who do not pass SAA are either retained or separated (dismissed) from school.

When a student who is already on Academic Warning Status (AWS) fails not more than two subjects at the end of the school year, he may still take SAA, and upon passing, be promoted to the next grade level on Academic Probation Status (APS). The conditions of the APS are stated in the APS Notice that is given to the parents.

OTHER REQUIREMENTS FOR PROMOTION

- participation in the spiritual and other formation activities (i.e., recollection and service interaction) of the grade level
- grade of S in co-curricular and extra-curricular activities (for Grades 5 and 6)



Retention

A student is made to retain in the same grade level if he has not satisfactorily shown the required mastery of knowledge and skills needed in the succeeding grade level.

Specifically, a student is automatically retained in the same grade level if he

- incurs a failing final grade, i.e., IE, in three (3) subjects at the end of the school year,
- fails the Summer Academic Assistance (SAA) Program, or
- does not meet the requirements of his Academic Probation Status

A student may be retained only once in his entire stay in the Grade School.

Dismissal from the School

A student is dismissed from the school if he

- was already previously retained in a grade level and incurs a failing final grade in any subject at the end of the school year
- incurs four or more failing final grades in any of the subjects at the end of the school year
- does not meet the requirements of his Academic Probation Status

Part III

FORMATION PROGRAMS





Part III

FORMATION PROGRAMS

A. Programs and Activities

Education in Xavier School, a Catholic and Jesuit school, is ultimately the formation of its students into Men for Others. The Formation Program offered by the school aims to help our students grow spiritually, psycho-emotionally and socially, developing them into Men of Conscience, Character and Community.

Student Activity Program (SAP)

The Student Activity Program offers a variety of co-curricular and extra-curricular activities that aim to:

- develop special talents and skills
- promote leadership
- enrich learning
- foster cooperation and generosity
- nurture compassion

Co-curricular clubs support the action goals of the different academic subjects. The lessons and activities in these clubs are usually related to the regular academic offerings in the different subject areas. The course offerings in these clubs are supervised by the Department Chairpersons. Extra-curricular clubs cater to the non-academic interests of the students. They serve to ensure the holistic development of the students. These clubs are monitored and supervised by the Student Activity Program Coordinator.

Co-curricular and extra-curricular activities are offered to Grade 2 to 6 students under the following structures:

G2	Special interest-based activities are scheduled as an alternative to regular academic classes at the end of each term. Students have the opportunity to choose the activity that they would like to join given their interest and/or talent.
G3 - G4	A set of club offerings is made available to students every term. Club meetings are scheduled once every cycle. Membership is optional.
G5 - G6	A set of club offerings is made available to students at the beginning of the school year. Club meetings are scheduled once every cycle. All students are required to join one club per trimester and are given a grade at the end of each trimester.



Clubs that require a special skill set may require an audition or a proficiency test as part of their membership requirement. These clubs usually require more frequent meetings than the other clubs.

Under the SAP, too, is the Student Council. The Student Council, through the Council of Presidents, represents the Grade School Student Community. It is composed of the Class Officers of Grades 4 to 6. The Student Council seeks to:

- a. help develop a Christian, self-disciplined and united Grade School student community
- b. provide leadership that shall serve the Grade School students and promote their general welfare
- c. initiate activities to support the thrust, principles and objectives of the Grade School
- d. support and provide assistance in the implementation of the school rules and regulations pertaining to student concerns
- e. represent the Xavier School Grade School student body in other similar organizations when needed

Campus Ministry and Service Office Program

The Campus Ministry and Service Program forms students who will help in the development of a Christian community through worship, living out the Gospel values, and witnessing to God's love in the spirit of service to others.

Service interaction activities are integral to this program and are incorporated in every grade level. These activities are carefully designed and implemented to suit the age, needs and abilities of the students in order to achieve the school's vision of developing students who will be men for and with others.

Complementing the service interaction activities are recollections in selected grade levels. These help prepare students to receive the sacraments and/or to feel God's presence in special milestones in their lives.

The service interaction activities and recollections are considered canons in Xavier formation and as such, participation in them is a requirement for promotion.

Guidance and Counseling Program

The Guidance and Counseling Program includes a wide range of services that focus on the individual child and his primary group (parents, siblings, close friends), his associational group (classmates, peers, clubs, and working groupmates), and the school or community.

Group Guidance, known as the Guidance Period or Care for Self and Others (CareSO), focuses on the formation of values and the exploration of concerns that are most relevant to the students' developmental stage. Topics include caring for the self and others.



Advisory Period

The Advisory Period, primarily handled by the Class Advisers, is a venue designed for total student formation. Students are guided in day-to-day happenings and decision making as they plan for class activities, resolve problems/issues and carry-out classroom housekeeping tasks. This period is also used for general assemblies of the Grade School.

Study Hall

Study Hall provides Grades 2-4 students the opportunity for independent study with the end goal of helping them develop good study habits. During this period, the students are equipped with study skills and encouraged to start working on assignments that were given by their teachers that day. Whatever work they accomplish is then taken home for parent follow-up.

Mentoring Program

The Mentoring Program in Grades 5 and 6 is put in place to enable the school to fulfill its mission of "nursing the light in every student." The fundamental principle of the program is "to provide at least one caring adult for every Xavier student." The program is primarily pastoral and not academic in nature.

B. Grades for Performance and Participation in Non-academic Activities

The Extra-Curricular Activities (ECA) grade reflects the student's participation and contribution in his club/s. This is given once a trimester.

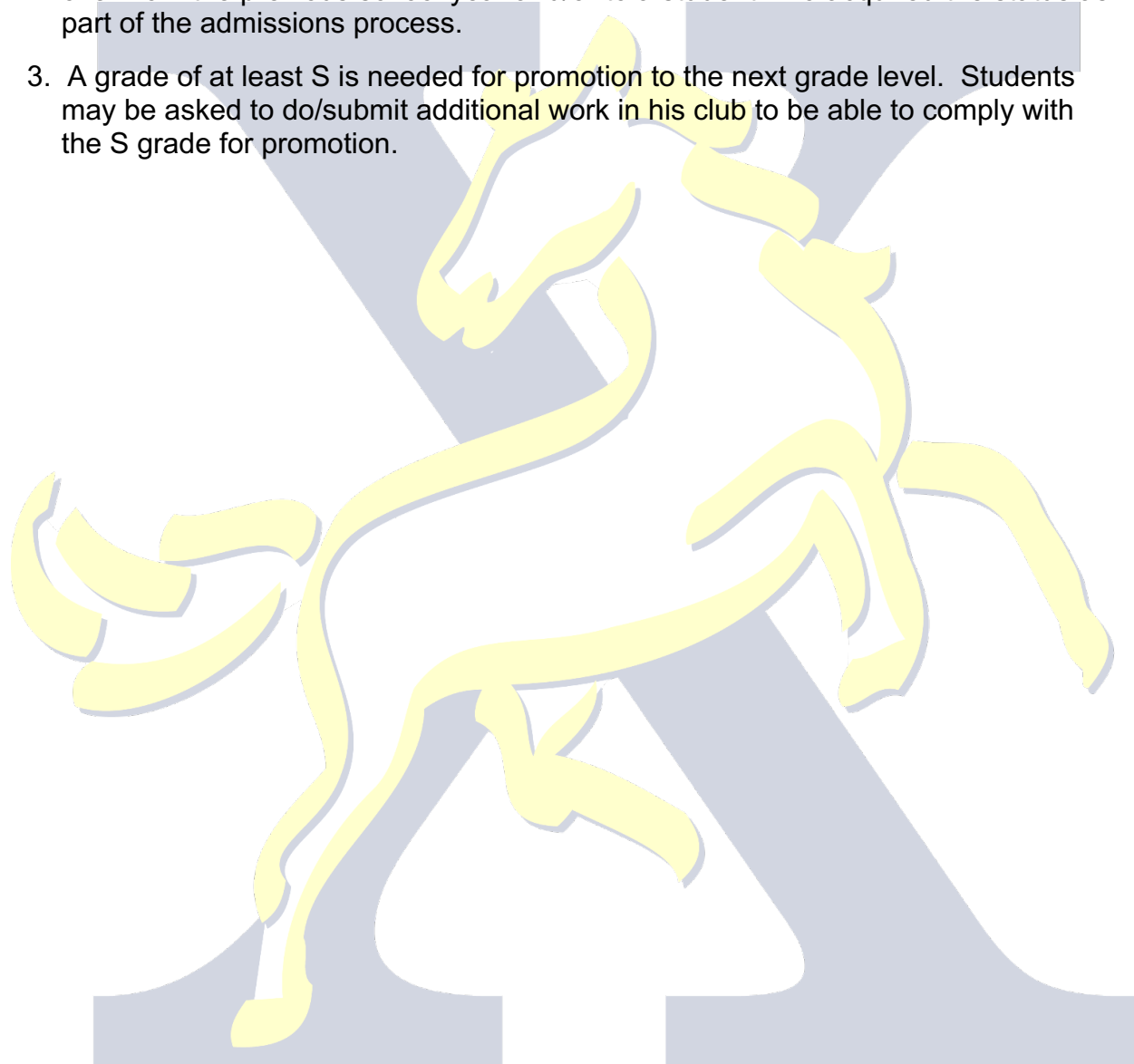
The Homeroom Grade reflects the students' general behavior not only during Advisory and Guidance periods, but also in assemblies and other special school activities. Attendance is also a factor considered under the Homeroom Grade. This is given once a trimester. ECA and Homeroom are graded using the following:

OUTSTANDING (O)	faithfully observes the desired behaviors
VERY GOOD (VG)	consistently observes the desired behaviors
GOOD (G)	generally, though not consistently observes the desired behaviors
SATISFACTORY(S)	occasionally observes the desired behaviors, has to be reminded sometimes to follow
UNSATISFACTORY (U)	seldom observes (OR does not observe) the indicated behavior, has to be reminded constantly to follow



***Note:**

1. A student who acquires a DISCIPLINE STATUS (DWS or DPS) is automatically given a U in his Homeroom grade on the trimester that the status is issued.
2. The rule above is not applicable to a student whose discipline status was carried over from the previous school year and/or to a student who acquired the status as part of the admissions process.
3. A grade of at least S is needed for promotion to the next grade level. Students may be asked to do/submit additional work in his club to be able to comply with the S grade for promotion.



Part IV

SCHOOL POLICIES, RULES & REGULATIONS





Part IV

SCHOOL POLICIES, RULES & REGULATIONS

Rules and regulations exist to help every student be on his best behavior. They serve to strengthen his character by giving him opportunities to exercise self-discipline. The school rules and regulations contribute to an atmosphere of order that is necessary for learning. This is the spirit one should take in following these rules and regulations.

It is every student's responsibility to know and abide by the rules and regulations of the school.

A. School Uniform

The school uniform states a student's affiliation with the school. As such, the student is expected to wear the prescribed school uniform properly during regular school days and for official school activities.

REGULAR UNIFORM (for SY 23-24)

The regular school uniform consists of the following:

Kinder

- white polo shirt with the school seal, name patch, and grade level patch sewn on the left breast pocket of the polo shirt
- khaki pants
- plain white undershirt (tucked with the sleeve length not exceeding that of the polo shirt)
- white socks
- low cut black leather shoes
- school ID

Grade 1 to Grade 6

- color-coded collared shirt with XS logo and name tag
- decent shorts or pants
- rubber shoes (closed) - no sandals
- white socks
- school ID

P.E. UNIFORM

The prescribed Physical Education (P.E.) uniform worn during P.E. classes, intramurals and other special events consists of the following:



- P.E. shirt (yellow)
- P.E. shorts/jogging pants
- white socks
- rubber shoes

Students should come to school wearing rubber shoes during the school day of their P.E., intramural games and other special activities.

GROOMING AND HYGIENE

Students are expected to come to school with a general appearance of cleanliness and neatness. This is shown by the following:

- Hair must be properly groomed and must not touch the eye brows, the ears and the collar of the polo shirt. Barber's Cut is the official haircut for students.
- Fingernails must be regularly cut or trimmed.
- The uniform must be kept clean and neat at all times.
- All students must carry a clean handkerchief. They are also required to bring an extra plain white shirt for them to change into should it be necessary.

All students are required to have a Grooming Kit that contains the following: hand sanitizer, extra face mask, extra plain white or P.E. shirt, extra pair of shorts, socks, underwear, face towel, roll of tissue paper and plastic bag for wet/soiled clothes.

B. School Attendance

Students must be present at least 80% of the total number of days in a school year to fulfill the requirements of the Department of Education (DepEd). Absence in excess of 20% may automatically cause a student to be dropped from the official student list.

ATTENDANCE AND PUNCTUALITY

A Xaverian should develop the habit of punctuality. Every student is expected to be on time for his classes, assemblies, and all other school activities. Responding quickly to the school signals shows his desire to be punctual.

SIGNALS

- Walking Music -This is the signal for student to start moving back to the classroom in preparation for classes.
- Class Bell -This is the signal for classes to begin.

7-DAY CYCLE

Kinder to Grade 6 follow a 7-day cycle where the students follow a rotating class schedule every seven days. Should there be interruptions due to unexpected and unforeseen events, the missed class schedule is automatically followed on the day classes resume. Days are labeled as Day 1, Day 2, Day 3, etc. A Day 0 (zero) may be declared to signal an official school day with a special schedule.



ONLINE DAY

One day of the week is an online day. On this day, students attend their classes through Zoom. This is an official school day where attendance and participation are still checked, and students are expected to follow the usual schedule of classes and to behave accordingly.

ASSEMBLIES

A general assembly is held regularly at the Sports Center on a Day 1. During the assembly, the Grade School community gathers together to pray, raise the national flag, to sing the national anthem, to recite the pledge of allegiance, to sing the San Juan hymn and the school song, and to listen to important announcements.

Assemblies are also held for programs, contests, liturgical celebrations, and other community activities. Every student is expected to come on time and to behave properly during the assembly.

CLASS ATTENDANCE

Attendance in class is checked at the start of every period. The class secretary assists the teacher in monitoring attendance.

- Students who are not with their class (or not inside the classroom) at the start of the period are marked late.
- Students who are late to school and/or to class must first secure an admission slip from the Office of Disciplinary Services (ODS) in order to be admitted to class.

During class hours, a student who goes to the Infirmary must present to the teacher an admission slip from the school doctor/nurse before he can be readmitted to class.

A student may only be excused from class when he is called by the Grade School Principal, Assistant Principal, the Team Leader, Prefect of Discipline, Student Supervisor, or the Guidance Counselor.

TARDINESS

Tardiness is brought to the attention of the parents of a student. Reminders are given on the third, fifth, and eighth late-coming. Succeeding tardiness will be given appropriate disciplinary measures.

ABSENCE FROM SCHOOL

Regular attendance in school is required of all students. A student who is absent from school should have his parents fill out the online Absence Notification Form (ANF) before reporting back to school. The late or non-submission of the ANF may render an absence as unexcused.



Absences are excused only for valid reasons. The school reserves the right to determine the validity of a student's reason for his absence. Only students whose absences are deemed excused may be given extra encounters and will be eligible for retake in assessments.

A student who is absent from school is responsible for the lessons that were taken up during his absence. He is expected to arrange make-up work with the different subject teachers.

LEAVE OF ABSENCE (LOA)

A student who has to be away from school for three (3) or more days must file a Leave of Absence Form. This should be filed under the online Absence Notification Form (ANF) (i.e., choose "3 or more days due to NON-HEALTH related reason/s") at least two (2) weeks before the leave. The ANF for unplanned leaves should be filed within three (3) days of the student's return to school. Failure to do so may render the leave unexcused.

As a matter of policy, the school excuses a leave of absence due to the following reasons only: health, emergency, death in the family, calamity, and official capacity, i.e., when the students are sent off-campus as representatives of the school or of the country. Only students with excused LOAs will be given the opportunity to request for additional encounters with the teachers. Moreover, students whose leaves are not approved will not be eligible for a retake and/or redo for graded assessments.

A student who applies for a one-year leave of absence may be allowed to re-enroll provided that set conditions are met.

REPORTING BACK TO SCHOOL AFTER RECOVERING FROM A CONTAGIOUS ILLNESS

Students who miss school because of a contagious condition should first present to the infirmary a medical certificate from a licensed doctor that he is fit to go back to school. The school doctor then re-examines the patient. Only when the school doctor issues an infirmary pass can the student be allowed to go to his class.

Students who have not been issued an infirmary pass will be pulled out from class and will be sent to the infirmary.



C. Procedures Followed at the Grade School Infirmary

1. The school infirmary is a place for sick or injured people to seek medical attention.
 - a. Students who go to the infirmary should bring their school ID and HSCN with them. They use the ID to tap in at the infirmary and the HSCN is where the nurse on duty will log the medical intervention or treatment given to the student.
 - b. Students will not be allowed to stay at the infirmary. Students who are not well enough to attend class will be sent home or brought to the hospital, depending on the severity of the illness.
2. A student who is very ill or injured is either sent home or brought to the hospital. In such cases, the infirmary personnel will inform the ODS and the parents.
 - a. If a student is to be sent home, the following procedures are followed:
 - o The infirmary staff issues an exit permit to the student.
 - o The ODS staff facilitates the retrieval of the student's bag from the classroom and its delivery to the infirmary.
 - o The infirmary staff calls up the parents of the student to inform them of their son's condition and to ask that the student be fetched at the infirmary.
 - b. If a student is to be brought to the hospital, the following procedures are followed:
 - o The infirmary staff informs the parents by phone of the plan (recommendation) to immediately bring the student to the hospital before actually bringing the student to the hospital. In case of extreme emergency (as determined by the school doctor), i.e., when the parents or guardians could not be reached right away, the student is brought to the hospital first and the parents are notified as soon as possible.
 - o The nurse on duty accompanies the student to the hospital. A GS staff/faculty may be asked to accompany the student, if necessary.
 - c. If a student who is brought to the infirmary has been involved in an accident or a fight, the school physician makes a medical report specifying the student's condition when he was admitted to the infirmary. A copy of this report shall be promptly submitted to the ODS.
 - d. If a student who is brought to the infirmary shows signs of a monitored injury, the Protocol for Monitored Injuries Involving Students (See Appendix) will be activated.

D. Health (Recess and Lunch) Breaks

- o All students are required to take recess and lunch inside the school premises.
- o Food and drinks are to be taken only at designated areas. Food deliveries are strictly prohibited.
- o Every student is expected to observe good table manners during mealtime.



- Students may only engage in physical play or leave the canteen area after sufficient time for eating has lapsed

E. Dismissal and Curfew

REGULAR DISMISSAL

- Students should leave the classroom immediately after the last period.
- Students should proceed to their designated exit gate and wait for their fetcher there. Students should not loiter inside the school premises after dismissal.
- School wide curfew starts at 4:30 p.m. Students not fetched by this time should stay at the designated gate only.
- Students who have classes or activities after school hours should stay within their designated activity area.
- A school team or a group of students may hold practice sessions or meetings after school only if supervised by a coach or teacher/ staff.
- Students who are not fetched by 6:00 p.m. are brought to Gate 4.

NO RE-ENTRY POLICY

Students are not allowed to re-enter the school once they have left the school campus. Since the students are always reminded to pack their things carefully inside their school bags before dismissal, there is no reason for a student to come back due to forgotten materials.

SPECIAL DISMISSAL

If a student has to leave earlier than the regular dismissal schedule, a letter from the parent/guardian should be presented to the Class Adviser and/or the Team Leader. An Exit Permit is then secured from the Office of Disciplinary Services. A student will only be allowed to leave the school campus with his parents/guardians or their authorized representative.

FETCHING RADIO FREQUENCY IDENTIFICATION (RFID)

- Fetching RFIDs are issued to parents/guardians (and/or their authorized representatives) of students with red school RFIDs at the start of the school year to ensure the safety and security of the students.
- The “No Fetching Card, No Exit” policy is strictly enforced for students with a red RFID.
- A parent/guardian who fails to present a fetching card should secure an exit permit from the Security Office. This exit permit is good for one day only.
- A fee is charged to replace a lost fetching card.

IDENTIFICATION CARD (ID)

All students are issued an RFID at the beginning of the school year. The school ID card is an important official document which certifies that an individual is a registered



student of the school. All students must wear their ID at all times. It is also a requirement for entering and exiting the school campus.

Kinder to Grade 5 students are automatically issued a red RFID. Holders of red RFIDs may only exit the campus in the company of an authorized fetcher with a valid Fetching RFID.

Parents of Grade 6 students may select a red or a green RFID for their children. Green RFID holders are allowed to exit the campus on their own.

- A student is required to present or surrender his school ID when he borrows any athletic/school equipment. Tampering with the school ID is considered a serious offense. Likewise, lending or allowing another person to use one's ID shall subject the lender and borrower to appropriate sanctions.
- Lost IDs must be immediately reported to the ODS. A student will be charged a certain amount for the replacement of a lost ID.
- Any ID found must immediately be turned over to the ODS. Any student caught using the lost ID of another will be sanctioned heavily.

F. Suspension of Classes

The Department of Education shall govern the suspension of classes due to calamities or inclement weather.

GENERAL RULE

In cases of heavy rains that cause flooding in certain areas and no announcement has been made by the Department of Education or the local government, parents should make the decision whether or not to send their children to school, taking into primary consideration the health and safety of their children.

AUTOMATIC SUSPENSION OF CLASSES

Classes in Kinder, Grade School and High School shall be automatically suspended, without need for any announcement from the school or the Department of Education when Typhoon Signal #2 is raised by PAGASA.

SUSPENSION OF CLASSES IN SPECIAL CASES

- As a matter of policy, the Department of Education's Regional Director announces the suspension, cancellation and/or postponement of classes in a particular region.
- The Mayor, as Head of the Local Government Unit Disaster Coordinating Council, may cancel classes in his area of responsibility in extreme cases such as floods, high tide, etc.
- The School President, in the absence of an announcement from local government officials, may suspend classes if the conditions in the school and/or in the areas



immediately surrounding it will endanger the lives and safety of the students, teachers and other school personnel.

DISMISSAL TIME WHEN THE SUSPENSION OF CLASSES IS ANNOUNCED AND STUDENTS ARE IN SCHOOL

No indiscriminate and hurried withdrawal of students shall be permitted on such occasions to enable the school authorities to implement safety measures for all students. The procedure for dismissal during regular days will still be followed, i.e. assigned exit gates, use of fetcher's RFID, tapping out of I.D., etc.

When classes are suspended, the school authorities will exert every effort to inform the parents of the dismissal time through the school website (www.xs.edu.ph), the Xavier School Facebook page (www.facebook.com/xavierkuangchi), Twitter (@xvrchl), and the text brigade c/o XSPA.

G. Emergency Drills and Grab Bag

Announced and unannounced emergency drills are conducted during the schoolyear to prepare students/faculty/staff to respond accordingly to any emergency situation, i.e., fire, earthquake, bomb threats. Route/movement supervisors are assigned to facilitate orderly evacuation.

All students are required to have a Grab Bag. This contains emergency medical and food supplies that will be crucial in an emergency situation. Indiscriminate consumption or playing with the Grab Bag contents will be sanctioned accordingly.

H. Home-School Communication Announcements

Every student is expected to take note of announcements made during the assemblies, over the public address system, in the classroom, and on bulletin boards and blackboards.

CIRCULARS

Important information is given to parents regularly through emailed circulars. Parents are advised to check their XS-issued parent email regularly.

HOME-SCHOOL COMMUNICATION NOTEBOOK (HSCN)

The Home-School Communication Notebook is issued to each student so that he may log homework, reminders, and other important announcements in it. Teachers and parents may also use the HSCN to communicate with each other. Parents are expected to check and sign their son's HSCN daily. A student should bring his HSCN to school every day.

XS WEBSITE (www.xs.edu.ph)

The school website is a source for information regarding school events, announcements, and featured articles of students, faculty and staff, alumni, and parents.



PARENT-TEACHER CONFERENCE (PTC)

Parent-Teacher Conferences are set every term. Parents may also request additional conferences with the teachers.

XSPA VIBER

The school may request the assistance of the XSPA in announcing urgent communication to the parents through the XSPA Class Viber groups.

I. Report Card

The Report Card is the official record of a student's performance and is given at the end of every trimester. This document is posted on the school's parent portal, i.e., School Automate.

A hard copy of the Report Card may be requested from the Grade School Principal's office for official reasons for a fee. Tampering with the report card is considered a major offense.

J. School Materials

Every student is expected to come to class with the necessary school materials. The class schedule serves as a guide in determining the things that must be brought to school. Failure to bring the needed materials for the day is considered as irresponsibility and will be sanctioned accordingly.

1. All school materials should be properly labeled.
2. Forgotten materials that are delivered to the school will not be accepted.
3. A student should bring only materials that are needed for schoolwork. The teacher will confiscate unnecessary items.
4. Confiscated materials are returned to the parent/guardian of the student upon the discretion of the Prefect of Discipline. Confiscation is necessary if the material:
 - is a distraction,
 - encourages theft or causes an unnecessary need among students, or
 - causes harm or injury

K. Homework

Homework is an important part of Xavier Education. It is given for the following reasons:

1. to strengthen classroom learning
2. to review what has been taught and to check what has been learned
3. to give teachers feedback on how much the students have mastered and understood
4. to help students practice good study habits at home

A student is expected to come to class with complete homework. Failure to do one's homework is generally considered as irresponsibility and may be sanctioned.



L. Managing Student Workload

In order to ensure a healthy and balanced workload that will promote learning without compromising the benefits of childhood and family life, the school has come up with the following measures:

HOMEWORK/ASSESSMENTS MANAGEMENT SCHEME

Teachers in all subject areas coordinate regularly in order to avoid loading students with an excessive amount of assignment (i.e., homework and assessments). The Grade School has put a cap on the number of assessments for a given day.

LOCKER TRAINING PROGRAM

Students in Grades 3 to 6 are provided personal lockers for their belongings. They are taught to plan their day and organize their things in order to optimize the use of the locker. Books and materials that are not needed at home should be left in the locker to help manage the volume and weight of the materials carried by the students on a daily basis. There will be no locker access on non-school days.

The students are expected to keep their lockers clean and orderly at all times. The ODS may conduct a random inspection of lockers.

MAXIMUM SCHOOL BAG DIMENSION/WEIGHT

Only school bags not exceeding the following dimensions and weight (without contents) are allowed: vertical 7"x12"x16"(LxWxH) and 2.5 kilos. In general, students are allowed to bring one school bag plus lunchbox and/or water jug.

Kinder students are required to use the prescribed Kinder bag that is made available for purchase during enrollment.

M. Guidelines for Lost-and-Found Items

1. Students, teachers, staff and personnel should turnover labeled and unlabeled lost and found materials to the ODS.
2. Students should report lost personal belongings to the same offices.
3. Claims should be made during lunch break and dismissal time.
4. Unclaimed items will be displayed during the quarterly Parent-Teacher's Conference (PTCs).
5. Items not claimed after the PTC days are donated to any of the school's partner outreach institutions.
6. Lost and found cash are turned over to the Office of Disciplinary Services (ODS). The money is forwarded to the Accounting Office at the end of each school year.



N. Sports and Athletics

All students may try out in any of the school's varsity teams. Interested students must be willing to undergo rigorous and regular training.

1. A student trying out for a school team should present a medical certificate stating him physically fit to undergo the rigors of physical conditioning and the highly physical demands of competitive sports.
2. Inasmuch as varsity students represent and carry the name of the school, they are expected to be models of academic excellence and exemplary behavior. Given this, they may only compete as a member of a Varsity Team if they are not on any academic or disciplinary status, specifically:
 - A student on Academic Warning Status (AWS) and Academic Probation Status (APS) may only be allowed to train and compete WITH the Principal's explicit approval.
 - A student on Disciplinary Warning Status may only be allowed to compete WITH the Principal's explicit approval. He may train with the team under the close monitoring of his parents.
 - A student on Disciplinary Probation Status (DPS) is not allowed to represent the school in any competition. Only when the status is lifted will the student be allowed to compete again. However, in the interest of physical conditioning, students on DPS may train with the team under the close monitoring of their parents and upon a positive evaluation of their teachers and formators.
3. An athlete ceases to become a member of the school team if he incurs any disciplinary and/or academic status. He becomes ineligible to play immediately after the status notice is served by the ODS and/or communicated by the GSPO.

O. Simplicity

The school encourages simple living through the following practices:

1. Kinder-Grade 2 students are not allowed to bring money to school.
2. Grades 3-6 students should not bring money exceeding Three Hundred Pesos unless he needs to make an important purchase at the Bookstore. Parents are advised to set their son's HelloMoney limit to not more than Two Hundred Pesos (Php 200.00) a day.
3. Students are not allowed to wear jewelry and other accessories.
4. Birthday parties in school are not allowed. Distribution of loot bags and other giveaways is also not allowed.
5. Students are discouraged from giving gifts to teachers, classmates and schoolmates.
6. Students may not bring toys, gadgets and other non-school related items to school.

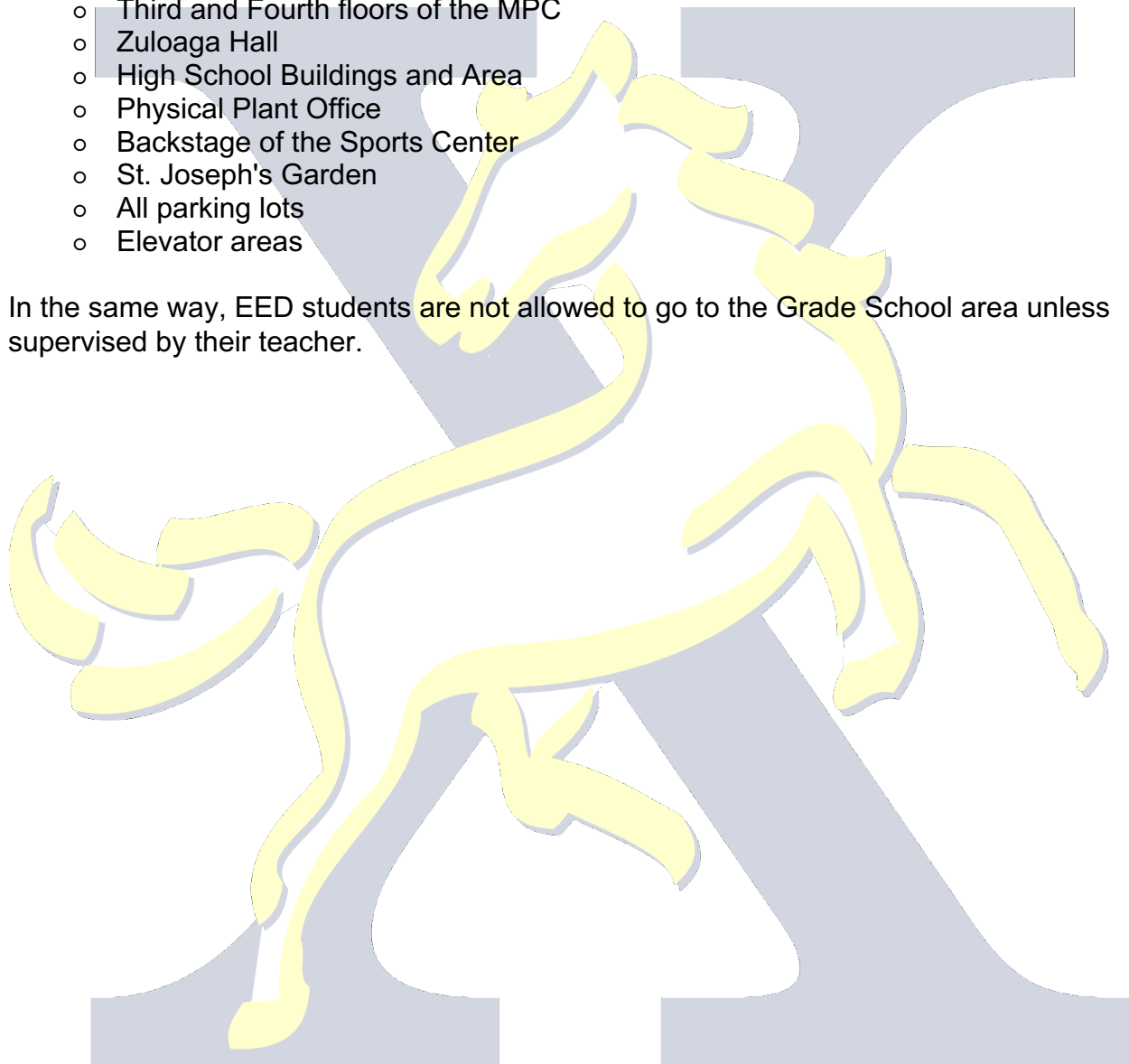


P. Restricted Areas

Students should not enter restricted areas. The following are considered off-limit areas for Grade 2 to Grade 6 students:

- Early Education Building and Area
- Administration Building (except for the Bookstore)
- Faculty Workrooms and Offices
- Third and Fourth floors of the MPC
- Zuloaga Hall
- High School Buildings and Area
- Physical Plant Office
- Backstage of the Sports Center
- St. Joseph's Garden
- All parking lots
- Elevator areas

In the same way, EED students are not allowed to go to the Grade School area unless supervised by their teacher.



Part V

CARE & USE OF FACILITIES





Part V

CARE AND USE OF FACILITIES

Students are given the responsibility of taking care of all the facilities of the school. Every student is expected to respect the property of the school by observing the rules and regulations regarding their use.

Classrooms

The classroom is a place of learning and studying. It is therefore important that an atmosphere helpful to learning and studying is maintained at all times.

1. All students are responsible for the cleanliness and orderliness of their homeroom and all other classrooms.
2. The desk and chair assigned to a student must be kept free of any distinguishing marks.
3. School bags, lunch boxes, jugs and all other materials should be properly labeled and arranged in their proper places.
4. The property of others should be respected and should not be touched or taken without permission.
5. Playing, eating, drinking, unruly behavior and unnecessary noise are not allowed in the classroom.
6. The chalkboard and whiteboard must be kept clean at all times. These must be ready for the use of the next teacher.
7. Materials posted on the walls and bulletin boards should not be removed, damaged or tampered.
8. The use of entrance and exit doors should be properly observed. During class hours, a student requesting entry into the classroom must knock and wait politely and patiently until he is allowed to enter the classroom.
9. Classrooms are locked during recess, lunch, dismissal time and when the class moves to another venue like the LRC, Sports Center, Science Laboratory, etc.
10. Lights, fans, and projectors must be switched off when they are not in use.
11. Students who need to use the classroom during break or after class hours must always be supervised by a teacher.
12. Classroom monitors are assigned to stay after class hours (for a maximum of ten minutes) under the supervision of the last period teacher.
13. The computer/projector unit may only be operated by the teacher. Students are not allowed to touch any of its parts without the permission of the teacher.



Student Lockers

The Grades 3 to 6 students are required to use lockers to train them to become more responsible in managing their time and belongings. Only books, writing materials and other subject requirements needed for a series of subject periods are allowed inside the classroom. Moreover, only stroller bags within the school-prescribed size will be allowed inside the classroom. All other items should be placed inside the locker.

GUIDELINES ON THE USE OF THE STUDENT LOCKERS:

1. Lockers should be kept locked at all times. Students shall provide their own padlocks (keyed padlocks and combination locks are both acceptable) and key holders. Students who use keyed padlocks will be required to leave a duplicate key with their class adviser.
2. Students who habitually forget their lock combination or lose their key may be sanctioned for irresponsibility.
3. Students who do not keep their lockers locked may be sanctioned for irresponsibility.
4. Students are responsible for the contents, cleanliness and orderliness of their own lockers.
5. Labeling and/or decorating the locker with stickers, paint, etc. is not allowed.
6. Tampering with or opening another student's locker will be sanctioned appropriately.
7. Students are allowed access to their lockers only during the following times: before 7:30 a.m., during recess and lunch breaks and dismissal time.
8. Students, parents and/or their representatives will not be allowed to access the lockers on no class days. Special requests will be entertained on a case-to-case basis.
9. Any damage to the locker should be reported immediately to the Student Supervisor or Class Adviser. Appropriate sanction/s, in addition to the cost of repair shall be meted for damages resulting from misuse.
10. Items left inside the lockers at the end of the school year will be disposed of as deemed appropriate by the School.

Corridors and Stairways

1. As a safety measure, corridors and stairways should always be open for passage.
2. School bags, lunch boxes and jugs should not be left along the corridors and stairways.
3. Students may place their school bags and other materials in proper parking areas when outside the classroom. Items left indiscriminately in unauthorized areas may be confiscated, and the owners sanctioned accordingly.
4. Running and playing along the corridors, the stairways, and the ramp are not allowed.
5. During class hours, students should walk quietly along the middle of the corridor so as not to disturb classes.



6. When going up or down the stairs, students must walk on the right side of the stairway.
7. Students are expected to take care of corridor fixtures (fire extinguishers, rolling cabinets, etc.) including displays, posters, and other announcements. Causing damage to any of these fixtures will warrant an appropriate sanction and replacement/repair fees.

Learning Resource Center (LRC)

The Early Education Department (EED) library is for the exclusive use of Kinder and Grade 1 students, while the Grade School Learning Resource Center is for the exclusive use of Grades 2 to 6 students.

1. Students may use the LRC to avail of its services, materials and equipment.
2. Students may only bring writing materials inside the LRC. Open shelves outside the LRC are available for the temporary storage of bags, jugs, and other personal belongings.
3. During class hours, LRC services for students are only for those pre-arranged by the teacher. Students who are not accompanied by a teacher should present a permit to enter and use its resources.
4. Students are expected to use computer units, handle books, magazines and other LRC materials with care.
5. All materials should be returned to their proper places after use.
6. Trash should be disposed of in the designated trash cans in the LRC.
7. Students may borrow a maximum of five (5) books for one week (reference materials and graphic novels) or two weeks (regular books) using their school ID.
8. Borrowing privileges are non-transferable.
9. Upon leaving the LRC, students should present borrowed books for inspection.
10. Fines are collected for overdue books and other materials.
11. Replacement fees are collected for lost/damaged books and/or lost borrower's card.
12. The settling of fines and other LRC fees is a requirement for clearance at the end of the school year.
13. An atmosphere conducive to reading and learning must be observed at all times.

School-owned Devices

1. The school-owned devices are for research and educational use only. Surfing/browsing/accessing unauthorized and/or restricted sites/folders will warrant severe disciplinary sanction.
2. School-owned devices should be handled with care. The student is responsible for the device – repair/replacement costs for any malfunction or damage (both hardware and software) due to mishandling or loss, shall be charged to the



student. The student will pay the amount of the school-owned device when it was originally purchased.

3. Students should practice BURRA (Before Use Report Right Away). Any physical damage or device malfunction should be reported immediately to the subject teacher or technician on standby.
4. Students are not allowed to make account changes, or install, or delete apps on the school-owned device.
5. Students are expected to work quietly, independently and responsibly while using the school-owned devices.
6. Eating or drinking while using any school-owned device is not allowed.
7. Students should practice AURRA (After Use Report Right Away). Students should check the school-owned device before returning it. Any physical damage or device malfunction should be reported right away to the teacher.

Science Laboratories

1. Students may reserve and work in the Science Laboratory upon approval of the Science teacher and availability of the room.
2. Students can only work in the Science Laboratory under the supervision of a Science teacher or the Laboratory Assistant.
3. Students using the laboratory should observe safety measures at all times. Handling and disposing of hazardous waste should be done with utmost care.
4. Students are expected to handle laboratory equipment with care. Students will be required to replace or pay for the damage of any laboratory equipment or fixture. This will be considered as a requirement for clearance at the end of the school year.
5. Students should immediately report any damaged laboratory equipment or any problem encountered to the teacher in charge.

Faculty Workrooms

The Faculty Workrooms are for the exclusive use of the faculty and staff. Students are not allowed to enter the workrooms. Those who wish to speak with a teacher should follow the guidelines for use of the intercom.

Office of the Guidance Counselors

The Office of the Guidance Counselor is a place for guidance and counseling services. It is located near the respective grade level classrooms. Students who wish to speak with the guidance counselor should knock and wait to be acknowledged before entering the room.

Materials in the office should be handled with care and returned to their proper places.



Gotuaco-Yu Auditorium, Angelo King Multi-Purpose Center, High School Multi-Purpose Hall, Zuloaga Hall

These facilities are used for grade level and school wide activities. Students are expected to maintain order and cleanliness inside these facilities.

Conference Rooms

The conference rooms (parlors) in the Administration Building are used for Parent-Teacher conferences. Parents are requested to stay in the conference room while waiting for the teacher.

Chapel of the Five Loaves

The chapel is a place of worship and silent prayer and a venue for class confessions. Students are expected to maintain a prayerful atmosphere and respect the sanctity of the place.

Religious Images and Other Symbols

Spread across the campus are statues of religious images and other important persons. Students are expected to respect these by caring for them. Should there be other individuals offering prayers, a respectful silence should be kept so as not to disturb others in prayer.

Fr. Rafael Cortina, S.J. Sports Center

The Sports Center is a multi-level structure that features a work-out gym, badminton courts, a track oval, basketball courts, function rooms and basement parking. It also serves as the venue for general assemblies and institutional Masses. Guidelines on the use of these facilities should be observed properly.

Football Field

The football field is a place for various outdoor activities. To maintain its cleanliness and good condition, food and bottled drinks are prohibited in the area. Students should not climb the net nor hang on the goal posts.

Swimming Pool

The following rules should be observed in the swimming pool area:

1. Swimming is allowed only with the presence of a lifeguard.
2. Students must be in proper swimming attire.
3. Eating and drinking bottled or canned drinks are not allowed.
4. Students must take a shower before and after using the pool.
5. Rough games are strictly prohibited.



Bookstore

Students may purchase school materials at the bookstore during break time. Lining up, use of polite words, compliance with bookstore rules and regulations, and honesty are expected of every student.

Canteen

Students are expected to adhere to the following rules at the canteen:

1. Fall in line when buying food.
2. Observe courtesy in speech and actions.
3. Observe proper eating habits.
4. Eat only at the canteen area.
5. Scrape and dispose of all leftover food in the designated containers.
6. Dispose of trash in the designated trash bins.
7. Maintain cleanliness at all times.
8. No running and playing of sports equipment at the canteen area.

Comfort Rooms

The comfort rooms are provided to serve the personal health necessities of the students. As a rule, students should use the comfort room found at the end of the corridor where their classrooms are located.

When using the comfort rooms, the students are expected to maintain cleanliness, to observe good hygiene practices, and to conserve soap, tissue paper and water.

Playing in the comfort rooms is not allowed.

Central Administration Offices

The various offices in the grade school provide different services to the school community. Parents and visitors who wish to transact business in any of these offices should secure an appropriate pass from the guard upon entry at Gate 2.

Part VI

CODE OF DISCIPLINE





Part VI

CODE OF DISCIPLINE

Introduction

"Jesuit education includes formation in values, in attitudes, and in the ability to evaluate criteria; that is, it includes formation of the will. Since a knowledge of good and evil, and of the hierarchy of relative goods, is necessary both for the recognition of the different influences that affect freedom and for the exercise of freedom, education takes place in a moral context: knowledge is joined to virtue.

Personal development through the training of character and will, overcoming selfishness and lack of concern for others and the other effects of sinfulness, and developing the freedom that respects others and accepts responsibility, is all aided by the necessary and fair regulations of the school; this includes a fair system of discipline. Of equal importance is the self-discipline expected of each student, manifested in intellectual rigor, persevering application to serious study, and conduct toward others that recognizes the human dignity of each individual."

Characteristics of Jesuit Education nos. 51, 52

Rationale

A Xaverian constantly strives for excellence in the spirit of the magis. He carries the pride of being a Xaverian wherever he may be. His behavior as a Xaverian not only reflects the good name of the school but also of himself as an integral part of the school community.

A Xaverian is expected to be refined in speech and action, respectful towards others and self-disciplined in the exercise of his responsibilities and lifestyle at all times.

The Grade School Code of Discipline prescribes a set of rules and regulations, which governs the student behavior in order to create and foster an environment that is conducive to learning and growth.

Upon his enrollment in Xavier School, the student together with his parents, signifies his intention to accept and abide by the rules and regulations of the school.



The Code of Discipline governs all students in any of the following circumstances:

- anytime within the school campus, anytime within the school vicinity
- at any school-related activity (in and off campus)
- in school buses
- anytime the students are wearing the school uniform
- whenever, by any circumstance, it would be clear to an observer that the student is from Xavier School.

The school's authority to discipline is not confined to the school premises but may extend outside the school campus and beyond school hours if there are violations that affect the good name and reputation as well as the integrity of the school.

Students who violate any of the school rules and regulations are subject to appropriate disciplinary sanction. All students are expected to bring to the immediate attention of the school authorities any violation of school rules and regulations.

A. Conduct Marks

The Conduct Mark is given by each subject teacher at the end of each quarter to indicate a student's behavior and deportment.

OUTSTANDING (O)

A student is given an O mark in conduct if he has faithfully observed the rules and regulations in the Code of Discipline of the school. The student is a role model to his classmates.

VERY GOOD (VG)

A student is given a V mark in conduct if he has consistently observed rules and regulations in the Code of Discipline of the school.

GOOD (G)

A student is given a G mark in conduct if he has generally, though not consistently observed rules and regulations in the Code of Discipline of the school.

SATISFACTORY(S)

A student is given an S mark in conduct if he has not incurred any violation of the major offenses but occasionally incurred infractions against the Code of Discipline.

UNSATISFACTORY (U)

A student is given a U mark in conduct if he has incurred a major offense listed in the Code of Discipline and if he has been issued a disciplinary sanction.



B. The Office of the Disciplinary Services (ODS)

1. All matters pertaining to external order and discipline are under the administration of the Assistant Principal for Formation, Team Leader, Prefect of Discipline and the Student Supervisors.
2. They implement the Code of Discipline, general policies, rules and regulations of the Grade School Unit, impose proper disciplinary sanctions, and submit to higher school authorities their recommendation on matters pertaining to the correct observance of school rules and regulations.

C. System of Discipline

Exclusive and Final Authority

The school is the sole authority in establishing school rules, and therefore, the interpretation of its rules is also the school's exclusive and final decision. In each case, the school has the authority to:

1. determine what is not an acceptable behavior for its students;
2. interpret the letter and the spirit of the rule;
3. classify offenses; and
4. decide what sanction applies in each case

Extent of Authority to Discipline

1. School Vicinity
 - a. anywhere within the school premises
 - b. anywhere within the school's vicinity
2. Outside the School
 - a. during school-related activities e.g. during games, fieldtrips, assemblies, contest or similar events
 - b. in the school bus and other official school vehicles
 - c. whenever a student is wearing the school uniform no matter where he is
 - d. whenever by circumstances he is identified as a Xavier student

Aggravating Circumstances

An offense may be given a higher sanction due to the following conditions:

1. it is a repetition of the same offense anytime within the student's stay in the Grade School;
2. when the offense is aimed at any member of the school community
3. when there is a pattern of behavior indicating a negative attitude toward school, school rules or school authorities,
4. other situations as determined by the school authorities



Mitigating Factors

An offense may be given a lighter sanction given the following conditions:

1. good faith (an honest mistake)
2. provocation from other parties
3. good disciplinary record
4. cooperation on the part of the student or his family
5. permanent or temporary adverse family situation
6. other situations determined by the school authorities

Inciting Others to Commit an Offense

Provoking others to commit an offense may carry the same sanction as the offense itself. Specifically, on the matter of fights, words, insults, pushing or shoving, even in the absence of a formal challenge may be construed as provocation and therefore be liable to a sanction.

Frustrated or Attempted Offenses

Frustrated or attempted offenses may carry the same sanction as the offense itself, or a sanction proportionate to the gravity of the offense.

Liability for Damages

Whenever a student's action, whether willful or not, results in, or is followed by damage to property or physical injury, the student concerned is liable for damages, regardless of the disciplinary sanction applied.

Whenever a student's action or omission, willful or otherwise, results in moral damage to another's good name or reputation or fame, the offending student may be required by the school authorities to make up, through an apology or any other appropriate means, for the damage caused.

Direct or Indirect Involvement

Direct or indirect, active or passive involvement in the commission of an offense may make a student liable for sanctions as determined by the school authorities. Involvement includes, but is not limited to, participation, cooperation, covering up, passive presence, and/or witnessing but not reporting the commission of a serious offense.

Charges

The school reserves the right to initiate and conduct an investigation of any offense committed by any of its students, inside or outside the school campus, even if no formal charges are brought by other parties or no parties have reported the said offense.

Sanction System

A student who misbehaves and/or disregards the rules and regulations of the school after sufficient warnings given by school personnel will be given the appropriate sanction. For minor offenses, an appropriate sanction may be given immediately after



the misbehavior or offense is committed. For serious disciplinary cases, the procedure set forth in Section V below will be applied.

The 2010 Revised Manual of Regulations for Private Schools in Basic Education (The “Manual of Regulations”) includes the following entries:

Section 134. Action in Minor Offenses

A teaching personnel or school official, in the exercise of his right as substitute parent in relation to his students, shall have the authority to impose appropriate and reasonable disciplinary measures in the interest of good order and discipline in case of minor offenses committed in his presence. When the offense committed is serious, the teaching personnel or school officials shall submit a report concerning the violation to the school head who may cause the institution to appropriate disciplinary sanction against the erring student, if warranted by the circumstance of the case.

Section 135. Filing of Disciplinary Administrative Action

When the offense committed is serious and circumstances so warrant, the school head shall cause the filing of the corresponding administrative action against the erring pupil or student. No disciplinary sanction shall be applied upon any pupil or student except for cause as defined in the rules and regulations of the school or in this Manual and after due process shall have been observed. The punishment shall be commensurate with the nature and gravity of the offense.

D. Discipline Procedure in the Early Education Department (EED, i.e., Kinder and Grade 1)

1. Types of Offenses

A student is considered to have disregarded school rules if he commits any of the following offenses:

Minor Offenses

- bringing unnecessary items to school
- wearing improper and/or incomplete uniform
- sporting the incorrect haircut
- playing with and/or wasting water
- failure to return reply slips on their due date
- leaving the classroom without the teacher's permission
- running or talking loudly along the corridor during class hours
- loitering along the corridor during class
- having incomplete school materials
- misbehaving or not following protocol during assessment
- playing rough games
- name calling or teasing a classmate



- uttering foul language
- borrowing others' belongings without permission
- improper use of any school material, facility, and/or equipment
- possession of lost and found items
- other similar offenses or misdeeds of the same gravity

Major Offenses

- tampering with any school document (e.g., report card, teacher's notes, reply slips, assessments, seatwork, study guides)
- stealing
- tampering with other student's materials
- going to an off-limits area
- vandalism or damaging school property
- setting off the fire alarm and fire extinguisher without justifiable cause
- academic dishonesty, cheating
- provoking or challenging others to a fight
- hitting/hurting another student
- playing harmful/practical joke
- disrespecting and/or disobeying any school personnel, school authority or guest of the school
- fighting
- bullying, intimidating, and/or threatening another student
- other similar offenses or misdeeds of the same gravity

2. Intervention Procedures for Offenses

a. For Minor Offenses

When a student commits any of the minor offenses, the following procedures are observed:

i. FIRST INSTANCE

The attention of the student is called. The teacher talks to him in private regarding his misbehavior and they discuss ways to improve his behavior.

ii. SECOND INSTANCE

The student is asked to take a "time-out" to reflect upon the consequences of his action/s. The teacher or guidance counselor helps process the incident or misbehavior.

iii. THIRD INSTANCE

Parents are officially informed about the misbehavior through the Home School Communication Notebook.

iv. FREQUENTLY REPEATED MISBEHAVIOR

In case of an observed pattern of misbehavior, the teacher refers the student to the Guidance Counselor who will help process his behavior, and plan and implement interventions to help improve behavior. Parents will be required to come for a conference. Frequently repeated minor offenses may be elevated and considered as major offenses when they persist despite reminders and the initial interventions done.



b. For Major Offenses

When a student commits any of the major offenses, the following procedures are observed:

i. FIRST INSTANCE

The teacher refers the student to the Guidance Counselor who will help process his behavior, and plan and implement interventions to help improve behavior. Parents will be required to come for a conference with the class adviser, guidance counselor, and/or team leader.

ii. SECOND INSTANCE

Parents will be asked to come for a conference with the Prefect of Discipline. A written reminder or a letter of Strong Admonishment will be given to help remind the student of his behavior.

iii. THIRD INSTANCE

The student may be placed on Disciplinary Warning Status (DWS) or Disciplinary Probation Status (DPS) depending on the situation, e.g., disposition of the student, extent of injury, nature of the offense, etc., to give him time to reflect on his behavior so that with the help of his parents and teachers, he can take positive steps to improve his behavior.

c. Disciplinary Status^{EED}

A student is placed on disciplinary status to make him appreciate the gravity of his offense and to give him an opportunity to learn from his experience and take positive steps to reform. Depending on the severity of the offense, a student may be placed on a Disciplinary Warning Status (DWS^{EED}) or a Disciplinary Probation Status (DPS^{EED}).

The duration of the Disciplinary Warning Status (DWS^{EED}) is for one quarter. The DWS^{EED} may be lifted at the end of the quarter upon a positive evaluation of the student's behavior and the fulfillment of the conditions of the DWS^{EED}. A negative evaluation of the student's behavior may result in the extension of the DWS^{EED} to another quarter or to an elevation of the status to Disciplinary Probation Status^{EED}. The commission of a major offense while on DWS^{EED} will mean the elevation of the DWS^{EED} to a Disciplinary Probation Status^{EED}.

The Disciplinary Probation Status (DPS^{EED}) is effective for the rest of the current school year. This may be lifted only at the end of the current school year upon a positive evaluation of the student's behavior and the fulfillment of the conditions of the DPS^{EED}. A negative evaluation at the end of the school year and/or the non-compliance with the conditions of the DPS^{EED} may result in the non-readmission of the student for the succeeding school year. The commission of a major offense while on DPS^{EED} may result in a student being separated from the school in the middle of the school year (immediate dismissal).



E. Classification of Sanctions (Grade 2 to Grade 6)

1. Discipline Report (Green Slip)

The Disciplinary Report or green slip is issued by teachers and other school authorities to students to inform their parents of their son's misbehavior in school and the sanction the misbehavior entails. The green slip is served through the Student Supervisor. This corrective measure, usually in the form of detention or community service served after class (for Grades 5 to 6), hopes to serve as a strong reminder to the concerned student to desist from committing a repetition of the offense.

2. Disciplinary Warning Status (FDW)

Disciplinary Warnings	Grades 2-4	Grades 5-6
First Disciplinary Warning (FDW)	8 th Green Slip	8 th hour of detention
Second Disciplinary Warning (SDW)	12 th Green Slip	12 th hour of detention
Final Disciplinary Warning (FiDW)	16 th Green Slip	16 th hour of detention

A student is placed on Disciplinary Warning Status (DWS) to give him time to reflect on his behavior so that with the help of his parents and teachers, he can take positive steps to improve his behavior.

The duration of each DWS is fifty (50) school days from the date written on the DWS Notice. After the said period, the Prefect of Discipline, in coordination with the Student Supervisor, shall conduct an evaluation of the student's behavior, the result of which may be a recommendation to the Assistant Principal for Formation that the status be lifted, extended (applicable to FDW only) or elevated. A Final DWS (FiDWS) that is not lifted even after its extension is automatically elevated to a Disciplinary Probation Status.

The duration of a disciplinary status in Grades 2 to 5 continues to the succeeding school year if the number of school days that need to be served goes beyond the last school day of the school year. In Grade 6, students whose disciplinary statuses are not lifted and/or have not been served completely are reported to the High School Admissions Committee as being under an active discipline status.

A student who is placed on DWS automatically receives a U in Conduct in the subject where the offense was committed, or in his Homeroom grade if the offense was committed outside the subject areas, e.g., during an assembly, during recess, etc. He is also excluded from any school team/varsity membership.



The following offenses warrant a sanction of Disciplinary Warning Status:

- a. accumulation of 4 green slips or 4 hours of detention while the student is already under a prior disciplinary status
- b. accumulation of 8 green slips or 8 hours of detention within the SY
- c. all forms of academic dishonesty
- d. bullying, intimidating, and/or threatening another student
- e. fighting
- f. any lewd, immoral and/or indecent act
- g. disregard or disturbance of any religious activity
- h. disrespect to any school personnel, school authority or any guest of the school
- i. vandalism
- j. forgery or any form of counterfeiting
- k. gross irresponsibility or negligence in the use or handling of delicate or dangerous substances, e.g., matches, gas, chemicals and other similar materials
- l. possession of a deadly weapon
- m. possession, reading, viewing, accessing, selling or lending any form of pornographic material
- n. possession of contraband items, e.g. cigarettes, liquor, pornographic items, prohibited drugs, pyrotechnics, etc.
- o. tampering of any school document
- p. truancy (leaving the school premises or any school activity without permission)
- q. unauthorized use of the school's name and seal
- r. withholding and/or giving erroneous information during an investigation
- s. stealing
- t. any act or omission analogous to any of the above

The DWS may also be given as a result of the admissions process. In these cases, the status does not disqualify a student from getting awards at the end of a quarter or year.

3. Suspension

Suspension is the barring of a student from entering the school premises and from attending classes, both onsite and online. It carries the message that the student's conduct is unacceptable to the school authorities.

Suspension is a sanction that may be given for offenses that warrant a disciplinary warning or probation status. A student placed on suspension is not allowed to take any make-up activity or assessment. He should be responsible for the lessons missed during the day/s of suspension.

Guided suspension is a sanction wherein the student is allowed to report to school but is not allowed to attend classes. The student may be asked to render community service within or outside the campus. A student on guided suspension is also not allowed to make up for assessments and activities missed.



Preventive suspension is an emergency measure imposed by school authorities to keep a student out of the school's premises for an indefinite period of time. This may be done for the protection of the student himself from possible retaliation or any form of harm, for the protection of the student population, or school personnel, or school property while the student's case is being processed, or for giving the student time to regain his composure and seek professional/psychological/medical clearance as "fit for school, i.e., is not a threat to himself and others". This is not a sanction or a penalty, thus a student on preventive suspension may attend online classes during online days and be given the opportunity to make-up for assessments missed during the days of suspension.

If a student under preventive suspension is found guilty of the charges against him, punitive suspension may then be imposed on him. In this case, the suspension previously served may be considered part of the sanction and no make-up for activities missed will be given.

4. Disciplinary Probation Status (DPS)

A student is placed under Disciplinary Probation Status when he gets 4 green slips (Grades 2 to 4) or accumulates another 4 hours of detention (Grades 5 to 6) after he has been placed on Final Disciplinary Warning Status (FiDWS), or when he commits a serious offense. This may also be equivalent to getting the 20th green slip (Grades 2 to 4) or the 20th hour of detention (Grades 5 to 6).

A student who is placed on DPS:

- a. is relieved of any class/club leadership position
- b. is excluded from any school team/varsity membership
- c. gets a U mark in conduct for that particular quarter. (He may continue to get a U mark in Conduct for the duration of the DPS In the succeeding quarter/s If his behavior does not improve.)
- d. is automatically disqualified from receiving an academic award for that particular quarter

A student is placed on DPS:

- a. to warn him and his parents of the possibility of being dismissed from the school if his behavior does not improve
- b. to set conditions for his continued stay in the school during a given period of time of observation

The minimum duration of the Disciplinary Probationary Status is sixty (60) schooldays and its maximum is ninety (90) school days from the date indicated in the DPS Notice. After the minimum period, the Prefect of Discipline, in coordination with the Student Supervisor, conducts an evaluation of the behavior of the student on DPS. Based on the result of the evaluation, the Prefect of Discipline may recommend to the Assistant Principal the lifting of the status or its continuation until its maximum period. After completion of the maximum period, another



evaluation is conducted. If the status cannot be lifted at this point because of a negative evaluation, the procedure to dismiss the student will be initiated.

The Disciplinary Probation Status Is given for the following offenses:

- a. acts damaging the good name and reputation of the school
- b. coming to school under the Influence of prohibited drugs or intoxicating drink
- c. deliberately damaging any school property/vandalism
- d. drinking liquor or alcoholic beverage within the school premises, during school activities or within the school vicinity
- e. smoking within the school premises, during school activities or within the school vicinity
- f. sale of alcoholic beverage, cigarettes within school premises or during school-related activities
- g. repeated acts of bullying, intimidating, and/or threatening another student
- h. setting-off the fire alarm and fire extinguisher without justifiable cause
- i. use of firecrackers or pyrotechnics
- j. gambling of any form
- k. any act or omission analogous to any of the above

5. Non-Readmission

Non-readmission is a sanction meted by the school on students who, in the assessment of the school authorities, do not meet the school's disciplinary standards.

A Disciplinary Board is convened by the Principal at the end of every school year to decide if there are students who should be refused admission for the next school year. The Board will take up, as a matter of routine, the following cases:

- o students who, having been placed on Disciplinary Probation Status, persist in unruly behavior, especially in the disruption of classes, non-observance of rules and regulations, or disregard for authority
- o students who, within the same school year, get a second probation status, i.e., students who are already on probationary status (which may have been subsequently lifted) but commit another offense that warrants a probationary status
- o students who get their 3rd DPS anytime during their grade school years
- o students who accumulate over twenty (20) green slips or twenty (20) hours of detention - including those for tardiness within a school year

The persistent and/or deliberate refusal of the student or parents to abide by the disciplinary regulations of the School, including any final decisions made by the Principal and/or School President, may be ground for non-readmission.



6. Separation from the School

When a student commits an offense that is so serious that it renders the student unfit to or unworthy of remaining in Xavier School, the School applies the ultimate sanction of separating him from the school. This sanction can be applied only by the School President upon the recommendation of the Principal and the Disciplinary Board. This sanction may be meted out and enforced any time within the school year depending on the severity of the offense.

A student on DPS may be separated (dismissed) from school upon the recommendation of the Disciplinary Board, endorsement of the Principal and approval of the School President.

The following offenses carry with them the penalty of separation from the school (immediate dismissal):

- a. Any act of violence, gross negligence or gross irresponsibility resulting in serious physical injury to another person
- b. Attempt to bribe a school authority
- c. Gross insubordination or gross disrespect to any school authority or personnel
- d. Membership, recruitment or formation of any fraternity or unauthorized society other than the officially authorized clubs and school organizations, according to and in the spirit of DepEd Order No.20 s.1991 and Anti Hazing Act (RA8049)
- e. Any form of hazing
- f. Assault against any school personnel
- g. Extortion
- h. Repeated acts of stealing
- i. Arson
- j. Serious and deliberate vandalism resulting in substantial damage or loss to school property
- k. Distribution or sale of dangerous and/or regulated drugs, drug paraphernalia (RA9165)
- l. Hacking a computer system, network, or personal account of another person
- m. Identity theft (using the identity of another person without the latter's permission)
- n. Any act or omission analogous to any of the above

7. List of Offenses and their Consequences

The list of offenses below is not exhaustive and not exclusive. Aware of its total responsibility to its students and on the strength of the "special parental authority" vested in the school by the Parent and Family Code, the School claims the right to penalize in whatever manner it deems necessary, any unacceptable behavior by its students, even if it is not explicitly stated in this Student Handbook.



a. Infractions Related to Attendance

Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Coming late to school in excess of 8 tardiness	1 green slip	1 hour detention
Coming late to class	1 green slip	1 hour detention
Coming late to school activities and events	1 green slip	1 hour detention
Deliberately not attending assemblies or any school activity	1 green slip	1-3 hour detention
Failure to present an excuse letter for absences or tardiness	1 green slip	1 hour detention
Cutting class or club meetings / truancy / leaving the school premises without permission	1 green slip -DWS	3 hours detention -DWS
Any act or omission analogous to the above	1 green slip -DWS	1 hour detention -DWS

b. Infractions Related to Conduct and Behavior

Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Coming to school wearing improper and/or incomplete uniform	1 green slip	1 hour detention
Disregard of haircut regulations	1 green slip	1 hour detention



Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Playing with and/or wasting water in the drinking fountain, comfort room, etc.	1 green slip	1 hour detention
Eating or drinking in areas other than designated areas	1 green slip	1 hour detention
Non-observance of school/canteen regulations, e.g., not busing one's lunch tray, not segregating waste materials, etc.	1 green slip	1 hour detention
Failure to follow locker guidelines	1 green slip	1 hour detention
Failure to return materials to the appropriate/designated places	1 green slip	1 hour detention
Failure to let parent sign on notices, HSCN, etc.	1 green slip	1 hour detention
Failure to return Green Slips, reply slips, etc. on their due date	1 green slip	1 hour detention
Leaving the classroom without the teacher's permission	1 green slip	1 hour detention
Leaving things unattended in non-designated areas	1 green slip	1 hour detention
Running or loud talking along the corridor or staircases during class hours	1 green slip	1 hour detention



Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Staying inside the classroom during recess and lunch break without permission	1 green slip	1 hour detention
Loitering along the corridor during recess, lunch and dismissal time	1 green slip	1 hour detention
Unauthorized use of school / classroom equipment, e.g., projector, etc.	1 green slip	1 hour detention
Unauthorized use of any electronic device while inside the school premises	1 green slip	1 hour detention
Improper use of any school material, facility, and/or equipment	1 green slip	1 hour detention -DWS
Unauthorized use of any school facility, e.g., elevator	1 green slip	1 hour detention
Tampering (or toying) with other students' property	1 green slip	1 hour detention
Going to an off-limits area	1 green slip	1 hour detention
Non-observance of curfew regulations	1 green slip	1 hour detention
Failure, irresponsibility or negligence in the performance of any assigned, assumed, or official duties	1 green slip	1 hour detention



Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Lying during an investigation; withholding and/or giving wrong information during an investigation	1 green slip	3 hour detention -DWS
Failure to attend detention without a valid reason	---	1 hour detention
Repeated failure to attend Saturday Overtime	---	1 hour detention -DWS
Improper decorum during/disturbing liturgical celebrations or other school activities	1 green slip	1 hour detention -DWS
Use of vulgar, foul or profane language and/or gestures	1 green slip	1 hour detention -DWS
Writing and/or drawing obscenities	1 green slip	3 hour detention -DWS
Defacing official school documents	1 green slip	1 hour detention -DWS
Misrepresentation of any school document such as reply slips, etc.	1 green slip	1 hour detention -DWS
Vandalism or damaging any school property	1 green slip - DWS	3 hour detention -DWS
Tampering of bulletin boards and other authorized notices	1 green slip - DWS	3 hour detention -DWS



Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Tampering with school documents	1 green slip - DWS	DWS -DPS
Forgery, counterfeiting	1 green slip - DWS	DWS -DPS
Committing lewd, immoral and indecent acts	1 green slip - DWS	DWS -DPS
Smoking	1 green slip - DWS	DWS
Persistent or stubborn disregard of haircut and uniform regulations	DWS	DWS
Unauthorized use of the school's name and seal	DWS	DWS
Possession, failure to return, use, or sale of lost and found/ stolen items	DWS	DWS -DPS
Setting off the fire alarm and fire extinguisher without justifiable cause	DWS	DWS
Possession, reading, viewing, accessing, selling, or lending pornographic materials	DWS -DPS	DWS -DPS
Acts damaging the good name and reputation of the school	DWS -DPS	DPS- Separation from the School
Gambling in any form	DWS -DPS	DPS - Separation from the School



Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Coming to school under the influence of prohibited drugs or intoxicating drink	DWS -DPS	DPS- Separation from the School
Possession, use, and/or sale of alcoholic beverages or cigarettes within the school premises, during school activities, or within the school vicinity	DWS -DPS	DPS - Separation from the School
Possession and/or use of fire-crackers or pyrotechnics	DWS -DPS	DPS - Separation from the School
Serious and deliberate vandalism resulting in substantial damage 10 or loss of School property	DWS -DPS	DPS - Separation from the School
Possession, use, distribution and/or sale of dangerous drugs, drug paraphernalia, or of any regulated drugs (RA 9165)	DPS - Separation from the School	Separation from the School
Possession of deadly weapons	Separation from the School	Separation from the School
Arson	Separation from the School	Separation from the School
Any act or omission analogous to the above	1 green slip - Separation from the School	1 hour detention - Separation from the School



c. Infractions Related to Work Habits

Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
No/incomplete materials	1 green slip	1 hour detention
Unsigned assessments	1 green slip	1 hour detention
Habitual non-submission of homework	1 green slip	1 hour detention
Violation of test protocol	1 green slip	1 hour detention -DWS
Plagiarism	1 green slip - DWS	3 hour detention -DWS
Copying of answers to homework, reports, projects, etc.	1 green slip - DWS	DWS -DPS
Academic dishonesty, cheating	DWS -DPS	DWS -DPS
Gross irresponsibility or negligence in the use or handling of delicate or dangerous substances like matches, gas, chemicals and other similar materials	DWS-DPS	DWS-DPS
Any act or omission analogous to the above	1 green slip -DPS	1 hour detention -DPS



d. Infractions Related to Relations with Others

Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Buying, selling or trading of items among classmates and/or schoolmates	1 green slip	1 hour detention
Playing rough games	1 green slip	1 hour detention
Teasing, name calling, annoying or disturbing another student	1 green slip -DWS	1 hour detention -DWS
Taking others' things without permission	1 green slip -DWS	3 hour detention -DWS
Challenging and/or provoking another student to a fight	1 green slip	3 hour detention -DWS
Hitting/hurting another student	1 green slip -DWS	3 hour detention -DWS
Playing harmful, practical jokes	1green slip - DWS	3 hour detention -DWS
Discourtesy, impoliteness or disrespect to any school authority, personnel or guest	1green slip - DWS	3 hour detention -DWS
Fighting	1green slip - DWS	3 hour detention -DWS
Bullying, intimidating, or threatening another student	DWS -DPS	DWS -DPS



Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Any act of violence or gross negligence or gross irresponsibility resulting in serious physical injury to another person	DWS -DPS	DPS- Separation from the School
Extortion	DWS -DPS	DPS - Separation from the School
Gross insubordination, gross disrespect and/or assault towards any school authority or personnel	DWS -DPS	DPS - Separation from the School
Attempt to bribe a School Authority	OWS -OPS	DPS- Separation from the School
Repeated acts of bullying, intimidating, or threatening another student	DPS - Separation from the School	DPS- Separation from the School
Repetitive acts of taking someone else's property without the permission or knowledge of its rightful owner	DPS- Separation from the School	DPS- Separation from the School
Membership, recruitment, or formation of any fraternity or unauthorized societies other than the officially authorized clubs and school organizations, according to, and in the spirit of DepEd Order No.20 s.1991 and the Anti-Hazing Act (RA 8049)	DPS- Separation from the School	DPS- Separation from the School



Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Any form of hazing	Separation from the School	Separation from the School
Any act or omission analogous to the above	1 green slip - Separation from the School	1 hour detention - Separation from the School

e. Infractions Related to Technology and Communications

Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Letting another student use one's own web account (e-mail, evaluation account, etc.)	1 green slip	3 hour detention -DWS
Unauthorized bringing and/or using of electronic devices such as, but not limited to the following: cellular phones, laptop, camera, iPod, iPad, tablets, mp3 player, gaming activity	1 green slip; confiscation of the gadget	1 hour detention -DWS; confiscation of the gadget
Accessing/using someone else's web account	1 green slip	3 hour detention -DWS
Hindering the efficiency of a network or computer system by storing large-size personal files that eat up system resources	1 green slip	3 hour detention -DWS
Accessing inappropriate material and sites (e.g., violence, profanity, sex, drugs and alcohol, etc.)	1 green slip - DWS	DWS -DPS



Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Sending, composing, reading email/text/instant messages containing inappropriate content	1 green slip - DWS	DWS -DPS
Using the school's computer without permission, or for activities beyond what is permitted such as: downloading/uploading of programs, games, personal files, etc., playing games online/offline, changing the computer settings, etc.	1 green slip	3 hour detention -DPS
Use of inappropriate or offensive language on the internet	1 green slip - DWS	DWS -DPS
Posting inappropriate or offensive content on the Internet	1 green slip - DWS	DWS -DPS
Posting offensive or inappropriate messages or multimedia files (pictures, music, video, etc.) about others on the internet	1 green slip - DWS	DWS - Separation from the School
Sending text, e-mail, pictures or instant messages with the intent of bullying, intimidating, threatening or annoying others	1 green slip - DWS	DWS - Separation from the School



Offense	Possible Range of Sanctions for Grades 2-4	Possible Range of Sanctions for Grades 5-6
Participating in/ creating blogs, news/mail groups, forums, surveys, text messages, etc. of a disrespectful nature	1 green slip - DWS	DWS - Separation from the School
Unauthorized copying, possession/distribution of school-owned files, software, programs, audio-visual materials, evaluative and instructional materials, including downloading of pirated materials or installing unlicensed software on any school owned computer or digital/electronic	1 green slip - DWS	DWS -DPS
Creating or spreading computer viruses	---	DWS - Separation from the School
Hacking a computer system or network, or personal account	---	Separation from the School
Identity theft (using the identity of another person without the latter's permission)	DWS -DPS	Separation from the School
Any act or omission analogous to the above	1 green slip- DPS	1 hour detention - Separation from the School

***Repeated acts may be ground for higher sanctions and/or Separation from the School.**



F. Procedures for Serious Disciplinary Cases

1. For cases punishable with a Disciplinary Warning Status or a Disciplinary Probation Status, the procedure to be followed is described below:
 - a. The Student Supervisor (SS) or Prefect of Discipline (PoD) may initiate a disciplinary investigation upon the complaint of any student, teacher, parent, administrator, or other concerned party.
 - b. The PoD or the Student Supervisor shall inform the student involved and his parents in writing of the nature and cause of the accusation against him.
 - c. The student and his parents have five (5) days to respond in writing to the charges.
 - d. The PoD shall, after considering all evidence, submit his recommendation of sanction to the Assistant Principal for Formation (APF).
 - e. The APF shall make the final decision giving due consideration to the recommendation of the PoD.
 - f. The PoD shall communicate the decision to the parents.
 - g. An adverse decision made by the PoD may be appealed to the APF and then to the Principal.
 - h. The decision of the Principal is final.
2. For very serious cases that could lead to Non-readmission or Separation from the School, the procedure to be followed is described below:
 - a. The PoD may initiate a disciplinary investigation upon the complaint of any student, teacher, parent, administrator, or other concerned party.
 - b. After all the information relevant to the case has been gathered, the PoD submits the investigation report to the APF.
 - c. The APF shall decide whether or not to recommend to the Principal the convening of the Disciplinary Board to review and investigate the case further.
 - d. The APF shall inform the student involved and his parents - in writing - of the nature and cause of the accusation against him, as well as any evidence related to the case. If warranted, s/he shall also inform the student and his parents of the schedule of the Disciplinary Board session.
 - e. The student and his parents have five (5) days to respond in writing to the charges against the student. The written response of the parents will be considered during the Disciplinary Board proceedings and during the deliberation that follows.
 - f. The APF shall thoroughly evaluate the case, the parents' response, the recommendation of the Disciplinary Board, and all other documents and/or evidence material to the case, and make a recommendation to the Principal.
 - g. If the Principal finds no error in the findings of the APF, s/he shall then endorse the recommendation, seek the approval of the School President and impose the penalty as recommended.
 - h. The student and his parents may appeal to the Principal, then to the School President for a reconsideration of the decision within three (3) days from the notice of the decision.



DISCIPLINARY BOARD

The Disciplinary Board deliberates on very serious cases which could lead to a student's Non-readmission or Separation from the School. It conducts further investigation on the case and recommends approval by the Principal.

The year-end student deliberation meeting among the faculty and formation staff may also serve as the disciplinary board meeting if it meets the conditions below.

The board is composed of the following members:

1. the Assistant Principal for Formation, who is the ex-officio chairperson
2. a Middle Level Administrator appointed by the Principal as co-chair
3. a subject teacher chosen by the student involved and his parents
4. a subject teacher chosen by the Principal
5. the student's Class Adviser
6. the student's CLE teacher

The Team Leader, Student Supervisor and Guidance Counselor may act as resource persons during the Disciplinary Board deliberations.

The following rules and guidelines below apply to student disciplinary proceedings. However, please note that Xavier School is an academic institution and not a court of law, and the board is not composed of lawyers or judges. Due process and fairness will be observed in the deliberation of cases, but the formalities and technicalities similar to those in courts of law should not be expected.

1. The standard of proof that the School will apply in disciplinary proceedings is substantial evidence.
2. In case of the failure of the respondent student to give an explanation or submit evidence in his defense, despite notice and opportunity given by the School, the School will decide on the basis of evidence gathered by and available to it.
3. A student involved in a disciplinary investigation has no right to be given copies of the complaint and evidence against him or to see or examine written statements on which the decision is based. The student and his parents are only entitled to be fully informed in writing of the nature and cause of any accusation against him and the ultimate facts constituting the offense to answer such accusations and present his evidence.
4. The student may consult and secure the assistance of legal counsel, should he so desire, but the legal counsel is not allowed to attend and participate in disciplinary conferences, meetings, and hearings in the school.
5. The records, outcome and decisions in the disciplinary proceedings, including any penalties or sanctions imposed, are strictly confidential and shall not be disclosed to anyone, except as may be strictly necessary to enforce the penalties or sanctions on the respondent student, or as may be determined by the School President in his sole discretion.



FINAL DECISION

1. If the Disciplinary Board recommends a discipline status, the Principal may or may not immediately enforce the recommendation. For sanctions of Separation from School or Non-readmission, the Principal must first submit the recommendation to the School President for approval.
2. The student and his parents may appeal to the School President within three (3) days from notice of the adverse decision.
3. The decision of the School President is final and not appealable.

G. Other Specific Concerns

Individual Responsibility for the General Welfare

1. As a member of the Xavier Community, a Xaverian has the responsibility to help promote the general welfare of the members of the school community.
2. Part of his responsibility is the obligation to inform the school authorities about persons or incidents, which may threaten the safety and welfare of other students, or cause injury to any member of the school community.
3. A Xaverian can be a witness to serious offenses involving other Xaverians in or out of school. Such serious matters, which threaten the integrity and credibility of the school, must be reported to the proper school authorities.

Respect for Private Property, Rights and Privacy of Others

1. Xaverians are expected to respect the privacy and property of their schoolmates and other members of the school community. Consequently, tampering with padlocks, schoolbags, desk drawers, and other personal belongings of another student or any member of the school community is considered a serious offense and will subject the offender to a disciplinary sanction.
2. Taking someone else's property without permission, and/or willfully destroying property of the school or of any member of the school community shall be subject to appropriate disciplinary sanction.
3. Every student has the right to enjoy the privileges given to all students in the school. Any form of physical and/or psychological harm (threats, intimidation, etc.) shall be sanctioned accordingly.
4. Students are required to report to the school authorities anyone who willfully violates their rights to receive the basic privileges given to a Xaverian. This report will be treated with utmost care and confidentiality.
5. The policy of "Before Use, Report Right Away" (BURRA) is encouraged in order to monitor vandalism as well as to determine accountability.
 - a. The first user shall always check his table, chair, computer unit, etc. before starting to use any of them.
 - b. If he notices any marking, damage or vandalism, he has to report this right away to his teacher. Otherwise, he will be deemed responsible and may be charged or sanctioned for it.



Academic Dishonesty

A Xaverian is expected to strive for academic excellence. He does his own classwork and homework, and rightfully claims due credit and responsibility for them. Academic dishonesty in any graded assessment and violation of test procedures are considered very serious offenses. A student who does not live by the school's standards of honesty will be given a disciplinary sanction.

The following acts may be construed as academic dishonesty (cheating):

1. Changing test answers while and/or after checking of test papers
2. Passing of another's work as one's own
3. Changing scores or grades
4. Communicating answers to schoolmates during/after a test through signs and notes
5. Possession of crib notes
6. Opening, consulting or reading the notebook or textbook of the subject being tested
7. Exchanging answer sheets while taking the test
8. Copying the answer of a seatmate
9. Letting another student copy from one's paper
10. Getting a disproportionate amount of help in one's project, essay, etc.
11. Any similar act that gives a student undue/unfair advantage over the other students.

If a student is found to misrepresent his own work in the above mentioned or in additional ways, the assessment/report/paper/ project will be invalidated i.e., given a mark of F, and the student is given the appropriate disciplinary sanction.

The following acts may be construed as violations of test protocol:

1. Communicating with other students either verbally or nonverbally (not about the test)
2. Drawing
3. Reading books or any material (not related to the subject) during the test
4. Standing/transferring seats while inside the classroom
5. Engaging in any action that disrupts the testing atmosphere

Students are expected to learn and follow proper behavior during any graded activity. Students must focus only on their own test paper and the directions given by the teacher. Any violation of the test protocol carries an appropriate disciplinary sanction.

Cyber-related Offenses

The fast developments in IT bring new challenges and problems. Mindful of these and for the protection of the students, the School has identified cyber-related offenses and has prescribed corresponding consequences for them.

A cyber offense is any online/offline act committed through any digital or electronic equipment or facility that violates the habits, skills and attitudes desired of a Xaverian.



For all online actions taking place off-campus, the School reserves the right to discipline the concerned students if their actions have, or are intended to have, an effect on another student or if the actions affect the safety and well-being of students.

A comprehensive list of offenses is included in Part IV, System of Discipline, L. List of Offenses, 5. Infractions Related to Technology and Communications.

Bullying

Bullying happens when one or more individuals inflict physical, verbal or emotional harm to another without any provocation. Xavier School considers bullying a very serious offense. Any student caught or found guilty of bullying will be subjected to the appropriate disciplinary sanction.

Fighting

Conflicts among students occasionally happen in a school for boys. However, fighting, i.e., defined by the Oxford Dictionary as "displaying or engaging in violence, combat or aggression," is never a way to settle conflicts or misunderstandings and will therefore be dealt with accordingly. This however, does not automatically take away part of the blame from the injured party.

1. Fights, whether in or out of the campus, whether during or beyond school hours, will be sanctioned severely regardless of who received injuries or who started the fight.
2. Students are encouraged to be responsible members of the community by pacifying or stopping their schoolmates from fighting. Any student who is caught challenging, provoking, encouraging, cheering and/or jeering at other students and/or persons to fight or to continue to fight shall also be subjected to a disciplinary sanction.

Confiscated Items

Confiscation is the exclusive right of any school authority who finds it necessary to withhold an item from its owner.

1. Prohibited items such as electronic gadgets, money in excess of Php500, comics, magazines, computer games, expensive toys/objects, jewelry, trading/playing cards or any equipment and materials not needed for class or school activities found on a student within the school campus shall be confiscated.
2. All confiscated items shall be turned over to and claimed from the Office of Disciplinary Services by the parents or authorized guardian of the student concerned.

In the event that any above-mentioned items are essential to a class activity and have to be brought to school, permission must be secured from the Principal. A Gadget Pass should be duly accomplished and approved in order for any of the above-mentioned items to be allowed to be brought to school.



Steps in Accomplishing a Gadget Pass

1. The faculty or staff (FIS) requiring the gadget provides two duly accomplished passes (available at the GSPO) to each student. Only the F/S are allowed to fill out the pass.
2. The student asks his parents to sign the two passes.
3. The student keeps one pass for verification and submits the duplicate to his Student Supervisor.

Guidelines in Using the Gadget Pass

1. The student is responsible for the safety of the gadget; thus, he must never leave it unattended.
2. The student should keep the gadget in his own locker when not in use. Students who do not have lockers should seek the assistance of their teacher or moderator in safekeeping the gadget.
3. Any F/S may ask a student with a gadget to present his gadget pass. Students caught in possession of a gadget without a pass shall be sanctioned accordingly and the gadget may be confiscated immediately.
4. The student should immediately report the loss of his Gadget Pass or gadget to his Student Supervisor.
5. Students caught falsifying the Gadget Pass shall be sanctioned accordingly.
6. The gadget may be confiscated if it is used outside the inclusive dates/time stated in the Gadget Pass.
7. The School shall not be held liable in case of damage or loss of the gadget.

Searches

1. Xavier School reserves the right to conduct searches of any of its facilities: classrooms, comfort rooms, students' personal belongings such as bags, desks and lockers. A bodily search of any student, school personnel and/or visitors, and search of vehicles upon entry and exit of school premises may also be done by the School.
2. A search and/or inspection is conducted:
 - a. when it is deemed necessary for the common good
 - b. when there is reasonable ground to believe that a student may have an object or property in his person, desk, bag or locker, the possession of which constitutes a violation of existing rules and regulations of the school
 - c. to prevent the commission of an offense
 - d. to determine the possibility of the commission of an offense such as when the student concerned is found to be in custody of an object/thing, the mere possession of which is considered as an offense, or aid in the solution of a disciplinary case
3. Normally, a search is done in the presence of the student who owns the desk or bag, which is the subject of the search and/or inspection. However, in urgent cases where the student concerned cannot be located despite diligent efforts, the search and/or inspection may be done in the presence of at least two witnesses. In urgent



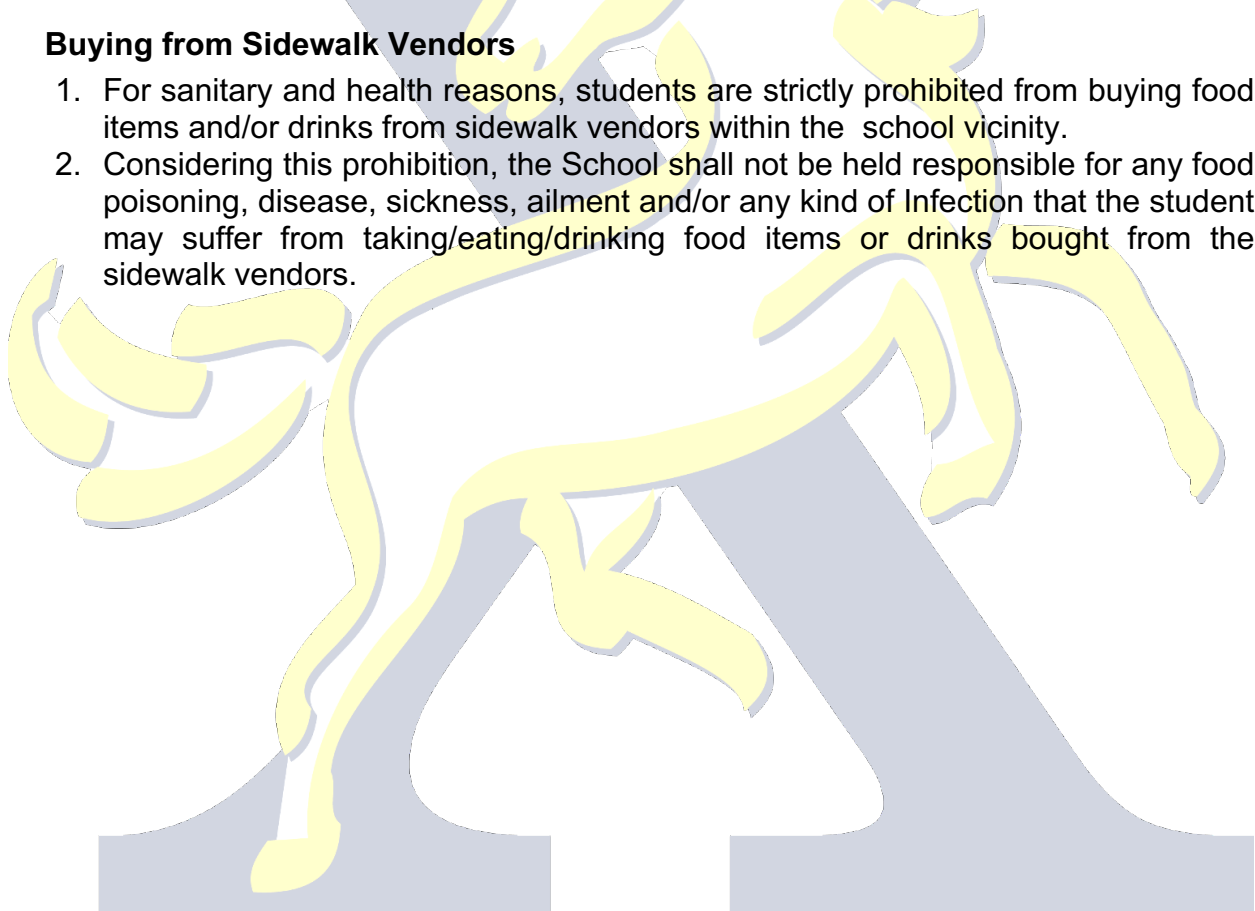
and serious cases, the school agents are authorized to use reasonable force in order to gain access to the container or enclosure concerned. In all cases, the school shall not be liable for whatever damage the container or enclosure sustains due to the use of force in opening it.

Student Business Transactions

1. Buying and/or selling tickets for school-sanctioned events such as fairs, raffles, movie benefits, etc. are subject to the approval of the Principal.
2. Students are prohibited from buying, selling or trading any item with each other within the school premises and/or the vicinity. A student who is caught buying, selling or trading such items/materials will be subjected to a disciplinary sanction.
3. Furthermore, the items/materials shall be confiscated by the school authorities and may be retrieved only by the parents or guardians.

Buying from Sidewalk Vendors

1. For sanitary and health reasons, students are strictly prohibited from buying food items and/or drinks from sidewalk vendors within the school vicinity.
2. Considering this prohibition, the School shall not be held responsible for any food poisoning, disease, sickness, ailment and/or any kind of infection that the student may suffer from taking/eating/drinking food items or drinks bought from the sidewalk vendors.





Part VII

APPENDICES

A. Protocol for Monitored Injuries Involving Students

A monitored injury is defined as:

1. An injury involving at least two (2) or more hematomas, contusions or abrasions;
2. Any injury resembling burns;
3. Any injury resembling bite marks;
4. Abdominal injuries;
5. Any injury to the genitalia or perianal region;
6. Any injury to the face or head;
7. Any injury which may be deemed by the School Doctor as a severe injury; or,
8. An injury verbalized by the child to have been caused by an adult.

For purposes of this definition, an injury is considered severe if the injury requires the patient to be seen in the Emergency Room.

PROTOCOL IN CASES INVOLVING A MONITORED INJURY

Once any Teacher/Staff, School Doctor or Guidance Counselor sees any injury that falls under the definition of a monitored injury, the following steps are taken:

1. The student is brought by the school authority to the infirmary for evaluation;
2. The doctor on duty must:
 - a. document the injury through an Incident Report to be completed and signed by him/her;
 - b. assess the extent of the injury whether severe or not; and,
 - c. assess treatment to be taken;
3. The doctor on duty must notify the Supervisor and Guidance Counselor of the injury; and provide the Guidance Counselor a copy of the incident form.
4. The Guidance Counselor must conduct follow-up work and documentation which must include:
 - a. follow-up interview with the Student;
 - b. the Infirmary's Incident Report; and
 - c. Medical Certificate from Cardinal Santos Medical Center, if applicable.



ADDITIONAL PROTOCOL FOR CASES WHERE THE SCHOOL DOCTOR FINDS INJURY TO BE SEVERE AFTER ASSESSMENT

1. After Step No.2 above, if, after the doctor on duty assesses the injury and finds that the injury is severe in nature, the doctor on duty must send the student to the ER of Cardinal Santos Medical Center for further evaluation and treatment
2. If the parents and/or legal guardians refuse evaluation and treatment of the student at the Cardinal Santos Medical Center, the doctor on duty must require the parents and/or legal guardians to present a Medical Certificate as to the student's medical condition within forty-eight (48) hours, i.e. two (2) days, from the doctor on duty's assessment of the injury to both the Guidance Department and the Infirmary.
3. If the parents and/or legal guardians submit the Medical Certificate within the allotted time, the Guidance Counselor conducts further follow-up within the schoolyear and includes the Medical Certificate in the Student's File for Monitored Injuries.
4. If the parents and/or legal guardians fail to timely submit the Medical Certificate after the above-mentioned period, the Guidance Counselor must call up the parents to instruct them to comply within seventy-two (72) hours, i.e. three (3) days, from the doctor on duty's assessment of the injury. Failure to timely submit the Medical Certificate is considered one (1) red flag and must be documented by the Guidance Counselor in the Student's File for Monitored Injuries.
5. If the parents and/or legal guardians fail to timely submit the Medical Certificate after the above-mentioned period, Guidance Counselor must call parents to comply within the period of ninety-six (96) hours, i.e. four (4) days, from the doctor on duty's assessment of the injury. Failure to timely submit the Medical Certificate is considered one (1) red flag and must be documented by the Guidance Counselor in the Student's File for Monitored Injuries.
6. If the parents and/or legal guardians fail to timely submit the Medical Certificate after the above-mentioned period, the Guidance Counselor must call parents again to instruct them to comply within the period of one hundred twenty (120) hours, i.e. 5 days, from the doctor on duty's assessment of the injury. Failure to timely submit the Medical Certificate is considered one (1) red flag and must be documented by the Guidance Counselor in the Student's File for Monitored Injuries.
7. If the parents and/or legal guardians fail to timely submit the Medical Certificate after the above-mentioned period, i.e. five (5) days, the Guidance Counselor must refer the case to the Xavier School Committee for Monitored Injuries for review, evaluation and appropriate action.



ADDITIONAL PROTOCOL FOR CASES WHERE THE GUIDANCE COUNSELOR OR SCHOOL DOCTOR DOCUMENTS TWO (2) SEPARATE INSTANCES OF MONITORED INJURY

1. In instances where the Guidance Counselor documents two (2) separate instances of any injury falling under the definition of a Monitored Injury in the Student's File for Monitored Injuries within one (1) schoolyear, the Guidance Counselor must refer the case to the Xavier School Committee for Monitored Injuries for review, evaluation and appropriate action.
2. In instances where any School Doctor documents two (2) separate instances of any injury falling under the definition of a Monitored Injury in two (2) separate Incident Reports within one (1) school year, the School Doctor must refer the case to the Xavier School Committee for Monitored Injuries for review, evaluation and appropriate action.

The Xavier School Committee for Monitoring Injuries is a multidisciplinary team composed of the following:

1. President of Xavier School;
2. Principal
3. Guidance Coordinator
4. School Chaplain
5. School Doctor; and
6. when necessary expert resource persons such as child psychologists or legal experts

The Committee is empowered:

1. to invite the parents and/or legal guardians of the student for interview;
2. to refer the student to a child psychologist; and
3. to refer and require the student, the parents and/or legal guardians to family counseling



B. Xavier School Acceptable Use of Technology Policies

Xavier School's vision for the One2One Program (1:1 iPad Program) is that students will be equipped with the knowledge and skills to navigate a world increasingly dependent on new and changing technologies. Students in the One2One program will be exposed to a variety of technological tools that will allow them to research, communicate, collaborate, and express themselves more effectively. In the process, the program also aims to make learning more personalized, more student-centered, and more engaging.

However, the power and connectivity that devices provide can also be easily abused or misused, either intentionally or by accident. Xavier School, therefore, recognizes the importance of a clear and detailed set of policies for the acceptable use of the learning device and of the school network. These policies apply to laptops/iPads purchased for the One2One program (whether being used either at school or at home), as well as to all electronic devices being used at Xavier School or during Xavier activities.

Terms and Conditions

1. All terms and conditions as stated herein [in this Acceptable Use Policies] apply to all students who are connected to [users of] the Xavier Network and school technology equipment.
2. Any violation of the Acceptable Use Procedure could lead to the revocation of network and computer access privileges, disciplinary action, and/or appropriate legal action.

Amendments

This procedure may be amended or revised from time to time without prior notice as the need arises. Users will be provided with copies of all amendments and revisions.

General Guidelines for iPad Use

1. All G3-G6 students are required to bring their own iPad as their primary learning devices in school. The specifications of the iPad are announced every school year and students should follow the recommended/minimum specifications.
2. If a student forgets his iPad at home, this should be treated as forgotten school material. An appropriate sanction, i.e., a green slip should be given to the student following the proper disciplinary protocol for forgotten school materials.
3. Xavier School students are completely responsible for the care and maintenance of their devices (whether owned or leased) and device accessories (chargers,



cables, headphones) and shall be held liable for any damage, loss, or theft of devices. As such, students are asked to follow Xavier School standards for proper care and use of their units.

4. Students are responsible for ensuring their iPad devices are fully charged for school use. Charging the iPad in school is not allowed and may be considered as an offense. This should be done at home.
5. If students encounter or have a problem with their iPad devices (e.g. display/screen problem), they may borrow a service unit from the ITS office.
6. Devices are not to be left unattended at any time or at any location on school grounds. If a device is found unattended, this should be turned over as soon as possible to the ODS (or to the Security Office if after school hours).
7. The use of the iPad during health break is not allowed unless it is needed for academic purposes and with a teacher's explicit permission.
8. Xavier School has the right to confiscate unattended devices:
 - a. On the first offense, students must claim the device from ODS and will be issued a green slip.
 - b. On the second offense, students will be issued another green slip, and parents must claim the device from the ODS.
 - c. On the third offense, students will be issued a DWS, and parents will claim the device from the ODS supervisor.
9. Students may not share their devices with others unless instructed by the teacher. Unnecessary lending or borrowing of iPads will merit the lender and the borrower a sanction.
10. Taking another person's iPad without permission from the owner is considered a major offense and will merit a disciplinary sanction (e.g., Disciplinary Warning Status or Disciplinary Probation Status depending on the gravity of the case).

Software/Applications

1. Students are responsible for the content of their devices. All material deemed prohibited in school by their nature (e.g. illegal, obscene, related to gambling and drugs, pornographic) is strictly prohibited as the content of any device. Xavier School has the right to inspect the device in cases of suspected wrongdoing (cyber-bullying, possession of pornography, etc.).
2. Students are strictly prohibited from cracking/jailbreaking their devices. Similarly, students are prohibited from illegally downloading any copyrighted media (music, videos, photos) without the express permission of the owner. This includes many of the files that are available on sharing sites such as Kazaa, Limewire, or bit-torrent sites.



3. Cracking software and applications is strictly prohibited. Instead, students are encouraged to use open-source software and materials that are explicitly available for public consumption.
4. Installation of a virtual private network (VPN), torrents, and other P2P-enabled applications is strictly prohibited.
5. At all times and in all their work, students are to give proper citations for all materials that they use in their work. This includes, but is not limited to text, images, videos, and music files. This applies not only to work submitted in class to a teacher, but to any work published electronically in any format, including but not limited to blogs, podcasts, videos, and presentations.

Required Accessories:

Each student will need to bring the following items:

1. Sling bag
2. Device case and cover
3. In-ear headphones or headphones (wired or Bluetooth)

Optional:

1. Keyboard
2. Stylus

MDM - eSchoolPad

The school employs a Mobile Device Management (MDM) system, i.e., eSchoolPad, that allows the teachers to supervise gadget use. The MDM software is required to be installed on the iPad devices of G3-G6 students.

1. Students and their parents are required to have the MDM manually installed into the iPad that is going to be used in Xavier School before the beginning of the school year.
2. The MDM will begin to operate 5 minutes before the first period and will be lifted at the end of the last period every day.
3. Students are not allowed to disconnect themselves from or uninstall the MDM.
4. Failure to follow the guidelines regarding the use of MDM will result in appropriate sanctions.

LMS: Seesaw/Schoology

The official LMS for K-G4 is Seesaw and for G5-G6, Schoology.

1. Log in responsibly: Use your own account credentials and keep them private. Do not share your login details with anyone else. Do not share your class credentials with people outside your class.



2. Be respectful in your interactions: Use appropriate language and tone when communicating with teachers and classmates on the platform. Treat others with kindness and respect.
3. Complete assignments on time: Check the platform regularly for new assignments or tasks and make sure to submit them within the given deadlines. If you need more time, communicate with your teacher in advance.
4. Stay organized: Keep your digital workspace tidy by organizing your files and folders.
5. Protect your privacy: Avoid sharing personal information, such as your full name, address, or phone number, in any public discussions or comments on the platform. Report any suspicious or inappropriate behavior to your teacher.
6. Follow the netiquette guidelines: Remember to use proper online etiquette. Use appropriate capitalization, avoid excessive use of emojis or acronyms, and use complete sentences when communicating online.
7. Ask for help when needed: If you have questions or need clarification about an assignment or task, don't hesitate to reach out to your teacher. They are there to support you and provide guidance.
8. Be responsible for your own learning: Take ownership of your learning by actively participating in discussions, completing assignments with care, and seeking additional resources or materials when necessary.
9. Engage in constructive discussions: When participating in online discussions, provide thoughtful and respectful responses. Stay on topic and offer constructive feedback to your classmates.
10. Use technology mindfully: Limit distractions by focusing on the task at hand when using the LMS. Avoid opening unrelated websites or applications during learning sessions to maintain your concentration.
11. Be trustworthy and practice integrity: When accomplishing homework, asynchronous tasks, or assessments, practice independence and take ownership of your work. If you need help or clarification, ask your teacher for assistance and refrain from having others access it or do it for you.

Prohibited Activities on the Xavier School Network

Any use that constitutes a crime or that violates Philippine criminal or international laws.

- Violating terms of applicable software purchase, licensing, or acquisition agreements or infringing any patent, copyright, trademark, and other intellectual property right.
- Installation and/or use of any Internet-based file-sharing tools to facilitate the illegal sharing of copyrighted material (music, video, and images). Individuals with legitimate, school-related needs to use these tools may seek prior approval from the ITS Office.
- Airdrop or any form of file transfer that is not allowed by the teacher.



***Refer to GS Student manual part VI: Code of Discipline (List of Offenses and their Consequences: #5 Infractions Related to Technology and Communications)

Updating of Devices

To ensure compatibility with the school-required apps or software, e.g. MDM, students are asked to wait for the official announcement before they can update their devices to the latest OS versions.

No Gaming Policy

Access to devices under the One2One program is primarily meant for supporting students' academic needs. Because of this, playing games within school premises is prohibited. Moreover, the MDM, once it activates device supervision, will block access to all apps that are not on the school's official list for use in the classroom.

Access to Chat/iMessage and other social networking sites

Accessing messaging and social networking apps such as iMessage, Discord, or Viber is prohibited during school hours. The school's MDM automatically blocks access to such apps during school hours. This is also similar to social networking apps or platforms.

Using Cameras in Class

Though most devices would have the functionality of a digital camera, students are not allowed to use them to take photos or videos during class, unless it is specifically instructed by the subject teacher.

The Naming of Devices

The ITS Office will rename the iPad devices showing the students' section, surname, and first name.

Sharing of Files

The sharing of files through Airdrop without the explicit permission of the teacher is prohibited. Always turn off the Airdrop otherwise instructed by the teacher. In case of receiving unnecessary files: take a screenshot sharing prompt/notification, and report the incident to the teacher.

E-mail

For purposes of this document, e-mail includes messages, postings to newsgroups, and any electronic messaging assigned and enabled through the school's capacity. Students should use their assigned school email accounts, with the xs.edu.ph suffix, for all academic communications. Any other email accounts will not be considered official and will not be supported or maintained by school technology staff or resources.



Responsibilities in using the Xavier School Email

1. Students are prohibited from letting others use their Xavier accounts.
2. Students are responsible for all activities that originate from their computer/iPad and Xavier School accounts.
3. Students are responsible for the security of their passwords. They should choose passwords that cannot be easily guessed. Passwords must be safeguarded and not shared with others.
4. Students are responsible for understanding, following, and keeping up to date with XS e-mail service procedures and policies.
5. Students must comply with all rules and regulations posted in school computer areas & other related areas/sites.
6. Students should change their default passwords. Students who are still using their default passwords shall receive appropriate disciplinary action.
7. Students are to avoid vulgar or inappropriate language and content when using email. Users may be held liable for deleting computer data that is subject to inspection or sanction.
8. Use of email should be primarily for school purposes only. As this e-mail account has been given by Xavier School and bears the school domain name [website in the email address] xs.edu.ph, the use of XS e-mail is a school-related activity, not a private, personal one. Any other email accounts will not be supported or maintained by school Information Technology Services staff or resources.
9. Students should use appropriate and respectful language when crafting emails. E-mails, especially to faculty, staff, parents, and other adults, should include a formal greeting, an introduction (when necessary), and an appropriate closing (i.e. "Sincerely,").
10. The following are considered an inappropriate or unacceptable use of e-mail:
 - o **Chain mail** that misuses or disrupts resources: e-mail sent repeatedly from user to user, with requests to send to others.
 - o Sending and reading emails containing **inappropriate material**.
 - o **Harassing or hate mail** - Any threatening or abusive email sent to individuals or organizations with the intent of bullying, intimidating, threatening, or annoying others and/or violating Xavier rules and regulations, including viruses and hoaxes.
 - o **Spamming or e-mail bombing attacks** - Intentional e-mail transmissions that disrupt normal e-mail service.
 - o **Junk mail** - Unsolicited e-mail that is not related to Xavier School and is sent without a reasonable expectation that the recipient would welcome receiving it.
 - o **False identification/Identity Theft** - Any actions that defraud another or misrepresent or fail to accurately identify the sender.
 - o **Transmission** of unprotected student data including identifiable information that specifies any student name(s), class number(s), and/or student record(s).
 - o **Anonymous e-mail** is sent through an emailer or other software or decoding devices.



11. There should be no expectation of privacy when it comes to investigations in cases of suspected wrongdoing (cyber-bullying, spamming, etc). In such cases, Xavier reserves the right to suspend your account. The content of your email account will then be subject to investigation.

Student Web Page Guidelines

As part of class/course projects, students may be developing and publishing content on web page(s) for the Internet. Publishing web pages is similar to publishing a newspaper with text and pictures. Student photographs, drawings, and written work that are published on a class or school page may NOT contain any personal information that can be linked to the student.

The following procedures apply to all websites used for activities related to Xavier School:

1. Web pages profiling a student are prohibited. No web page shall contain a student's phone number, address, or other private information.
2. Students, who create blog (Web Log) content or podcasting files for school-related activities must comply with the aforementioned policies, follow the directions and supervision of their instructor and use it for educational purposes.
3. All blogs and other sites for Xavier use must have a content approver (i.e. club moderator, class advisor, subject teacher who is responsible for all content posted to the blog. All sites should also be registered with the Xavier web committee.
4. Such sites shall not contain any inappropriate content or link to any other websites that contain inappropriate content. Inappropriate content includes but is not limited to content that is illegal, pornographic, subversive, violent, discriminatory, and/or abusive.
5. All sites should follow appropriate copyright and trademark laws and should follow the guidelines regarding pirated materials outlined above.
6. Students found to be placing any prohibited materials on these websites will be subject to sanction.

*** Refer to the XS Data Privacy Manual for more details

School-owned Device Use Policy

Upon checking out the device, the borrower agrees to the following terms:

1. Immediately report any physical damage or software malfunction to the ITS staff.
2. This school-owned device is only for on-campus use. The borrower is responsible for the device – repair/replacement costs for any malfunction or damage (both hardware and software) due to mishandling, loss, or theft shall be charged to the borrower. The borrower will pay the amount of the school-owned device when it was originally purchased.



3. The App Store and iCloud account of this school-owned device belongs to the school. The borrower is not allowed to make account changes, or install, or delete apps on this school-owned device.
4. Store files in the borrower's own disk/flash drive. We cannot guarantee that your files will still be available after the school-owned device is returned to the ITS office.
5. Return the school-owned device at the specified date and time.
6. Maintain the school-owned device in clean condition.
7. The ITS Coordinator will not sign clearances of any student with unreturned school-owned devices.

Enforcement

1. Users who violate these procedures may be denied access to Xavier School computing or technology resources and may be subject to other penalties and disciplinary action, including possible expulsion or dismissal. Alleged violations will be handled through the Xavier School disciplinary procedures applicable to the user.
2. Xavier School may suspend access to an account or user when it reasonably appears necessary to do so in order to protect the integrity, security, or functionality of Xavier School. Xavier School may also refer suspected violations of applicable law to appropriate law enforcement agencies. In such cases, parents will be informed.
3. Xavier School reserves the right to disallow access to technology resources to protect the technology resources owned by the school. In addition to this, the school reserves the right to uninstall any software that interferes with the functionality, security, or integrity of school-owned workstations and other technology resources.
4. Xavier School will track One2One AUP (Acceptable Use Policy) violations to prevent future occurrences.

References:

- XS Data Privacy Manual
- GS Code of Discipline
- Shanghai American School. "Learning with laptop/iPads" Handbook



Life of Saint Francis Xavier (1506-1552)

On April 7, 1506, a baby boy was born at Xavier Castle in Navarre, Spain. He was the fifth and the youngest son of a wealthy couple. Later, the boy was baptized and given the name Francis. His loving and religious parents took care of him and taught him how to pray and love God.

When Francis was nine years old, his father died and their castle was destroyed because of the war. They became poor, but his mother saw to it that Francis received the best education possible. He studied first in his country. When he was 19, he went to study in Paris, France.

Francis was an outstanding student. He was very smart and ambitious. Being sports-minded, handsome and intelligent, he soon became very popular.

When he and Ignatius of Loyola became friends, Francis' life was completely changed. Inspired by Ignatius' great love for Christ, he decided to join Ignatius in his work. They served and taught the people of God. Later, he was ordained a priest. With Ignatius and five others, they formed the Society of Jesus.

Francis was sent to different countries like India, Malaysia, Indonesia and Japan to preach, baptize and serve the people. Wherever he went, he lived among the poorest of the poor, eating and living with them. He spent his time, too, taking care of the sick, especially the lepers. He also loved to teach people about God. Each morning, he walked through the streets ringing a bell, calling out to people especially the children to listen to him. He taught lessons and prayers by reciting them like poems or by singing them.

After working in Japan, he dreamed of going to China to preach the Good News. This dream was never fulfilled because he got sick while he was on the island of Shangchuan off the coast of China. He died looking at the crucifix and saying the name of Jesus on December 3, 1552.

Francis Xavier was declared a saint on March 12, 1622. His feast day is celebrated every December 3. He is known all over the world as the "Patron Saint of All Missionaries".



Life of Paul Hsu Kuang Chi (1562-1633)

Hsu Kuangchi (Xu Guangqi) was born to a farming family in Shanghai in 1562, during the Ming dynasty. He strove to become a Confucian scholar by hurdling the Imperial Civil Service Examinations, in the hope of attaining the rank of a scholar-official. In the China of that era, the examinations were the only way to enter government service.

In Nanjing, Xu met the Jesuit Fr. Lazare Cattaneo who gave him his first religious instruction and baptized him in 1603. He also studied Matteo Ricci's "Map of the World" and this opened his eyes to new sources of information and learning.

Paul continued his intellectual collaboration with Ricci in Beijing. He took the complex series of examinations, attaining the rank of Doctor and earning a provincial government post. Ricci, wanting Paul to remain in Beijing, encouraged him to take yet another exam to qualify for the Imperial Academy, which would ensure him a post in Beijing. Paul landed in the top five of the 24 available slots, and became a Minister of the dynasty. In this new position he became the Jesuits' adviser and protector.

Paul's intellectual pursuits led him to work with Ricci in translating the first six books of Euclid's Elements into Chinese. This brought geometry, western logic, and scientific method into the realm of Chinese thought. Not forgetting his agricultural roots, Paul applied western techniques to various farm experiments, developing new crops to combat famine and improving health and sanitation. With the help of Jesuit scientists, his team successfully predicted a solar eclipse in 1629 and thereby earned the right to reform the Chinese calendar. The Chongzhen Almanac synchronized China with the rest of the world and was published after Hsu's death in 1633.

Paul Xu Guangqi passed away on November 8, 1633.



Xavier School Coat of Arms

Xavier School's emblem is in the shape of a shield particularly called "l'ecu francais" in modern form. The escutcheon, or face of the coat of arms is divided into two by a vertical line. From the observer's point of view, the left side is called the dexter side; and the right side, the sinister side.

The dexter side of the escutcheon represents the school and its aims. On an azure background are two suns, one superimposed on the other. The twelve-pointed silver sun represents China; the gold sun with its eight bundles of ray stands for the Philippines. The blazon of the Society of Jesus - the monogram IHS (Iesus Hominum Salvator Jesus Savior of Mankind) - is found at the center of the sun with the Cross above the Hand the three nails of the Cross below it. This side of the escutcheon means that through Xavier School, the Society of Jesus acts as an integrating force enriching the Philippines with the best cultural traits that can be contributed by the minority, which has its origin in China.

The sinister side of the escutcheon has a cardinal red background. It features the blazon of the Xavier family, a member of which is the patron saint of the school, St. Francis Xavier. The sinister chief has an inverted crescent with checkered black and silver. The exact meaning of the Xavier family's blazon is not known. However, the black and silver checkered band probably represents the Xavier family, the members of which fought valiantly and victoriously over the Saracens. Hence, it indicates that only at the cost of personal sacrifice can Xaverian ideals of service be realized.

An emblem, however, is incomplete without a motto. Xavier School's motto is "LUCEAT LUX" - "LET THE LIGHT SHINE" - an echo of the school's Chinese name, Guang Qi, which means spreading the light.



The Mascot of Xavier School

THE GOLDEN STALLION



THE STALLION, because it stands for

- power
- stamina
- determination

GOLDEN, because gold stands for

- the warmth of sunlight
- cheerful spirit
- industry
- hope
- sympathy
- achievement
- aspiration to sanctity



Prayer for Generosity

St. Ignatius of Loyola

Lord Jesus,

teach me to be generous
to serve you as you deserve
to give and not to count the cost
to fight and not to heed the wounds
to toil and not to seek for rest
to labor and not to ask for any reward
except that of knowing that I am doing your will

Amen.



Xavier School Song

Luceat Lux - English Version

Xavier School, our pride and glory!
To you, we pledge our loyalty,
day after day, year after year
you've taught us to hold these things most dear –
strength and purity of soul, mind and body
self-sacrifice, the spirit of charity.

Gratefully, we sing your name to the sky
as we hold the torch on high.

Luceat, Luceat Lux!
Keep the light in your heart always.
Luceat, Luceat Lux!
Make it grow brighter with each day.
Walk without fear along life's dark and stony road.
Give a helping hand to lighten someone's load.
Let your light brightly shine till the journey's end.
Luceat, Luceat Lux!

Words: Fr. Cornelius Pineau, S.J.
Music: Ma.Dolores Avelino, Music Teacher



Xavier School Song Luceat Lux – Chinese Version

光启学校校歌

guāng qǐ xué xiào kě ài kě jìng
光 启 学 校 可 爱 可 敬
tóng xué men qí yǒng yuè huān xīn
同 学 们 齐 踊 跃 欢 欣
tóng dé tóng xīn shī zhì zhōng qín
同 德 同 心 矢 志 忠 勤
rì xīn yòu xīn jīng yì qiú jīng
日 新 又 新 精 益 求 精
shēn ling jiān zhēn chún dé jīng yíng
身 灵 坚 贞 纯 德 晶 莹
xī shēng xiǎo wǒ bó ài lì xíng
牺 牲 小 我 博 爱 力 行
gāo jǔ shèng huǒ pǔ zhào rén líng
高 举 圣 火 普 照 人 灵
gē song guāng qǐ rù qīng yún
歌 颂 光 启 入 青 云
shèng guāng míng shèng guāng yào míng
圣 光 明 圣 光 耀 明
shèng ài liè huǒ zhào ěr xīn
圣 爱 烈 火 照 尔 心 (2X)

qí fèn qǐ xiàng qián jìn kuài yīng yǒng xiàng
齐 奋 起 向 前 进 快 英 勇 向
nǎ pà qián tú hēi'àn qí qū yòu jiān xīn
哪 怕 前 途 黑 暗 崎 岖 又 艰 辛
kuài yǐn dǎo kǔ nàn zhōng dì xiōng xiāng ān pì
快 引 导 苦 难 中 弟 兄 享 安
qiān qiū wàn nián shèng guāng yào míng
千 秋 万 年 圣 光 耀 明



Xavier School Song Luceat Lux - Filipino Version

Xavier School, sa 'yo'y papuri
Katapata't pagbubunyi
Bawat araw, bawat saglit
Ang aral mo'y di iwawaglit
Tatag, kalinisan ng puso at diwa
Pagmamahal, pagtulong sa kapwa
May ngiti, ngalan mo ay sambit
Taas noong umaawit

Luceat, Luceat Lux
Alab mo sa 'mi'y pagningasin
Luceat, Luceat Lux
Tanglaw mo sa puso'y magniningning
May tapang at lakas sa landas ng buhay
Sa kapuspalad kamay ay ialay
Liwanag ilantad magpakailanman
Luceat, Luceat Lux!

*Music: Ms. Ma .Dolores Avelino
Filipino translation: Mr. Frederick Perez*