



XAVIER SCHOOL

STUDENT HANDBOOK

HIGH SCHOOL
2024 EDITION



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PREFACE

In a school whose members are motivated by the highest ideals, it would seem that there is really no need for a handbook of rules such as this, for we would like to believe that those who seek God's Kingdom are bound by a mutual regard of each other's person, and a shared concern of helping one another attain their common goals.

We realize, however, that even as we strive to build God's Kingdom in our midst, we are also engaged in a very human undertaking. That even as we are moved by His grace to heights of idealism, we find ourselves victims of our own selfishness, our pettiness, and sometimes, even our pride; hence, the need for a handbook of rules and regulations to govern our life at Xavier.

We have included in this handbook, Xavier School's philosophy of education, a description of its vision, goals, objectives, and characteristics, an explanation of its organizational structure, a statement of its academic policies, and a listing of the rules and regulations which govern the school's code of discipline and its students' academic life.

In a sense, this handbook is a summary of our way of seeing and doing things - the Xavier way of "being" and "letting be."

However, it is not a perfect document. It is the product of a very human effort, and whatever shortcomings we discover in it, we shall have to modify, change and adapt accordingly.

Our days at Xavier are meant to be happy times of "becoming" and "growing." With God's grace, a lot of good will, and the help of this handbook, we hope to make them so, in the many years ahead.

PART I INTRODUCTION

VISION OF XAVIER SCHOOL

*Persons fully alive,
endowed with a passion for justice
and the skills for development.*

We envision our students and graduates to be dreamers, not daydreamers; men who have great and holy desires, and who feel driven to develop their God-given gifts in order to use these gifts in the service of others and in nation-building.

MISSION OF XAVIER SCHOOL

"LUCEAT LUX! Let your light shine!"

Xavier School's mission is captured in the school motto. Our mission is twofold:

For our students: "To nurse the light"

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

As a community: "To be a light"

A secondary, but also important, mission of ours 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 as well, to be one community, to help in one another's work and one another's formation, and to be a witnessing community to the outside world.

CHARACTERISTICS, GOALS, AND OBJECTIVES OF XAVIER SCHOOL

Xavier School is a Jesuit Catholic college preparatory school with a distinct Chinese and Filipino character.

- **XAVIER SCHOOL** is a Jesuit basic educational institution founded, owned, and managed by the Society of Jesus.

By its very nature, Xavier School is a college preparatory school which offers K to 12 (Kinder to Grade 12) Curriculum.

As a Jesuit academic institution, its basic educational philosophy is based on the principles and tenets of the *Ratio Studiorum* and the 400- year-old tradition of Jesuit education: the formation of an individual who is a product of a truly liberal education, with a special concern for the development of personal discipline, and a drive for the pursuit of academic excellence.

Moreover, it subscribes to the Ignatian philosophy of “Formation *for* Mission” – a formation based on a deep EXPERIENCE OF GOD’S LOVE that leads to a PERSONAL CONVERSION and an ELECTION/COMMITMENT TO CHRIST’S MISSION. This is a process that enables the person to appreciate his God-given gifts and develop them *in order to use them in the service of others*.

As a Jesuit school, Xavier seeks to promote the Jesuit concerns of serving the faith which does justice, manifesting a special concern for the poor, and seeking to form men and women for others.

- From its very beginning, **XAVIER SCHOOL** has always been a missionary school for the Chinese Filipinos.

Xavier is one of three Chinese-Filipino schools established in the Philippines by Jesuit missionaries who were expelled from China in the ‘50s. Its special mission to the Chinese-Filipino community is to be a bridge of:

Evangelization -- To be a bridge between Christ and the Chinese Filipinos so that they will know Him, love Him, and follow Him in their lives.

Integration -- To build a bridge between the Chinese Filipinos and the Filipinos: To be a center of dialogue between the Christian and non-Christian faiths, and the Filipino,

Chinese and western cultural traditions; hence, to serve as an instrument for the integration of the Chinese Filipino into the life of the Filipino nation.

- **XAVIER SCHOOL** is a Catholic school whose educational program is animated by Catholic belief and doctrine.

Its religious practices, liturgies, and acts of worship are Catholic; the values it promotes are Catholic in orientation. It cultivates in its students, faculty, and staff a lively response of faith to the person of Jesus Christ, as members of different faith communities in school, at home, or within the larger ecclesial community which is the Catholic Church.

- Finally, **XAVIER SCHOOL** is a Filipino school.

Xavier School offers a program of studies approved, sanctioned, and endorsed by the Philippine government. Its program seeks to promote and foster a healthy nationalism in its students, an appreciation of their Filipino cultural heritage, and a consciousness and commitment to their responsibilities as citizens of the Republic of the Philippines.

THE HIGH SCHOOL'S PHILOSOPHY OF EDUCATION

Xavier School assists parents in the total formation of the Xaverian and his God-given talents to become an active and productive member of the Chinese Filipino community and his society. Its programs reflect the Jesuit traditions of academic excellence in a values-oriented environment.

Xavier High School commits to deliver quality educational experience that will equip students to face challenges in life. Its goal is to design learning experiences that facilitate development of skills, competencies, and attitudes. It provides educational opportunities that foster academic achievement, spiritual growth, social competence, personal productivity, computer literacy, and lifelong learning.

In articulating its mission, Xavier School provides:

- a progressive academic program that addresses the needs of students
- a well-formulated and holistic formation program designed to form the student's conscientious and compassionate heart
- comprehensive student activities and a relevant service program
- genuine concern for the spiritual growth of a young person's life
- a high level of school spirit characterized by a caring and concerned learning community

Given this premise, we wish to concretize the goals of Xavier School through our thrusts for the succeeding school years.

1. **QUALITY ACADEMIC PERFORMANCE.** We aim to continuously raise the academic achievement of our students. With the assistance of the teachers and formators, students will attain the following:
 - Competency in comprehending and communicating ideas through writing and speaking
 - Competency in critical and creative thinking
 - Competency in technological and mathematical skills
 - Competency in problem-solving and decision-making processes
 - Competency in reflection and discernment
2. **COMPREHENSIVE FORMATION PROGRAM.** We will create and implement a holistic formation plan that will address the following:
 - Developing the students' sense of academic responsibility and passion for excellence
 - Using a code of discipline to develop moral reasoning and self-discipline

- Integrating values especially in the ethically rich content subjects
 - Helping students realize their sense of mission to serve others especially the poor and marginalized
 - Developing appreciation for one's unique cultural heritage and social identity
 - Teaching students how to resolve conflicts without intimidation or violence
 - Engaging students in experiences that will highlight shared leadership and responsibility
 - Teaching students to respect and care for their neighbor, the environment and the community
3. **CULTURE OF CARING EDUCATORS.** There is one other thing needed to push the school's vision-and that is building a *can-do, let's-try-it, how-can-we-make-this-happen* culture. We insist on this paradigm because the task ahead will require creativity, flexibility, and synergy. The task challenges us, formators, to think critically and creatively as well as interact with each other spontaneously and generously.

This culture fosters knowing, nurturing, and practicing our Xavier values. The goal is to create an environment that manifests, teaches, and encourages practice of the school values.

Xavier educators are called to:

- act as role models and mentors
 - create a community in the classroom
 - foster caring beyond the classroom
 - practice discipline
 - teach values through the programs, practices and policies
 - develop conscience
 - encourage reflection
 - facilitate conflict resolution
4. **COLLABORATION WITH STAKEHOLDERS.** We continue to articulate with and involve the supportive Xavier School Parents Auxiliary (XSPA) and the vibrant Alumni Association of Xavier School (AAXS) in the realization of the school's effort to deliver quality education service i.e.,
- supporting high quality academic, physical, and social education for all Xaverians
 - enhancing communication between the home and school
 - nurturing students in the home and in the school

PROFILE OF THE XAVIER GRADUATE

Persons for others missioned by Christ to be instruments of change through service, leadership, and Christian witness—especially to the Chinese-Filipino community and to the poor.

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. The qualities of the Xaverian, as captured in the 6 Cs, are the fruits of many years of reflections and discussions, as gleaned from existing documents gathered through the years.

Each C, referring to an aspect in the Xaverian's self, is a technical term—that is, it has been chosen and is used here apart from its usual meaning. A definition is, therefore, provided for each C, organized under several headings for easy recall. Appropriate Ignatian themes or Xavier School catch-phrases are also included for your use. Since balance among the 6 Cs is crucial, also indicated here is a possible extreme form—or caricature—of each C which is, needless to say, to be avoided.

CONSCIENCE (SPIRITUAL SELF)

“Conscience” refers to the Spiritual Self of the Xaverian, which includes—but is not limited to—his normal life. This is also defined as contemplation-in-action as seen in the following:

MORAL REASONING. The Xaverian 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 excessing 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 experience. For this reason, he tries to nurture the habit of slowing down, pausing, and taking a step back to reflect upon meaning and consequences.

A LIFE OF PRAYER AND DISCERNMENT. He strives to keep in 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 this religious knowledge and experiences, 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.

Hence, he tries to "find God in all things."

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). Character is seen in the way a Xaverian lives out discipline & magis.

SELF-KNOWLEDGE AND ACCEPTANCE. The Xaverian possesses a realistic knowledge and acceptance of himself. He appreciates his God-given gifts and as a sign of gratitude, develops weaknesses and shortcomings, and accepts these even as he tries to improve himself in every way that 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.

In this manner, he tries "to be Christlike."

COMMUNITY (SOCIAL SELF)

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

ABILITY TO WORK WITH OTHERS. In an increasingly interconnected world, the capacity to work 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 dialogue, negotiation, and consensus-building. 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.

In this way, he is a true "Man with Others."

COMPETENCE (FUNCTIONAL SELF)

"Competence" refers to the Xaverian's Functional Self, his knowledge and skills that enable him to perform diverse tasks and carry various responsibilities. A Xaverian is expected to be adept at critical reflection and to demonstrate creative action and eloquent communication of what he has learned.

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 Xaverian 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; 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.

WELL-ROUNDEDNESS. Xavier's academic program recognizes that each person has varied intelligences. Hence, we try to develop -- and build on--these intelligences as much as we can. As a truly well-rounded individual, the ideal Xaverian has sensibilities that 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 Xaverian matures in a way that reflects personal responsibility for his own growth. He is beginning to reach out for further development of his full potential and is continuously seeking opportunities to develop his personality, sharpen his intellect, broaden his imagination, explore his feelings, refine his tastes, and deepen his own religious convictions and other sensibilities. He realizes that in life, what is important is “learning how to learn.”

CRITICAL REFLECTION. A Xaverian expresses different concepts, ideas and issues out of a love for learning. He evaluates claims based on a commitment to rationality and an understanding of the diverse ways of knowing. He applies critical and creative thinking skills.

CULTURE (HISTORICAL SELF)

By “Culture,” we mean the Xaverian’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. Culture also refers to global citizenship in this fast-shrinking world where global needs and causes are the concerns of every individual.

ROOTEDNESS IN THE CHINESE-FILIPINO CULTURE. Most Chinese Filipinos in Xavier go through a stage where they are (a) unfamiliar with and/or (b) uncomfortable with their Chinese heritage. Some even go through a stage when they “disown” it. It is hoped that the Xaverian will have a growing appreciation of his 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 THE 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 that community within the Filipino nation, the role of the Philippines in Asia, and, indeed, in the larger human family.

ACCEPTANCE OF THE DIVERSITY OF CULTURES 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, 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 his presence.

COMPASSION (SOCIAL SELF)

“Compassion” refers to Xaverian's Social Self--that is, 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. The Xaverian is expected to live a life of compassionate service.

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 Xaverian is acquiring considerable knowledge and familiarity with the needs of the local as well as the larger 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 Xaverian 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 Xaverian understands that his faith can be complete only if he works for justice--that is, when he recognizes unjust structures and works toward eliminating them. While he recognizes that charity (helping the poor) is good, he also knows that something more is demanded of him; justice which is more simply “giving to the poor,” but working -- and at times, even fighting -- to improve their lot.

In a sense, the mission of the Xaverian is “to comfort the afflicted and to afflict the comfortable.” In this manner, he tries to live as a “Man for Others.” He also realizes that concern for the human race is shown by caring for the earth and the environment.

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 High School Unit. The Principal is responsible for leading the High School towards the attainment of its objectives.

THE HIGH SCHOOL ASSISTANT PRINCIPALS

The High School has two (2) Assistant Principals for Academics (one for Junior High School and one for Senior High School) and one (1) Assistant Principal for Formation. They assist the Principal in the overall management of the High School, especially in matters related to their respective areas.

THE HIGH SCHOOL ASSISTANT PRINCIPAL FOR ACADEMICS

The Assistant Principal for Academics assists the Principal in the various tasks related to the administration and supervision of the academic affairs and progress of the Junior High School and Senior High School. Reporting directly to them are the Academic Department Chairpersons, Curriculum Leaders, Senior High School Team Leader, and Coordinator of the Learning Resource Center.

THE HIGH 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, Student Activity Program Office and Campus Ministry & Service Office. Reporting to him/her directly are the heads of the aforementioned offices.

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 High 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.

SENIOR HIGH SCHOOL TEAM LEADER

The SHS Team Leader attends to the various needs and concerns of Grades 11 & 12 students and coordinates with the SHS Academic Coordinator and the IBDP Coordinator & High School Assistant Principal for Formation in ensuring that all grade level activities are properly coordinated and implemented.

STUDENT ACTIVITY PROGRAM COORDINATOR

The Student Activity Program Coordinator is responsible for planning, implementing, supervising and evaluating the different co-curricular and extracurricular clubs and student-led committees of the High 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/SHS STANDARD ACADEMIC COORDINATOR/ IBDP COORDINATOR

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

ASSISTANT TO THE SENIOR HIGH SCHOOL STANDARD PROGRAM COORDINATOR

The Assistant to the Senior High School Standard Program Coordinator assists the SHS Standard Program Coordinator in the planning, implementation, supervision and evaluation of the academic programs of the various strands (STEM, ABM, GAS and HUMSS).

ED TECH COORDINATOR

The Ed Tech Coordinator oversees the implementation of the One-2-One Program in the High 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.

CURRICULUM LEADERS

The Curriculum Leaders help the SHS Standard Program Coordinator and IBDP Coordinator in monitoring the curriculum of their respective subject areas. They guide their team's work and ensure that the curriculum is implemented as planned and that the teaching strategies are appropriate and relevant. They also help ensure that the assessments are aligned to the subject action goals of the course and are suitable to the students' level.

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. He/ she is present during mentoring period and in the different milestone activities of the class

SUBJECT TEACHER

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

ECA (CLUB, COMMITTEE, COUNCIL) MODERATOR

The ECA Moderator is responsible for planning, implementing and evaluating the activities in a co-curricular/extracurricular club, student-led committee or the Student Council.

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.

GENERAL POLICIES AND PROCEDURES

I. SCHOOL ATTENDANCE

Students must be present at least 80% of the total number of school days in a year to fulfill the requirements of the Department of Education. Absence in excess of 20% may cause a student to be dropped from the student roll of the school. Exception to this rule may be granted only if, in the opinion of the School President, the excess absences were incurred for valid reasons and that, based on the assessment of his past academic performance, the student is still capable of coping with whatever lessons, quizzes, tests and/or activities he missed due to the absences and that it is still possible for him to complete and pass the course or year. Hence, even if the excessive absences were justified, but it is very clear that the student can no longer catch up with the academic requirements he missed to possibly pass the year, the student shall be dropped from the student roll of the school.

II. BELLS

- A. **WARNING BELL.** This is rung five (5) minutes before the start of the First Period, five (5) minutes before the end of recess, and seven (7) minutes before the end of lunch breaks. This signals the students to proceed to their respective classrooms, activity venues, or other designated areas. Movement music is also being played over the PA system when the warning bell rings.
- B. **CLASS BELL.** This is rung at the start of each period and is a signal for classes to begin.
- C. **MOVEMENT BELL.** This is rung at the end of each period and is a signal for students to proceed to their succeeding class or activity venue.

III. DAILY TIME SCHEDULE

The High School follows a 7-day cycle. Should there be interruptions due to unexpected and unforeseen events, the missed class schedule is automatically followed on the day classes resume.

Junior High School class time generally starts at 8:00 AM with class time ranging from 1st to 5th or 6th periods depending on the day cycle with 55 minutes per period including transfer time.

Senior High School IBDP class time starts at 7:30 AM on certain days, with class time ranging from 0th to 5th or 6th periods depending on the day cycle with 55 minutes per period including transfer time.

Senior High School Standard class time starts at 8:20 AM with class time ranging from 1st to 5th or 6th periods depending on the day cycle with 55 minutes per period including transfer time.

The activities that are scheduled from 3:00 to 4:00 P.M. follow the usual Monday to Friday schedule.

IV. ASSEMBLIES

Assemblies are convened for ceremonies, announcements, programs, Reading of Honors, school Masses, contests, common year-level activities, and the like. Students are expected to be present and to behave properly during assemblies.

A. GENERAL ASSEMBLY

1. A general assembly is held at the HS gym at 8:20 A.M. on Day 1.
2. At 8:05 A.M., the bell is rung to signal the students to proceed immediately to their designated area in the gym.
3. Students should immediately proceed to the HS Gym once signaled by the ODS.
4. All students are expected to be punctual for this assembly. Latecomers are expected to submit an excuse letter and present their Student Planner/Logbook to the assigned Student Supervisor. Coming late may merit community service or detention.

B. OTHER UNIT-WIDE or YEAR-LEVEL ACTIVITIES

1. To ensure order in the movement of students, the Office of Disciplinary Services (ODS) gives the signal, through the public address (PA) system, for the students to form two lines outside their classrooms.
2. The Class Advisers (CAs) wait for the student supervisor to give them the signal to proceed to the gym or the place of assembly.

V. CLASS MOVEMENT TO OTHER AREAS IN SCHOOL

Whenever the whole class leaves the classroom for another area, students are to form two lines and proceed quietly. The subject teacher accompanies them and supervises their movement to and from the area.

Lights and fans should be switched off and doors should be locked. The location of the class should be indicated in the locator chart on the attendance sheet.

VI. GROW, HOMEROOM, MENTORING AND STUDY HALL PERIODS

A. GROW (Goals, Relationships, Opportunities, and Wellbeing Education) Period

1. The GROW period is handled primarily by the class adviser.
2. The GROW period is scheduled once every cycle.
3. The GROW period is the time allotted to address some concerns; e.g., personal hygiene, personality test, goal setting, stress management, self-management, etc.
4. The Guidance Department creates the modules used by the class adviser to facilitate. Modules are prepared to address some common developmental issues of the batch. There are times that the Guidance Counselor comes in to facilitate the modules as needed. The department also utilized the period to facilitate learning outcomes of students based on the identified and updated Guidance Curriculum.

B. Homeroom Period

1. The homeroom period is handled by the class adviser.
2. The homeroom period is a short 10 to 15-minute period, for JHS, and a 15 to 25-minute period for SHS, scheduled at the end of every Day 2 to Day 7.
3. The main purpose of the homeroom period is to give the class adviser a venue to check daily attendance and address class concerns.

C. Mentoring Period

1. The mentoring period is handled regularly by the class adviser and mentors.
2. The mentoring period is held once every week or cycle to enable the school to fulfill its mission of “nursing the light in every student” – i.e., providing personal care and guidance to each student.
3. The mentoring period is also the venue to address important issues concerning student formation; e.g., academic honesty, bullying, family concerns, etc.
4. The mentoring period also provides the students and the mentor to bond and forge relationships

D. Study Hall Period for SHS

1. The students are expected to use the study hall period productively. Research, assessments, group work, and so on may be done in this period.

2. Generally, students are allowed to leave the classroom during study hall for the following reasons:
 - a. Visiting High School Offices for Official Business.
 - b. Visiting Central Administration Offices for Official Business.
3. Said students need to secure a study hall pass that indicates their destination, time of departure, and arrival at the destined place. This needs to be signed by an attending adult of the said office and must be brought back to the study hall teacher.
4. Failure to return with an accomplished study hall pass may incur infractions based on cutting classes.

VII. EXAMEN PERIOD

- A. A ten-minute examen period is held once every week. This moment of silence seeks to develop the habit of daily prayer and reflection in the Ignatian tradition.
- B. The examen period is supervised by the subject teachers handling the period right before the examen.
- C. Everyone on campus is expected to be in prayerful silence during the examen period.

VIII. MINDFULNESS PERIOD / QUIET TIME

- A. A Mindfulness session is done during the first 5 minutes after the students' lunch break.
- B. Students are supervised by their subject teachers after lunch.
- C. Everyone on campus is expected to quiet down and to stop whatever they're doing during this time.

IX. RECESS AND LUNCH BREAKS

- A. Students may either bring their own lunch or avail of the catering services provided by the school. Leaving the campus during break time or making an order for food delivery is not allowed. Doing so without permission from the school administration shall warrant a sanction.
- B. Students may take their snacks or lunch at the HS canteen, atrium, Sacred Heart garden and patio and in other designated areas. Eating and drinking

are NOT allowed in the classrooms, stairways, HS Gym, along the ground floor corridor and other corridors.

- C. All students must observe cleanliness in the canteen at all times by cleaning their table after eating, putting utensils in the proper places, throwing and properly segregating their garbage in proper trash bins. Likewise, students who take their meals outside the canteen should dispose of their trash properly. Canteen trays, plates and utensils should not be taken out of the canteen premises.

X. CLASS ATTENDANCE

- A. Students are expected to attend classes regularly.
- B. A student who comes to school after an absence should submit to the ODS an excuse letter duly signed by his parents or legal guardian and his Student Planner/Logbook the next school day. Failure to submit the excuse letter on time will result in an UNEXCUSED absence and a sanction of one-hour community service or detention.
- C. A student who arrives in school AFTER 11:00 AM is considered HALF-DAY ABSENT. The student, upon arriving in school, should submit an excuse letter to the ODS. Failure to submit an excuse letter on time, meaning on the day when the student reports back to school or if LATE, as soon as he arrives, will result in an UNEXCUSED absence/late coming and a sanction of one-hour of community service or detention will be given. Students without excuse letters will not be allowed to take any missed assessments.
- D. When a student reports to school after an absence due to illness, he is required to present an excuse letter and/or a medical certificate to the ODS Supervisor upon arrival attesting that he has been sick and is now ready to attend classes. The ODS Supervisor may send the student to the infirmary for a checkup before he is allowed to attend classes.
- E. A student who visits the infirmary habitually for the same reason (such as, but not limited to headache/ stomachache) would be asked to submit a medical certificate/ clearance to make sure that the student is fit to go to school. Non-submission may mean no make-up for missed assessments/requirements and non-clearance at the end of the school year.
- F. The school reserves the right not to allow a student to attend classes or join any activity if, upon the recommendation of the school physician, his presence

may pose a danger to the health of other members of the community or to the student himself.

- G. Students who report to school only for after-school activities will not be allowed to enter or participate in the activity.

XI. PUNCTUALITY

- A. Students are expected to develop the habit of punctuality early in their lives. Being on time for classes, assemblies, and the like is expected of each student.

- B. A student is considered LATE FOR SCHOOL if he is not in his classroom by his first subject. When a student is late for school, he should proceed to the Office of Disciplinary Services (ODS) and secure an admission slip before proceeding to his class.

- JHS - 1st Period at 8:00 AM, Day 1: 8:20 AM
- SHS - 0th Period (IBDP) at 7:30 AM or 1st Period at 8:20 AM

1. The student has until the following day to submit his Student Planner/Logbook and an excuse letter duly signed by his parents or legal guardian to explain the late-coming. Failure to submit the excuse letter on time will result in UNEXCUSED late-coming and a sanction of one-hour community service or detention.
2. Heavy traffic as an excuse for tardiness is generally not accepted.
3. A student is considered LATE FOR CLASS if he is not inside his classroom or in his designated class area when the class bell rings to signal the start of class.
4. When a student is late for class, he should proceed to the ODS and secure an admission slip before proceeding to his class. Generally, he will immediately be sanctioned since he is already in school and therefore has no reason to be late for his classes.

- C. A student is LATE FOR ASSEMBLY if he is not in his line by 8:20 AM.

When a student is late for assembly, he is not allowed to join the line of his class. Latecomers form a separate line and are reminded to submit an excuse letter and their Student Planner/Logbook the following school day. Late comings are logged into the official logbook of the ODS. Students who are found deliberately not attending the assembly – hiding, delaying, staying in another venue, etc. – will be sanctioned accordingly. A student who is habitually late or has been late three times during the General Assembly may be met with appropriate sanction.

- D. Transfer time is the gap in between class periods and is ideally used for toilet breaks, organizing/ arranging the classroom before leaving, getting/ returning things from the locker, and for transferring to other classrooms. Students are not allowed to buy food, go to the canteen/library and photocopying/ printing area during this time. Students who need to go to the infirmary must seek the permission of the next teacher or ODS supervisor unless in case of an emergency. Appropriate sanctions may be given for disregarding transfer time policies.

XII. CALLING OUT STUDENTS FROM CLASS

- A. Only the School President, Principal, Assistant Principals, ODS Supervisors, and Guidance Counselors may call a student out of class. An appointment slip is presented to the teacher to inform him/her of the need for the student to leave the class. In case a longer time is needed for the meeting, concerned school personnel should inform the current Subject Teacher and ODS Supervisor about the prolonged meeting.
- B. A student who is taking a test or an assessment may NOT be called out of his class unless the slip is marked URGENT.
- C. Students who are called out of class shall be given all the necessary makeup activities.

XIII. PERMISSION TO LEAVE THE CLASSROOM

- A. Going out of the classroom during Study Hall:
1. Generally, students are allowed to leave the classroom during study hall for the following reasons:
 - a. Visiting High School Offices for Official Business.
 - b. Visiting Central Administration Offices for Official Business.
 2. Concerned students need to secure a study hall pass that indicates their destination, time of departure and arrival at the destined place. This needs to be signed by an attending adult of the said office and must be brought back to the study hall teacher.
 3. Failure to return with an accomplished study hall pass may incur infractions based on cutting classes.

XIV. PROCEDURES FOLLOWED AT THE SCHOOL INFIRMARY

A. The school infirmary is a place for sick or injured people to rest or to seek medical attention.

1. Students who go to the Infirmary should bring their Student Planner/Logbook with them. This is where the teacher indicates what time the student leaves his/her class and this is also where the nurse on duty will log the medical intervention given to the student.

A student who fails to bring his planner/logbook must secure an Infirmary slip before going to the infirmary unless for urgent cases. A student who fails to prove that he visited the infirmary may be sanctioned with cutting classes.

The Infirmary is a no-gadget zone. Students are not allowed to use their gadgets while seeking treatment at the infirmary.

2. Only those who are really sick or injured are allowed to stay in the Infirmary. Others who come for medication are sent back to their classrooms promptly. A student is seen by the school doctor within 30 minutes to help recommend whether he goes back to class or be sent home.
3. The Infirmary comfort room is to be used by sick or injured students who are confined in the Infirmary. Otherwise, students have to use other comfort rooms in the HS building.

B. A student who is very ill or injured is either sent home or brought to the hospital. In such cases, the Infirmary personnel should inform the ODS and the parents. Parents need to pick up their child within 2-3 hours.

1. If the student is to be sent home, the following procedures are to be followed:
 - a. The Infirmary issues an exit permit to the student who needs to be sent home.
 - b. The ODS staff facilitates the retrieval of the student's bag from the classroom to be given to him in the Infirmary.
 - c. 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.
 - d. In general, students who are sent home by the infirmary are not allowed to leave the school premises on their own.

2. If the student is to be brought to hospital:

- a. The nurse or any Infirmary staff informs the parents by phone before the student is brought to the hospital. In case of extreme emergency (as may be determined by the school doctor or nurse), when the parents or guardians could not be reached right away by phone, the student is brought to the hospital first. The parents are notified as soon as possible.
 - b. The nurse on duty accompanies the student to the hospital, with a HS staff/faculty, if needed.
- C. If a student who has been involved in an accident or a fight is brought to the Infirmary, the school physician is to make a medical report describing the student's condition when he was admitted to the Infirmary. A copy of this report is to be promptly submitted to the ODS.

XV. PERMISSION TO LEAVE THE SCHOOL BEFORE DISMISSAL

- A. No student may leave the school premises between arrival and dismissal time without the explicit permission of the Prefect of Discipline, the Assistant Principal, or the Principal.
- B. Parents (or guardians) may request for their son to leave the school earlier than the dismissal time provided that, a day before, the student presents to the ODS a letter signed by them requesting for an early dismissal.

If the request is granted, an exit permit is issued by the Prefect of Discipline to the student who surrenders it to the guard on duty at the exit gate. In no case shall the student be allowed to leave the school campus if his parent or guardian, or authorized representative (driver, nanny and/or school bus representative) is not at the school gate to fetch him, unless the student presents a written authority/permission or consent from his parent/guardian allowing him to leave the school campus alone. In such a case, the school relinquishes any and all responsibility over the student and therefore shall not be liable for any untoward incident that may happen to him after leaving the campus.

XVI. EXITING THE SCHOOL AT DISMISSAL TIME

- A. Students should tap their ID at the tapping station upon exiting.
- B. Green ID holders may leave the campus on their own.

- C. Those who do not have their ID (for both Green and Red IDs) should get an exit pass from the ODS at the start of the day. Corresponding fees for a temporary exit pass could apply.

Habitual getting of exit pass from the ODS will merit a sanction. Students are reminded to apply immediately for a new ID when lost.

- D. Red ID holders will not be allowed to exit the campus without a fetcher. The fetchers should show the fetcher's card to the guard on duty before the student will be allowed to exit the gate.

XVII. CURFEW

- A. Curfew in the classrooms and corridors starts at 4:30 P.M. Classrooms are closed and corridors are off-limits to students 30 minutes after the last period of the day.
- B. Only students who have written permission from the Principal, Asst. Principal and/or Prefect of Discipline, or who are accompanied by a member of the HS faculty/staff may remain on campus after curfew. Students attending after-school programs, or special classes must stay within their assigned classroom or areas.
- C. Practice sessions for school teams or club meetings may continue as long as the coach or the club moderator is physically present with the team or club.

XVIII. NO RE-ENTRY POLICY

- A. Students are not allowed to re-enter the campus once they have exited the gate. This also applies to student athletes. The GS canteen serves food and beverage till 4:30 P.M.; hence there is no reason for a student to leave the school premises prior to a varsity practice, meeting, etc.
- B. In special instances, students may re-enter the campus upon presentation of an authorized letter indicating the schedule and reason for re-entry.
- C. Varsity Concerns:
 - 1. Varsity players should have their sports attire with them upon coming to school. They will not be allowed to go out of the campus to pick up their clothes from their driver, etc.
 - 2. Varsity players may leave the school right after dismissal on certain days for outside tutoring. However, they have to get permission from the Athletics Office for this special privilege. Varsity players who are

not back in school by 5:30 P.M. will not be allowed to re-enter the school premises.

3. Students may re-enter only at Gate 4.

XIX. AFTER-SCHOOL MEETINGS / ACTIVITIES

There are many student meetings in the High School, which are scheduled after dismissal time. Some of them may even end past the 4:30 P.M. curfew. Since these meetings are formative in terms of developing leadership, responsibility, and other valuable traits, the school allows students to stay given the following guidelines:

- A. As a general rule, any event or meeting that takes place 15 minutes beyond dismissal time requires a letter from the parents with a duly signed reply slip or a handwritten note from the parents allowing their son to stay in school.
- B. Students who do not submit an accomplished reply slip or letter will not be allowed to join the said activity and will be sent home.
- C. For overnight and late evening activities, students may be allowed to leave at dismissal time and re-enter the school before the start of the activity only if they have submitted a duly accomplished reply slip for such activities. Students are not allowed to leave the campus once the activity has started.

XX. NON-SCHOOL DAYS

On non-school days, students may enter the campus only upon presentation of their school ID to the guard. Students with official business supervised by a teacher may enter the campus. Students should stay at the designated venue of their activity.

XXI. SUSPENSION OF CLASSES

- A. Due to Weather Disturbances and Other Calamities

Suspension of classes due to weather and other calamities (based on DepEd Order no. 37, s.2022). The current advice from the DepEd is that under Tropical Cyclone Wind Signal (TCWS) #1, classes are automatically suspended in public schools. Private schools are given the option to follow their own guidelines.

For Xavier School, the following will be generally implemented:

- When TCWS #1 is raised by PAG-ASA by 5:00 AM, Pre-Kinder classes are automatically suspended. All classes from Kinder through Grade

12 will proceed as scheduled. When TCWS #2 is raised by PAG-ASA by 5:00 AM, work and classes from K-G12 are suspended.

- In other instances of inclement weather, the school may declare a shift to online learning. Such an announcement would be made before 8:00 PM of the previous day.
- In the absence of typhoon signal warnings from PAGASA, suspension of classes may be announced by the LGU or the national government, and these have immediate effect without need for a further announcement from the school.

B. Suspension of Classes in Other Cases

In the case of cancellation of classes during the day, or for the afternoon session, the dismissal schedule released at the beginning of the school year will be followed:

- When classes have begun, no indiscriminate and hurried withdrawal of students shall be permitted 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 card, exit I.D., etc.
- When classes are suspended, the school authorities will exert every effort to inform the parents of the dismissal time through the official Xavier School website, Facebook, Twitter, and Instagram accounts as well as through the XSPA officers

C. Parent's Responsibility

If no order for the suspension of classes has been issued, parents have the ultimate responsibility for determining whether their children should go to school, taking into consideration the health and safety of their children.

D. Resumption of Classes

Classes shall resume the following day unless otherwise announced by the Department of Education, local government, or school authorities.

- If the suspension was done before 7:30 AM, the original day in the cycle will be followed the next day, i.e., if it is Day 1 and classes are suspended before 7:30 AM, the next day will still follow the Day 1 schedule.
- If the suspension took place during the day, the succeeding day in the cycle will be followed the next day, i.e., if it is Day 1 and classes are suspended after 7:30 AM, the next day will follow the Day 2 schedule.

In the event of suspension of classes during examination days, the sequence of tests as originally specified will be followed when classes resume, i.e., if Term Test Day 1 is suspended, tests scheduled for Day 1 will be administered when classes resume.

To keep abreast on important school matters, please refer to the school's website, and to the following:

- <https://www.facebook.com/xavierkuangchi>
- https://x.com/xavierschool_sj
- https://www.instagram.com/xavierschool_sj/

E. Lunch Service During Suspension of Classes

If classes are suspended before or at 9:30 A.M., lunch will not be served.

XXII. SYSTEM OF COMMUNICATION

A. PUBLIC ADDRESS (PA) SYSTEM

1. When announcements are made over the school's PA system, students are expected to stop their activities and listen attentively.
2. Students, faculty, and staff members who wish to make use of the school's PA system should seek the approval of the Assistant Principal for Formation.

B. BULLETIN BOARDS & LEARNING MANAGEMENT SYSTEM

1. Important announcements and notices are posted on various bulletin boards or LMS and it is the responsibility of each student to read these notices daily. It is therefore presumed that all students read and are aware of whatever important announcements and notices may be posted on the said bulletin boards or the school's LMS. Hence, no student shall be excused or exempted from complying with an important rule, regulation, or policy as may be posted on the bulletin boards. Ignorance of said new rule, regulation, or policy shall not excuse/exempt the student from being subjected to disciplinary measures for non-compliance.
2. Students are reminded that bulletin boards are for official use only. Therefore, tampering with notices is considered a serious offense.
3. Students may post notices or other materials only on designated areas and with the approval of the Assistant Principal concerned. Unauthorized notices and/or materials may not be posted.

C. CIRCULAR FOR PARENTS

1. Circulars for parents are sent through email. It is the responsibility of the parents and the students to check their email for newly uploaded circulars. It is therefore presumed that all parents and students read and are aware of whatever important announcements and notices have been posted on the website. Hence, no student shall be excused or exempted from complying with an important rule, regulation, or policy as may be stated in an e-circular. Ignorance of said new rule, regulation, or policy shall not excuse/exempt the student from being subjected to disciplinary measures for non-compliance.
2. Circulars for parents that require a reply slip are sent through the students. Students are responsible for having the reply slips signed by their parents and for submitting them to the class advisers and or finance officer. Failure to submit the return slip on the designated day will merit an appropriate disciplinary sanction.
3. In all cases, the parents and/or their children shall be bound by any new rule, regulation and/or policy that may have been announced through the circular on the date of its effectivity.

XXIII. USE OF FACILITIES

A. PASSAGEWAYS

Passageways such as doors and stairways should be kept clear at all times. Bags, sports equipment, lunch boxes, water jugs, etc. are not to be deposited in these areas. Students should not gather around or loiter along passageways to avoid undue inconvenience to passers-by. When passing along the corridors, students should stay near the railing. They should not distract those inside the classrooms.

B. USE OF THE ELEVATOR

Only XS faculty, staff, guests, parents, and other authorized persons may use the elevator. Students with physical disabilities may request for an elevator pass from the ODS upon presentation of a written request from the parents/guardians supported by a medical certificate from a physician.

The Prefect of Discipline decides who may be issued an elevator pass. In special cases, however, where students must transport heavy equipment from the NEXT Office or other departments, the elevator may be used.

C. USE OF SENIOR HIGH SCHOOL (SHS) ESCALATOR

1. The SHS escalator is accessible for all G9 to G12 students. It is to be used only for ascending purposes.
2. Students are prohibited from being boisterous and rowdy while using the escalator. They are expected to observe proper behavior while using the escalator, such as:
 - a. no overtaking
 - b. no running
 - c. no pushing
 - d. no playing
3. Students are not allowed to bring food or drinks when using the escalator.
4. Students with muddy/ dirty shoes especially those coming from the football field are not allowed to use the escalator
5. As a safety precaution, students are reminded:
 - a. to always hold on to the escalator railing
 - b. to ensure that their shoelaces are tied
 - c. not to bring a stroller bag
 - d. to yield to students with disability
 - e. not to lean on the glass walls
 - f. always keep the top hallway clear to avoid traffic (no bags, no by standing)
6. The escalator should only be operated by authorized personnel.
7. In emergencies like fire or earthquakes, the escalator will not be used.
8. Please report immediately to the HS ODS or PPO any concerns/problems you may encounter regarding the use/ operation of the escalator

D. CLASSROOM

The classroom is a place for learning and studying. The following guidelines shall be observed in the use of classrooms:

1. Boisterous behavior, unnecessary noise, and playing are not allowed in the classroom. Eating and drinking are NOT allowed unless there is a class activity.
2. Trash should be properly segregated in the trash bins that are provided outside the classrooms.
3. Walls should always be kept clean.

4. Bulletin board displays and notices serve as learning walls to all students and should be kept neat at all times.
5. If students wish to use the classroom during break or after class hours, a request from the teacher who will supervise them during the activity should be sought. This request is communicated to the ODS for approval. In no case shall students be allowed to use the classrooms or any school facility after class hours without permission and supervision of a teacher/staff.

E. CHAPEL

The chapel is a place of prayer and may be used only for liturgical celebrations and prayer-related activities (communal and individual). Proper decorum is expected of each student while in these venues to maintain a prayerful atmosphere.

The areas immediately outside the venue are also considered QUIET zones.

F. SPORTS FACILITIES

1. Sports Center, Gymnasium and Playing Fields

The sports center, gym, and playing fields are available for student use at designated times.

Official sports activities such as PE classes, varsity training, and the like take priority.

2. Swimming Pool

Use of the swimming pool is allowed only during officially scheduled activities and only when the lifeguard is present to supervise the activity. Rules and regulations governing the use of the swimming pool are posted at the swimming pool area. These are to be STRICTLY FOLLOWED. Violation of the rules may mean appropriate disciplinary sanction and forfeiture of the privilege of using the pool.

3. Sports Attire

Anyone using the sports facilities is required to be in proper sports attire.

XXIV. USE OF OTHER FACILITIES

- A. The Media Education Center (HS Music Room), meeting rooms, Multi-purpose Hall (MPH), Gotuaco-Yu Auditorium, and Multi-Purpose Center (MPC) may be used only after permission has been secured according to established procedures and with adult supervision. Students are expected to maintain order and cleanliness in these areas. Bringing in food and drinks is strictly prohibited.

- B. Learning Resource Center (LRC) is a place for reading and studying. It is, therefore, important that a quiet atmosphere be maintained at all times. Students are expected to observe the library rules at all times. Violation of these rules will mean sanctions and possible loss of library privileges.

C. USE OF OFFICE PHONES

Designated office phones are available for students' use. It can be used only in cases of emergency.

- D. The Senior High School Building is primarily for the use of the Senior High School (SHS) students (Grade 11 and 12). This means that it is generally off-limits to Junior High School (JHS) students unless they are accompanied by a teacher, or their schedule indicates that they will have classes in the Senior High School building. JHS students may dine in the SHS canteen, use the Atrium, visit the chapel, and go to the offices, including the Faculty Workroom in the Senior High Building, and Career Counselor's Office, and CMSO, when necessary.

In the same manner, SHS students may not go to the JHS building. They may only go to the Junior High Building to visit the faculty workroom, and offices, or to eat at the canteen. The JHS classroom corridors are off-limits to the Senior High Students.

- E. Other commonly used areas like the Patio, Atrium, Sacred Heart Garden, High School Playground, 6Cs Plaza, and other spaces where students can hang out should be kept clean and orderly all the time. Avoid rough play in any of these areas.

XXV. RESTRICTED AREAS

- A. High school students may not enter restricted areas unless they are transacting official business there. The following are restricted areas:
1. administration building and offices
 2. maintenance and repair shop
 3. faculty dining room
 4. the grade school building, grade school quadrangle, dining areas, and EED area except for when a student has an official business there.
 5. other facilities usually reserved for faculty and staff
 6. the Multi-Purpose Center (MPC), Multi-Purpose Hall (MPH), and Gotuaco-Yu Auditorium
 7. the lower football field
 8. faculty workroom

NOTE:

- High school students may pass through the grade school quadrangle area only during arrival and dismissal time or PE periods.
- During PE class, students must confine themselves to the designated area for PE activities until the end of the period. This rule also applies to those who are exempted from PE class. Exempted students may not loiter in the classroom, canteen, administration building, library, or other places during the PE period.
- Students are not allowed to stay along the corridors during recess and lunch.

XXVI. CARE OF SCHOOL PROPERTY & OUR COMMON HOME

A Xaverian is a steward of God's creations and takes pride in his school by handling school properties/facilities with care and by keeping the campus, the buildings, and its surrounding environment clean and orderly. This ensures that each student in school enjoys a conducive and safe learning environment.

A. CLASSROOM

1. All students are responsible for keeping their classrooms and the immediate surroundings neat and orderly at all times.
2. Classroom cleaners are assigned for the day in JHS to see the order and cleanliness of the classroom from the first period to the last period.

They stay after class hours to prepare their classroom for the following school day. They are responsible for closing the windows, cleaning the blackboard, turning off the lights, fans, and projector, unplugging the speakers, turning off the air purifier, and doing a general cleaning of their classroom and the corridor fronting their classroom.

3. Cleaning materials should be kept away from sight as much as possible.
4. Lights, fans, and projectors should be switched off, and doors should be locked whenever the class leaves the room. This is mainly the responsibility of the class.
5. In JHS, the NO BAGS policy should strictly be enforced. Students are expected to be ready with their materials in each class. They are not allowed to get things from their lockers during class hours.
6. Grade 11 and 12 students are allowed to bring with them a small bag that can be hung on their chairs inside the classroom. They are expected to bring all their things with them as they move from one class venue to another.

7. Only the Student Supervisors may turn on and off the air-conditioning units inside the classrooms. Students caught violating this will be sanctioned accordingly.
8. All classrooms in the JHS and SHS buildings are equipped with CCTV cameras to ensure the safety of all our students while inside the school premises.

B. BUILDING, FURNITURE, and OTHER FIXTURES

1. Students are expected to use school furniture/equipment/fixtures properly and with care. Sitting on top of tables, desks, and backrests of chairs; sliding down the rails of the stairs; banging/kicking the doors; hitting the blackboards and/or bulletin boards; mishandling and other similar actions that cause damage to the school building, furniture, and other fixtures, are violations of school rules and will thus warrant appropriate sanctions.
2. Students are also expected to take care of school properties such as school symbols, markers and signages, and other fixtures in the classroom.
3. Students are reminded that playing in the lavatories, wasting water or tissue paper, or committing any act of vandalism will merit appropriate sanctions.
4. At the end of the school year, an inspection of the school property/equipment assigned to each student will be done for clearance purposes. Any damage caused by a student to school property will be repaired or replaced at the student's expense. Furthermore, a student who is found to have intentionally caused serious damage to school property shall be held liable for a grave offense and may be refused readmission for the next school year.
5. A student who accidentally causes damage to school property should be honest enough to report it immediately to the ODS.

C. WASTE MANAGEMENT and ENVIRONMENTAL CONCERNS

1. Students are expected to practice CLAYGO (Clean as You Go) at all times. They are expected to segregate their waste in the proper waste bins. This includes commonly used eating areas, in the classrooms during celebrations, and proper segregation of waste materials in the laboratory with the help of a teacher or Lab Technician.
2. Students are expected to take care of the environment through ensuring that all plant life inside the campus is left to flourish, remain unharmed and un-vandalized at all times.

3. Living creatures inside the campus such as cats, and fish in tanks should not be touched for safety purposes and to ensure that they live in a safe and stress-free environment.
4. During school activities, everyone is expected to adhere to the following:
 - a. The community is enjoined to practice Bring Your Own Baunan (BYOB) for events that involve eating together.
 - b. No single-use plastics such as PET bottles & food containers
 - c. Implement/follow the eco-friendly guidelines and practices to reduce waste and lessen carbon footprints.

XXVII. USE OF THE SCHOOL LOCKER

In line with the school's effort to provide an ideal learning environment, students have been provided a locker for their use during the school year. Students are expected to use the lockers properly and to care for them.

- A. Students are required to use their lockers. They must provide their own locks.
- B. Students who forget their lock combination or lose their key may be sanctioned for irresponsibility.
- C. Students may use only their assigned locker, which should be kept locked at all times. "Squatting" or sharing of lockers is not allowed.
- D. Students are responsible for the cleanliness of their lockers.
- E. Appropriate sanction/s, in addition to the cost of repair, shall be meted for damages caused by misuse.
- F. Damages to the locker should be reported to the ODS immediately.
- G. Tampering or opening other students' lockers shall be severely sanctioned.
- H. Items left inside the lockers at the end of the school year shall be disposed of or donated.

XXVIII. CARE OF PERSONAL BELONGINGS

The following measures are to be observed regarding the personal belongings of students:

- A. Classrooms, which are not used for extra-curricular activities/special classes will be locked after the last class.
- B. Finance Officers should not leave their cash collection unattended. They are urged to leave their collection with the class adviser, ODS, or accounting office for safekeeping. Otherwise, if he loses his cash collection, he shall be solely responsible for the reimbursement of the amount and may be removed as treasurer of his class.
- C. All students are strongly advised to label all belongings including bags and lunchboxes.
- D. Students who lose belongings (e.g. iPad, wallet, camera, etc.) due to negligence will be considered solely responsible for the loss.
- E. All unattended belongings are to be confiscated and their owners are to be given the appropriate disciplinary sanction for negligence in the care of one's property.

XXIX. USE OF THE GADGET PASS

A Gadget pass is a form issued by a teacher to a student who has to bring a device needed in a school sanctioned event, club or extra-curricular activities.

A. Steps in Accomplishing Gadget Pass

- 1. The faculty or staff (F/S) requiring the gadget provides two duly accomplished passes (available at the ODS) to each student. Only 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 the Student Supervisor.

B. Guidelines for 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.

3. A student who has a gadget with him may be asked by any F/S to present his pass to check its validity.
4. If the device gets lost, the student should immediately report it to his Student Supervisor.
5. Only faculty and staff are authorized to issue this pass.
6. Students are required to bring this pass at all times. Students caught in possession of any gadget without a pass shall be sanctioned accordingly and have the gadget confiscated.
7. Students caught falsifying this pass shall be sanctioned accordingly.
8. Gadgets may be confiscated if used outside the inclusive date/time stated.
9. The owner is responsible for the contents of his gadget –whether he is the one using it or not.
10. For prolonged or seasonal use of the gadget pass, students may opt to laminate the pass to ensure that all information stipulated can still be seen even after some time of pass use.
11. Issuance of gadget pass to authorize a student to bring a SMART CELLULAR phone is strictly prohibited

XXX. LOST AND FOUND ARTICLES

All students are expected to practice responsibility and respect for their own, as well as others' property. This is shown by proper labeling of all school materials, taking care of them, keeping track of them, and following proper procedures when items are lost/ found.

A. Found Items

1. Found items – both labeled and unlabeled – are to be turned over immediately to either the Grade School Office of Disciplinary Services (GS ODS) or the High School Office of Disciplinary Services (HS ODS).
2. Items found after school hours are turned over to the Security Office, who in turn endorses the items to the appropriate ODS the following work day.
3. The ODS logs all turned-over found articles and keeps them in the following manner:
 - a. Labeled items (including Grab Bags) are kept by the grade-level Student Supervisors inside the ODS.

- b. Unlabeled items are kept in the ODS for one day to facilitate claiming. After that, the items are placed in the Lost and Found Cabinet outside the ODS office.
- c. Valuable items (e.g. money, gadgets, watches, eyeglasses, etc.) are kept by the assigned ODS staff.

B. Lost Items

Students who lose school materials or personal belongings are expected to report the loss to the ODS and to have the initiative to check if their lost items are in any of the Lost and Found cabinets/ shelves.

C. Return of Labeled Found Items

ODS issues a Claim Slip (for GS) or a Call Slip (for HS) to owners of labeled found items to inform them that their lost item may be claimed. As a sign of responsibility, owners are expected to claim their lost items as these will not be delivered to them despite the labels.

D. Claiming Lost Items

- 1. Items may be claimed from the ODS during breaks and dismissal.
- 2. All claims will be logged by the ODS.

E. Disposal of Unclaimed Items

- 1. Before the end of every semester, students are reminded through various means to visit the Lost and Found cabinets to check if they have lost and found articles there and subsequently claim them.
- 2. After the trimester PTCs, the Lost and Found items are turned over to the Accounting Office except for unclaimed valuable items which are turned over at the end of the school year. The Accounting Office disposes of unclaimed items in accordance with established policies.

F. Warnings and Sanctions

- 1. Green slips are NOT issued for losing and/or claiming items, except when the lost item is an iPad, a Grab Bag, a scientific calculator, or a student's IB books.

Students who do not find their Grab Bag after three (3) days are provided a Grab Bag by the ODS. They are asked to label this new Grab Bag which they will use for the rest of the school year. However, students can only get a new Grab Bag from the ODS once.

2. A green slip is issued by the ODS when the student fails to claim his lost and found item despite being issued three (3) Call Slips reminding him to claim the article.

XXXI. IDENTIFICATION CARD (ID)

- A. 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.
- B. All students are required to tap their ID at a tapping station every time they enter and exit the school premises; holidays included. Students who do not have their IDs should get an exit pass from the ODS first thing in the morning. Failure to tap in and out will be sanctioned with an hour of community service.
- C. A student is required to present or surrender his school ID when he borrows any athletic/school equipment.
- D. 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 the borrower to appropriate sanctions.
- E. The student will be charged a certain amount for a temporary exit permit or the replacement of a lost ID.
- F. Lost IDs must be immediately reported to the ODS. Similarly, any ID found must be immediately turned over to the ODS. Any student caught using the lost ID of another may be suspended from the school, the duration of which will be determined by the High School Principal's Office.
- G. Students who do not wear their ID will be sanctioned with one hour of community service or detention.

XXXII. DRESS CODE

The total formation of the Xaverian is our foremost concern. Part of this concern is to promote a sense of well-being through good grooming and the proper way of wearing the prescribed school uniform. Dress codes contribute to the safety and security of a school environment. Adhering to a dress code teaches students the value of discipline and self-respect, enabling them to present themselves appropriately in different settings.

A. Students should be in proper uniform at all times even after dismissal as long as they are still on campus. The uniform consists of:

1. All students will be required to wear a Xavier School color-coded collared polo shirt. The color-coded scheme is prescribed by the High School Principal's Office.
2. The aforementioned polo shirt should have a name patch on the left breast pocket. For proper identification, the name patch should include the student's name. The student is expected to wear the uniform properly even after dismissal time as long as he is on campus.
3. The color-coded shirt must be paired with dark plain colored pants and appropriate closed shoes. The casual attire is as follows:

ALLOWED	NOT ALLOWED
neutral or dark-colored pants, such as black, brown, gray, khaki, dark blue Long pants, jeans, joggers	Pastel-colored pants such as pink, orange, torque blue, ripped or torn jeans Shorts (including varsity shorts), hats, caps, sunglasses, and other unnecessary accessories or eyewear slippers, sandals, crocs, rain boots/ shoes made of rubber or any similar footwear

4. All students are required to have a pair of **traditional school uniforms of white polo, black slacks, black shoes, black socks, and a plain white undershirt or sando** to be worn at least once a week, on special occasions or days as prescribed by the dress code circular released at the end of each school year.
5. Part of the school uniform is wearing the school ID at all times. Students are likewise required to tap in/out at the gates. Students who forget their school ID are required to secure an exit permit first thing in the morning.
6. In addition to the prescribed dress code, students are expected to observe the following:
 - a. Haircut. At the start of the school year, all students are required to have proper haircuts as prescribed in the Student Handbook. However, students are expected to observe neatness and good grooming throughout the school year.

b. P.E and sports activities uniform guidelines:

- Wearing the proper athletic attire (e.g., no slippers) is required when students engage in sports activities
- For purposes of hygiene, close supervision, and identification, all students are required to change into play/ sports attire (plain white shirt, shorts, and sneakers/ rubber shoes) before playing during break time, dismissal, or mentoring period. The official PE uniform is not considered sports/ play attire.
- The official PE uniform in the HS is the blue PE shirt. HS students are not allowed to wear the yellow PE uniform of the grade school.
- Xavier shirt that resembles the PE uniform with varying colors, such as pink, green, white, etc. are **NOT** considered official PE or Xavier uniform
- Students are expected to come to school in P.E. attire (as prescribed in the P.E. policy handout) on their scheduled P.E. day.
- Sneakers/ rubber Shoes are to be worn in all sports-related activities/ PE class
- Varsity uniforms and shorts are not considered to be PE uniforms.

c. For Senior High School:

- Students are required to wear their XS tie during formal presentations, activities, and/or as prescribed by their teachers
- CAdT is a required course in the student's senior (Grade 12) year. Seniors are expected to wear the prescribed CAdT attire when they are scheduled to do so. This uniform should be worn in the prescribed manner. Haircut for CAdT will have a separate prescribed haircut to be mandated by the CAdT Commandant.

7. The following are considered violations of the Dress Code:

- a. wearing sweaters and hoodies (only jackets with zippers/ buttons are allowed). Students are not allowed to wear their hoods while inside the school campus.
- b. wearing earrings; wearing more than one bracelet, ring, and/or necklace
- c. tattoos or stick-ons on any part of the body

- d. wearing make-up such as but not limited to foundation, eyeliner, etc.
- e. possessing/wearing articles of clothing or accessories (pins, buttons, pens, trinkets, pendants, keychains, ballers, etc.) with offensive or suggestive designs, illustrations, pictures, words, or phrases (e.g., sexual in nature, related to illegal drugs, espousing violence/hate, etc.)

Appropriate sanctions will be issued to those who will not abide by the official high school dress code.

XXXIII. LEAVE OF ABSENCE (LOA)

- A. A Leave of Absence (LOA) may be granted to a student who has incurred three or more days of absence due to illness upon submission of a medical certificate.
- B. A LOA is also given to students who participate in an out-of-campus activity as official delegates of Xavier School.
- C. A student who is granted a LOA is expected to assume responsibility for missed schoolwork and requirements due for completion during his leave.
- D. In general, all other prolonged absences are considered UNEXCUSED. Therefore, students who are not granted a LOA will not be entitled to any makeup test/activity that they might have missed during their absence.
- E. The number of school days filed for LOA must not exceed the limit set by the Department of Education. The school, however, still reserves the right to specify the duration of the leave.

XXXIV. USE OF SCHOOL NAME AND SEAL

- A. Every student is expected to protect and promote the good name of the school. Anyone who damages the reputation of the school by using the school's name irresponsibly or maliciously will subject the offender to appropriate sanctions.
- B. Students, whether as individuals or as groups, may not use the name and/or seal of the school for any activity, and/or in any printed material (T-shirt, jacket, etc.) without the explicit authorization of the school. This applies to printed programs, invitations, announcements, tickets, parties, balls, or other similar activities or projects.

- C. A student or students who wish to use the school name or seal must first seek authorization and approval from the School President.
- D. Using the name or seal of the school without authorization is a serious offense and hence shall subject the offender/s to appropriate sanctions. If the unauthorized use of the name or seal is committed by a recognized school club, the organization may lose its recognition and its officers shall be held liable for appropriate disciplinary sanctions.

XXXV. CARE OF THE GRAB BAG

The “Grab Bag” is a survival kit put in place for any emergency -- earthquake, fire, etc. -- that may take place. This kit contains basic survival materials, such as whistle, flashlight, gauze, etc. The bag is to be strapped on the student’s table during class hours and is to be used **ONLY** during an emergency drill or a real emergency.

The Grab Bag also serves as a head cover during evacuation. Students caught misusing, playing with their Grab Bag, or tampering with other students’ Grab Bag will be sanctioned with a possible Reprimand or higher.

The Grab Bag is to be taken seriously since one’s survival in case of an emergency is the school’s priority.

There are a few points to remember about the Grab Bag.

1. The Grab Bag must be with the student **at all times**. When transferring to another venue (for example: Science lab, Music room, Art room, PE venues, or Canteen), students must bring their Grab Bag and strap it on the side of their tables or put it under the tables/ chairs (if the usual classroom table is not available). For PE venues, they may put their Grab Bags where they can easily take hold of them during a real emergency.

For the SHS, the students bring their Grab Bags as they transfer to their different assigned classrooms. Their grab bags may be placed inside the bags they bring along with them, but are highly encouraged to have them strapped to their bags where it is easily accessible in case of an emergency.

Students are also reminded to bring their Grab Bags **before entering any office** on the campus.

2. All Grab Bags must be **labeled** accordingly preferably with a permanent marker. If a student wishes to attach a padlock to the Grab Bag to secure its contents, one must use a combination type padlock so that in a real emergency, a key will not be needed.

3. Since students are expected to bring the Grab Bag to the canteen, they may opt to put their light snacks (for example a sandwich or their biscuits) inside to avoid holding on to too many things at one time, however, students must remember not to eat the food meant for a real emergency.
4. Students may put their iPads inside the Grab Bag but are reminded to have a case for their iPad so that if the screen cracks in case of a real emergency their heads are still protected.
5. Students may attach their Grab Bags to their lunch boxes & backpacks using the Velcro handle. If students wish to attach or sew a slings/strap to the Grab Bag then they may also do so.
6. All Grab Bags must be placed in the locker at the end of the day, and retrieved in the morning. Students are **HIGHLY DISCOURAGED** from bringing their Grab Bags home to avoid forgetting their Grab Bags for the next school day.
7. Grab Bags must be inside the classroom by the first period. Irresponsibility such as not bringing Grab Bags or leaving Grab Bags unattended will be sanctioned accordingly.
8. Students are reminded to check the contents of their Grab Bag, especially the perishable goods, every 6 months.

XXXVI. USE OF STUDENT PLANNER / LOGBOOK

The Student Planner/Logbook is an essential part of the communication between the home and the school. It is primarily used for the following:

A. Infirmary visits

The subject teacher should sign the logbook before allowing a student to leave the classroom. The assigned infirmary personnel will need to sign the logbook when the student leaves the infirmary. This is very crucial for monitoring our students' whereabouts and to avoid incidents of cutting classes.

Those without student planners will have to drop by the HS ODS Office to secure an infirmary slip unless it is for emergency cases.

B. Absences and Tardiness

The logbooks are used by the ODS to mark and record absences and tardiness. A student who misses an assessment and requests for a make-up is asked to present their logbook to the concerned subject teacher. Only absences or tardiness that are marked excused by the HS ODS will be given a make-up assessment.

In relation to this, students are reminded that every time they are absent or tardy, their hardcopy excuse letters will have to be inserted in their logbook before submitting to the HS ODS at the beginning of the day. For those

submitting excuse letters via email, only the logbook will have to be submitted to the ODS supervisor.

C. Assessment Logs

Students may log their grades for summative assessments in the logbook for easier monitoring of progress by the teachers and parents. Subject teachers are requested to remind their students to fill out the assessment logs upon return of assessments.

D. Home School Communication

Parents may request a PTC via the student logbook. Teachers must sign the logbook to acknowledge receiving the request.

Students who lose their logbook during the school year will have to purchase a new one. As mentioned above, they will have to get infirmity slips from the HS ODS Office before proceeding to the infirmary, unless it is an emergency case where the student will be unable to do so.

XXXVII. MANDATORY DRUG TESTING PROGRAM

The Mandatory Drug Detection Program for our students was first implemented in the School Year 2003-2004. The program was established in consonance with Xavier School's objectives of:

- fostering a safe and drug-free environment for its students;
- supporting the government's campaign against drug abuse;
- deterring experimentation by students with prohibited drugs; and
- helping students and their families address the growing dangers of drug abuse.

The Mandatory Drug Detection Program covers all High School students. Please note that the program (a) will be conducted randomly—or where suspicion exists—selectively; and (b) is aimed primarily at assisting drug users and their families in addressing the problem. For this reason, the matter will be treated with utmost confidentiality, and no sanction will be imposed on First Time Offenders.

A. Xavier School Drug Detection Policy Statement

The Board of Trustees of Xavier School, Inc., acting on behalf of the school community, establishes the rule and policy that XS students should not make use of prohibited or dangerous drugs in any circumstances, regardless of time or place. To this end:

1. The school's objective is to maintain a drug-free community. It shall spare no effort to bar the use of prohibited, regulated, or dangerous drugs, or the presence of any person under such influence or who tests positive for the presence of dangerous drugs on the Xavier School (XS) campus, its surrounding environments, and during school-sponsored or school-related activities, functions, and events.
2. At any time, whether or not during the school year, a student:
 - is on XS campus or its surrounding environments; or,
 - is present at a school-sponsored or school-related activity, function, or event, the student is subject to the school's policies and rules concerning drugs, regardless of where the drug use occurred.
3. The School likewise prohibits the actual, frustrated, or attempted possession, sale, or transfer of prohibited or dangerous drugs or drug-related paraphernalia by any person at any time of the year on the XS campus or its surrounding environments, or during a school-sponsored or school-related activity, function, or event.

B. Definitions

Dangerous drugs include, but are not limited to, narcotics, stimulants, barbiturates, suppressants, hallucinogens, marijuana, or amphetamines. The School likewise, considers the following as prohibited or dangerous drugs:

- Any pharmaceutical without a valid prescription and knowledge and permission of parents;
- Any abusive glue, aerosol, or any other chemical substance used by a student for inhalation; and
- Any intoxicating, mood-changing, mind-altering, or behavior-altering substance or drugs.

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

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

- Possession is any conduct or combination of acts of a student showing custody or control of or over a prohibited or dangerous substance.
- Sale and transfer refer to any conveyance from a student to any other person, natural or juridical, of a prohibited or dangerous substance for any consideration, whether valuable, pecuniary, and gratuitous, even out of mere liberality

C. Selection of Students

As part of the policy, a scientific screening and detection procedure will be conducted on a random basis, or where suspicion of use exists, selectively. Random selection may result in a student being selected for testing or screening more than once during a semester.

D. Infraction of the Policy

Infractions of the XS policy on drug abuse will result in the following consequences:

1. First-time offenders shall be helped. Students who test positive for the first time shall be required to have regular meetings with the Guidance Counselor. His parents and/or guardians will be required to meet with the Guidance Coordinator. Joint sessions may also be conducted with the students and parents concerned. Moreover, regular users shall be referred to a substance abuse specialist. The school shall request a progress report on the student's sessions with the specialist.
2. Possession or use of prohibited drugs, including drug paraphernalia, or prescription drugs will be sanctioned with **Exclusion**.
3. Distribution (regardless of intent) or sale of dangerous drugs, drug paraphernalia, or regulated drugs as defined in the Dangerous Drugs Act will be sanctioned with **Expulsion**.
4. The school reserves the right to demand any or all of its students to submit to a drug test at any time the school judges it necessary for the protection of its student population. Any student who refuses to submit to a drug test when required by the school may be subject to a serious disciplinary sanction and may be denied re-admission in the next school year.

E. Confidentiality of Results

The results of the drug tests shall remain confidential at all times and shall be used only by the School for the School's purpose of disciplining and helping the students as provided in the foregoing paragraphs. The results of the drug tests shall not be used for purposes of charging or convicting any student for any crime punishable under the law.

PART III

ACADEMIC RULES AND PROCEDURES

“Growth in maturity and independence that are necessary for growth in freedom depends on active participation rather than passive reception. Important steps towards this active participation include personal study, opportunities for personal discovery and creativity, and an attitude of reflection.”

— *The Characteristics of Jesuit Education* no. 45

Xavier School offers a program of studies, which develops students’ basic skills and abilities for higher education. The said program includes units in Communication Arts in English, Filipino, and Chinese, Social Sciences, Christian Life Education, Mathematics, Natural and Physical Sciences, Computer Education, Physical Education, Art and Music, all of which are handled by competent and well-trained teachers.

While Xavier School recognizes individual uniqueness, learning styles and pace, there are certain standards of academic excellence that are held as norms for student performance. On the part of the student, upholding such standards presupposes the judicious use of the opportunities made available to him by the school.

It also presupposes a maturity that enables the student to assume responsibility for his own academic growth and development under the guidance, support, and encouragement of his teachers and formators.

The following are the norms and rules for student academic performance:

I. EXAMINATIONS

Junior High School has term-end examinations, and Senior High School has semestral examinations.

A. Guidelines concerning behavior while taking examinations:

1. Students are expected to behave properly throughout the examination. Unnecessary talking or looking around should be avoided. Such behavior is a violation of the test protocol. Thus, students behaving this way will be dealt with accordingly.
2. Desks and surrounding areas must be cleared. Only teacher- specified materials such as pens, rulers, etc., may be brought into the examination room. All books, bags, gadgets, and other study materials must be left at the front area of the classroom or inside the lockers.

Inside the classroom, possession of books and other study materials is a violation of test protocol.

3. Students are not allowed to move in and out of the classroom during the examination.
4. Students may leave the room only after they have handed in their examination paper to the proctor and signed the attendance sheet. No student will be allowed to leave the testing room within the specified time for the year level. Once a student has submitted his paper, he is expected to leave the room and not loiter in the corridors.

B. In cases where a student is unable to come to school for an examination:

1. If a student misses an examination because of an illness or an official school activity, he must submit a doctor's certificate and/or parent's/guardian's letter to the High School Principal's Office (HSPO) on the day he reports back to school so that his make-up test/s can be scheduled within the following week of the scheduled exam.
2. In general, all other reasons for missing an exam will be considered invalid. Thus, if a student misses an examination for reasons other than illness or a school-authorized activity, a parent's/guardian's letter is required. The validity of such a letter will be determined by the Principal. Only when the absence has been excused will the student be allowed to take the make-up test.
3. Failure to present a satisfactory reason will merit disciplinary sanction and may forfeit a student's opportunity to be given a make-up test in which case he may receive the grade F for such examination.

C. In cases when a student is already in school and he finds that he is unable to take his examination for a valid reason:

1. The student must notify any of the following: his Class Adviser, Subject Teacher, Subject Department Chairperson, Assistant Principal for Academics or Principal before leaving the school. He should not miss his examination without prior notification and approval.
2. The student is given a make-up test usually scheduled within the following week.

D. In cases when a student arrives late for his examination:

1. The student must present a letter of excuse to the Office of Disciplinary Services (ODS) to secure an admission slip.
2. He presents the admission slip to the proctor.
3. If he comes in within the first 30 minutes, he will have to take the exam without any time extension together with the regular group of students.

4. If he comes in 30 minutes after the test has started and has a valid reason for being tardy, he will take a make-up test together with the other students who missed the test with valid reasons.
- E. The High School Principal's Office schedules the examinations. Should there be interruptions due to some unexpected or unforeseen events like typhoons, strikes, and the like, the examinations are automatically reset on the day classes resume. All succeeding scheduled examinations automatically follow.

II. GRADING SYSTEM

JUNIOR HIGH SCHOOL

The academic performance of a student is indicated by the mark he receives in each subject. The subject grade is computed at the end of each term.

A. GRADES FOR EACH SUBJECT

Xavier High School follows the letter grading system with D as the passing mark and F as the failing grade. Grades are based on the scores of the student in the various assessments set by each subject.

LETTER GRADE	DESCRIPTORS
A+ Exceptional	Outstanding results Exemplary performance Exceptional Work <i>Has mastered all skills and concepts covered in class, and has gone beyond what is required either through individual research or by developing unique insight into the subject matter</i>
A Advanced	Commendable results Skillful performance Very good work <i>Has mastered all skills and concepts covered in class</i>
B+ High Proficiency	Noteworthy results Competent performance Quality work <i>Consistently demonstrates an understanding of most skills and concepts covered in class, but exhibits minor flaws in understanding one or two topics</i>

B Adequate Proficiency	Average results Typical performance Adequate work <i>Usually demonstrates an understanding of the most skills and concepts covered in class, but exhibits minor flaws in understanding several topics or major flaws in understanding one topic</i>
C Basic	Basic results Satisfactory performance Acceptable work <i>Understands only the most basic skills and concepts covered in class, with flaws in understanding most topics</i>
D With Help	Limited performance and results Limited progress and achievement Basic work that meets minimum standards <i>Can demonstrate an understanding of the basic skills and concepts in some topic areas, but only with teacher assistance.</i>
F Unsatisfactory	Very limited performance and results Very limited knowledge, understanding & skills No or poor output even with support <i>Demonstrates little or no evidence of understanding of even the most basic skills and concepts covered in class. Unable to show evidence of understanding (due to non-submission of requirements)</i>

Note: More specific rubrics will be provided by the subject teachers for the different assessments.

SENIOR HIGH SCHOOL

STANDARD PROGRAM

The academic performance of a student is indicated by the mark he receives in each subject. The grade is computed at the end of each semester.

SENIOR HIGH SCHOOL STANDARD TRACK

The standard program follows the same grading system as Junior High School.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (IBDP)

The Diploma Programme follows the numerical grading system with 3 as the passing grade and 2 as the failing grade for SL subjects and 4 as the passing grade and 3 as the failing grade for HL subjects. Grades are based on the scores of the student in the various assessments set by each subject. Aside from the 6 subjects offered by IB, being in Xavier School, students also take Christian Living Education and either modular Filipino or Chinese depending on the subject students choose for Group 2 (Second Language).

NUMERICAL GRADE	DESCRIPTORS
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Frequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
N	No grade

GRADE FOR THEORY OF KNOWLEDGE (TOK)

Theory of Knowledge (TOK), one of the core IB subjects, follows the letter grading system with D as the passing grade and E as the failing grade. Grades are based on the scores of the student in the various assessments set for the course.

A	Knowledge questions are thoroughly explored and clearly related to examples/real-life situations. Effective links are made to areas of knowledge and/or ways of knowing. Analysis is coherent, and well developed. The discussion includes consideration of implications, assumptions, counterclaims and different perspectives.
B	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
C	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.

D	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
E	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is

GRADES FOR CREATIVITY, ACTIVITY AND SERVICE (CAS) AND EXTENDED ESSAY (EE)

Creativity, Activity and Service (CAS) and Extended Essay (EE) the other two core IB subjects are marked either as complete or incomplete

COMPLETE	Has completed all CAS/EE requirements set by the CAS/EE coordinator for the semester
INCOMPLETE	Has not completed CAS/EE requirements set by the CAS/EE coordinator for the semester

B. COMPONENTS OF THE GRADE

For the Junior High School, the components of the term grade in an academic subject are the term-end examination and class standing. Depending on the subject, the term-end examination may take the form of a pen and paper test, major paper, project, and similar assessments. The class standing component in all subjects consists of different assessments varying from mastery tests to written reports and activities, projects, experiments, speeches, written compositions and others, depending on the goals of the subject.

For the Senior High School, for both the Standard Program and the IBDP, the components of the semestral grade in an academic subject are the semestral examinations and class standing. Depending on the subject, the semestral examination may take the form of a pen and paper test, major paper, project and similar assessments. The class standing component in all subjects consists of different assessments varying from mastery tests to written reports and activities, projects, experiments, speech, written compositions and others, depending on the goals and the nature of the subject.

C. PHYSICAL EDUCATION, ART, MUSIC AND COMPUTER EDUCATION MARKS

JUNIOR HIGH SCHOOL

PE, Art, Music, and Computer Education also follow the above-mentioned letter grading system on a semestral basis.

These subjects will **not** be a part of the requirements for the term-end awards, but will be part of the annual award requirements. A grade of at least B is required for the annual award.

SENIOR HIGH SCHOOL

Similar to Junior High School, PE and Computer Education follow the above-mentioned LETTER grading system. A grade of at least B (or 4 for IB) in the said courses is a requirement for awards, while a grade of at least D is needed for promotion to the next year level.

D. XAVIER ELECTIVES (X-ELECT), CITIZEN ADVANCEMENT TRAINING (CADT), EXTRA-CURRICULAR ACTIVITIES (ECA), HOMEROOM, SERVICE

The above-mentioned areas are graded using a different letter grading

O	Outstanding
V	Very Good
G	Good
S	Satisfactory
U	Unsatisfactory

A grade of at least V is a requirement for awards, while a grade of at least S is needed for promotion to the next year level.

E. EFFORT MARKS

Both Junior High School and Senior High School follow the same standards for Effort Marks.

1. The Effort Mark is given by the teacher to give an indication of the student's seriousness in his studies based on the following criteria:

Indicators	O	V	G	S	U
Class Participation • listens attentively during discussions and lectures • contributes to class discussions by answering and asking relevant questions (through recitation, discussion boards, threads, etc.) • takes the initiative in class activities, discussion and group work (synchronously or asynchronously)	Consistently Evident	Mostly Evident	Generally Evident	Partially Evident	Not Evident
Responsibility • attendance to class is punctual and consistent • reports to class prepared by having the necessary materials and doing the assigned work • submits requirements (HW, SW, projects, compositions, etc.) • follows instructions provided for tasks (ex. proper format, citing sources properly) • submits major requirements consistently					
Work Habits • cooperates and collaborates willingly with others during group work • follows teacher's instructions and specifications • accomplishes assigned tasks					

Indicators	O	V	G	S	U
Quality of Work • submits timely, quality work that is neat, organized, substantial and thorough					

F. CONDUCT MARKS

Descriptors	O	V	G	S	U
• Observes the rules and regulations in the student handbook, taking into account major and minor offenses • Acts in a respectful manner (onsite, online and offline) towards the teacher and classmates and engages with others appropriately ◦ kind and polite with words and comments ◦ conducts himself appropriately (wears the appropriate attire, waits for his turn before speaking, no distracting images/videos/music)	Consistently Evident	Mostly Evident	Generally Evident	Partially Evident	Not Evident

Exhibits academic integrity as seen through his submissions and performance					
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G. HOMEROOM GRADING SYSTEM

INDICATORS	OUTSTANDING (O)	VERY GOOD (V)	GOOD (G)	SATISFACTORY (S)	UNSATISFACTORY (U)
ATTENDANCE in HS Unit Assemblies/ Batch Plenary Sessions	Faithfully attends the scheduled assemblies & special advisories whether onsite or online; Is always on time and listens attentively to announcements as evidenced by his online or onsite presence; Doesn't need any follow up or close monitoring.	Usually attends the scheduled assemblies & special advisories whether onsite or online (mostly present); Is most of the time punctual; Participation cannot at times be verified as evidenced by his lack of his presence; Occasionally needs some sort of follow up and monitoring.	Sometimes attends scheduled assemblies and special advisories whether onsite or online (absences are more or less equal to the number of times present); Barely participates and needs follow up and monitoring.	Needs to be encouraged to attend the scheduled assemblies & special advisories whether onsite or online because of frequent absences and tardiness (absent most of the time); Needs to listen attentively to announcements as evidenced by his frequent lack of presence; Frequent follow up and monitoring is necessary.	Has not attended any HS assembly or special advisory whether onsite or online during the term or semester even with frequent follow up; Lack of effort to reach out to his adviser/mentor has been noted.

INDICATORS	OUTSTANDING (O)	VERY GOOD (V)	GOOD (G)	SATISFACTORY (S)	UNSATISFACTORY (U)
BEHAVIOR during Spiritual Activities (e.g. Morning Prayer, Masses, Examen, Prayer Service etc.)	Always maintains a prayerful and reflective disposition.	Generally maintains a prayerful and reflective disposition .	Sometimes maintains a prayerful and reflective disposition .	Needs to be reminded to maintain a prayerful and reflective disposition because of frequent disruptive behavior.	Displays disruptive behavior despite repeated reminders.
Homeroom, Advisory and Mentoring Periods	Faithfully performs advisory, homeroom and mentoring activities diligently and effectively and listens attentively to discussions and announcements. Always follows protocols during the sessions.	Generally performs advisory, homeroom and mentoring activities and listens to discussions and announcements. Most of the time, follows protocols during the session.	Sometimes performs advisory, homeroom and mentoring activities and listens to discussions and announcements. Needs to be reminded from time to time to follow protocols during the session.	Needs to be reminded frequently to perform advisory, homeroom and mentoring activities and to listen to discussions, announcements and to follow protocols during the session.	Displays, rowdy behavior; Is usually inattentive, talks continuously, makes unnecessary comments or refuses to do assigned activities. Habitually fails to follow protocols during the session.
Respect	Always respectful towards others and other's personal property.	Generally respectful towards others and other's personal property.	Sometimes respectful towards others and other's personal property.	Needs to be reminded frequently to treat others with respect and consideration.	Does not show respect and consideration towards others and misuses or vandalizes other's personal property.

INDICATORS	OUTSTANDING (O)	VERY GOOD (V)	GOOD (G)	SATISFACTORY (S)	UNSATISFACTORY (U)
Cooperation/ Class Spirit (e.g. mentoring, class activities)	Actively participates in class activities and encourages others to do the same.	Generally participate s in class activities	Sometimes participate s in class activities.	Needs encouragemen t to participate in class activities.	Refuses to participate in online class activities.
Outside the Classroom Contributions and Department	Contributes much to different onsite/online projects and activities of the school; Is a student leader; Represents the class and/or the school in different events; Consistently abides by the rules and regulations in the Student Handbook.	Participate s actively in the various activities of the school; Supports the projects of the school; Consistent ly abides by the school rules and regulation s as stated in the Student Handbook.	Is present during the activities of the school and participate s from time to time; Abides by the school rules and regulation s as stated in the Student Handbook; May have gotten a few green slips within a term or semester.	Rarely present for activities of the school; Inconsistent compliance with the school rules and regulations as stated in the Student Handbook; May have incurred a number of green slips or Reprimand during the term or semester; Needs some reminders.	Clear pattern of misbehavior is observed; has been issued a status (DWS/DPS) at the start of the school year or any time during the term or semester for a disciplinary infraction. This does not automatically include carried over status or status received during admission.
Attendance and Punctuality	Always on time for classes and school activities whether onsite or online. Frequently punctual;	Frequently punctual; With less than 3 absences and tardiness within a	Generally punctual; With less than 7 absences and tardiness within a	Inconsistent attendance; With 10 absences and tardiness within the term/ semester; Follow up has	Very poor attendance; With more than 10 absences and tardiness within the term or semester; Close coordination with parents have been

INDICATORS	OUTSTANDING (O)	VERY GOOD (V)	GOOD (G)	SATISFACTORY (S)	UNSATISFACTORY (U)
	With less than 3 absences and tardiness within a term/semester.	term/ semester.	term/ semester	been given regarding attendance.	provided to monitor attendance; possible sanctions may have been issued for attendance concerns.

A student who receives a DWS or DPS during the term or semester automatically gets a U in their Homeroom grade for the said period regardless of the other indicators on the rubrics. This does not apply to carried over status or status or status given during admission.

H. EXTRACURRICULAR ACTIVITIES GRADING SYSTEM

INDICATORS	O	V	G	S	U
PERFORMANCE Accomplishes and submits ALL club requirements on time with good quality	Consistently Evident	Mostly Evident	Generally Evident	Partially Evident	Not Evident
ATTITUDE - participates actively during club sessions, activities, and meetings - initiates good and substantial conversations with peers					
DEPORTMENT - maintains a positive presence in the club - shows respect to all members and the moderator - assists the moderator in maintaining order during club sessions and activities					
ATTENDANCE attends club sessions and scheduled activities outside the ECA period regularly and on time					

IMPORTANT:

1. Grade cut-off to qualify for an award is a V.
2. JHS members will receive a grade per term, while SHS members will receive a grade per semester.
3. For 3 unexcused absences or more, the student will automatically receive a grade of U for the club grade.

III. ACADEMIC POLICIES**Academic Integrity****1. Assessments****1.1. Formative Assessments**

- a. Formative assessments are important for timely and relevant feedback. These may be in the form of exercises/drills, essay drafts, portfolios, etc. As much as possible, students will be given the opportunity to retake/redo a formative assessment to show better mastery of the target knowledge/skills.
- b. Formative assessments, as a general rule, should be accomplished and submitted within the period. These can be used as exit tickets.
- c. Other Applications/Websites may be used for a variety of formative assessments, as reflected in the designated Learning Management System (LMS).

1.2. Summative Assessments

- a. Mastery tests will be given and may only be taken onsite. Additionally, online test-taking tools may be used for such assessments.
- b. Summative assessments must be submitted using the appropriate citation method and uploaded to the designated platform (*e.g. Turnitin*) for verification.
- c. Oral assessments can be done live or recorded with the necessary guidelines (e.g. blindfolded for tasks that need memorization).
- d. There is no re-taking of exams. However, for some *pre-identified* alternative assessments, students may be given the opportunity to improve on their work after receiving feedback from their teachers, as long as they still submit on or before the set deadline.
- e. Students are reminded to include their honor pledges in their assessments, as appropriate.

2. Academic Honesty

2.1. Concerns on academic honesty will be addressed in coordination with the ODS and the Guidance Counselor. In some cases, the Honors Council may be convened to help look into a case. In general, the following guidelines will be observed:

- a. Students should listen to and follow the reminders given by teachers before each assessment (keeping things not needed, no communication with others, no looking around, etc.). Students should also take note of and follow specific directions as indicated in the assessment guidelines given by the teacher.
- b. Students are expected to cite sources properly, including those from Generative AI, and to work on their tasks/assessments independently.
- c. Students are requested to write/recite their Honor Pledge during assessments.

Homework and submission of work / assessments

1. Monitoring Student Progress and Homework

- 1.1. Homework is important to help students prepare for lessons and for enrichment. As such, students are expected to accomplish homework.
- 1.2. The following measures will be implemented for non-submission of homework:
 - a. Students who habitually do not submit work and/or submit incomplete work will be reminded through email and will be asked to submit the pending tasks/assessments. The parents will be included in the email for feedback and proper monitoring.
 - b. Green slips may still be given for “habitual irresponsibility.”
 - c. Habitual late or non-submission of work may affect the final grade and/or the effort mark of the student.

2. Posting of Announcements and Submission of Work

- 2.1. Online posting or announcement of any school material/ homework/ instructions by the teacher should be done by **4:00 p.m.** through the official LMS. Likewise, parents and students are also required to communicate non-urgent concerns/questions to their teachers by 4:00 pm.
- 2.2. There will be no submissions after **4:00 p.m.** on weekdays and anytime during the weekend.

- 2.3. Students are expected to observe the deadline of tasks/assessments including file formats and other pertinent instructions.
 - 2.4. Asynchronous activities, in general, should be accomplished and submitted within the period. Students are expected to let their teachers know if there are concerns due to technical difficulties and other unforeseen factors.
3. For Late Submissions/Make-up Assessments
- 3.1. In general, late submissions due to sickness and official school representation are excused. For such cases, an excuse letter approved by the ODS is necessary. For connectivity issues during online days, the parent/s may be asked to write a letter to clarify the situation. For longer absences, a LOA should be submitted to the HSPO and approved before any make-up is given.
 - 3.2. For cases where an absence/LOA is *unexcused with consideration*, the student may still be allowed to take the make-up assessments with one grade lower than his actual mark. Students with *unexcused absences*/LOA are not eligible to take make-up assessments.
 - 3.3. The highest possible grade for late submissions within the grace period (3 school days) is B (4 for IB). On the other hand, teachers may give the student a grade of F for non-submission of requirements beyond the grace period days despite reminders to BOTH students and parents.
 - 3.4. Habitual and unexcused late submission will be considered for the Effort mark.
 - 3.5. For make-up exams, students have 1 week from the day of their return to school to schedule a make-up of the assessment missed. They need to present a letter from their parents to the ODS. Once approved/verified by the ODS, the student presents this to the concerned teacher to be allowed to take the make-up.
 - 3.6. The student will be emailed by his teacher for the schedule of his make-up assessment and is expected to keep the appointment.
 - 3.7. In general, a student is allowed one chance to make-up an assessment. A student who misses the scheduled make-up without any valid reason may be given a grade of F for failing to show evidence of understanding and mastery.

Feedback Mechanism

- 1. Feedback to parents may be done through the following:
 - 1.1. For short, urgent feedback (e.g. non-submission of assessment, continued absence or misbehavior, etc.) communication to parents is

primarily through the parent's/guardian's *official email address* indicated in the Contact Information Sheet.

- 1.2. For long, detailed feedback, a Progress Report will be sent. The teacher may require an acknowledgement reply through the official school email.
- 1.3. When the need arises, teachers may initiate a meeting either face to face or via video-conference with the parents and vice versa. The department chairperson will be cc-ed in the email correspondences for proper documentation. Parent Teacher Student Conferences (PTSCs) must be scheduled in advance. It is encouraged that PTSCs be done via video conference.
- 1.4. For parent-initiated PTSCs where the parent would like to meet multiple teachers in a day, the HSPO may assist in scheduling the meetings.

Providing Academic / Formation Support

1. Providing Assistance to Students

- 1.1. At the start of the school year, orientations will be conducted to help students and parents familiarize themselves with the designated LMS and other applications.
- 1.2. To consult with a teacher, the students need to set an appointment with the teacher. If necessary, the teacher may call for students who will need extra support.
- 1.3. If really necessary, the teacher may endorse a student to take PAA. This will be held after school hours.
- 1.4. For students under academic and disciplinary status, they will be scheduled for a monthly conference with the concerned teachers, Guidance Counselors, Assistant Principals and Principal.

2. For Managing Tech Difficulties during Online Days

- 2.1. If a student encounters a problem with his gadget or internet connection, he should send an email to his teacher when it is already possible.
- 2.2. Apart from the teacher, students/parents may also communicate their technical difficulties with the HSPO or the ITS. The office personnel emailed to (teacher, HSPO or ITS), will then forward the concern/s to the ODS and/or to the concerned teacher. In this case, the teacher may extend the deadline of the submission to when it will be reasonable for the student to do so. Students are still expected to take down their own notes. Thus, actual slides/presentations/lectures in general, are not to be shared with students. However, some significant parts of these (diagrams, images, illustrations) may be provided to the students for easier reference.

Use of Generative Artificial Intelligence (AI)

Artificial intelligence Generative Technology has become a reality in education. It is a technological breakthrough that can be a powerful tool in teacher instruction and student learning. To harness the capabilities and benefits of this technology while maintaining academic integrity, here are guidelines for the students and teachers to follow.

1. GENERAL GUIDELINES

- a. AI technology must be used with purpose, innovation, and integrity.
- b. AI technology must primarily be used as a consultative or derivative source. Some examples of derivative technologies are Wikipedia and web searches.
- c. AI technology, if used by the students, should be for the purpose of supplementing their learning, not replacing it.
- d. AI technology should foster critical thinking and innovation rather than impeding them.
- e. An AI system is a tool/technology that may be used in the classroom for formative activities that are not graded. The teacher has the final say in its use. If a teacher asks to put the iPad away or not to use any AI system such as Chat GPT in any formative task or activity, then the students must follow the teacher's instructions.
- f. Any AI generated content used in students' outputs must always be cited properly.
- g. The use of apps that allow tracking of students' progress for works done over time is highly encouraged.
- h. The Data Privacy Act must be maintained in the use of ANY technology. No personal information must be submitted to an AI system.

2. WHAT AI SHOULD NOT BE USED FOR

- a. AI must NOT be used as a substitute for students' submission.
- b. Getting feedback on one's original work and applying the suggested changes for any summative assessment is NOT allowed. A student is expected to work on his summative assessments independently (without external help, including AI) or collaboratively with other students only for collaborative assessments.
- c. AI technology must NOT be used for any unethical behavior or practice.
 - i. Plagiarism: Content generated from an AI system must not be copied directly and claimed as one's own work.

- ii. Misinformation: Do not assume that everything generated from an AI system is accurate and true. Always evaluate and verify the information.
- iii. Harassment: AI should not be used to generate content that can be used to harm or harass anyone in any way.
- d. Violation of the above will result in the necessary investigation and disciplinary action as needed per the school's academic policies.

3. POSSIBLE/ALLOWED USES OF AI TECHNOLOGY

- a. Brainstorming or idea generation formative tasks that are not graded
- b. Organizing or summarizing ideas that are originally created by a student for formative assessments
- c. Simplifying information or clarifying concepts found to be challenging to help students synthesize a topic for the sole purpose of enhancing one's knowledge and understanding
- d. Generating content for discussion, verification, and analysis (appropriate research must still be done to validate information and learn more about a topic in depth)
- e. Generating sample works only for the purpose of supplemental practice and review

4. CITATION GUIDELINES

Establishing the need to acknowledge and cite AI generated content properly will allow students to have the opportunity to use the technology more ethically.

- a. Have an "AI Credits" section in the reference list at the bottom.
- b. As there are various scenarios where AI technology may be used, the current guidelines for APA citation from this source may be used: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>.

IV. PROMOTION, RETENTION AND NON-READMISSION

At the end of the school year, a Deliberations Panel is convened to deliberate on students' promotion, retention or non-reenrollment, re-sectioning, and eligibility for graduation for seniors. This panel is composed of the Principal, Asst. Principal for Academics, Asst. Principal for Formation, Department Chairpersons, Guidance Counselor, Prefect of Discipline, Student Supervisor, Class Adviser, teachers, and mentors of the year level.

A. PROMOTION

A student is eligible for promotion to the next year level if he passes all his subjects at the end of the school year or, when applicable, by the end of the Summer Academic Assistance (SAA) and Summer Remedial Course (SRC) period.

B. RETENTION AND DISMISSAL FROM SCHOOL

1. The school reserves the right to refuse the readmission of a student, if the school authorities believe that, based on the student's academic performance in previous year levels and his conduct grades and/or disciplinary status, the student is no longer eligible to pursue his education at Xavier School.
2. A student who fails in 4 or more subjects at the end of the school year shall not be eligible for readmission in the next school year.
3. A student who fails in 3 subjects at the end of the school year shall be retained in the same year level.

C. SUMMER ACADEMIC ASSISTANCE (SAA)

JUNIOR HIGH SCHOOL

A student who fails in one or two subjects at the end of the school year must enroll in SAA. Failing a subject means that the student received an F in all three terms in Junior High School.

STANDARD PROGRAM

Given that the subjects in senior high school are taken up for two years and that the knowledge and skills taught in these subjects are cumulative in nature, students who obtain grades of D and a F in the first and second semesters respectively in a particular subject do not show satisfactory evidence of mastery of skills and depth of knowledge. Hence, they shall also be required to attend Summer Academic Assistance (SAA). This is to ensure that students possess the necessary skills and depth of knowledge in the subject concerned prior to proceeding to the next year level.

IBDP

IB SAA is the academic assistance provided by Xavier School to students in the IB program who receive a grade of 2 or lower in a subject (Higher or Standard Level, including modular subjects) at the end of the year will be required to take SAA. The student must complete and pass all requirements

of the subject(s) during SAA in order to enroll the following school year. Note that the final grade will NOT be changed on the report card, though the transcript will reflect a passing grade.

- a. If the student passes SAA, he becomes eligible for promotion to the next year level upon which he will automatically be placed on Academic Warning Status (AWS) for the first term.
- b. If the student fails any or all of his SAA subjects, he may be readmitted the next school year but retained in the same year level and placed under Academic Probation Status. The school may deny him readmission subject to the same conditions stated above.
- c. If he does not avail himself of SAA, he may still be readmitted the next school year, but retained in the same year level and placed under Academic Probation Status. The school may refuse him readmission subject to the conditions stated above.

D. SUMMER REMEDIAL CLASS (SRC)

JUNIOR HIGH SCHOOL

A student who gets an F in two terms, regardless of the grade in the other term, is required to enroll in SRC. Moreover, a student who fails a subject in the third term and gets a U in Effort in the same subject must enroll in SRC.

SENIOR HIGH SCHOOL

STANDARD PROGRAM

In Senior High School, students who obtain grades of F and a D in the first and second semesters respectively in a particular subject shall be required to attend Summer Remedial Classes (SRC). This is to ensure that they have adequate mastery of skills and depth of knowledge, before moving on to the next year level. Students who obtain a grade of F in the second semester, and a U in Effort mark in a particular subject shall also be required to attend Summer Remedial Classes (SRC).

IBDP

Students who receive a grade of 3 in a Higher Level (HL) subject at the end of the year will be required to take SRC. This is to ensure development of the necessary skills and knowledge expected of those who are enrolled in an HL subject.

IB Revision Classes are offered to Grade 12 students who have unsatisfactory performance in certain subjects, and who in the opinion of the teacher are in need of assistance in preparation for the IB External Exams.

MODULAR CLASSES AND TOK

A student who fails a modular subject in the school year must enroll in and pass SRC. (Chinese Modular, Filipino Modular, IB CLE Modular)

For TOK, a student who fails the second semester must enroll in and pass SRC.

1. If the student passes SRC, he becomes eligible for promotion to the next year level.
2. If the student fails any or all of his SRC subjects, he may be readmitted in Xavier School the next school year but retained in the same year level and placed under Academic Probation Status. The school may deny him readmission subject to the same conditions stated above.
3. If he does not avail himself of SRC, he may still be readmitted the next school year, but retained in the same year level and placed under Academic Probation Status. The school may refuse him readmission subject to the conditions stated above.
4. However, inasmuch as the SRC is an internal structure of Xavier School to maintain its standards and ensure the readiness of students for its curriculum in the next year level, a student who fails the SRC or does not take the SRC may opt to transfer to another school, where he may be promoted to the next year level.

E. NON-READMISSION

1. A retained student must pass all his subjects at the end of the school year. Failure to do so will mean non-reenrollment the following school year.
2. The maximum residence limit at Xavier High School is (7) years given the shift to K to 12.
This means that a student may be retained only once in high school. The school views a second retention as evidence of a student's inability to cope with the school's academic standards.

V. ACADEMIC STATUS

A student is placed on Academic Warning Status (AWS) or Academic Probation Status (APS) if his academic performance falls short of the normal achievement expected of Xavier School students. Both the AWS and APS primarily serve as a way for formators to closely monitor the student's performance, and at the same time provide a venue for parents to closely collaborate with the school regarding

the student's performance. Moreover, it serves as a warning that unless the student's performance improves within the given period stipulated in the document, he may be retained or may be required to leave at the end of the school year.

JUNIOR HIGH SCHOOL

A. Who may be placed on **Academic Warning Status (AWS):**

1. A student who incurs 3 or more failing marks at the end of a term
2. A student who, in the opinion of the Principal, requires close academic follow-up
3. A student who was not on any academic status the previous year but was required to take SAA during the summer
4. A new student in Xavier

B. Who may be placed on **Academic Probation Status (APS):**

1. A student who is retained in the same year level
2. A student who was on AWS and who took SAA the preceding school year
3. A student who is admitted to Xavier School, but whose admission or achievement test results indicate an academic deficiency
4. A student who, in the opinion of the Principal, requires strict academic follow-up

C. Required Intervention Measures for Students on Academic Warning/ Probation Status:

1. Regular parent-teacher conferences/referrals / consultations
2. Consistent academic assistance and follow-up
3. Limited extra-curricular and sports activities
4. Ineligibility to hold office in class or any club to focus on studies
5. Regular conferences of the student with the guidance counselor

D. Lifting of Academic Status

If a student has fulfilled all the conditions of his status within the prescribed period, his Academic Warning/ Probation Status may be lifted. However, the Principal may retain a student's academic status if he/she deems it necessary.

1. Conditions for Lifting the Academic Warning Status
 - a. No failing subject by the end of the term
 - b. No U in Conduct and Effort at the end of the term
 - c. Strict observance of intervention measures

Non-fulfillment of the above conditions by the end of the term will result in the carry-over of the AWS to the next term

2. Conditions for Lifting the Academic Probation Status

- a. No failing final grade at the end of the school year
- b. No U in Conduct and Effort at the end of each quarter term
- c. Strict observance of intervention measures

Non-fulfillment of the above conditions by the end of the school year will result in the retention or non-readmission of the student the next school year.

Students under Academic Probation Status are not eligible for SAA.

SENIOR HIGH SCHOOL

SHS STANDARD PROGRAM

For the Senior High School Standard Program, prior to an academic status, a student may be given an **ACADEMIC WARNING NOTICE** if:

1. A student incurred a grade of D in at least 3 subjects at the end of a semester
2. A student, in the opinion of the Principal, requires close academic follow-up

A. Who may be placed on Academic Warning Status (AWS)

1. A student who incurred 3 or more failing subject average marks at the end of a semester
2. A student who, in the opinion of the Principal, requires close academic follow-up
3. A student who was not on any academic status the previous year but was required to take SAA during the summer
4. A new student in Xavier

B. Who may be placed on **Academic Probation Status (APS)**

1. A student who is retained in the same year level
2. A student who was on AWS and who took SAA the preceding school year
3. A student who is admitted to Xavier School, but whose admission or achievement test results indicate an academic deficiency
4. A student who, in the opinion of the Principal, requires strict academic follow-up

C. Required Intervention Measures for Students on Academic Warning/ Probation Status:

1. Regular parent-teacher conferences/referrals / consultations
2. Consistent academic assistance and follow-up
3. Limited extra-curricular and sports activities
4. Ineligibility to hold office in class or any club or head a committee to focus on studies
5. Regular conferences of the student with the guidance counselor

D. Lifting of Academic Status

If a student has fulfilled all the conditions of his status within the prescribed period, his Academic Warning/ Probation Status may be lifted. However, the Principal may retain a student's academic warning probation status if he/she deems it necessary.

1. Conditions for Lifting the Academic Warning Status
 - a. No failing subject average by the end of the semester
 - b. Strict observance of intervention measures

Non-fulfillment of the above conditions by the end of the semester will result in the carry-over of the AWS to the next semester

IBDP

Prior to an academic status, an IB student may be given an **ACADEMIC WARNING NOTICE** if:

1. A student incurred a grade of 2 (regardless of level) in 2 subjects at the end of a semester
2. A student who, in the opinion of the Principal, requires close academic follow-up

A. Who may be placed on Academic Warning Status (AWS)

1. An IB student who incurred a grade of 2 (regardless of level) in at least 3 subjects at the end of a semester
2. A student who, in the opinion of the Principal, requires close academic follow-up
3. A student who was not on any academic status the previous year but was required to take SAA during the summer

B. Who may be placed on Academic Probation Status (APS)

1. A student who is retained in the same year level
2. A student who was on AWS and who took SAA the preceding school year
3. A student who is admitted to Xavier School, but whose admission or achievement test results indicate an academic deficiency
4. A student who, in the opinion of the Principal, requires strict academic follow-up

C. Required Intervention Measures for Students on Academic Warning/ Probation Status:

1. Regular parent-teacher conferences/referrals / consultations
2. Consistent academic assistance and follow-up
3. Limited extra-curricular and sports activities
4. Ineligibility to hold office in class or any club or head a committee to focus on studies
5. Regular conferences of the student with the guidance counselor

D. Lifting of Academic Status

If a student has fulfilled all the conditions of his status within the prescribed period, his Academic Warning/ Probation Status may be lifted. However, the Principal may retain a student's academic warning probation status if he/she deems it necessary. If a student has fulfilled all the conditions of his status within the prescribed period, his Academic Warning/ Probation Status may be lifted. However, the Principal may retain a student's academic warning probation status if he/she deems it necessary.

1. Conditions for Lifting the Academic Warning Status

- a. No failing subject average by the end of the semester
- b. Strict observance of intervention measures

Non-fulfillment of the above conditions by the end of the semester may result in the carry-over of the AWS to the next semester

Class officers and varsity members are subject to the guidelines set by the High School Comelec and Athletics Office.

E. Withdrawal from the IB External Examinations

A student who is deemed not ready to take the IB external examinations may be withdrawn from the program by the IB Coordinator in coordination with the HS Principal's Office and the parents. Possible conditions for withdrawing a student may be due to the following:

1. failing marks in IB subjects indicating that the student is not prepared to take the external examination/s
2. non-submission of IB Core requirements (extended essay, TOK, and CAS) and/or internal assessments
3. submission of requirements that cannot be authenticated due to a high similarity index and/or a high percentage of the paper was written using generative artificial intelligence

VI. **ACADEMIC ASSISTANCE**

The school encourages students to develop independent study habits. However, the school recognizes that there may be some students who have difficulty coping with the school's academic demands. Students with serious academic difficulties may avail of the following academic assistance:

A. PERSONAL ACADEMIC ASSISTANCE (PAA)

To assist students who need guidance in their academic work, the school has PAA. Usually, classes under this program run for at least 10 one-hour sessions held in school after school hours.

1. Personalized academic assistance in a specific subject is a privilege given to a student. Upon the request of the student himself or his parents, PAA may be provided on the following conditions:
 - a. The department concerned confirms the student's need for PAA after evaluating his academic performance and his deportment in class.
 - b. The teacher designated by the school is available for the task.
2. Group remedial academic assistance may also be offered by certain departments in order to assist students who need to strengthen their basic skills in a subject area.
3. The 10 PAA sessions should be used within the duration of a term.

B. SUMMER ACADEMIC ASSISTANCE (SAA) AND SUMMER REMEDIAL CLASS (SRC)

1. SAA is the academic assistance provided by Xavier School to students - not on status - who fail in one or two subjects at the end of the school year. A student who completes and passes all requirements of the subject(s) during SAA merits a maximum grade of D and may be promoted to the next year level.
2. A student with one or two failing averages at the end of the final term/semester may enroll in SAA. The Principal, however, reserves the right to make the final decision as to who may or may not take SAA.
3. A student who has been recommended to take SAA, but is unable to enroll in the course or unable to fulfill the requirements of the course may be asked to either leave the school or be retained.
4. A student who incurs 3 or more absences and/or 6 or more late-comings during the SAA shall be dropped from the list and given a failing grade in that subject. He shall be either retained in the same year level at the start of the next school year or asked to transfer to another school where he shall be retained in the same year level.
5. A student who frequently comes to class unprepared or who frequently causes disruptions during SAA class may be dropped from the list. He shall receive a failing mark and shall be retained in the same year level.

C. PROVISIONS FOR SPECIAL CASES

1. Consideration is given to various health conditions of students and shall be treated on a case-to-case basis. Provisions for continuing their academics shall be made in arrangement with the Assistant Principal for Academics and the High School Principal, in coordination with the Guidance Office, the Department Chairpersons, and the Subject Teachers. These shall be based on the recommendations of a medical professional when necessary.

VII. TERM / SEMESTRAL AWARDS

JUNIOR HIGH SCHOOL (Term)

- A. The term awards are given in recognition of scholastic excellence and exemplary deportment in a particular term. To qualify for an academic award a student must
 1. Be a member of at least one extra-curricular club or varsity team
 2. Have a grade of at least V in Conduct and Effort in all subjects including ECA, X-ELECT, Service and Homeroom

3. Have a grade of at least B+ in all academic subjects
 - a. Music, Art, PE and Computer Education are not considered for the term awards
 4. Not be under any disciplinary status (unless the disciplinary status is due to admission concerns)
 5. Must satisfy the grade requirement and other specific requirements needed for the specific term academic award.
- B. The following are the grade and other specific requirements needed to qualify for the different term academic awards:
1. ACADEMIC EXCELLENCE

This is given to a student who earns at least three (3) A+s and has no grade lower than A in academic subjects.
 2. FIRST HONORS

This is given to a student who earns at least three (3) As (or higher) and has no grade lower than B+ in academic subjects.
 3. SECOND HONORS

This is given to a student who has no grade lower than B+ in academic subjects.
 4. CONDUCT AND DILIGENCE AWARD

This award is given to a student who has shown exceptional conduct and extraordinary effort in his work for the term.

To qualify for this award, a student must obtain a grade of O in Conduct and Effort in all subjects in addition to the general requirements listed above.

SENIOR HIGH SCHOOL

STANDARD PROGRAM

A. The semestral awards are given in recognition of scholastic excellence in a particular semester. To qualify for an academic award a student must

1. Be a member of at least one extra-curricular club/activity.
2. Have a grade of at least V in Conduct and Effort in all subjects including ECA, CAdT, Homeroom and Service.
3. Have a grade of at least B in PE and Computer Education
4. Have no grade lower than B+ in all the other academic subjects
5. Not be under Disciplinary Probation Status (DPS).
6. Must satisfy the grade requirement for the specific semestral award.

B. The following are the grade requirements to qualify for the semestral academic awards:

1. ACADEMIC EXCELLENCE

This is given to a student who earns at least three (3) A+s and no grade lower than A in academic subjects.

2. FIRST HONORS

This is given to a student who earns at least three (3) As (or higher) and no grade lower than B+ in academic subjects.

3. SECOND HONORS

This is given to a student who earns no grade lower than B+ in academic subjects.

4. CONDUCT AND DILIGENCE AWARD

This is given to a student who earns a grade of O in Conduct and Effort in all subjects and at least a V in Homeroom and Service.

IBDP

A. The semestral awards are given in recognition of scholastic excellence in a particular semester. To qualify for an academic award a student must

1. Be a member of at least one extra-curricular club/activity.
2. Have a grade of at least V in Conduct and Effort in all subjects including ECA, CAdT (if applicable), Homeroom and Service
3. Have a grade of 4 in PE
4. Not be under Disciplinary Probation Status (DPS)
5. Must satisfy the grade requirement for the specific semestral award.

B. The following are the grade requirements to qualify for the semestral academic awards:

1. ACADEMIC EXCELLENCE:

- A total of at least 38 points from the six IB subjects.
- No grade lower than 5 in all subjects (including modular Filipino/Chinese & CLE)
- Complete EE and CAS; at least a B in TOK

2. FIRST HONORS:

- A total of at least 33 points from the six IB subjects.
- No grade lower than 5 in all subjects (including modular Filipino/Chinese & CLE)
- Complete EE and CAS; at least a C in TOK

3. SECOND HONORS:

- A total of at least 30 points from the six IB subjects.
- No grade lower than 4 in all subjects (including modular Filipino/Chinese & CLE)
- Complete EE and CAS; at least a C in TOK

4. DILIGENCE AWARD:

- A grade of O in Conduct and Effort in all subjects and at least a V in Homeroom

VIII. ANNUAL AWARDS

JUNIOR HIGH SCHOOL

A. Annual Academic Awards

1. Annual Academic Awards are given to students who have been consistent Academic Awardees for all terms within the same school year or who have satisfied the annual academic award requirements. For the undergraduate honor students, these awards are publicly presented during the Annual Reading of Honors, and for deserving seniors, these are presented during the Graduation Ceremonies.
2. To qualify for an annual academic award, a student must meet the following conditions:
 - a. Minimum grade of V in Conduct and Effort in all subjects including ECA, X-ELECT, Homeroom and Service in all terms
 - b. No grade lower than B in Music, Art, PE and Computer Education in all terms/semesters
 - c. A grade of at least B+ in all the other academic subjects in all terms/ semesters
 - d. Was not under any disciplinary status (unless the disciplinary status is due to admission concerns) for the entire year
3. The following are the grade requirements to qualify for the annual academic awards:
 - a. **GENERAL ACADEMIC EXCELLENCE**
This award is given to a student who has consistently received an Academic Excellence Award in all terms.
 - b. **FIRST HONORS**
This award is given to a student who has consistently received a term award for all terms with no award lower than First Honors.
 - c. **SECOND HONORS**
This award is given to a student who has consistently received a term award for all-terms.

SENIOR HIGH SCHOOL

A. ANNUAL ACADEMIC AWARDS

1. Annual Academic Awards are given to students who have been consistent Academic Awardees for two semesters within the same school year or who have satisfied the annual academic award requirements. For the undergraduate honor students, these awards are publicly presented during the Annual Reading of Honors, and for deserving seniors, these are presented during the Graduation Ceremonies.
2. To qualify for an annual academic award, a student must meet the following conditions:
 - a. Minimum grade of V in Conduct and Effort in all subjects including ECA, CAdT, Homeroom and Service in all semesters.
 - b. No grade lower than B in PE and Computer Education in all semesters
 - c. A grade of at least B+ in all the other academic subjects in all semesters
 - d. Was not under any disciplinary status (unless the disciplinary status is due to admission concerns) for the entire year
3. The following are the grade requirements to qualify for the annual academic awards:
 - a. GENERAL ACADEMIC EXCELLENCE
This award is given to a student who has consistently received an Academic Excellence Award in both semesters.
 - b. FIRST HONORS
This award is given to a student who has consistently received an award for both semesters with no award lower than First Honors.
 - c. SECOND HONORS
This award is given to a student who has consistently received an award for both semesters.

B. DEPARTMENTAL AWARD

This award is given to a graduating senior whose term grades in a particular subject have been A+ (or 7 in IB) since Grade 9.

It may also be given to a student who has demonstrated outstanding performance/ achievement, or has done the school proud in a particular subject area. *Other criteria set by the departments are also considered before any student is given an award.*

Similarly, a **Special Citation for Excellence** may be given to a graduating senior who has demonstrated outstanding performance/excellence in subject areas which are only taken for two years or four semesters (ie. Sports Science, Business & Management). Students who will be recipients of the said award must have a semestral grade in a particular subject of at least A+/7 since Grade 11. Other criteria set by the unit are also considered before any student is given an award. This award is not applicable to modular classes in Senior High School.

C. ANNUAL DILIGENCE AWARD

This award is given to a student who has been a consistent Diligence Awardee for all terms/semesters within the same school year.

D. GAWAD ULIRAN AWARDS

The Gawad Uliran seeks to recognize the outstanding achievement of student individuals or groups in the following: (a) arts, (b) sports, (c) socio-civic projects, and/or (d) academic contests.

1. The Gawad Uliran Medal for Outstanding Achievement is given to those who have either initiated an outstanding program or project that has substantially benefited its target beneficiary, or reached an outstanding level of achievement substantially beyond that which has previously been attained.
2. The Gawad Uliran Certificate is given to those who have consistently excelled in academic or non-academic competitions as representatives of the school.

The conditions of receiving a Gawad Uliran Award are subject to the guidelines set by the Gawad Uliran Committee.

E. HORACIO DELA COSTA LEADERSHIP AWARD

The Horacio Dela Costa Leadership Award is given to a graduating student who, in his high school years, has been a prime mover, good influence, and inspiration to organizations, projects, and activities that have produced significant results and positive impact in the school community.

F. RICHIE FERNANDO SERVICE AWARD

The Richie Fernando Service Award is given to a graduating senior who, through his active involvement in projects for the upliftment of the poor, strives to live out the ideals of Xavier School of being a “man-for-others” endowed with a passion for justice.

G. MAGIS AWARD

The Magis Award is given to a student who, in the judgment of the school, has given proof of outstanding effort in developing his full potentials, in striving consistently to do quality work, in being constant and consistent in his efforts to improve himself, in demonstrating perseverance, and in giving his all in whatever he does. It may also be given to a student who is able to overcome an extraordinary adverse life situation.

H. XAVIER AWARD

The Xavier Award is given to a student, who, in the judgment of his teachers and peers, embodies to an outstanding degree the ideals of Xavier School as described in the Profile of the Xavier Graduate — open to growth, competent, self-disciplined, loving, culturally-integrated, religious and Christian, and committed to doing justice. The student is someone who has embodied Xavier School’s 6 Cs of character, competence, community, conscience, culture and compassion.

IX. REQUEST FOR REVIEW OF MARKS

- A. Students have the right to request and to be heard by the proper authorities for a review, re-evaluation, re-computation, or reconsideration of academic, extra-curricular, conduct or effort grades after they have received the report card. After talking to his subject teacher, and a student still feels strongly about pursuing his request, he shall present his case in writing to the proper authorities and through proper channels. Within a period designated by the Principal’s Office, students may file a formal request for a review of grade, conduct or effort mark in the report card.

- B. During the first two terms for Junior High School and the first semester for Senior High School, academic requests may be made within five school days UPON the distribution of report cards, and during the last term of Junior High School or the second semester of Senior High School, UPON three days after the grades have been officially posted.
- C. To ensure proper handling of requests, the following steps must be observed:
1. After receiving the report card, the student discusses the request with the subject teacher concerned.
 2. If the request cannot be settled at this level, then the student elevates the request to the Department Chairperson concerned. However, if the appeal is rejected and the student wishes to further pursue his appeal to higher school officials, he must secure the academic appeal form from the Department Chairperson.
 3. The student is required to substantiate his appeal by submitting a copy of the assessment/s for review and submit it to the Office of the Assistant Principal for Academics.
 4. Based on the form and other documents submitted by the student, the Assistant Principal for Academics shall thoroughly evaluate the appeal, and may ask for comments, records and/or documents from the teacher and /or the department chairperson concerned to aid in the evaluation of the case. If the Assistant Principal for Academics finds merit in the appeal of the student, s/he convenes the Academic Standards Committee, which investigates and decides on the student appeals. The Assistant Principal for Academics shall be ex-officio chairperson of the committee. If, however, he/she finds no reason to reverse the decision of the teacher and the department chairperson in denying the request of the student, then he/she may deny the appeal without the necessity of convening the Academic Standards Committee.
 5. The Academic Standards Committee submits its recommendation to the Principal for final decision which may be to retain the grade, grant the request, or give a lower mark.
 6. The student is informed of the decision by the Office of the Assistant Principal for Academics.

X. STUDENT FEEDBACK / FOLLOW-UP PROCESS / PROCEDURES

A. REPORT CARD

The report card is a document used by Xavier School to communicate officially the academic performance of a student. It is given to the student after the end of the quarter term/semester. The student is required to present his report

card to his parents/guardian and return it to the class adviser duly signed by his parent/guardian after the parent-teacher conference.

B. PROGRESS REPORT

The progress report is a document that is issued by the subject teacher to help parents monitor student academic performance before the term/semester ends.

The issuance of a progress report reinforces the home-school collaboration in support of the students' academics. It ensures that parents are updated as regards their sons' performance.

C. INDIVIDUAL PARENT-TEACHER CONFERENCE

Xavier School teachers are available for consultation during school hours.

However, because of their varied teaching assignments and schedules, parents are asked to set appointments with them before coming to school.

1. Requesting for an appointment may be done through the following avenues:
 - a. Direct communication with the class adviser or subject teacher via email
 - b. Through the High School Principal's Office
 - c. Student Planner/Logbook
2. Procedure for Face to Face Conference
 - a. Upon arrival at Xavier School for the scheduled conference, the parent/guardian goes to Gate 2 or Gate 14 and informs the desk guard of the appointment with the teacher(s) concerned.
 - b. The guard then calls the HSPO who informs the teacher concerned that the parent/guardian has arrived.
 - c. To avoid delay, teachers who are expecting a parent/visitor are requested to be in the faculty workroom during the designated time.
3. Procedure for Online Conference
 - a. An online conference may also be accommodated for the convenience of the parents.
 - b. The appointment must be made and confirmed with the class adviser or subject teacher via email where the teacher's Zoom link will be provided.

- c. The parent/s and teacher will carry out the conference online at the time agreed upon.
- d. Should the Zoom link not work or if the online room is still not open at the time agreed upon, the parent is advised to email the teacher or call the HSPO.

D. TERM/SEMESTER PARENT-TEACHER-STUDENT CONFERENCES (PTSC)

The Principal schedules parent-teacher conferences within the week the parents receive their sons' report cards. This meeting between parent and teacher enables both to discuss ways to help the student maximize his academic performance and personal growth.

To help develop responsibility and accountability, students are encouraged to join their parents during the PTSC.

In some cases, a mid- term or mid-semester PTSC may be scheduled by the Principal's Office to help provide feedback to the students and parents even before the final grades are released.

XI. GRADUATION

A. REQUIREMENTS OF THE DEPARTMENT OF EDUCATION

To be eligible for graduation, a student should have completed all the high school requirements as prescribed by the Department of Education.

B. XAVIER REQUIREMENTS

Students who have manifested and given evidence of satisfactory academic performance, conduct and effort, as recommended by the faculty, and who embody to some significant degree the profile of the Xavier graduate, are eligible to receive the Xavier diploma and to participate in the high school graduation ceremony.

The following eligibility requirements for graduation must be met by a senior student:

1. No Disciplinary Probation Status by the end of the school year
2. No failing final grade in any subject
3. A passing mark in the Chinese language proficiency exam in the appropriate HSK Level upon its reinstatement as a requirement
4. Attendance in the seniors' retreat
5. Participation in the service-learning program

6. Participation in the Xavier China Experience (XCE) at least once before graduating beginning with the Class of 2029

Senior students who do not meet all of the above requirements or eligibility shall be denied the Xavier Diploma and/or the privilege of joining the graduation ceremonies.

C. XAVIER SCHOOL DIPLOMA

The Xavier diploma is given to the student who has completed ALL of the school's requirements and has settled all obligations.

XII. GRADUATION CEREMONIES

The graduation ceremony is a formal and public recognition by the school that the graduating students have satisfactorily completed the minimum requirements of Xavier High School. It is also an occasion where the school recognizes the achievements of the graduating students. As such, it is a formal occasion, and students are expected to observe proper decorum.

PART IV

CODE OF DISCIPLINE

“Jesuit education includes formation in values, in attitudes, and in an 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; these include 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

The Xaverian constantly strives for excellence in the spirit of the Magis. One carries the pride of being a Xaverian wherever he may be. His behavior as a Xaverian not only reflects on the good name of the school but also on himself as an integral part of the school community. As such, the Xaverian is expected to be refined in speech and action at all times, respectful towards others, and self-disciplined in the exercise of his responsibilities and lifestyle.

The High School Code of Discipline prescribes a set of rules and regulations which governs student behavior on and off campus, onsite or online in order to hopefully create and foster an environment conducive to learning and personal growth. As a member of the Xavier community, the Xaverian has the responsibility to help promote the general welfare of the other members of his school community. This responsibility demands that he abide by the rules and regulations prescribed in the Code of Discipline. An important aspect of this responsibility is the obligation to inform school authorities about persons or incidents, which may risk the integrity and credibility of the school, threaten the safety and welfare of other students, or cause injury to any member of the school community. Refusal to perform this responsibility merits a corresponding sanction.

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

I. THE OFFICE OF DISCIPLINARY SERVICES (ODS)

- A. All matters pertaining to external order and discipline are under the jurisdiction of the Office of Disciplinary Services (ODS). It is headed by the Prefect of Discipline and staffed by student supervisors and an administrative secretary.
- B. The ODS implements the Code of Discipline, and general policies of Xavier High School and imposes proper sanctions to students who violate them. It submits to higher school authorities' recommendations on matters pertaining to discipline, order and improvement in the observance of school rules and regulations.

II. CONDUCT MARKS

- A. Conduct marks are given by subject teachers every term for JHS and semester for SHS to indicate the student's behavior in class.

B. The following is a description of the conduct marks:

1. OUTSTANDING (O)

A student is given an O if in the judgment of the teacher the student has faithfully observed the rules and regulations in the Code of Discipline of the school.

2. VERY GOOD (V)

A student is given a V in conduct if he has not incurred any violation of the major offenses which are listed in the Student Handbook, and in the judgment of the teacher the student has almost always observed the rules and regulations in the Code of Discipline of the school.

3. GOOD (G)

A student is given a G in conduct if he has not incurred any violation of the major offenses, which are listed in the Student Handbook, and in the judgment of his teacher, he has generally observed the rules and regulations in the Code of Discipline.

4. SATISFACTORY (S)

A student is given an S in conduct if he has not incurred any violation of the major offenses listed in the Student Handbook, and has generally observed the rules and regulations of the school but has occasionally incurred infractions against the school's Code of Discipline.

5. UNSATISFACTORY (U)

- a. A student is given a U mark in conduct if he has incurred a serious violation of any of the major offenses listed in the student handbook or has frequently violated rules and regulations of the school's Code of Discipline.
- b. A student with a U mark in conduct will be asked, together with his parents, to come for a conference with the subject teacher concerned and if necessary, the Prefect of Discipline.
- c. A student with three (3) or more U marks in conduct will be summoned, together with his parents, for a conference with the Prefect of Discipline. This may also be a reason for the student to be asked to leave the school.

III. SYSTEM OF DISCIPLINE

A. Exclusive and Final Authority

1. The school is the original authority in establishing school rules, and therefore, the interpretation of its rules is also the school's exclusive and final competence. In other words, in each case, the school has the authority to:
 - a. Determine what is and what is not acceptable behavior for its students
 - b. Interpret the letter and the spirit of the rule
 - c. Classify offenses
 - d. Decide what sanction applies in each case

B. Extent of Authority to Discipline

The school shall have the authority to discipline students in the following places:

1. School Vicinity
 - a. Anywhere within the school premises
 - b. The school's vicinity, namely, an area within one kilometer from the nearest school boundary
2. Outside the School
 - a. At school-related activities, like on the school bus, during games, field trips, assemblies, contests, or similar events school-sanctioned activities such as, but not limited to:
 - Outreach activities
 - Immersion
 - Xplore, XCE and other school-sanctioned local & international trips
 - Social Gatherings & Interactions
 - Retreats & Recollections
 - b. Whenever a student is wearing the school uniform no matter where he is
 - c. During official online classes and school sanctioned activities
 - d. In all cases of online activity, whether the post is public, private, "friends only", individual chat, or group chat given that any social media or online activity can be forwarded,

shared and screen captured another and loses any semblance of privacy.

- e. Whenever, by the circumstances, it would be clear to an observer that the student is a Xavier student; within the campus of any other school or whenever by the circumstances if he is identified as a Xavier student.
- f. In all cases where the misconduct of the student, although committed outside the school campus and/or beyond school hours, involves his status as a student or affects the good name/ reputation of the school.

C. Aggravating Circumstances

Some circumstances can render an offense committed more serious, and may raise it to a higher sanction category. These are:

- 1. Repetition of the same offense any time within the student's stay at Xavier School
- 2. Premeditation
- 3. Defiance of authority
- 4. When the offense is aimed at a person in authority
- 5. If the student is in his senior year
- 6. Disciplinary status (for offenses deserving the same or higher disciplinary status)
- 7. A pattern of behavior indicating a rebellious attitude toward school, school rules or school authorities
- 8. When the student involved is holding a leadership position
- 9. When a student or group is representing the school in a competition, sport or any school sanctioned activity.
- 10. Other circumstances as may be determined by the school authorities

D. Mitigating Factors

Some circumstances can act as mitigating factors and so lessen the student's responsibility. These may lead the school authorities to impose a lesser sanction or even suspend the sanction. These are:

- 1. Good faith (an honest mistake)
- 2. Provocation from other parties
- 3. Good disciplinary record
- 4. Cooperation on the part of the student or of his family
- 5. Permanent or temporary adverse family situation
- 6. With a diagnosed physical or mental health condition
- 7. Negligence of the school and/ or school authority
- 8. Other circumstances as may be determined by the school authorities

E. Influencing Others to Commit an Offense

Inciting or inducing others to commit an offense may carry the same sanction as the offense itself. Specifically, on the matter of fights, not only a formal challenge, but also words, insults, pushing or shoving, and at times even a stare, can easily constitute a provocation, and therefore liable to sanction.

F. 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 attempt.

G. Liability for Damages

Whenever a student's action, whether willfully, or otherwise, results in, or is followed by damage or injury to limb or property in whatever way, the student concerned is liable for damages, regardless of the disciplinary sanction applied.

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

H. Direct or Indirect Involvement

Direct or indirect, active or passive involvement in the commission of an offense, may make a student liable for the same sanctions as may be determined by the school authorities. Involvement includes complicity, cooperation, covering up, passive presence, and witnessing but not reporting the commission of serious offenses, especially when common sense and basic decency dictate that certain things should be reported to the school authorities.

I. Charges

The school reserves the right to initiate on its own and conduct the investigation of any offense committed by any of its students, inside or outside the school campus. This includes offenses committed virtually via any online platform, even if no formal charges are brought by other parties or if no parties have reported said offense.

J. Additional Provisions

The following rules and guidelines apply to student disciplinary proceedings:

1. The standard 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 evidence gathered and available.
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 or 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 legal counsel is not allowed to attend and participate in disciplinary conferences, meetings and hearings.
5. The records, outcome, result and decision in 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.

K. Other Offenses

The list of offenses below is not exhaustive and, therefore, not exclusive. Aware of its total responsibility to its students on the strength of the “special parental authority” vested in it by the parents and the Family Code, the school claims the right to penalize in whatever manner it deems necessary any behavior by its students, whether within or outside campus, which it deems unacceptable or which directly affects the merit of the alleged violators as Xavier students, even if such behavior is not explicitly described in the Student Handbook.

IV. CLASSIFICATION OF SANCTIONS AND LIST OF OFFENSES

A. SEVERANCE FROM THE SCHOOL

When the offense is so serious that it renders the student unfit to, or unworthy of, remaining in Xavier, the school applies the ultimate sanction of severing him from the school.

This sanction can be applied only by the School President, usually upon recommendation of the Principal and/or the Disciplinary Board.

Severance from the school can take place in three ways:

1. EXPULSION

The penalty of expulsion is an extreme form of administrative sanction, which debars the student from all public and private schools. Through expulsion, the student is barred not only from Xavier School but from the whole Philippine school system as well. To be valid and effective, the penalty of expulsion requires the approval of the Secretary of Education. (See Manual of Regulations for Private Schools, Rev. Ed. 1998, sec.77c) The following offenses merit the penalty of expulsion:

- a. Distribution (regardless of intent) or sale of dangerous drugs, drug paraphernalia, or of regulated drugs as defined in the Comprehensive Dangerous Drugs Act of 2002 (R.A. No. 9165)
- b. Gross immorality
- c. Assaulting a teacher or any other school authority or his/her agent or student
- d. Recruiting for fraternities 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 (R.A. No. 8049)
- e. Commission of other offenses as serious as those enumerated above as the Principal may determine in his/her sole discretion

2. EXCLUSION

Exclusion may take place any time within the school year. It is meted out for very serious offenses as stated in the Student Handbook and after due process has been strictly followed.

- a. Possession or use of prohibited drugs, including drug paraphernalia, or of prescription drugs
- b. Coming to school under the influence of drugs of abuse
- c. Any act of violence or gross negligence or gross irresponsibility resulting in a physical injury to another person
- d. Repeated acts of bullying
- e. Sexual harassment
- f. Membership in fraternities 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 (R.A. No. 8049)

- g. Hazing
- h. Embezzlement of entrusted fund
- i. Extortion
- j. Theft
- k. Attempt to bribe a school authority
- l. Immorality or lewd conduct
- m. Insubordination
- n. Discourtesy to third persons and/or visitors of the school or parents of other students
- o. Gross disrespect to school authorities or personnel
- p. Acting as maintainer, conductor, or banker of any gambling game or scheme, whether legal or illegal, or committing any act for the purpose of enticing or causing another to participate in any gambling game or scheme "Gambling" includes any game or scheme, whether the result depends upon chance or skill, where a wager, consisting of money, articles of value, or representative of value, is at stake or made
- q. Selling, exchanging, furnishing, or giving to another, on or before the test date, an original or a copy of any graded or major assessment.
- r. Buying, acquiring, obtaining, procuring, or possessing, on or before the test date, an original or a copy of any graded or major assessment
- s. Hacking a computer system or network, or a personal account of a Faculty, Staff or another student.
- t. Identity theft (using the identity of another person without the latter's permission)
- u. Breaking into school offices and other restricted areas
- v. Vandalism, which results in substantial damage or loss to school property
- w. Frequent and stubborn disregard of school rules and regulations.
- x. Any act or omission analogous to any of the above

3. NON-READMISSION

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

The Disciplinary Board is convened by the Assistant Principal for Formation, upon the approval of the Principal, to decide which students should be refused readmission for the next school year.

Upon the recommendation of the Principal, the board will take up, as a matter of routine, the following cases:

- Students who, having been placed on Disciplinary Probation Status (DPS), persist in unruly behavior, especially in disruption of classes, non-observance of rules and regulations, or disregard for authority
- Students who, within the same school year, get a second probation; for example, students who started the school year on probationary status which is subsequently lifted, but commit an offense placing them on probationary status again
- Students who get their third DPS anytime during their high school years
- Students who accumulate over 21 green slips within a school year, including green slips for tardiness

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

B. DISCIPLINARY STATUS

1. GENERAL CONDITIONS

a. Purpose. A student is placed on disciplinary status:

- to call his attention to the gravity of his offense.
- to let him know that the school is not pleased with his behavior.
- to give him time to reflect on his behavior and on the precariousness of his situation, so that with the help of his parents and teachers, he can take positive steps to reform.

- to warn him and his parents of the possibility of his being separated from the school if his behavior does not improve.
 - to set conditions for his continued stay in the school during a given period of observation.
- b. Time redemption. Upon the recommendation of the Prefect of Discipline and approval of the Assistant Principal for Formation, a student on disciplinary status who has fulfilled at least the minimum period of time, may hasten the lifting of his status by doing other services or participating in social projects, as established in each case by the Prefect of Discipline.
 - c. If, by the end of the school year, a status has not been lifted, it is carried to the next school year, or, upon the recommendation of the Prefect of Discipline, a chance is given to the student to have the status lifted by undertaking some service activity.
 - d. Conditions: A DWS disqualifies a student for taking on leadership positions and officership.

2. DISCIPLINARY PROBATION STATUS (DPS)

- a. Nature. DPS is a tarnish in the student's record, and is given for a very serious single offense or for continued unsatisfactory behavior after other sanctions have proven ineffective.

The DPS may also be given upon admission to serve as a deterrent to possible misbehaviors at the beginning of the school year.

- b. Duration. Its minimum duration is 60 school days, and its maximum, 90 school days from the date stated in the document of notification. After 60 days, the Prefect of Discipline shall conduct an evaluation, as a result of which the Prefect of Discipline may recommend that the DPS be lifted, or allow it to run its full course.
- c. Non-extension. DPS is non-extendible. After completion of the maximum period, the Prefect of Discipline has only two options: to recommend that the DPS be lifted and allow the student to start on a clean slate, or start proceedings to dismiss the student such as but not limited to convening the Discipline Board of the school.

- d. A DPS may come with or without community service. The number of hours to be served is decided by the Prefect of Discipline with the approval of the Assistant Principal for Formation.
- e. Conditions: A student on DPS will not be allowed to represent the school in competitions & league and will not be allowed to hold leadership positions in the school.

3. DISCIPLINARY WARNING STATUS (DWS)

- a. Nature. As its name indicates, this status is just a warning, like a yellow card in a soccer match to call, signaling that the player stepped out of line but not so much that they need to be sent off the pitch. Think of it like your parents giving you a look when you do something wrong – it's a caution, not a punishment yet.

A student is placed on DWS for offenses and behaviors specifically stated in the Student Handbook. This status usually also implies other forms of penalties.

The DWS may also be given upon admission to serve as a deterrent to possible misbehaviors at the beginning of the school year.

- b. Duration. Its minimum duration is 50 school days, and its maximum is 75 school days from the date stated in the document of notification. After 50 days, the Prefect of Discipline shall conduct an evaluation, as a result of which the Prefect of Discipline may recommend the lifting of the DWS or allow it to run its full course.
- c. Extension. If after 75 days, the student, in the opinion of the Prefect of Discipline (after having conducted a second evaluation), has not shown a significant improvement, the Prefect of Discipline may recommend the extension of the DWS for another 30-school-day period. If, after this extension, the Prefect of Discipline still finds no evidence of significant improvement, he may recommend the elevation of the DWS to a DPS.
- d. A DWS may come with or without community service. The number of hours to be served is decided by the Prefect of Discipline with the approval of the Assistant Principal for Formation.

4. SUSPENSION

- a. Suspension is the barring of a student from entering the school premises (or certain school areas) and from attending classes. It symbolically carries the message that the student's presence in the school is considered dangerous to other students or that his conduct is radically unacceptable to the school authorities.
- b. Suspension may be in-campus, where the student is removed from the regular classroom and social setting, or off-campus, which requires a re-admittance conference of the Prefect of Discipline with the parents and student.
- c. Suspension is a penalty for serious offenses and may be given to a student who is placed on disciplinary warning or probation status. A student placed on suspension shall not be allowed to take any makeup activity for missed assessments; therefore, his grade on his missed activities will automatically be a zero.
- d. Preventive suspension is not a sanction or a penalty but is an emergency measure taken by the Prefect of Discipline or higher 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 respondent himself from possible retaliation, or for the protection of the student population, or school personnel, or school property, while the student's case is being processed.

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. In some cases, a medical certificate to attest that the student will not harm himself or others may be required before a student on preventive suspension is allowed to report back to school.

5. OFFENSES THAT WARRANT DISCIPLINARY WARNING OR DISCIPLINARY PROBATION STATUS

A student who commits the following offenses shall be meted out the penalty of either DISCIPLINARY WARNING STATUS or DISCIPLINARY PROBATION STATUS, depending on the gravity and nature of the offense committed. The additional penalty of suspension from school or Saturday Community Service may be imposed upon the discretion of the school authorities.

- a. Acts damaging the good name and reputation of the school
- b. Coming to school under the influence of intoxicating drink
- c. Possessions of drugs of abuse, alcoholic drink or drug paraphernalia within the school premises or during school events
- d. Possession or drinking liquor or alcoholic beverages within the school premises, during school activities or in the school vicinity
- e. Possession of a cigar or cigarette (regular or electronic)
- f. Smoking
- g. Bullying, intimidating, threatening or annoying other students
- h. Challenging another student to a fight
- i. Fighting
- j. Hitting/ Hurting another student
- k. Cheating in graded assessments including, but not limited to, communicating or attempting to communicate with other students while taking the test, possession of crib notes, test samples, reviewers, answer keys or notes during graded activities
- l. Plagiarism
- m. Violation of test protocol
- n. Deliberately damaging the school's property — vandalism
- o. Defamation (slander or libel) may be committed by spreading false or malicious information towards another person or group. An act that tends to dishonor, demean or place a particular person or group in ridicule due to unverified or malicious information.
- p. Disrespect to school authorities or personnel
- q. Tampering with school documents
- r. Forgery
- s. Submitting a forged excuse letter from parents for tardiness and/or absence
- t. Possession of a deadly weapon
- u. Distribution or sale of pornographic materials
- v. Possession of pornographic materials, including digital copies stored in students' gadgets or drives
- w. Setting off the fire alarm, fire extinguisher or the sprinkler system without a justifiable reason
- x. Use and/or possession of firecrackers or other forms of pyrotechnics
- y. Participating in any gambling, betting game or scheme; committing any act indicating participation in any gambling

- game or scheme; possession of any paraphernalia related to a gambling game or scheme
- z. Truancy (includes leaving the school premises before dismissal and/or not entering the school premises and is seen elsewhere during school hours)
- a.a. Unauthorized use of the school's name, seal or official student identification
- a.b. Sending text, email, or instant messages with the intent of bullying, intimidating, threatening or annoying others
- a.c. Hindering the functioning of a computer system or of the school's network by creating or spreading computer viruses and the like.
- a.d. 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 equipment.
- a.e. Posting & Sharing offensive messages or multi-media files (pictures, music, video, etc.) about others on the Internet e.g. memes.
- a.f. Participating/creating blogs, news/mail groups, forum, surveys, text messages, etc. of a slanderous or libelous nature
- a.g. Accessing inappropriate material (e.g. violence, profanity, sex, gambling, drug and alcohol related sites, etc.)
- a.h. Sending, sharing and accessing inappropriate digital material
- a.i. Use of inappropriate or offensive language in any online platform
- a.j. Posting inappropriate or offensive content on the web
- a.k. Participating/ creating blogs, news/ mail groups, forums, surveys, text messages, etc. of a disrespectful nature
- a.l. Falsification of school documents, includes but not limited to the following:
- Counterfeiting or imitating any handwriting or signature
 - Submission or presenting of unauthorized signature

- Making untruthful statement in information sheet, AAXS info sheet, infirmary or medical records and any similar documents
 - Alteration of true date
 - Presenting a purported original document when no such document exist
- a.m. Borrowing, lending, and using another person's identification card
- a.n. Having permanent tattoos
- a.o. Violation of privacy of another person, such as but not limited to the following:
- uploading, sharing, enhancing and taking of picture or video of another person without consent of the latter
 - stalking or non-consensual communication directed at a person which tends to cause fear and emotional distress
 - maliciously peeking at another person while using a comfort room, cubicle or any designated private space that violates a sense of privacy. Catcalling or unwanted remarks towards another person, commonly done in the form of whistling or sexist slur, sexual joke and comments
- a.p. Violation of reprimand notice within the school year.
- a.q. Driving without a license or with falsified documents
- a.r. Withholding and/or giving erroneous information during investigation
- a.s. Repeated violation of the P600-limit daily allowance policy or its equivalent.
- a.t. Habitual absences in excess of more than 25 absences without valid reason may place a student under Disciplinary Warning Status
- a.u. Accumulation of more than 40 absences for the school without valid reason may place a student under Disciplinary Probation Status
- a.v. Public display of affection in any school sanctioned activity, social media platforms or in any event as long as the student is identified as a student of Xavier School
- a.w. Any act or omission analogous to any of the above

C. NON-STATUS SANCTIONS

1. REPRIMAND

It is a formal letter addressed to the parents of the student to be signed “Received” by the student and his parents. It informs them that the student has committed a breach in the Code of Discipline of the school, a repetition of which, or a commission of another offense of similar gravity, may place him under disciplinary status.

Given that it’s a breach in the Code of Discipline, a student will not be allowed to hold a leadership position once issued with a Reprimand. This also means possible removal from office for someone already elected.

The additional penalty of suspension from school or Saturday Community Service may be imposed at the discretion of the school authorities. A student who commits the following offenses shall be given a REPRIMAND:

- a. Accumulation of green slips per trimester or semester:
 - For JHS, accumulation of 7 green slips per trimester
 - For SHS, accumulation of 10 green slips per semester
- b. Cutting classes
- c. Deliberately not attending the general assembly without a valid reason
- d. Failure, irresponsibility or negligence in the performance of assigned or assumed official duties
- e. Frequent or stubborn failure to attend SOT
- f. Frequent and stubborn disregard of the regulations on uniform and haircut
- g. Frequent changing of clothes in non-designated areas such as corridors and classrooms
- h. Gross irresponsibility or negligence, in the use or handling of delicate or dangerous substances like matches, gas, chemicals and other similar materials
- i. Playing harmful practical jokes
- j. Tampering and/or accessing other person's belonging or locker without consent of the rightful owner
- k. Tampering with bulletin boards and other authorized notices
- l. Driving within the school premises
- m. Use of abusive, insulting language
- n. Buying from and selling goods to other students

- o. Possession or use of a smart cellular phone in school without securing the school's permission
- p. Lying
- q. Violation of the Xavier School Acceptable Use of Technology Policies (See Appendix 1)
- r. First violation of the P600-limit or its equivalent foreign currency, daily allowance policy
- s. Using the school's sanctioned gadget beyond what is permitted such as: downloading/ uploading of prohibited apps, programs, games etc.; playing games online/offline
- t. Letting another use one's own web account (learning management system (Schoolology), mail, evaluation account, and all existing web services account)
- u. Using someone else's web account
- v. Storing of large size personal files that eats up system resources
- w. Using other's iPad without permission.
- x. Moving/ Covering CCTV cameras
- y. Any act or omission analogous to any of the above

2. DISCIPLINARY REPORT (GREEN SLIP)

The Disciplinary Report or green slip is issued by teachers and other school authorities to inform the ODS and the parents concerned of a student's misbehavior in school and of the sanction he is meted out—usually a detention (one-hour community service) or a Saturday (three-hour) Community Service.

A student who commits any of the following offenses is liable to receive a Disciplinary Report:

- a. Tardiness to class or activities (including General Assemblies & Institutional/ Unit Masses)
- b. Tardiness to school
 - For JHS, 7th and succeeding late comings within the trimester with or without excuse letter
 - For SHS, 10th late succeeding late comings within the semester with or without excuse letter
- c. Negligence or irresponsibility (e.g. not bringing school materials)
- d. Failure to bring excuse letter for absence or tardiness
- e. Failure to return green slip, acknowledgement slip, or any other document on time

- f. Failure to return on time important reply slips required for clearance such as report cards or other academic or disciplinary contracts
- g. Failure to claim lost and found item, after the third reminder
- h. Failure to install MDM
- i. Playing games on any gadget or computer within school premises on school days
- j. Classroom misbehavior
- k. Non-observance of classroom regulations
- l. Discourtesy or impoliteness to a person in authority
- m. Use of vulgar, foul or profane language
- n. Acting in a boisterous or rowdy manner during breaks
- o. Deliberately causing delay in the start of class or activity
- p. Disturbing class or school activities
- q. Disturbing religious services or misbehaving in the chapel
- r. Improper decorum during liturgical celebrations, assemblies or other school activities
- s. Running or loud talking along corridors or staircases during class hours
- t. Disregard of regulations on uniform and haircut
- u. Not following the Xavier High School dress code
- v. Not wearing proper play attire during breaks and dismissal, and when engaging in play and sports
- w. Changing of clothes in non-designated areas
- x. Unnecessary accessories such as: hats, shawls, scarves
- y. Wearing of makeup such as, but not limited to, foundation and eyeliner
- z. Wearing of non-zipper or non-button jackets (e.g. hoodies), and wearing of hood inside the classroom and along the corridor and not wearing the School I.D.
- a.a. Failure to tap in and/ or out
- a.b. Failure to bring one's Grab Bag to school
- a.c. Bringing of toys, gadgets, games and other items (e.g. laptops, comics, magazines, card games of all kinds, etc.) that are not needed for class or school activities
- a.d. Defacing official school documents
- a.e. Eating or drinking in non-designated areas
- a.f. Disregard of specific rules and regulations at the HS LRC or Mac Lab, gym, cafeteria, swimming pool, parking lot and similar places
- a.g. Entering the classroom at other than authorized times
- a.h. Using gadgets (laptop, iPad) in "No Gadget" areas

- a.i. Failure to report to one's after school academic assistance (PAA)
- a.j. Failure to return borrowed school equipment on time
- a.k. Failure to attend detention
- a.l. Leaving the classroom without the teacher's permission
- a.m. Littering
- a.n. Non-observance of the school canteen regulations, including waste management practices
- a.o. Improper use of school equipment and facilities
- a.p. Unauthorized use of school equipment or facilities
- a.q. Misuse and unauthorized use of elevator and escalator
- a.r. Playing with chalk or other school materials
- a.s. Unauthorized use of school documents: admission slip, infirmary slip, call slip, etc.
- a.t. Non-observance of curfew regulations
- a.u. Any act or omission or offense analogous to any of the above.

V. PROCEDURES FOR SERIOUS DISCIPLINARY CASES

A. For cases punishable with Disciplinary Probation Status or Disciplinary Warning Status, the procedure to be followed is as follows:

1. The Prefect of Discipline may initiate a disciplinary investigation upon the complaint of any student, teacher, parent, administrator, or other concerned party.
2. The Prefect of Discipline shall inform the student involved and his parents in writing the nature and cause of the accusation against him and will provide an incident report of his/ her son only as part of due process.
3. The inquiry process may take at least 10 working days depending on the nature of the case or number of involved students. Parents will be duly informed if a case will take longer than the specified time written above.
4. The student and his parents have five (5) working days upon receipt or notice of the letter to explain to respond in writing to the charges. Failure to respond to the Letter to Explain after 5 working days, will mean that the school may proceed with the case using evidence they have on hand.
5. The Prefect of Discipline shall, after considering all evidence, submit his recommendation of sanction to the Assistant Principal for Formation.
6. The Assistant Principal for Formation shall make the final decision based on the recommendation of the Prefect of Discipline.

7. The Assistant Principal for Formation or the Prefect of Discipline shall communicate the decision to the parents.
8. An adverse decision made by the Prefect of Discipline may be appealed to the Assistant Principal for Formation, and then to the Principal within three (3) working days from the notice of the decision
9. The decision of the Principal shall be final.

B. In very serious cases, which could lead to Expulsion, Exclusion, or Non-readmission, the procedure to be followed is described below:

1. The Prefect of Discipline may initiate a disciplinary investigation upon the complaint of any student, teacher, parent, administrator, or other concerned party.
2. After all information relevant to the case has been gathered, the Prefect of Discipline submits the investigation report to the Assistant Principal for Formation.
3. The Assistant Principal for Formation shall inform the student involved and his parents in writing of the nature and cause of the accusation against him, as well as any pieces of evidence of the case. If warranted, he shall also inform the student and his parents of the schedule and procedure of the Disciplinary Board proceeding.
4. The student and his parents have five (5) working days upon receipt or notice of the letter to explain to respond in writing to the charges. The written response of the parents will be considered during the Disciplinary Board proceedings or during the deliberation that follows.
5. The Assistant Principal for Formation shall decide whether or not to recommend to the Principal the convening of the Disciplinary Board to review and investigate the case further.
6. The Assistant Principal for Formation 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 his recommendation to the Principal.
7. If the Principal finds no error in the findings of the Assistant Principal for Formation, he/she shall then approve the recommendation and impose the penalty recommended.
8. The student and his parents may appeal to the Principal, then to the School President for a reconsideration of the decision within three (3) working days from the notice of the decision.

C. THE DISCIPLINARY BOARD

1. The Disciplinary Board deliberates on very serious cases, which could lead to a student's expulsion, exclusion, or non-readmission. It conducts further investigation on the case, and recommends a decision for the approval of the Principal.
2. The Disciplinary Board is composed of the following five (5) members:
 - a. Assistant Principal for Formation, who is ex-officio chairperson, or his/her delegate
 - b. Student Council President or any other Student Council Officer appointed by the Principal
 - c. Class Adviser of the student involved
 - d. Subject teacher chosen by the Principal
 - e. Subject teacher chosen by the student involved
 - f. Jesuit
 - g. Optional: additional faculty or staff as seen fit by the Principal
3. The Prefect of Discipline, Student Supervisor and Guidance Counselor may act as resource persons during the Disciplinary Board deliberations.

D. FINAL DECISION

1. The Principal may or may not enforce the recommendation. For sanctions of expulsion, exclusion or non-readmission, the Principal must submit the recommendation to the School President for approval.
2. Decisions of the Principal are appealable 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.

VI. OTHER SPECIFIC CONCERNS

A. ACADEMIC HONESTY

1. The Xaverian is expected to strive for academic excellence. He does his own work and rightfully claims due credit and responsibility for it. Therefore, cheating in any form and violation of test protocol are considered dishonest acts that are unworthy of a Xaverian.
2. Cheating includes changing test prescriptions, communicating answers to another during a test through signs or notes, exchanging answer sheets while taking the test, copying the answers from someone

else's test paper, letting another copy from one's paper, possession of a crib or note/s, distribution of test materials or any similar act.

3. Violation of test protocol consists of talking, standing and transferring seats while inside the testing room, or any similar act. Violation of test protocol also carries appropriate sanctions. In general, violations of test protocol may be construed as cheating.
4. Failure to remove unnecessary materials, such as reviewers, gadgets, smart watches or other materials specified by the teachers is also considered violation of test protocol.
5. Plagiarism, or taking ideas and writings from another and passing them off as one's own, is another form of academic dishonesty. It includes but is not limited to the following:

- a. Using a published author's work

- i. Copying directly from a book, magazine, newspaper, song, or the Internet without using quotation marks and/or without providing the author's name and a bibliography
- ii. Paraphrasing, putting the text in one's own words, and not providing the author's name and a bibliography
- iii. Summarizing, using keywords, phrases, or ideas from the text and not providing the author's name and a bibliography
- iv. Using statistical data or copying maps, charts or graphs from a book, magazine, newspaper, song, or the Internet without providing the author's name and a bibliography

- b. Using another student's work and submitting it as his own

- i. Allowing one's work to be copied or submitted for assessment by another (e.g. copying someone else's homework, reflection paper, composition, etc.)

6. Academic dishonesty automatically invalidates the test/report/ paper, and subjects the student to appropriate disciplinary sanctions.
7. An Honors Council may be convened upon the recommendation of the Prefect of Discipline to review cases on Academic Dishonesty.
8. The school reserves its right to use acceptable online applications to detect possible commission of Academic Dishonesty such as Turnitin and ChatGPTzero.
9. A student's work that generates a 20 percent similarity rating in Turnitin may be subject to inquiry and investigation.

B. FIGHTING

1. Occasional conflicts among students are inevitable in a school for boys. However, fighting is never a way to settle conflicts or injuries.
2. Fighting which results in injury to another is ungentlemanly and will, therefore, be dealt with accordingly. This, however, does not take away part of the blame from the injured party.
3. Fights for whatever reason or cause, whether in or out of the campus or whether during or beyond school hours, will be sanctioned severely, regardless of who received injuries or who started the fight.
4. Students are encouraged to be responsible members of the community by pacifying or stopping their schoolmates from fighting. Any student who is caught instigating, promoting, provoking, encouraging, cheering and/or jeering other students and/or persons to fight or to continue to fight shall also be subject to serious disciplinary sanction.

C. BULLYING

1. Bullying is any form of repeated aggressive behavior towards an individual or a group of individuals.
2. It is committed through intentional and repeated emotional, psychological, verbal or physical harm towards another.
3. Bullying also involves power imbalance or advantage over another person which can be social, physical, psychological, any forms of harassment or any cyber-related activities
4. Cyberbullying - it is a form of bullying which is committed with the use of digital device or online platform, such as but not limited to:
 - a. Social media platforms
 - b. Messaging applications whether, public, private or friends only conversation

Cyberbullying can also be committed by sending of harmful messages, creating fake profiles to harm or damage the reputation of another person and other similar means

D. RESPECT FOR PRIVATE PROPERTY, RIGHTS AND PRIVACY OF OTHERS

1. Xaverians are expected to respect the privacy and property of their schoolmates. Consequently, tampering with padlocks, school bags 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 disciplinary sanctions.

2. Stealing, willful and/or malicious damage and/or destruction of the properties of any member of the school community or the properties of the school shall be subject to appropriate sanctions.
3. Every student has the right to enjoy the privileges afforded to all students in the school. Any student who violates this right of another to receive a meaningful Christian, Jesuit, Filipino and college preparatory education by/through any form of physical and/or psychological harm (threats, intimidation, etc.) shall be sanctioned accordingly.
4. Students are encouraged to report to the authorities anyone who willfully violates their rights to receive the basic privileges afforded a Xaverian. This report will be confidential in nature.

E. PROHIBITED ITEMS

1. One of the values that the school wishes to impart to its students is the value of living a life of simplicity. This means being satisfied with having what one needs and not multiplying what one wants. Hopefully, this value of simplicity will contribute to forming the students to be men of compassion. In this context, the school prohibits bringing certain items to school.
2. Prohibited items such as drug paraphernalia, vaping devices, smart cellular phones, pocket WiFi, music players & speakers, computer games, toys, gaming cards, expensive objects or equipment, “Warri” or muscle relaxant spray, cutters, blades, or any other material not needed for class or school activities brought to school shall be confiscated and the person in possession of the prohibited item subject to sanctions.
3. Students are prohibited from wearing smart watches during exams and assessments. They are requested to keep such inside their lockers for safekeeping.

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

4. All confiscated items should be immediately submitted to the Office of Disciplinary Services for safekeeping. Parents & students will be notified when the confiscated item/s will be returned.
5. Appropriate sanctions shall accompany the confiscated items.
6. Confiscated prohibited items shall be returned only to the parents/guardians of the students, after they have been reminded of the school's policy and are warned that if their children/wards are caught again, heavier sanctions may be imposed.
7. Guidelines for seeking permission to bring the above-mentioned prohibited items must be strictly followed and are subject to approval.

F. SEARCHES

1. Xavier School reserves the right to conduct searches of any of its facilities: classrooms, comfort rooms, student's personal belongings such as bags, lockers. 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 in the locker, grab bag or iPad in his bag or other personal belongings (e.g. USB, iPad, laptop, external hard drive, pocket WiFi, etc.) an object or property, the possession of which constitutes a violation of law and/or existing rules and regulation 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 locker, or bag subject to search and/or inspection. However, in urgent cases in which the student concerned cannot be located despite diligent efforts, the search and/or inspection may be done in the presence of at least one witness. 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.

G. REMINDERS ON GAMBLING

1. Do not encourage, participate in, or show any toleration for gambling.
2. Refuse to pay any debt incurred from gambling.
3. Disclose whatever gambling-related information you have, especially names of bettors and collectors.
4. Do not bring money exceeding the amount of P600 to school, unless given explicit permission by the school.

H. SMOKING AND DRINKING

Possession or use of cigarettes (real or electronic), tobacco, lighters, matches, drugs or alcoholic beverages is absolutely prohibited not only within the school campus, but also in its immediate vicinity including those considered public parks/facilities around the school, on board school buses, and during school-related activities.

Items that look like cigarettes, symbols of drugs, images that promote alcoholic beverages and/or any similar item that, in the opinion of the school authorities, may have a negative impact on the school community, are also prohibited.

I. DRUGS

Possession or use of dangerous drugs or regulated prescription drugs whether inside or outside the school campus, will also be sanctioned accordingly.

The strongest school sanctions are reserved for the drug “pusher,” anyone who introduces or sells to, or in any way passes onto, or shares with, others, or induces others to use the above-mentioned drugs.

The school reserves the right to demand any or all of its students to submit to a drug test at any time the school judges it necessary for the protection of its student population. (See DepEd Order Nos. 5 and 63, s. 2003). Any student who refuses to submit to a drug test when required by the school may be subject to a serious disciplinary sanction and may be denied readmission in the next school year.

Similarly, any item/ device that may be used for the consumption of illegal drugs such as but not limited to vaping devices may be required to go through testing to which its cost will be charged to those found in possession.

J. FRATERNITIES AND SECRET SOCIETIES

Fraternities and/or societies, clubs, gangs or organizations (whatever the name they go by) which are secret in nature and/or which demand or expect from its members, through formal oath or otherwise, blind loyalty to the organization or to its members, or which practice initiation rites, hazing, rumbles (in or outside the school campus), harassment, vandalism, extortion, coercion, or similar activities or whose goals and purpose are directly in conflict with the mission, vision and goals/ objective of the school, are, in principle, a very serious threat to the moral values fostered by the school and to its disciplinary tradition.

Consequently, membership in, or recruiting for, any such organization is absolutely prohibited for our students. In accordance with DepEd Order No. 20 s.1991, which prohibits the operation of fraternities, sororities and similar organizations in public and private elementary and secondary schools. (See also R.A. No. 8049 Anti-Hazing Act; DepEd Order no. 7, s. 2006).

K. STUDENT BUSINESS TRANSACTIONS

1. Buying and selling tickets for fairs, raffles, movie benefits, batch and event souvenirs and the like, are subject to the approval of the Principal.
2. Students are prohibited from buying goods from, or selling goods to each other within the school premises. Buying and selling items/materials will subject both the student seller and buyer to appropriate disciplinary sanctions. Furthermore, the items/materials shall be confiscated by the school authorities and shall be retrieved only by their parents or guardians.
3. For sanitary and health reasons, students are strictly prohibited from buying food items and/or drinks from sidewalk vendors within the school vicinity. Considering this prohibition, the school shall not be held responsible for any food poisoning, disease, sickness, ailment and/or any infection that the student may incur for taking/eating/drinking food items or drinks bought from the sidewalk vendors.

L. STUDENT DRIVING

1. For the safety of the school population, particularly the grade school students, the school discourages parents from allowing their sons to drive within the school vicinity.
2. No student is allowed to drive/park his car inside the campus.
3. The school shall not be held liable for damages, injuries or death caused by its students while they are driving.
4. Any student below 18 years of age should not be allowed to drive a vehicle. Any minor student caught by the school driving a car without a license, or in possession of a license secured by giving false information to the LTO as to his age may be meted the appropriate sanction for such offense.

M. XAVIER ONE2ONE PROGRAM ACCEPTABLE USE POLICIES

Xavier School's vision for the One2One Program (1:1 iPad Program) is to equip students 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 laptops/iPads 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 laptop/iPad 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

1. All High School 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. Students should follow the recommended specifications. If a student forgets his iPad at home, this should be treated as forgotten school material. An appropriate sanction, i.e. a verbal warning, written warning, or a green slip should be given to the student following the proper disciplinary protocol for forgotten school materials.
2. Xavier 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 standards for proper care and use of their units.
3. Students are expected to bring their devices to school every day, unless otherwise instructed. Only devices required by the school will be

allowed. Failure to bring the required device will be sanctioned as irresponsibility (green slip for each of the first three offenses, reprimand for each offense thereafter). If students have a problem with their devices (e.g. display/screen problem), they may borrow from the ITS office.

4. Devices are not to be left unattended at any time or at any location on school grounds. Students are to keep their devices in their lockers when not in use. If found, devices should be turned over as soon as possible to the ODS (or to the Security Office if after school hours). Students who are caught in possession of a device not belonging to them may be held responsible for the loss and may be subjected to appropriate sanctions.
5. Xavier School has the right to confiscate unattended devices or devices in the possession of another person not assigned to that unit.
 - 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 Reprimand, and parents will claim the device from the ODS supervisor.
6. Unattended devices found by the students should be submitted to the ODS as quickly as possible.
7. Students must not share or lend their device to others unless otherwise instructed. If a device is found in the possession of someone other than the owner, both the lender and borrower will be sanctioned with a green slip.
8. Students are expected to come to school with their devices fully charged. Students may only charge their devices at designated charging stations during recess or lunch. Students may only charge at the HS LRC and the ITS Office.
9. Students are not allowed to use their devices in the following places: fetching areas, HS Gym, Football field, and other identified prohibited areas.

Software

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) are strictly prohibited as content of any device. Xavier 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 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 are strictly prohibited. Instead, students are encouraged to use open-source software and materials that are explicitly available for public consumption.
4. Installation of virtual private network (VPN), torrents, and other P2P enabled applications are 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.

MDM (Mobile Device Management)

The school employs a Mobile Device Management (MDM) system that allows the teachers to supervise gadget use. The MDM software is required to be installed on the iPad devices of all High School 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 (Learning Management System)

The Learning Management System (LMS) in High School is used for enhancing educational experiences and streamlining communication between students, teachers, and parents. Students are expected to regularly check the LMS for assignments, announcements, and resources, while teachers will use it to post course materials, grades, and feedback.

1. Students should use their account credentials and keep them private. They must not share their login details with anyone else and must not share their class credentials with people outside of their class.

2. Appropriate language and tone when communicating with teachers and classmates on the platform must be observed at all times. Students must treat others with kindness and respect.
3. Students should check the platform regularly for new assignments or tasks and make sure to submit them within the given deadlines. If there is a need for more time, the student must communicate with the teacher in advance.
4. Students must avoid sharing personal information, such as their full name, address, or phone number, in any public discussions or comments on the platform. Report any suspicious or inappropriate behavior to the teacher.
5. Students must remember to use proper online etiquette. Use of appropriate capitalization, avoidance of excessive use of emojis or acronyms, and use of complete sentences when communicating online must be followed.
6. Students may ask for help when needed. If there are questions or if there is a need for clarification about an assignment or task, do not hesitate to reach out to the teacher. They are there to support and provide guidance.
7. Students must take ownership of their learning by actively participating in discussions, completing assignments on time, and seeking additional resources or materials when necessary.
8. Students must 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 student concentration.
9. Students are expected to be trustworthy and to practice integrity. When accomplishing homework, asynchronous tasks, or assessments, students must practice independence and take ownership of their work. If there is a need for help or clarification, students can ask their teachers for assistance and refrain from having others access it or do it for them.

Prohibited Activities on the Xavier School Network

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

- a. Violating terms of applicable software purchase, licensing, or acquisition agreements or infringing any patent, copyright, trademark, and other intellectual property right.
- b. 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.

Syncing and Updating of Devices

All High School students are expected to install all required apps and continuously update them when needed. Updating should be done at home.

No Gaming Policy

Access to devices under the One2One program is primarily meant for the purpose of supporting students' academic needs. Because of this, playing games within school premises is prohibited. Moreover, students are not allowed to install games on their gadgets.

No Access to chat/iMessage, ride-hailing applications, and other social networking sites

Access to chat and social networking sites is strictly prohibited especially during school hours. iMessage, Viber, and ride-hailing applications may only be used during dismissal time for fetching purposes only. Moreover, students are not to install Social Networking apps on their gadgets.

Using of 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.

Naming of Devices

All High School students are expected to name their devices with their CN, Complete Name, Grade & Section. Any other naming convention is not allowed.

Sharing of Files

Sharing of files through Airdrop without explicit permission of the teacher is prohibited. Always turn off the Airdrop unless otherwise instructed by the teacher.

In case of receiving unnecessary files: take a screenshot of the sharing prompt/notification, and report the incident to the teacher.

E-mail

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 and Xavier 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 actions.
7. Students are to avoid vulgar or inappropriate language and content when using e-mail. Users may be held liable for deleting computer data that is subject to inspection or sanction.
8. Use of e-mail 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 e-mail address] xs.edu.ph, 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 e-mails. 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 inappropriate or unacceptable use of e-mail:
 - a. **Chain mail** that misuses or disrupts resources: e-mail sent repeatedly from user to user, with requests to send to others.
 - b. **Sending**, reading emails containing inappropriate material.
 - c. **Harassing or hate-mail** - Any threatening or abusive e-mail sent to individuals or organizations with an intent of bullying, intimidating, threatening or annoying others

and/or violate Xavier rules and regulations, including viruses and hoaxes.

- d. **Spamming or e-mail bombing attacks** - Intentional e-mail transmissions that disrupt normal e-mail service.
- e. **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.
- f. **False identification/Identity Theft** - Any actions that defraud another or misrepresent or fail to accurately identify the sender.
- g. **Transmission** of unprotected student data including identifiable information that specifies any student name(s), class number(s), and/or student record(s).
- h. Anonymous email sent through an e-mailer 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 e-mail 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 device is only for in-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 device when it was originally purchased.
3. The App Store and iCloud account of this device belongs to the school. The borrower is not allowed to make account changes, install, nor delete apps on this device.
4. Store files in the borrower's own disc/ flash drive. We cannot guarantee that your files will still be available after the device is returned to the ITS office.
5. Return the device at the specified date and time.
6. Maintain the device in clean condition.
7. The ITS Coordinator will not sign clearances of any student with unreturned devices.

Required Accessories:

Each student will need to bring the following items:

1. Sling bag
2. Device case and cover
3. Charger & cable
4. In-ear headphone or headphone

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 in order 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. Students and parents must comply with any device management system that the school uses.
5. One2One AUP (Acceptable Use Policy) violations will be tracked by the school to prevent future occurrences.

****Adapted from the Shanghai American School "Learning with laptop/iPads" Handbook*

Protocol on confiscation of iPads

- a. All iPads left unattended will be confiscated.
- b. All confiscated iPads will be brought to the ODS.
- c. On the first offense, a green slip will be issued and the iPad will immediately be returned to the students.
- d. On succeeding offenses, a higher sanction will be given and iPad
- e. will be returned by the student supervisor to the parent/s.

General apps that are allowed

App Classification	Name of App	Firewall Restrictions
Instant Messaging, video and voice calling app	Viber/Messenger	Will be lifted 30 minutes prior to scheduled dismissal time
Instant Messaging, video and voice calling app	iMessage	Will be lifted 30 minutes prior to scheduled dismissal time
Ride-hailing app	Grab	Will be lifted 30 minutes prior to scheduled dismissal time
Music app	Spotify Apple Music	Blocked for downloading and streaming of music Can be installed on the iPad and allowed to play <i>pre-downloaded music</i> for education purposes and during breaks

Note: Full list of required & allowed educational One2One Apps are found in the student's respective schoology subject courses.

General apps that are NOT allowed

App Classification	Name of App	Firewall Restrictions
Instant Messaging, video and voice calling app	All other Messaging Apps Examples: WhatsApp, Telegram, Line, Snapchat	Blocked the entire day Not allowed to use at all times
Social Media/Social Networking apps Audio/Video apps	All social media/networking apps Examples: Facebook, Instagram, Twitter, YouTube	Blocked the entire day Can be installed on the iPad but not allowed to use at any time
Games	All game apps Examples: Mobile Legends, Pokemon, Infinity Blade	Blocked the entire day Not allowed to be installed on the iPad Not allowed to use at all times
VPN (virtual private network)	All VPN Apps Examples: IPVanish VPN, ExpressVPN, SaferVPN	Blocked the entire day Not allowed to be installed on the iPad Not allowed to use at all times
P2P applications Peer to Peer networking	All P2P applications	Blocked the entire day Not allowed to be installed on the iPad Not allowed to use at all times

PART V

STUDENT WELL-BEING & SAFETY

A. TAKING CARE OF STUDENTS AT RISK

General Guidelines:

Protocols for Students at Risk

At Xavier School, we prioritize the safety and well-being of every student. We understand that each child is unique, and some may face challenges that require additional support. Because of this, we have established protocols to identify and assist students who may be at risk. A Student at Risk pertains to students who exhibit cause for concern due to a combination of, but not limited to, the following situations: academic difficulty, developmental or psychological disorder, general adjustment or executive function concerns, traumatic situations, habitual disciplinary concerns, or financial or family issues. It may also include those who exhibit self-harming behavior or are a threat to others. The protocols for at-risk students are carefully planned and crafted to provide timely and appropriate interventions to ensure every student's academic success and emotional well-being.

Protocols include:

1. Early Identification: Various strategies are employed to identify students who may be at risk, including academic performance indicators, behavioral observations, and reports from teachers, peers, or parents.
2. Supportive Interventions: Upon identification, our faculty, counselors, and support staff work collaboratively to plan interventions tailored to meet the specific needs of each student. Considering the best interest of the student, he may be placed on wellness break up to the time that proper medical clearance is presented and he is deemed fit to go to school.
3. Home-School Partnership: We believe in the importance of open communication with parents. If your child is identified as needing additional support, you will be promptly informed and involved in the development of a plan to address their needs.
4. Confidentiality and Privacy: All information regarding a student's well-being is handled with the utmost confidentiality. We strictly adhere to privacy laws and regulations to protect the rights of our students and their families.

5. Continued Monitoring and Assessment: Support does not end with initial interventions. We continuously monitor the progress of students receiving support to ensure that they are exhibiting marked improvements academically, socially, and emotionally.

Case conferences are convened and initiated by the school counselor to ensure that all concerned teachers and staff are kept up-to-date on the student's condition and any necessary interventions. These conferences also aim to align the efforts of the school, home, and any professionals working with the student, ensuring a cohesive approach to supporting the student.

6. If the need arises, certain committees of the school may be convened to help deliberate on the best form of intervention for our students. Such committees may include the Disciplinary Board of the school and/ or the Child Protection Committee.

Through these protocols, we aim to create a safe and nurturing environment where every student can thrive.

Child Protection Committee

The safety and well-being of our students are paramount.

The Child Protection Committee, comprising representatives from various disciplines within our school community, works collaboratively to uphold the highest standards of child safeguarding. This committee is instrumental in maintaining a safe and supportive environment for all students at our school.

The Child Protection Committee is tasked with:

1. Monitoring and ensuring adherence to child protection policies and procedures
2. Providing guidance and support to faculty & staff on recognizing signs of potential harm or abuse
3. Collaborating with external agencies and authorities as necessary to safeguard our students
4. Reviewing and updating our child protection policies and practices regularly to reflect best practices and legal requirements
5. Investigating incidents reported by the stakeholders of the school so that due process is afforded to everyone in the school community

PART VI APPENDICES

ST. FRANCIS XAVIER (1506 - 1552)



St. Francis Xavier is the best known missionary since the time of the apostles. He was born in Navarre, Spain on April 7, 1506, and studied at the University of Paris, where he met St. Ignatius of Loyola and joined his group. He sailed from Lisbon for India in April 1541. Once he arrived, he set out to preach to the pearl fishers on India's Fishery Coast. In 1544, he began his extensive missionary journeys, preaching and baptizing. After opening a mission station, he left it for other missionaries to continue, while he himself went on to new eras or lands. From India, he went to Malaya and to the Moluccas, and on August 15, 1549, he landed in Japan, making him the first Catholic missionary to enter that country. Later, when he heard about China, he also desired to go there. In September 1552, he was on the small island of Sancian, off the coast of China, unsuccessfully trying to arrange passage to the mainland. There he fell ill on November 21 and died on December 3. He was canonized by Pope Gregory XV in 1622, and in 1927 Pope Pius XI made him patron of the missions. St. Francis Xavier was not the first missionary to go to the East, but he was the first to meet with success in establishing permanent Christian communities in several lands he visited.

Source: Joseph N. Tylenda, S.J., *Saints and Feasts of the Liturgical Year*

PAUL HSU KUANG CHI (1562-1663)



Paul Hsu Kuang Chi (Xu Guangqi) was born in Shanghai in 1562. He was a great friend of the Jesuit missionary, Matteo Ricci, the first Westerner to be granted by the Emperor the permit to reside in Beijing in 1603. His first contact with Ricci was in 1569 through the latter's map. In 1600, Kuangchi met Matteo Ricci in Nanjing. Three years later, he was baptized a Catholic by a Jesuit. He practiced his faith fervently. Kuangchi obtained his coveted defense of Chin-shih in Beijing in 1604. He continuously worked with Ricci, translating works on Mathematics, Hydraulics, Astronomy and Geometry (Euclid's Elements). In 1607, Kuangchi became a corrector in the Han-lin Academy. From 1621 to 1627, he was a builder of Christian community in Shanghai and, from Beijing, was in correspondence with the Jesuit Robert Cardinal Bellarmine. As Vice-President of the Board of Rites, he entrusted the calendar reform to the Jesuits in 1629. He was recognized as "the first man in China after the monarch himself" in 1633. Kuangchi passed away on November 8, 1633. The emperor posthumously conferred upon him the honorary title of Junior Guardian (changed in 1643 to Grand Guardian of the Heir Apparent and the honorific posthumous name of *Wen-ting* - Illustrious Tranquility).

Source: George H. Dunne, S.J. *Generation of Giants: The Story of Jesuits in China in the Last Decades of the Ming Dynasty*

THE COAT-OF-ARMS OF XAVIER SCHOOL



Xavier School's emblem is in the shape of a shield. In heraldic language, this particular shape is called *l'ecu fancais* in modern form. The escutcheon or face of the coat-of-arms is divided 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 rays 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 H and 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 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, the introduction into the blazon of the inverted crescent with family colors. The red background may mean the blood sacrificed by the family for the victory 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, Kuang Chi, after a Chinese Christian convert, Hsu Kuang Chi, who used his government position as Minister of Rites to protect Christianity in China.

THE MASCOT OF XAVIER SCHOOL ~ THE GOLDEN STALLION



Wherever man has left his footprint in the long ascent from barbarism to civilization, we will find the hoofprint of a horse beside it.

~ John Trotwood Moore (1858-1929)

The horse played a very vital role in history so that it has no equal. During ancient times, the horse was a symbol of power and prestige. Its image was stamped upon man's coinage, sculptured on his temples and even elevated to his Pantheon and worshipped as divine. At a time when gallantry was the ideal, cheval, that is, horse, provided its terminology to CHIVALRY. The horse was also the means used by Ignatius and Xavier in their conquests of the "Kingdom." The modern horse is also known because of its capacity for adaptability to the uses of man.

Therefore, no mascot could be more appropriate than the horse and particularly the STALLION for Xavier School, since we aim to develop men who will make history in their own ways -- Men who will create "a space for love to build what all men desire -- a city of brothers."

The STALLION stands for manliness, power, stamina and determination. Its GOLDEN color stands for warmth of sunlight, cheerful spirit, industry, hope, sympathy, achievement and aspiration to sanctity.

THE XAVIER SCHOOL SONG

LUCEAT LUX

*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 your 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.
Make your light brightly shine
Till the journey's end.
Luceat, Luceat Lux!*

Words: Fr. Cornelius Pineau, S.J.

Music: Ma. Dolores Avelino, Music Teacher

LUCEAT LUX

Shèng guāng yào míng

圣 光 耀 明

guāng qǐ xué xiào kě ài kě jìng tóng xué men qí yǒng yuè huān xīn

光 启 学 校 可 爱 可 敬 同 学 们 齐 踊 跃 欢

xīn tóng dé tóng xīn shǐ zhì zhōng qín rì xīn yòu

xīn jīng yì qiú jīng

同 德 同 心 矢 志 忠 勤 日 新 又 新 精 益 求 精

shēn líng jiān zhēn chún dé jīng yíng xī shēng xiǎo wǒ bó ài lì xíng

身 灵 坚 贞 纯 德 晶 莹 牺 牲 小 我 博 爱 力

xíng gāo jǔ shèng huǒ pǔ zhào rén líng gē sòng guāng qǐ

rù qīng yún gāo jǔ shèng huǒ pǔ zhào rén líng

歌 颂 光 启 入 青 云

shèng guāng míng shèng guāng yào míng shèng ài liè huǒ zhào ěr xīn

圣 光 明 圣 光 耀 明 圣 爱 烈 火 照 尔

xīn shèng guāng míng shèng guāng yào míng shèng ài liè huǒ

zhào ěr xīn shèng guāng míng shèng guāng yào míng shèng ài liè huǒ

火 照 尔 心

qí fèn qǐ xiàng qián jìn kuài yīng yǒng xiàng qián jìn

齐 奋 起 向 前 进 快 英 勇 向 前

jìn nǎ pà qián tú hēi àn qí qū yòu jiān xīn

那 怕 前 途 黑 暗 崎 岖 又 艰 辛

kuài yǐn dǎo kǔ nàn zhōng dì xiōng xiǎng ān píng

快 引 导 苦 难 中 敌 兄 享 安

平qiān qiū wàn nián shèng guāng yào

míng

千 秋 万 年 圣 光 耀 明

LUCEAT LUX!

(Filipino)

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 paningasin

Luceat, Luceat Lux!

Tanglaw mo sa puso'y magningning

May tapang at lakas sa landas ng buhay

Sa kapuspalad kamay ay ialay

Liwanag ilantad magpakailanman

Luceat, Luceat Lux!

Musika ni: Bb. Ma. Dolores Avellino

Titik ni: G. Frederick Perez



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ADDENDUM TO THE STUDENT HANDBOOK SY 26-27

Please be informed of the following addendum to the school's existing policies regarding haircut policy, forgotten materials, and the bringing and use of wireless earphones on campus.

This addendum also reiterates the school's no smart phone policy to ensure consistent implementation of the guidelines.

I. Haircut and Grooming Policy

- As required by our student handbook, students are required to have their haircut at the start of the school year under the following conditions:
 - a. Hair should be kept within the eyebrows, allowing the eyes to remain visible
 - b. Hair should be styled so that the ears are visible.
 - c. Hair length at the back should be above the collar of the school polo or uniform.

Please refer to the diagram below:



- While students are allowed to grow their hair all throughout the school year, students are expected to observe neatness and good grooming. Some minimal restrictions will still be enforced so that haircuts style remains generally acceptable. The following are not allowed:
 - a. Mohawk
 - b. Dreadlocks and cornrow braids
 - c. Hair styled in buns
 - d. Undercut hairstyles
 - e. Shaved lines or markings on the sides of the hair or any part of the head
 - f. Hair that is dyed, highlighted or colored that is not the student's natural hair color

Please refer to the diagram below:



- Students are required to maintain proper grooming at all times. This includes keeping fingernails clean, trimmed, and observing appropriate length. Nail polish or color, or any form of nail decoration is strictly prohibited.

II. Forgotten Materials

- a. All school related materials delivered to the school after 8:00 AM for Junior High School students and 8:30 AM for Senior High School students shall be considered forgotten materials
- b. All school materials delivered to school within the prescribed time will not be accepted by the school. In cases where acceptance is necessary, the student may be given appropriate discipline sanction for irresponsibility at the discretion of the HS ODS.
- c. Aside from regular school materials, forgotten materials includes iPad, cash and student's ID

III. Bringing And Use Of Wireless Earphones On Campus

- To promote simplicity and responsible care of personal belongings, students are expected to observe the following guidelines regarding the bringing and use of wireless earphones on campus:
 - a. Students who lose their wireless earphone due to negligence will be considered solely responsible for the loss
 - b. Earphones should not be used during class discussions, assemblies, or other learning activities unless allowed by the teacher.
 - c. Wireless earphones may be brought to school but should be kept secured when not in use.

IV. No Smart Phone Policy

- The smart phone policy prohibits the bringing and/ or use of smart phones within the campus.
- The school upholds this policy to help students stay focused on learning and personal interactions, free from unnecessary distraction and online influences.
- The no smart phone policy applies during regular school days including:
 - a. Dismissal - this covers all smartphones handed over by parents, drivers, yayas and fetchers within school premises
 - b. Varsity training and ECA activities
 - c. All school sanctioned activities



HIGH SCHOOL HANDBOOK ADDENDUM #2

Beginning S.Y. 26-27

SCHOOL VIOLENCE, THREATS, AND SAFETY-RELATED CONDUCT

Xavier School is committed to maintaining a safe environment where every member of the school community can learn and work without fear or threat of violence, intimidation or harm.

In line with this commitment, the School takes **all** reports of violence, threats, and safety-related conduct seriously, regardless of whether the statement was intended as a joke, made out of anger, done as a social experiment or social media challenge, or not meant to be carried out, taken literally or seriously.

The School has the full discretion to investigate any and all threats or statements of possible violence, whether they were made:

- orally, through non-verbal actions or in writing;
- inside or outside the School campus;
- online or through social media;
- via email, text messages or messaging applications;
- in private group chats or closed online groups, including chat features within online or multiplayer games; or
- through any other medium, when such information becomes known to the School and has a potential connection to school safety or welfare of the members of the School community.

In determining the appropriate disciplinary action for threats or statements of possible violence, the School is guided by the following existing classification of sanctions and list of offenses in the Student Handbook:

Exclusion (p. 95, 2):

- Any acts of violence or gross negligence or gross irresponsibility resulting in a physical injury to another person

- Gross disrespect to school authorities or personnel; or
- Any act or omission analogous to any of the above.

Offenses that warrant Disciplinary Warning or Disciplinary Probation Status (p. 100, 5)

- Bullying, intimidating, threatening or annoying other students
- Possession of a deadly weapon
- Sending text, email, or instant messages with the intent of bullying, intimidating, threatening or annoying others
- Sending, sharing and accessing inappropriate digital material
- Posting inappropriate or offensive content on the web, or
- Any act or omission analogous to any of the above.

Accordingly, the School hereby classifies the following threats, statements of possible violence, and related acts as disciplinary offenses subject to investigation and appropriate sanctions in accordance with the Student Handbook:

1. Threats of violence or harm against any student, faculty member, staff member, visitor, or other person in the School community.
2. Threats to bring, use, or access a weapon or other dangerous object to School or in connection with any School-sponsored or School-related activity inside or outside the School campus.
3. Threats to carry out or cause any form of attack or other act of violence on School premises, during any School-sponsored or school-related activity, or at any other location when the threatened act poses a risk to the safety of members of the School community.
4. Written or electronic threats of violence or physical harm, including those made through:
 - social media posts;
 - direct messages;
 - text messages;
 - emails;
 - online platforms;
 - gaming or communication platforms;
 - private or closed group chats; and
 - other similar platforms.
5. Threats conveyed as jokes, pranks, sarcasm, or expressions of anger, when their content, viewed in context, reasonably raises a concern for the safety of any member of the School or the community.

6. Statements or communications expressing an intention or desire to harm another person, especially when accompanied by specific details, targets, dates, locations, means, or preparatory acts.
7. Threats made through another person, including asking, encouraging, or directing another individual to threaten or harm another.
8. Encouraging, planning, organizing, or assisting an act of violence or other harm, whether or not the student personally carries out the act, and even when the student does not personally intend to carry it out.
9. Sharing, forwarding, reposting, or circulating violent threats or safety-related material in a manner that contributes to a threat or creates fear, panic, mental anguish or disruption in the School community.
10. Possession, use, display, or attempted introduction of weapons or dangerous objects on School premises, or during any School-sponsored or School-related activities, subject to the provisions of the Student Handbook and applicable laws.
11. Any other act or omission that creates a reasonable and significant concern for the safety of the School community.

The above list is not exhaustive. The School reserves the right to address other conduct that poses a legitimate safety concern.

I. On “Jokes” and Online Statements

Students are reminded that saying “I was only joking” does not automatically exempt a statement from investigation or disciplinary action.

A statement may be investigated based on its content, context, circumstances, and potential impact.

Likewise, the fact that a statement was made outside the School campus or in a private online group does not automatically place it beyond the School's concern. If information about a threat or potential act of violence becomes known to the School and raises a legitimate safety concern, the School has the discretion to take appropriate investigative and disciplinary action.

Students are expected to exercise responsible judgment in all forms of communication, including private messages and online conversations.

II. Procedures for Serious Disciplinary Cases

Upon receiving information regarding a possible threat, act of violence, or other serious safety concern, the School through the Office of Disciplinary Services (“ODS”) will follow

the procedures for serious disciplinary cases as outlined in the Student Handbook (p. 107, V).

The following **additional steps** will be taken:

1. The ODS will first assess the situation and take reasonable measures necessary to protect students, faculty, staff, and other members of the School community. Measures may include separating students, restricting access to areas, notifying appropriate personnel, contacting parents/guardians, and taking other immediate and necessary safety measures.
2. When reasonable grounds exist to believe that a search is necessary to address an immediate or potential safety concern, the School may conduct an appropriate search of the student and/or the student's belongings, consistent with School policies (p. 113, F) and applicable law. The purpose of any such search is to address an immediate or potential safety concern.
3. When circumstances warrant, a student may be placed on preventive suspension while the investigation is ongoing. Preventive suspension, as defined in the Student Handbook (p. 100, 4, d), is a precautionary measure intended to protect the School community and preserve the integrity of the investigation. It is not, by itself, a finding that the student committed the alleged offense. The School will determine the appropriate duration and conditions of the preventive suspension based on the circumstances of the case and applicable School policies.
4. When warranted by the nature or seriousness of the incident, the ODS may recommend the case for consideration by the School's Disciplinary Board (p. 108, B)

Students are expected to cooperate honestly and respectfully with the investigation.

III. Coordination with External Authorities

When required by law, or when circumstances indicate that additional intervention is necessary to protect the safety and welfare of members of the School community, the School shall coordinate with and report the matter to law enforcement authorities or other external authorities or agencies.

IV. Responsibility to Report

Members of the School community shall report any information involving a possible threat or act of violence to the ODS, or any teacher, counselor, or School Administrator immediately. Students should not attempt to investigate a threat on their own, confront the person involved, or circulate the material further.

If a student receives or encounters a threatening message, post, image, or other material, the student should preserve the information, avoid further dissemination except for disclosures reasonably necessary to report the matter, obtain assistance, or protect a person from harm, and report it to the appropriate School personnel, office or adult immediately.

Parents/Guardians who become aware of a threat involving a member of the School community are likewise expected to inform the School promptly.

The School shall handle all reports with confidentiality, subject to disclosures necessary for safety, investigation, due process, compliance with law, or other special circumstances. Retaliation against any person for reporting in good faith or participating in an investigation is prohibited.

V. Shared Responsibility for School Safety

School safety is a shared responsibility.

Students must understand that statements involving violence and acts of violence are not appropriate forms of entertainment, humor, retaliation, intimidation, or expression of anger. Parents/Guardians are likewise encouraged to remind their children to exercise responsibility and good judgment in their online and offline communications.

The School's response to threats and violence is guided by one fundamental principle:

“Every member of the Xavier School community has the right to feel safe at school and in School-related activities.”

For this reason, every report of a potential threat or act of violence will be taken seriously and appropriately assessed, regardless of whether it was intended as a joke, made online, or communicated privately.

Xavier School will continue to act with care and prudence, taking the necessary measures to protect the safety, security, and well-being of the entire School community.