



# **PAULINIAN STUDENT HANDBOOK**

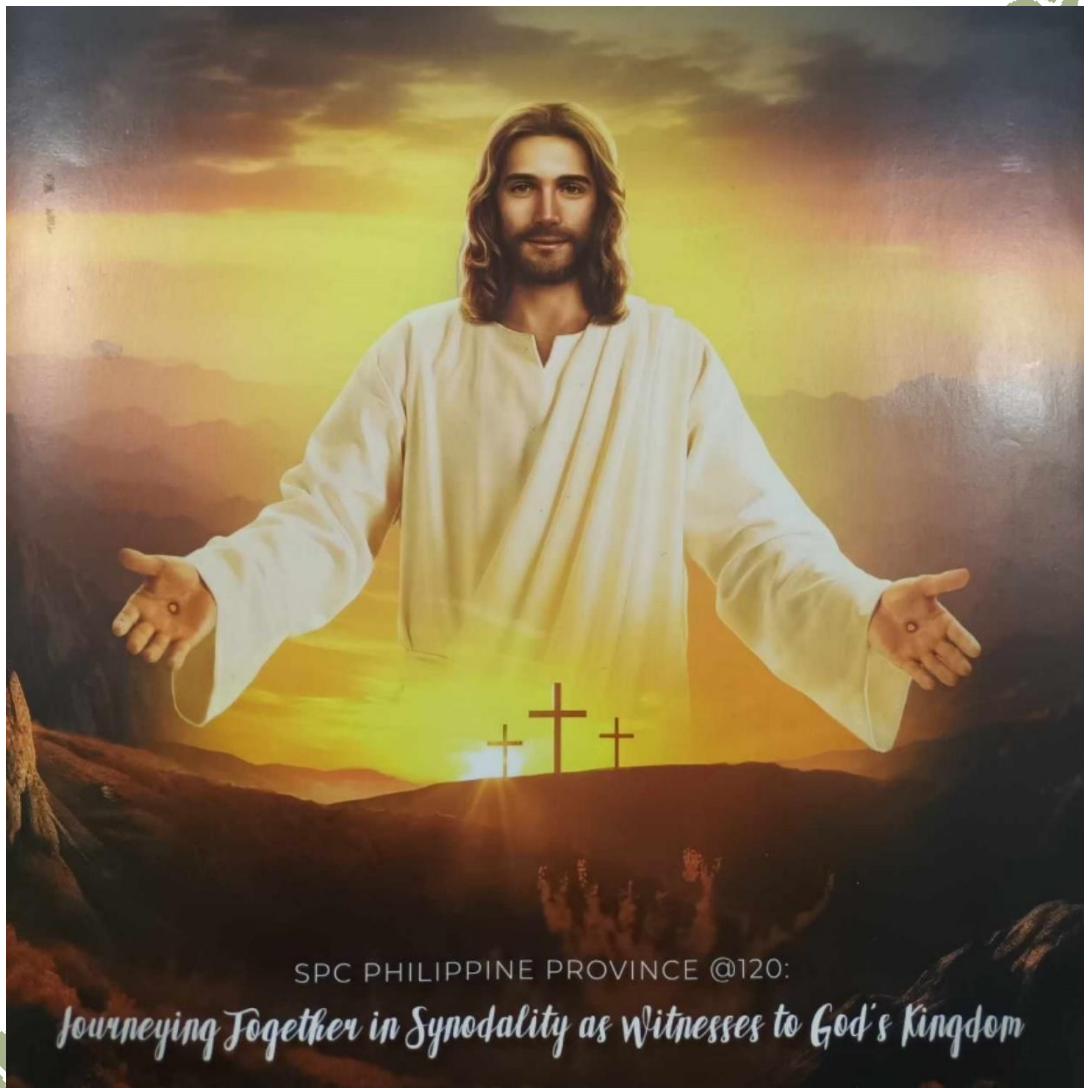
**2024**

**St. Paul College Pasig  
Pasig City**

Property of St. Paul College Pasig

St. Paul College Pasig

Published in 2024, the 120th anniversary of the Sisters of St. Paul of Chartres in the Philippines and the 54th year since the foundation of St. Paul College Pasig



## Acknowledgement Form

I acknowledge that I have read and understand the contents of this Student Handbook. As a responsible Paulinian, I am committed to adhering to its provisions, embracing the school's spirituality, and embodying its identity both on campus and beyond.

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Signature

We agree to adhere to the guidelines outlined in the Paulinian Student Handbook. We will support and guide our daughter in embracing and exemplifying the Paulinian identity and values.

\_\_\_\_\_  
Name of Parent or Authorized Guardian

\_\_\_\_\_  
Signature

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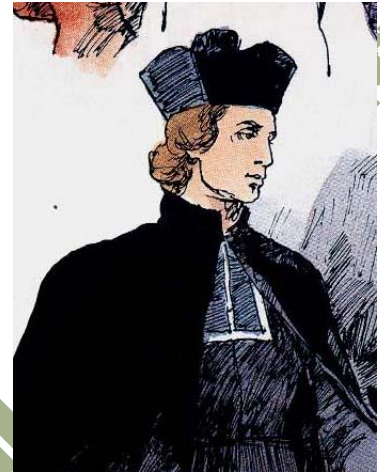
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## FOREWORD

At St. Paul College, Pasig, our mission is to offer a transformative education grounded in the inspirational lives of St. Paul, Fr. Louis Chauvet, and the pioneering Sisters. We strive to cultivate Paulinian learners who are not only academically proficient but also spiritually and morally grounded, equipped to serve both Church and society with compassion and integrity.

This Student Handbook has been crafted as a vital resource to support every Paulinian on her journey of growth and development. It provides essential information and guidelines to help her embody our core values of Christ-centeredness, charity, charism, community, and commission. By thoroughly understanding and following the Handbook's content, each student contributes to her own formation and success.



It is important for every Paulinian to recognize that the rules, policies, and regulations outlined in this Handbook are designed to foster a supportive, safe, and respectful environment—hallmarks of our Paulinian community. Each member of our community shares the responsibility to maintain this environment, ensuring it remains conducive to both intellectual growth and Christian formation.

As each Paulinian becomes a part of the SPC Pasig family, we hope she feels welcomed and valued. Upon leaving our institution, may she carry with her the pride of being a Paulinian, forever committed to the values and identity she has embraced here.

## History of the Congregation of the Sisters of St. Paul of Chartres

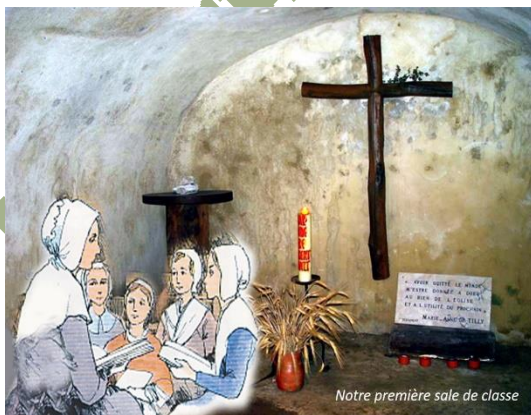
The Hundred Years' War, coupled with civil and religious conflicts, left the region of Beauce, near Chartres, France, in severe disarray. The turmoil stifled societal progress and hindered the development of education and labor, leaving many parishes neglected.

In response to these challenges, Father Louis Chauvet, the young and visionary parish priest of Levesville-La Chenard, sought to address the educational needs of laborers' children.

Recognizing the need for dedicated women to teach, visit the poor, and care for the sick, he acquired land from the parish council and built a house that would become the birthplace of the Congregation of the Sisters of St. Paul.

In 1696, Fr. Chauvet gathered a group of devoted young women, including Marie Anne de Tilly, a noble young woman who led her companions in serving the community. This group initially formed the community known as the Daughters of the School. Their mission—educating children and aiding the impoverished and the sick—continues to be the essence of the Sisters' charism today.

Fr. Chauvet and Marie Anne de Tilly worked together to advance evangelization and Christian education. Despite their untimely deaths—Marie Anne de Tilly in 1703 and Fr. Chauvet in 1710—their legacy endured, with their sacrifices seen as a profound testament to the Congregation's strength and resilience.



In 1708, Fr. Chauvet entrusted the Daughters of the School to Bishop Paul Godet des Marais of Chartres. The bishop provided them with a house, an Ecclesiastical Superior, and renamed them the Sisters of St. Paul.

In 1727, four Sisters of St. Paul arrived in Cayenne, French Guiana, where they served soldiers in a military hospital and ran an elementary school. Their ministry continued even after the French Revolution, caring for political prisoners alongside soldiers.

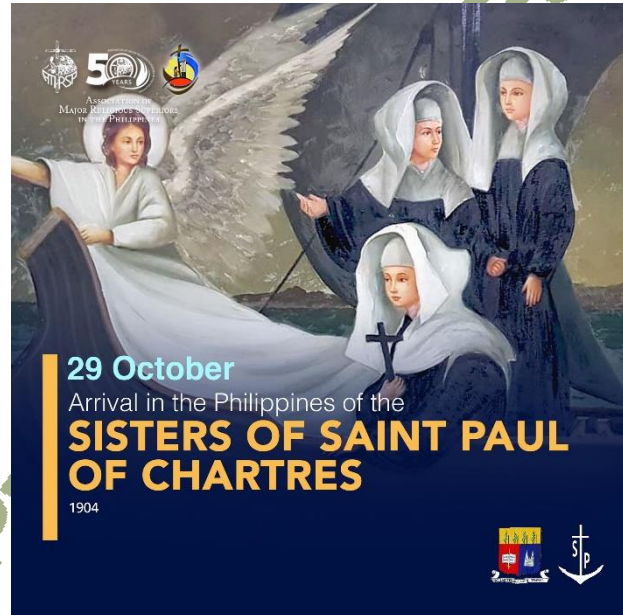


In 1792, the French government seized Church properties and closed convents, leading to the disbandment of the Sisters. A few Sisters, led by the current Superior General, Mère Marie Josseaume, remained, living modestly and earning a living through needlework.

With Napoleon's rise to power, the Prefect of Chartres reinstated the Congregation's rights and provided them with the house on Rue St. Jacques, which remains the Mother House today. Napoleon I's official decree allowed the Congregation to resume its activities in France, the Antilles, Martinique, and Guadeloupe.

In 1848, the Congregation established its first mission in Hong Kong. The work expanded throughout Asia, reaching Vietnam (1860), Japan (1878), Korea (1888), Thailand (1898), China (1900), and the Philippines (1904). Today, the Congregation includes 20 fully indigenous Provinces.

The Congregation's mission extended to Africa and Madagascar in 1950, and to Brazil and Indonesia in 1960. It also broadened its presence in Europe and North America, with Rome becoming the seat of the General Council in 1962.



Currently, the Congregation boasts over 4,000 members serving across various ministries. Committed to education, healthcare, and support for the underprivileged, the Sisters are active in 36 countries across five continents.

In the Philippines, the Sisters of St. Paul of Chartres arrived on October 29, 1904, at the invitation of Bishop Frederick Rooker of Jaro. They initially opened a school in Dumaguete for the "protection of faith" and subsequently expanded their mission to include hospitals in Iloilo, schools in Vigan, Tuguegarao, and Manila, and a leprosarium in Culion.

Today, the Congregation operates 40 schools throughout the Philippines, in addition to managing hospitals and pastoral communities.





**VISION and MISSION STATEMENTS  
of the SISTERS OF ST. PAUL OF CHARTRES (SPC)  
Philippine Province**

**VISION**

We, Sisters of St. Paul of Chartres, are an apostolic religious community in the Church. We participate in her mission to proclaim Jesus Christ, the Good News, to all, with conscious preference for the most neglected. Impelled by the charity of Jesus Christ, we respond to the needs of people and of the times for integral evangelization as compassionate teachers, healers, and pastoral ministers.

**MISSION**

Guided by our vision, we endeavor to become a community deeply rooted in Jesus Christ, authentically living our religious commitment as women of prayer, solitude, communion, and service. Conscious of our prophetic role as servant leaders, we will walk in the truth as we pursue justice, peace, social transformation, and integrity of creation.

As compassionate Christ-centered:

**TEACHERS**, we will form Christ-centered, integrated, competent, responsible persons in the service of the Church and society;

**HEALERS**, we will give person-oriented, holistic, quality health care with preferential option for the most neglected;

**PASTORAL MINISTERS**, we will share the Good News to empower the underserved to claim their human dignity and their right to total human development.





## **VISION and MISSION STATEMENTS of the SISTERS OF ST. PAUL OF CHARTRES EDUCATION MINISTRY (SPCEM) (Updated in July 2024)**

**Vision:** Empowered Paulinians making a difference for Church and Society.

**Mission:** Proclaim the Good News enabling Paulinians to reach full potentials through:

- Transformative Formation
- Tranquil-daring Innovations
- All-to-all Service



## **VISION-MISSION STATEMENT ST. PAUL COLLEGE PASIG (Updated in SY 2023-2024)**

### **PHILOSOPHY OF EDUCATION**

Transformative education inspired by the lives and examples of St. Paul, Fr. Louis Chauvet and the first Sisters, in the service of the Church and society.

### **IDENTITY**

We are a community of Paulinian learners whose Giftedness is shared with the world.

### **VISION-MISSION**

Impelled by the charity of Christ, we nurture talents to be future-fit, transdisciplinary, outcome-driven, and compassionate Paulinians, appreciative of the nobler and finer things in life, in the service of the Church and society.



## YOU AND YOUR SCHOOL



### Your School Seal

Our school seal embodies the core values and heritage of our institution. Inspired by the coat of arms of the Sisters of St. Paul of Chartres (SPC), the seal features a rich array of colors and symbols, including the sword, book, lamp, palm branch, and wavy line, set against a backdrop of green and gold with central accents of red, white, and blue.

- **Sword:** The sword represents the power of the Gospel of Christ, as proclaimed by St. Paul. Symbolizing the transformative strength of the Word of God, the sword calls us to embrace **conversion** and **commitment** to the values of Jesus. For a Paulinian, it signifies courage, fortitude, and discipline in confronting personal challenges and striving to embody the likeness of Christ.
- **Book:** The book stands for the pursuit of **knowledge** and **wisdom**. It embodies the skills, values, attitudes, and competencies necessary for leading a meaningful and productive Christian life.
- **Lamp:** The lamp symbolizes **light**, **witness**, and **service**. It represents a life dedicated to serving others, bearing witness to Christ and the Gospel values, and providing hope and assistance to those in need, inspired by the example of Fr. Louis Chauvet.
- **Palm Branch:** Traditionally, the palm branch signifies victory for athletes and martyrdom for Christians. It challenges the Paulinian to embrace self-sacrifice and endure suffering in the spirit of Christ, sharing in His ultimate victory.
- **Wavy Line:** The wavy line represents the sea that St. Paul and the early Sisters crossed to spread the Good News. It symbolizes a Paulinian's readiness to undertake any challenge and the courageous spirit to face the unknown. It reflects our mission as dedicated missionaries.
- **Red, White, and Blue:** The tricolor background pays homage to both the Philippine Flag and the Flag of France. It signifies the Paulinian's loyalty to her Filipino roots and French heritage, embodying patriotism, cultural pride, and devotion. Red stands for courage and self-sacrifice; white for purity and the pursuit of what is noble; and blue for justice, peace, and devotion to the Blessed Virgin Mary.



## Your Motto

The motto "***Caritas Christi urget nos***" — "*The Charity of Christ urges us*" — inspires the mission of the Paulinian Sisters to reach across the globe, establishing St. Paul schools worldwide. May this motto guide and energize your own journey.

## Your Colors

Our colors are green and gold. Green represents the hope that springs eternal, while gold symbolizes the divine glory bestowed upon us.



## YOUR DEPARTMENT SEAL...

*is a fleur-de-lis, a lily with its tender, pure, supple, yet firm petals gradually opening to the sun. It represents your gradually blossoming into mature womanhood.*



## THE PAULINIAN CORE VALUES

Guided by the Five Paulinian Core Values, students are inspired to become compassionate, resilient, and appreciative of the nobler aspects of life, following the example set by St. Paul, Fr. Louis Chauvet, and the first SPC Sisters. They seek to embody the teachings of Jesus Christ, loving and serving the least, the last, and the lost.

- **Christ-Centered**

- Christ is the center of a Paulinian's life. It is a life of discipleship, one marked by a personal relationship with God. Thus, a Paulinian must strive to grow in her knowledge and practice of faith and virtue. She must regularly attend and actively participate in Eucharistic Celebrations and spiritual activities and should freely spend time for reflection and prayer. She consciously thinks, speaks, and acts in imitation of and obedience to Christ, manifests honesty and truthfulness in her relationships, and is ethical and moral in her transactions.

- **Community**

- A Paulinian with a profound relationship with God is a model of joy and healthy relationships with her neighbors. She is all to all, leading and living a life of unity, cooperation, and collaboration as she shares, cooperates, and works well with others. She is compassionate and shows a deep sense of community and social commitment as she advocates for the protection of life, human rights, unity, justice, peace, and environmental care.

- **Commission**

- Like the disciples whom Jesus commissioned to go into the whole world and preach the gospel to every creature (Mk 16:15), every Paulinian is also commissioned to proclaim the Gospel and make God's Love known to all, especially to the most neglected, through their words, actions, and way of life. Thus, every Paulinian must act with a sense of purpose based on her mission and goal in life. With a spirit of humble service, she freely and generously participates and leads in the life and projects of the local Church, especially those that benefit the poor.



- **Charism**

- As disciples of Christ, we are uniquely G.I.F.T.ed and created in the image and likeness of God. Thus, every Paulinian shows acceptance and gratitude for her unique Giftedness as a person and respects others' Giftedness, a manifestation of seeing God's loving presence in her life and in the lives of others. She exerts effort to nurture her talents to be future-fit and shares openly and generously in the service of the community. She brings the best of herself in every project and endeavor, with appreciation for the nobler and finer things in life.

- **Charity**

- Impelled by the love of Christ, each Paulinian is urged to be compassionate. She shows great sensitivity to the needs and feelings of others and relates with all warmly and graciously without bias, as she radiates and shares God's love with others by being all to all, especially to the poor and most neglected.



*Father  
Louis Chauvet*

1664 - 1710

Founder of  
the Sisters of St. Paul de Chartres



## The Catholic Paulinian Formation and Student Welfare Services

The Catholic Paulinian Formation and Student Welfare Services Office (formerly the Christian Formation Office) is dedicated to overseeing the integral formation and psycho-spiritual well-being of SPCP stakeholders through a variety of programs and activities. These initiatives are inspired by the vision and mission of our founder, Fr. Louis Chauvet, and aim to nurture each Paulinian's ability to proclaim Jesus Christ as the Good News.

The office supports faith nourishment by integrating the three dimensions of Faith—Doctrine, Moral, and Worship—through its four main services:

- **Pauline Spirituality:** This includes religious education and campus ministry activities that foster spiritual growth.
- **Community Service and Advocacy:** This encompasses outreach programs, service learning, catechesis, and spiritual formation for local communities.
- **Student Support Services:** This involves programs and activities that promote leadership skills and health awareness among Paulinians through the SCT and Health Services Unit.
- **Guidance and Counseling Services:** This provides support for students' psychological and emotional development.

This restructuring of the Christian Formation Office into the Catholic Paulinian Formation and Student Welfare Services Office aims to more effectively address the needs and challenges of today's volatile, uncertain, complex, ambiguous, diverse, and divisive world.



## **Curricular Programs & Academics**

### **Outcome-Based Education (OBE) at St. Paul College Pasig**

St. Paul College Pasig (SPCP) embarked on its Outcome-Based Education (OBE) journey in February 2017, when Dr. William Spady, a leading advocate of the OBE framework, introduced the concept to the school community. Although OBE had been gaining traction in higher education for several years prior, especially following its endorsement by the Commission on Higher Education (CHED) as the curriculum design framework for colleges and universities, SPCP was poised to embrace this new approach.

The St. Paul of Chartres Education Ministry (SPCEM) quickly adopted the OBE framework, recognizing its alignment with the five core values of the Paulinian education framework: Christ-centeredness, Charism, Charity, Community, and Commission. At that time, SPCP was actively developing Schoolwide Learner Outcomes (SLOs) and striving to adhere to the “focus on learning” principle, informed by its experience with international accreditation.

The first step in SPCEM’s transition to OBE involved clarifying the educational focus for its tertiary and basic education institutions. A series of meetings with sisters, educational leaders, and faculty from various SPC schools, including SPCP, played a crucial role in defining the outcomes of Paulinian education. These outcomes have since guided the design of curriculum, instruction, and assessment.

By 2019, OBE was fully integrated into classroom instruction at SPCP. Teachers worked diligently to align assessments with the defined outcomes. However, the grading system remained traditional, based on assessment components such as written work, periodic exams, and performance tasks, rather than focusing on outcomes or standards.

The implementation of the Paulinian Flexible Learning Experience (PFLEx) from the 2020-2021 to the 2022-2023 school years, in response to the challenges of the pandemic, prompted a review of the school’s pedagogical approach. This period of online distance learning (ODL) provided a significant impetus for SPCP to transform its system of assessment and evaluation. The school sought to make its assessment practices more descriptive and outcome-based, focusing on essential competencies to ensure continuous, accessible, and holistic learning.

#### **The OBE Framework of St. Paul of Chartres Education Ministry (SPCEM)**

The SPCEM Outcome-Based Education (OBE) Framework is visually represented by an illustrative figure that combines the imagery of a cross and a five-petaled flower. This figure symbolically reflects the holistic approach of the framework in nurturing both the individual and community aspects of Paulinian education.





Figure 1. The SPCEM OBE Framework

**Cross Dimension:**

- **Vertical Dimension (Self-Development):** The vertical axis of the cross represents the development of the self. This dimension focuses on personal growth, self-awareness, and the internalization of values. It highlights the importance of individual spiritual, intellectual, and emotional development. The vertical dimension emphasizes how each Paulinian is called to cultivate her inner qualities and virtues, striving to grow in faith, knowledge, and personal integrity.
- **Horizontal Dimension (Social Development):** The horizontal axis of the cross signifies the development of social relationships and community engagement. This dimension underscores the importance of interacting harmoniously with others, fostering collaboration, and contributing to the well-being of the community. It symbolizes the outward expression of personal growth in the context of relationships, cooperation, and social responsibility.

**Central Focus:**

- **Christ-Centeredness:** At the intersection of the vertical and horizontal dimensions of the cross is Christ, representing the core value of Christ-Centeredness. This central figure signifies that every aspect of personal and social development is anchored in the teachings and example of Jesus Christ. It impels each Paulinian to act with integrity, compassion, and commitment, motivating her to give her best both for herself and for others. Christ-



Centeredness serves as the guiding force that inspires and directs all educational and personal endeavors.

## The Five-Petaled Flower

The SPCEM Outcome-Based Education (OBE) Framework may also be seen as a five-petaled flower, with Christ-Centeredness at its core. This visual metaphor captures the holistic and value-centered approach of the framework, integrating the core principles of Paulinian education into the development of students.

- **Christ-Centeredness at the Core:** At the center of the flower is Christ-Centeredness, symbolizing the foundational value that drives and inspires all aspects of Paulinian education. This central core signifies that personal and social development are anchored in the teachings and example of Jesus Christ. It emphasizes that every Paulinian's actions, goals, and values should be rooted in their faith and commitment to living out Christ's teachings.

### Petals and Associated Life Performance Outcomes (LPOs):

Each of the five petals represents a specific dimension of Paulinian development, aligned with a core value and corresponding Life Performance Outcome (LPO):

#### 1. First Petal: Mindful, Self-Directed Learners and Role Models

- **Associated Core Value:** Christ-Centeredness
- **Description:** This petal focuses on personal growth and self-direction in learning, reflecting the core value of Christ-Centeredness. It highlights the development of learners who are consciously guided by their faith, striving to model integrity and virtue in all their endeavors.

#### 2. Second Petal: Courageous, Resourceful Explorers and Problem Solvers

- **Associated Core Value:** Charism
- **Description:** This petal emphasizes bravery and resourcefulness in exploring and solving problems, in line with the core value of Charism. It encourages students to leverage their unique talents and creativity, demonstrating resilience and innovation in overcoming challenges.

#### 3. Third Petal: Credible, Responsive Communicators and Team Players

- **Associated Core Value:** Community
- **Description:** This petal represents the importance of effective communication and teamwork, aligned with the core value of Community. It aims to cultivate students who are skilled in fostering harmonious relationships and contributing positively to collaborative efforts.



#### 4. **Fourth Petal: Conscientious, Adept Performers and Achievers**

- **Associated Core Value:** Commission
- **Description:** This petal focuses on competence and diligence in pursuing one's mission, corresponding with the core value of Commission. It highlights the importance of purposeful action and active participation in fulfilling one's role and responsibilities with dedication.

#### 5. **Fifth Petal: Caring, Committed Advocates for Peace and Universal Well-Being**

- **Associated Core Value:** Charity
- **Description:** This petal underscores compassion and advocacy for peace and universal well-being, reflecting the core value of Charity. It encourages students to be empathetic and dedicated to promoting social justice and caring for those in need.

#### **Overall Framework:**

The five-petaled flower with Christ-Centeredness at its core represents the SPCEM OBE Framework's emphasis on integrating core values with educational outcomes. Each petal signifies a key aspect of student development, grounded in the central principle of Christ-Centeredness. The framework ensures that personal and social growth is achieved through a value-driven approach, guiding students to become well-rounded individuals who embody the principles of Paulinian education in their academic and personal lives.

#### **Description of the SPCEM Outcome-Based Education Framework**

The St. Paul of Chartres Education Ministry (SPCEM) Outcome-Based Education (OBE) Framework is a structured approach designed to ensure that educational programs effectively achieve specific, measurable outcomes that align with the core values of Paulinian education. This framework integrates the spiritual and ethical dimensions of learning with practical outcomes, fostering holistic development in students.

#### **Core Components:**

- A. **Life Performance Outcomes (LPOs):** Central to the SPCEM OBE Framework are the Life Performance Outcomes, which articulate the essential skills, knowledge, and attitudes that students are expected to develop. Each LPO is closely aligned with one of the five core values of Paulinian education, as depicted in the framework's illustrative figure. This alignment ensures that the outcomes not only reflect academic and professional competencies but also embody the spiritual and moral principles central to Paulinian education.



- **LPO1: Mindful, Self-Directed Learners and Role Models**  
This outcome emphasizes being a mindful and self-directed learner who consciously expresses faith. It aligns with the core value of **Christ-Centeredness**, focusing on personal growth through faith, virtue, and ethical living.
- **LPO2: Courageous, Resourceful Explorers and Problem Solvers**  
This LPO highlights the qualities of courage and resourcefulness in exploring and solving problems. It corresponds with **Charism**, encouraging students to use their unique G.I.F.T.s and creativity to address challenges and contribute to the community.
- **LPO3: Credible, Responsive Communicators and Team Players**  
This outcome underscores the importance of effective communication and teamwork in building a harmonious community. It is aligned with the value of **Community**, fostering collaboration, unity, and social responsibility.
- **LPO4: Conscientious, Adept Performers and Achievers**  
This LPO focuses on pursuing one's mission with competence and diligence, reflecting the value of **Commission**. It encourages students to act purposefully and engage actively in their roles within the community and beyond.
- **LPO5: Caring, Committed Advocates for Peace and Universal Well-Being**  
This outcome involves advocating for peace and universal well-being with compassion and commitment. It aligns with **Charity**, promoting sensitivity to others' needs and a deep, altruistic concern for the less fortunate.

**B. Program Outcomes (POs):** Specific to each subject area, POs are detailed objectives that translate the broader LPOs into contextually relevant goals. They guide the educational content and ensure that each program contributes to achieving the overall LPOs.

**C. Essential Performance Outcomes (EPOs):** EPOs break down the Program Outcomes into specific, actionable criteria. Developed in alignment with Department of Education (DepEd) standards, EPOs provide concrete benchmarks for assessing student performance and ensure that learning activities are focused on achieving the desired outcomes.



- D. Intended Learning Outcomes (ILOs):** These are detailed objectives for individual lessons or units, derived from the EPOs. ILOs guide instruction and assessment, specifying what students should know, understand, and be able to do by the end of each learning activity.

### **Implementation and Assessment:**

The SPCEM OBE Framework promotes a continuous cycle of planning, instruction, assessment, and refinement. By aligning curriculum, teaching methods, and evaluation with the defined outcomes, the framework ensures that educational practices support the development of students in accordance with the core values. Regular reviews and evaluations help maintain the framework's relevance and effectiveness in addressing the needs of students and adapting to the dynamic educational landscape.

In summary, the SPCEM Outcome-Based Education Framework integrates academic excellence with the core values of Paulinian education, aiming to develop students who are not only skilled and knowledgeable but also embody the spiritual and ethical principles central to the Paulinian identity.

### **The Life Performance Outcomes (LPOs) and the Affirmation Statements**

**LPO1: Mindful, Self-directed LEARNERS and ROLE MODELS**

*I am a mindful, self-directed learner and role model, consciously expressing my faith.*

**LPO2: Courageous, Resourceful EXPLORERS & PROBLEM SOLVERS**

*I am a courageous, resourceful explorer and problem solver, demonstrating my creativity and charisma.*

**LPO3: Credible, Responsive COMMUNICATORS and TEAM PLAYERS**

*I am a credible, responsive communicator and team player, building a harmonious community through active collaboration.*

**LPO4: Conscientious, Adept PERFORMERS & ACHIEVERS**

*I am a conscientious, adept performer and achiever, competently pursuing my mission in life.*

**LPO5: Caring, Committed ADVOCATES for Peace and Universal Well-Being**

*I am a caring, committed advocate for peace and universal well-being, impelled by compassion and charity for all.*



## Filipino Translation

LPO1: **May bukas na kamalayan, may direksyong pansarili at mabuting huwaran**

*Ako ay may bukas na kamalayan, direksyong pansarili, mabuting huwaran at isinasabuhay ang pananampalataya.*

LPO2: **Malakas ang loob, Mapanuri, Positibong hinaharap ang mga suliranin**

*Ako ay malakas ang loob, mapagsiyasat, positibong hinaharap ang mga suliranin, at nagpapamalas ng pagkamalikhain at karisma.*

LPO3: **Mapagkakatiwalaan, Maagap tumugon sa tawag ng pangangailangan at aktibong kasapi ng pamayanan**

*Ako ay mapagkakatiwalaan, maagap tumugon sa tawag ng pangangailangan at aktibong kasapi ng pamayanan at bumubuo ng pamayanang may pagkakaisa sa pamamagitan ng aking aktibong pakikilahok.*

LPO4: **Malinis ang kalooban, Mahusay, at Magaling sa iba't ibang larangan**

*Ako ay malinis ang kalooban, mahusay, at magaling sa iba't ibang larangan at may kakayahang ipagpatuloy ang misyon ko sa buhay.*

LPO5: **Maaruga, Tagapagtaguyod ng Kapayapaan at Pangkalahatang Kaayusan**

*Ako ay Maaruga, Tagapagtaguyod ng Kapayapaan at Pangkalahatang Kaayusan na ginagabayan ng habag at pag-ibig sa kapwa*



## Essential Performance Outcomes (Exit Outcomes)

| K- 3   | GRADES 4-6  | GRADES 7-12  |
|--|---|--|
| CHRIST CENTEREDNESS – CONSCIOUS  |   |  |
| Thoughtful, Independent LEARNERS and ROLE MODELS   | Mindful, Self-Directed LEARNERS & ROLE MODELS   | Mindful, Self-directed LEARNERS and ROLE MODELS  |
| Have the initiative to seek and learn new things, then apply them on their own;                              | Undertake new activities that deepen their self-awareness skills and help them see things from other’s points of view;  | Initiate activities that show others that going beyond their customary ways of dealing with things is clearly possible;  |
| Regularly spend time in improving their knowledge, skills, understanding that others will want to follow;    | Describe their unique personal qualities and thinking processes, and explain how improving them can lead to better opportunities for learning and personal fulfillment; | Assess their unique personal qualities, thinking processes, talents, and explain how strengthening them can open doors to continued learning and personal fulfillment; |
| Share their knowledge, abilities, and talents to inspire others to be good learners also;                    | Explain the elements that affect their everyday decisions and actions, and the general consequences they bring about;   | Explain the factors that generally affect their decisions and actions, and assess the consequences they produce;   |
| Explain how learning and practicing new things will strengthen their abilities and make them better persons; | Describe the new abilities they have developed as the result of self-initiated projects and learning experiences;   | Describe and explain the new abilities they have developed as the result of self-initiated learning experiences and projects;  |
| Take time to plan, pray, and have quiet time every day and encourage others to do the same;                  | Regularly allot time and energy for periods of planning, reflection, and renewal; and   | Manage their time and energy to allow for regular periods of quiet reflection and prayer, renewal and direction setting; and   |
| Regularly practice their Catholic Faith by manifesting Paulinian values on how they think and act.           | Consistently practice their Catholic Faith by manifesting Paulinian values, qualities, inner convictions, and actions that mirror it.                                   | Describe how their Catholic principles and actions mirror the qualities of a Paulinian.  |



| K- 3   | GRADES 4-6   | GRADES 7-12   |
|--|--|---|
| CHARISM – CREATIVE   |  |   |
| Brave, Creative<br>EXPLORERS and PROBLEM<br>SOLVERS  | Courageous, Resourceful<br>EXPLORERS & PROBLEM<br>SOLVERS  | Courageous, Resourceful<br>EXPLORERS & PROBLEM<br>SOLVERS   |
| Discover new issues and sources of information and describe the new ideas they give you;   | Look for issues, situations, and sources of related information for further study and investigation;   | Seek out issues, possibilities, and sources of related information willingly for further investigation and development;   |
| Use their original ideas to create solutions to existing problems;   | Search beyond readily available sources of information, resources, and standard techniques to generate new understandings and find solutions to existing problems; | Search voluntarily beyond readily available sources of information, resources, and standard techniques to generate new understandings towards workable solutions to existing problems;        |
| Describe ways to understand important issues and their challenges that affect their life, socio-cultural and physical environment; | Routinely select issues facing their communities and suggest new ways they can be understood, addressed, and resolved;   | Resolutely understand, address and resolve issues or problems of their communities;   |
| Bravely explore different interests and talents that they want to develop more; and  | Take the risk of experimenting with combinations of ideas, data, materials and possibilities to derive and test potential solutions to existing problems; and      | Take the risk of experimenting with combinations of ideas, data, materials, and possibilities to derive and test potential solutions to existing problems even at the risk of criticisms; and |
| Suggest new ideas or ways of deciding things and discover problems that might arise and find alternative solutions.                | Use ideas and resources in new and creative ways to plan and design works of artistic appeal to others and social influence; and                                   | Plan and design works of artistic appeal using ideas and resources even in unconventional ways.   |



| K- 3   | GRADES 4-6   | GRADES 7-12  |
|--|--|--|
| COMMUNITY – COLLABORATIVE  |  |  |
| Trustworthy, Intelligent COMMUNICATORS, and TEAM PLAYERS   | Credible, Responsive COMMUNICATORS and TEAM PLAYERS  | Credible, Responsive COMMUNICATORS and TEAM PLAYERS  |
| Pause before speaking and or writing to figure out how clear, accurate and helpful the information for the benefits of others; | Take time before speaking or writing to check the accuracy, clarity and truthfulness of what they are about to share, and how it is likely to be received and interpreted by others; | Take time before speaking or writing to assess the accuracy, authenticity, and clarity of what they are about to share, its tone, and how it is likely to be received and interpreted by others;               |
| Communicate clearly and with accurate facts and or information to be better understood;  | Seek feedback from informed individuals on the accuracy, clarity, and truthfulness of their communications; and then revise and restate until they are well understood;              | Consistently seek feedback from informed, credible individuals on the accuracy, clarity, authenticity, and tone of their communications and practice revising and restating them until they are well received; |
| Answer honestly and respond politely in group discussions and activities that benefit greater advantage for all;               | Accept feedback from others regarding their communications and behavior, and respond honestly to it;   | Acknowledge feedback from others regarding their communications and behavior, and respond honestly and constructively to it;   |
| Share responsibilities with others and actively promote cooperation, unity and friendship; and                                 | Willingly share responsibilities and participate actively in fostering friendship, unity and effectiveness; and  | Willingly share responsibilities and participate actively in fostering group collegiality, cohesion and effectiveness;   |
| Offer assistance and support when and where needed to improve team results.  | Volunteer extra assistance or support in team activities, and spontaneously offer it to strengthen team results.   | Anticipate where extra assistance and support for team functioning may be needed, and spontaneously offer them.  |



| K- 3   | GRADES 4-6   | GRADES 7-12   |
|--|--|---|
| COMMISSION – COMPETENCE  |  |   |
| Diligent, Excellent PERFORMERS and ACHIEVERS   | Conscientious, Adept PERFORMERS and ACHIEVERS  | Conscientious, Adept PERFORMERS and ACHIEVERS   |
| Set definite time each day to achieve or improve skills that are challenging to you;               | Allot quality time to developing the competencies required to cope with the challenges they face in life;                                | Devote focused time to developing the competencies required for sound achievement in a chosen field and for functioning effectively in the face of life’s diverse challenges; |
| Apply one or more specialized skills with ease in a variety of challenging situations;             | Acquire a specific area of knowledge and skill that they can apply comfortably in various situations;                                    | Cultivate specialized knowledge and skills in at least one area of their lives that they apply in a variety of situations with facility and ease;                             |
| Produce excellent work within agreed-upon timelines.   | Focus on completing quality projects on time;  | Remain focused on fully completing projects of pre-established quality in a timely manner;  |
| Set realistic achievement goals for themselves and continually monitor their progress on them; and | Set challenging improvement goals for themselves that require perseverance, self-discipline, and acceptance of feedback from others; and | Continually set and re-set challenging improvement goals for themselves that require persistence, self-motivation, and self-regulation which others can monitor and validate; |
| Ask for feedback and improvement suggestions on at least one important ability this day;           | Willingly demonstrate their basic skills and improve them according to the feedback they receive.  | Openly demonstrate their basic and advanced skills as experienced individuals and improve them according to the feedback they receive.  |



| K- 3  | GRADES 4-6  | GRADES 7-12   |
|---|---|---|
| <b>CHARITY – COMPASSION</b>   |   |   |
| <b>Watchful and Loving<br/>CARETAKERS of God’s<br/>Creations</b>                                  | <b>Caring, Committed<br/>ADVOCATES for Peace and<br/>Universal Well-Being</b>   | <b>Caring, Committed<br/>ADVOCATES for Peace and<br/>Universal Well-Being</b>   |
| Pay attention and respond to things happening in their surroundings and the needs of others;      | Design and implement projects that would reduce problems on environmental issues  | Initiate and sustain efforts that draw attention to environmental issues and propose workable measures to reduce and eventually eliminate them; |
| Respect and preserve God’s creations by observing cleanliness and orderliness in the environment; | Advocate peace, reduce violence, and stand up against harmful actions done to others;   | Persist in the face of resistance to their efforts to teach peace, reduce violence, and redress the harm being levied against others;           |
| Show love and concern for others by promoting peace and unity;                                    | Participate actively in local projects that protect and preserve the environment and all life forms;                                      | Join others in operating local projects that tangibly protect and preserve the environment and all life forms;                                  |
| Conserve natural resources and practice the 3R’s (Reduce, Re-use, Recycle); and                   | Call attention to the causes and consequences of poverty, and engage oneself and others in the proper and wise use of all resources; and  | Call attention to the causes and consequences of poverty, and enlist others to assist those in ill-health and physical need;                    |
| Practice thriftiness and the proper and wise use of all resources.                                | Contribute their time, heartfelt attention, and resources in directly assisting those who live with little hope of improving their lives. | Contribute their time, heartfelt attention, and resources in directly assisting those who live with little hope of improving their lives.       |



## Program Outcomes (PO) of the Different Subject Areas

| Subject Area                               | Program Outcomes   |
|--|--|
| <b>Christian Living – Values Education</b> | <p><i>All SPCEM Graduates can:</i></p> <p>PO1: Regularly manage their time for prayer and personal reflection to discern and renew the direction and priorities of their life.</p> <p>PO2: Share responsibilities in liturgical and sacramental celebrations to foster living more fully as self-directed, empowered Paulinians.</p> <p>PO3: Consistently embody the teaching of Christ as they initiate and sustain efforts to eliminate environmental degradation, violence, poverty and social injustice.</p>   |
| <b>Social Science (Araling Panlipunan)</b> | <p><i>All SPCEM Graduates can:</i></p> <p>PO1: Describe the major economic, political, social, and environmental challenges that they and millions of Filipinos face in leading productive, fulfilling lives, and develop viable alternatives for addressing them.</p> <p>PO2: Explain and apply the fundamental elements of effective conflict resolution processes and use them to reduce group conflicts and divisions, foster agreements, and promote future collaboration.</p> <p>Filipino Translation:</p> <p>PO1: Ilarawan ang pangunahing hamong pang-ekonomiya, pampolitika, panlipunan, at pangkapaligiran na kinakaharap nila at ng milyun-milyong Pilipino sa pagiging produktibo, pagpapaunlad ng buhay, at pagbubuo ng mga mabubuting alternatibo para sa pagtugon dito.</p> <p>PO2: Ipaliwanag at ilapat ang mga pangunahing elemento ng epektibong mga pamamaraan ng paglutas ng salungatan at gamitin ang mga ito upang mabawasan ang mga di-pagkakaunawaan at pagkakabaha-bahagi, pagsulong ng mga kasunduan at itaguyod ang pagtutulongan sa hinaharap.</p> |
| <b>English</b>                             | <p><i>All SPCEM Graduates can:</i></p> <p>PO1: Accurately and idiomatically use globally understood English to express and write the ideas, principles, and events that influence their worldview and enhance their lives and career opportunities.</p> <p>PO2- Explain and illustrate how literary works in English have given meaning to their lives and shaped their values, aspirations, and actions.</p>  |



| Subject Area  | Program Outcomes  |
|---|---|
| <b>Filipino</b>   | <p><i>All SPCEM Graduates can:</i></p> <p>PO1: Accurately and effectively explain in oral and written Filipino how deepening their national identity, affirming their cultural heritage, and strengthening their social bonds with other Filipinos affect their personal ideas, principles, and aspirations.</p> <p>Filipino Translation:</p> <p>PO1: Naipapaliwanag nang wasto at epektibo sa pamamagitan ng pasalita at pasulat sa wikang Filipino kung paano ang pagpapalalim ng kanilang pambansang pagkakilanlan, pagpapatibay ng pamanang lahi, at pagpapalakas ng ugnayang sosyal sa kapwa Pilipino ay nakakaapekto sa kanilang personal na ideya, prinsipyo at adhikain sa buhay.</p> |
| <b>Mathematics</b>  | <p><i>All SPCEM graduates can:</i></p> <p>PO1: Accurately apply fundamental mathematical concepts, skills, processes, and tools to address appropriate real-life situations and derive workable solutions to them.</p> <p><i>All SPCEM Math Specialists can:</i></p> <p>PO2: Accurately apply advanced analytical mathematical concepts, skills, processes, and tools to address and formulate plausible solutions to problems commonly encountered in specialized professional fields.</p>   |
| <b>Science</b>  | <p><i>All SPCEM Graduates can:</i></p> <p>PO1: Accurately apply and integrate sound concepts, skills, processes, technologies, and information from the major scientific disciplines to develop and implement workable strategies that have a direct bearing on their daily lives and decisions.</p> <p><i>All SPCEM Science Specialists can:</i></p> <p>PO2: Utilize advanced concepts, skills, processes, technologies or research in the scientific disciplines to create and implement innovations or workable solutions that improve or preserve life, the environment, disaster preparedness, or the field of science.</p>  |
| <b>Technology &amp; Livelihood Education, ICT, Robotics</b> | <p><i>All SPCEM Employable Graduates can:</i></p> <p>PO1: Implement and maintain the basic technical, communication, interpersonal, and teamwork skills required for stable employment and advancement in the modern workplace.</p> <p><i>All SPCEM Graduates Qualified for further advanced education/training can:</i></p> <p>PO2: Perform their basic and specialized skills at levels that meet or exceed established standards and specifications in their respective fields.</p>  |



| Subject Area  | Program Outcomes  |
|---|---|
|   | <p><i>All SPCEM Graduates Seeking to be Self-Employed Entrepreneurs can:</i></p> <p>PO3: Utilize their technical, communication, interpersonal, and teamwork skills in planning, executing, and evaluating a proposed project or venture that represents an economically viable and sustainable career pathway for themselves and benefits their local community.</p>   |
| <p><b>MAPEH<br/>(Music, Arts,<br/>Physical Education,<br/>and Health)</b></p> | <p><i>All SPCEM Music Education Graduates can:</i></p> <p>PO1: Skillfully and aesthetically perform a diverse array of individual and group musical works before live audiences.<br/>           PO2: Independently and collectively perform a diverse repertoire of music and create pieces with sound aesthetic appeal.</p> <p><i>All SPCEM Art Education Graduates can:</i></p> <p>PO3: Describe, explain, and create accurate examples of a diverse range of artistic modalities.<br/>           PO4: Create and publicly exhibit a variety of visually appealing artistic work.<br/>           PO5: Adapt and portray a character or a scene inspired by a time-honored literary work.<br/>           PO6: Create, skillfully perform, or resourcefully produce an original theatrical work in public.</p> <p><i>All SPCEM Physical Education Graduates can:</i></p> <p>PO7: Create and adeptly execute a variety of individual and group skill, dance, and sports movements that develop self-discipline, confidence, and teamwork.</p> <p><i>All SPCEM Health Education Graduates can:</i></p> <p>PO8: Design, explain, implement, and maintain a comprehensive, lifelong health and wellness improvement program for themselves, and assist others in developing theirs.</p> |



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## Articulation of EPOs in the Different Subject Areas

| LPO 1: Mindful, Self-Directed LEARNERS & ROLE MODELS  |  |  |  |   |   |
|---|--|--|--|---|---|
| Initiate activities that show others that going beyond their customary ways of dealing with things is clearly possible;<br><b>SCIENCE_EPO1</b><br><b>SOC_EPO10</b><br><b>TLE_EPO2</b>                   | Assess their unique personal qualities, thinking processes, talents, and explain how strengthening them can open doors to continued learning and personal fulfillment;<br><b>MATH_EPO1</b><br><b>ENG_EPO8</b><br><b>FIL_EPO1</b><br><b>MAPEH_EPO1</b><br><b>TLE_EPO1</b><br><b>CL_EPO4</b>   | Explain the factors that generally affect their decisions and actions, and assess the consequences they produce;<br><b>SCIENCE_EPO2</b><br><b>ENG_EPO9</b><br><b>SOC_EPO12</b><br><b>CL_EPO2</b> | Describe and explain the new abilities they have developed as the result of self-initiated learning experiences and projects;<br><b>MATH_EPO2</b><br><b>SCIENCE_EPO3</b><br><b>ENG_EPO10</b><br><b>FIL_EPO2</b><br><b>MAPEH_EPO7</b><br><b>TLE_EPO3</b>                      | Manage their time and energy to allow for regular periods of quiet reflection and prayer, renewal and direction setting;<br><b>MATH_EPO9</b><br><b>SOC_EPO5</b><br><b>CL_EPO3</b> | Describe how their Catholic principles and actions mirror the qualities of a Paulinian.<br><b>CL_EPO1</b> |
| LPO 2: Courageous, Resourceful EXPLORERS & PROBLEM SOLVERS  |  |  |  |   |   |
| Seek out issues, possibilities, and sources of related information willingly for further investigation and development;<br><b>MATH_EPO3</b><br><b>SCIENCE_EPO4</b><br><b>ENG_EPO6</b><br><b>CL_EPO5</b> | Search voluntarily beyond readily available sources of information, resources, and standard techniques to generate new understandings towards workable solutions to existing problems;<br><b>MATH_EPO4</b><br><b>SCIENCE_EPO5</b><br><b>ENG_EPO7</b><br><b>FIL_EPO7</b><br><b>SOC_EPO1</b><br><b>MAPEH_EPO3</b><br><b>TLE_EPO5</b> | Resolutely understand, address and resolve issues or problems of their communities;<br><b>MATH_APC3</b><br><b>SCIENCE_EPO6</b><br><b>CL_APC4</b>   | Take the risk of experimenting with combinations of ideas, data, materials, and possibilities to derive and test potential solutions to existing problems even at the risk of criticisms;<br><b>MATH_EPO5</b><br><b>SCIENCE_EPO7</b><br><b>MAPEH_EPO4</b><br><b>TLE_EPO4</b> | Plan and design works of artistic appeal using ideas and resources even in unconventional ways.<br><b>FIL_EPO8</b><br><b>MAPEH_EPO2</b>   |   |



**LPO 3: Credible, Responsive COMMUNICATORS and TEAM PLAYERS**

|   |   |   |   |  |
|---|---|---|---|--|
| <p>Take time before speaking or writing to assess the accuracy, authenticity, and clarity of what they are about to share, its tone, and how it is likely to be received and interpreted by others;</p> <p><b>ENG_EPO3</b><br/><b>FIL_EPO3</b><br/><b>SOC_EPO2</b><br/><b>CL_EPO6</b></p> | <p>Consistently seek feedback from informed, credible individuals on the accuracy, clarity, authenticity, and tone of their communications and practice revising and restating them until they are well received;</p> <p><b>MATH_EPO6</b><br/><b>ENG_EPO4</b><br/><b>FIL_EPO4</b><br/><b>MAPEH_EPO5</b><br/><b>TLE_EPO6</b></p> | <p>Acknowledge feedback from others regarding their communications and behavior, and respond honestly and constructively to it;</p> <p><b>FIL_EPO5</b><br/><b>CL_EPO7</b></p> | <p>Willingly share responsibilities and participate actively in fostering group collegiality, cohesion and effectiveness;</p> <p><b>ENG_EPO5</b><br/><b>SOC_EPO8</b><br/><b>MAPEH_EPO6</b><br/><b>TLE_EPO7</b><br/><b>CL_EPO8</b></p> | <p>Anticipate where extra assistance and support for team functioning may be needed, and spontaneously offer them.</p> <p><b>SOC_EPO7</b><br/><b>CL_EPO9</b></p> |
|---|---|---|---|--|

**LPO 4: Conscientious, Adept PERFORMERS & ACHIEVERS**

|  |   |   |   |   |
|--|---|---|---|---|
| <p>Devote focused time to developing the competencies required for sound achievement in a chosen field and for functioning effectively in the face of life’s diverse challenges;</p> <p><b>MATH_EPO10</b><br/><b>ENG_EPO1</b><br/><b>FIL_EPO9</b><br/><b>SOC_EPO11</b></p> | <p>Cultivate specialized knowledge and skills in at least one area of their lives that they apply in a variety of situations with facility and ease;</p> <p><b>MAPEH_EPO8</b><br/><b>FIL_EPO6</b></p> | <p>Remain focused on fully completing projects of pre-established quality in a timely manner;</p> <p><b>MATH_EPO7</b><br/><b>SCIENCE_EPO9</b><br/><b>MAPEH_EPO9</b><br/><b>TLE_EPO9</b></p> | <p>Continually set and re-set challenging improvement goals for themselves that require persistence, self-motivation, and self-regulation which others can monitor and validate;</p> <p><b>MATH_EPO8</b><br/><b>SCIENCE_EPO8</b><br/><b>ENG_EPO2</b><br/><b>FIL_EPO10</b><br/><b>SOC_EPO9</b><br/><b>MAPEH_EPO10</b><br/><b>TLE_EPO10</b><br/><b>CL_EPO10</b></p> | <p>Openly demonstrate their basic and advanced skills as experienced individuals and improve them according to the feedback they receive.</p> <p><b>SCIENCE_EPO10</b><br/><b>TLE_EPO8</b></p> |
|--|---|---|---|---|



**LPO 5: Caring, Committed ADVOCATES for Peace and Universal Well-Being**

|   |   |   |  |   |
|---|---|---|--|---|
| <p>Initiate and sustain efforts that draw attention to environmental issues and propose workable measures to reduce and eventually eliminate them;</p> <p><b>MATH_APC1</b><br/> <b>SCIENCE_APC1</b><br/> <b>SOC_EPO6</b><br/> <b>MAPEH_APC1</b><br/> <b>CL_APC1</b></p> | <p>Persist in the face of resistance to their efforts to teach peace, reduce violence, and redress the harm being levied against others;</p> <p><b>SOC_EPO4</b><br/> <b>CL_APC2</b></p> | <p>Join others in operating local projects that tangibly protect and preserve the environment and all life forms;</p> <p><b>MATH_APC2</b><br/> <b>SCIENCE_APC2</b><br/> <b>SOC_EPO3</b><br/> <b>CL_APC3</b></p> | <p>Call attention to the causes and consequences of poverty, and enlist others to assist those in ill-health and physical need;</p> <p><b>SOC_APC1</b><br/> <b>TLE_APC2</b><br/> <b>CL_EPO12</b></p> | <p>Contribute their time, heartfelt attention, and resources in directly assisting those who live with little hope of improving their lives.</p> <p><b>ENG_APC1</b><br/> <b>FIL_APC1</b><br/> <b>SOC_APC2</b><br/> <b>TLE_APC1</b><br/> <b>CL_EPO11</b></p> |
|---|---|---|--|---|



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## Subject Offerings in K to 10

| Grade Level        | Subjects                                     |
|--------------------|--|
| Kinder             | Integrated CL, GMRC, ECA, Math, Filipino     |
| Grades 1 - 3       | Makabansa                                    |
|                    | Reading and Literacy                         |
|                    | Language                                     |
|                    | Math   |
|                    | CL   |
|                    | GMRC   |
|                    | Robotics                                     |
|                    | L.I.F.E / G.I.F.T.                           |
| Grades 4- 6        | Araling Panlipunan                           |
|                    | English                                      |
|                    | Filipino                                     |
|                    | Math   |
|                    | Science                                      |
|                    | CL   |
|                    | GMRC   |
|                    | Robotics                                     |
| L.I.F.E / G.I.F.T. |  |
| Grades 7-10        | Social Science (Araling Panlipunan)          |
|                    | English                                      |
|                    | Filipino                                     |
|                    | Math   |
|                    | Science                                      |
|                    | CL   |
|                    | Values Education (Edukasyon sa Pagpapakatao) |
|                    | Robotics                                     |
|                    | L.I.F.E / G.I.F.T.                           |
|                    |  |



## Subject Offerings in the Senior High School

| GRADE 11   |  |
|--|--|
| First Semester                                     |  |
| Subjects   |  |
| CORE   | Oral Communication/ AP English                             |
|  | Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino |
|  | General Mathematics/AP Statistics                          |
|  | Earth & Life Science                                       |
|  | Reading and Writing/ AP English                            |
|  | Understanding Culture, Society, & Politics                 |
| ENRICHMENT   | Physical Education & Health 1                              |
|  | Paulinian Sprituality, Advocacy, Life and Mission (PSALM)  |
|  | Giftedness Instruction for Talent Development              |
|  | Homeroom-Guidance Period                                   |
| <b>SPECIALIZED</b>                                 |  |
| ABM  | Organization & Management                                  |
|  | Business Math  |
| GAS  | Creative Writing (Humanities 1)                            |
|  | Organization & Management (ABM 1)                          |
| HUMSS  | Creative Writing (Humanities 1)                            |
|  | Philippine Politics & Governance                           |
| STEM   | Pre-calculus   |
|  | General Chemistry 1/ AP Chemistry                          |
| ARTS & DESIGN                                      | Arts and Design Appreciation & Production                  |
|  | Performing Arts  |
| TECHNICAL VOCATIONAL (TRAVEL AND TOURISM SERVICES) | Travel Services 1  |
|  | Tourism Promotion Services 1                               |



**GRADE 11**  
**Second Semester**

**Subjects**

|                          |   |
|--------------------------|---|
| <b>CORE</b>              | English for Academic and Professional Purposes/ AP English<br>Pagbasa at Pagsusuri ng Iba't ibang Teksto Tungo sa Pananaliksik<br>Statistics and Probability/AP Statistics<br>Physical Education and Health 2<br>Personal Development |
|                          | Practical Research 1  |
| <b>APPLIED</b>           | <b>Empowerment Technologies: ICT</b><br><b>(ABM, HUMSS, A&amp;D, Tech Voc, Sports)</b><br><b>*Robotics (STEM)</b>   |
| <b>ENRICHMENT</b>        | Paulinian Spirituality, Advocacy, Life and Mission (PSALM)  |
|                          | Giftedness Instruction for Talent Development   |
|                          | Homeroom-Guidance Period  |
| <b>SPECIALIZED</b>       |   |
| <b>ABM</b>               | Fundamentals of Accountancy, Business and Management 1<br>Principles of Marketing   |
|                          | Discipline and Ideas in the Social Sciences (Social Science 1)  |
| <b>GAS</b>               | Creative Non-Fiction (Humanities 2)   |
| <b>HUMSS</b>             | Discipline and Ideas in the Social Sciences<br>Creative Non-Fiction   |
|                          | Basic Calculus  |
| <b>STEM</b>              | General Chemistry 2/ AP Chemistry   |
| <b>ARTS &amp; DESIGN</b> | Physical and Personal Development in the Arts   |
|                          | Integrating the Elements and Principles of Organization in the Arts   |



TECHNICAL  
VOCATIONAL  
(TRAVEL AND  
TOURISM  
SERVICES)

Travel services 2

Tourism Promotion Services 2

**GRADE 12**  
**First Semester**

**SUBJECTS**

**CORE**

21<sup>st</sup> Century Literature from the Philippines and the World

Physical Education and Health 3

Practical Research 2

**APPLIED**

Pagsulat sa Larangan ng Akademik

Entrepreneurship

Technology 2 (ABM, HUMSS, Arts and Design)

\*\*\*Robotics (STEM)

Science, Society & Sustainability

Paulinian Sprituality, Advocacy, Life and Mission (PSALM)

**ENRICHMENT**

Giftedness Instruction for Talent Development

Homeroom-Guidance Period

**SPECIALIZED**

**ABM**

Fundamentals of Accountancy, Business and Management 2

Business Finance

**HUMSS**

Disciplines and Ideas in Applied Social Science

Introduction to World Religions and Belief Systems

**STEM**

General Biology 1

General Physics 1

**ARTS &  
DESIGN**

Developing Filipino Identity in the Arts

Apprenticeship and Exploration in the Different Art Fields



**Grade 12  
Second Semester**

**SUBJECTS**

|                   |   |
|-------------------|---|
| <b>CORE</b>       | Contemporary Philippine Arts from the Region  |
|                   | Media and Information Literacy  |
|                   | Understanding Culture, Society, & Politics  |
|                   | Physical Education and Health 4   |
| <b>APPLIED</b>    | Research Project (Feasibility Study)  |
|                   | Science, Society & Sustainability<br>Paulinian Spirituality, Advocacy, Life and Mission (PSALM) |
| <b>ENRICHMENT</b> | Giftedness Instruction for Talent Development   |
|                   | Homeroom-Guidance Period  |
|                   | <b>SPECIALIZED</b>  |
| <b>ABM</b>        | Applied Economics   |
|                   | Business Ethics and Social Responsibility   |
|                   | Work Immersion/ Career Advocacy/ Culminating Activity   |
| <b>HUMSS</b>      | Trends and Networks and Critical Thinking in the 21 <sup>st</sup> Century Culture               |
|                   | Community Engagement, Solidarity and Citizenship  |
|                   | Work Immersion/ Career Advocacy/ Culminating Activity   |
| <b>STEM</b>       | General Physics 2   |
|                   | General Biology 2   |
|                   | Work Immersion/ Career Advocacy/ Culminating Activity   |



**ARTS &  
DESIGN**

Leadership and Management in Different Arts Fields  
Arts and Society  
Work Immersion/ Career Advocacy/ Culminating Activity

**SPORTS**

Psychosocial Aspects of Sports and Exercise  
Work Immersion/ Career Advocacy/ Culminating Activity

## Special Academic Programs

St. Paul College, Pasig offers a dynamic curriculum and relevant enrichment programs designed to meet the evolving needs of its diverse student body. Through regular and periodic evaluations of activities and programs, the school gathers valuable data that informs objective planning and future development, ensuring alignment with SPCP's vision and mission. The implementation of these programs is enhanced by the use of advanced technologies and state-of-the-art instructional materials.

The school adheres to the SPCP Instructional Framework, with the Curriculum Development Board overseeing a seamless and developmental approach from Preschool through High School. The following special programs are meticulously designed and implemented across all educational levels to effectively achieve the school's vision and mission:

### A. Mathematics and Science Excellence Program (MSEP)

The Mathematics and Science Excellence Program (MSEP) addresses the need for advanced learning opportunities in math and science for exceptional students. MSEP includes specialized classes, such as Dugtong-Dunong and Sulong-Dunong, which provide enriched, accelerated instruction and practical work in these subjects. Students in these classes receive rigorous training and are often selected to represent the school in local and international competitions, showcasing their advanced skills and knowledge.

### B. Paulinian Alternative Learning (PAL) Program

The Paulinian Alternative Learning (PAL) Program aims to: a. Support the continuous development of skills for Paulinians who are athletes, artists, or have special academic



needs. b. Provide academic support to athletes and artists, promoting Filipino culture and sports. c. Ensure that SPCP education remains accessible to students with special needs. d. Align with government initiatives to promote youth sports, particularly for those with skills qualifying them for international competitions.

### C. English as a Second Language Program (ESL)

- **Grade School ESL Program:** The Grade School English as a Second Language (ESL) Program addresses the specific needs of foreign students by developing both Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The program immerses students in English, focusing on enhancing their oral language skills through varied communication and thinking activities.
- **High School ESL Program:** The High School English as a Second Language (ESL) Program provides additional support for foreign students to develop the four macro-skills: listening, speaking, reading, and writing, with a greater emphasis on listening and speaking. Students receive extra grammar lessons to deepen their understanding of the language and improve their overall proficiency.

### D. Filipino as a Foreign Language (FFL)/ Filipino bilang Dayuhang Wika

*Ang Filipino as a Foreign Language ay isang programang inilunsad upang higit na matugunan ang pangangailangan ng mga dayuhang mag-aaral upang hindi maging hadlang sa pag-unlad nila ang kanilang kakulangan sa pag-unawa at pagamit ng Wikang Filipino. Layunin ng programang ito na malinang ang kasanayan ng mga kalahok sa pakikinig, pagsasalita, pagbasa at pagsulat sa wikang Filipino.*

*Ang kakayahan din nila sa wikang Filipino ang magiging daan upang makihalubilo sila sa kanilang mga kamag-aral nang walang pag-aalinlangan at takot na baka hindi sila maintindihan ng mga ito. Higit sa lahat, ang pagsama sa mga talakayan ng mga panitikang Pilipino at mga kaugalian ng mga Filipino ay makatutulong sa kanila nang lubos upang maunawaan ang kultura ng Pilipinas na kanilang pansamantalang tirahan.*

The Filipino as a Foreign Language (FFL) Program is designed specifically for foreign students, adhering to the guidelines established by the Department of Education. This program is integrated into the students' regular class schedule. During Filipino language classes, foreign students are temporarily excused from their usual classes to participate in the FFL sessions conducted by a specialized teacher.

FFL students are held to the same academic standards as their peers. They take quizzes and periodic exams each quarter and engage in classroom activities, including



recitations and projects. This ensures that they receive a comprehensive education in Filipino, equivalent to that of other students.

## **E. ELECTIVES**

St. Paul College, Pasig offers a range of elective subjects for Grades 9 and 10 students aimed at career development. These introductory courses are designed to prepare students for Senior High School, college degrees, or specialized short-term training programs.

### **Medical Science**

The Medical Science elective offers students an opportunity to delve into the interconnections between various Basic Medical Science Disciplines. This course is ideal for students interested in exploring the medical field. It lays a foundation in basic and clinical sciences, providing a preliminary understanding of medicine and medical practice.

### **E-Commerce**

The E-Commerce elective serves as an introductory course for students who wish to pursue further studies in business. It covers fundamental concepts and tools used in planning, controlling, and leading in the business world.

### **Public Relations and Events Management**

The Public Relations and Events Management course focuses on skills essential for influencing and attracting new customers while creating a positive public image. Students will learn business and life skills applicable to PR, event management, and marketing careers. The course builds confidence in handling a range of PR functions and understanding event management principles.

### **Multimedia Arts**

The Multimedia Arts course equips students with the ability to use various media to communicate artistic concepts. It covers significant concepts in arts, including history, theory, and criticism, as well as an understanding of different art forms and media arts.

### **Travel Services**

The Travel Services course explores the history and future prospects of the travel industry, including various types of travel such as domestic, international, and travel by land, air, and sea. Students will also examine popular travel services, such as escorted



tours, self-directed tours, and cruises, along with travel technology that enhances both travel agents' and clients' experiences.

### **Robotics**

The Robotics course includes lectures on engineering principles, physics, electronics, mechanics, and computer programming. Students will participate in laboratory experiments to build simple robots, demonstrating the principles learned.

### **Handicrafts**

The Handicrafts course offers hands-on learning experiences with current and traditional crafting trends. Students will develop their creativity and problem-solving skills through the assembly of practical products and projects.

## **F. Summer Enrichment Program (SEP)**

The Summer Enrichment Program runs for two weeks each April, during the summer break. It provides various courses designed to enhance students' skills and talents in subjects such as Science, Math, Filipino, English, and Social Science. Courses may target specific grade levels (e.g., Math Tricks for Grades I and II or Introduction to Elementary Algebra for incoming first-year students) or specific interests and skills (e.g., I Act, Cuisin Art, or Photojournalism Workshop). The offerings for each summer vary based on enrollment and interest. Additional courses may include:

- Violin
- Piano
- Voice
- Guitar
- Ballet
- Gymnastics



## **THE LEADERSHIP, INTEGRAL FORMATION, AND EDUCATION (L.I.F.E) PROGRAM**

The L.I.F.E. Program is designed to be a comprehensive, proactive, and outcome-based homeroom initiative aimed at equipping Paulinians with essential life skills across five key domains: spiritual, academic, physical, social-emotional, and career development. This program addresses the challenges posed by a volatile, uncertain, complex, and ambiguous environment.

The objectives of the L.I.F.E. Program are to:

1. Enhance the life and learning outcomes of SPCP learners across the five domains through strong school-family partnerships.
2. Prevent the recurrence of past academic and non-academic issues among at-risk learners through data-driven interventions.
3. Increase parental engagement in the educational process.

### **L.I.F.E. Sessions**

- **L.I.F.E. 15-Minute Session (Monday and Thursday)**

This brief session prepares students for their weekly activities. It is used to provide reminders and reinforce good manners and conduct, with a special emphasis on responsible technology use, health, and safety.

- **L.I.F.E. 50-Minute Session (Once a Week)**

During three weeks of the month, the L.I.F.E. Companion implements the L.I.F.E. modules. The final week is dedicated to mentoring and supervised study periods. This one-period session offers diverse, meaningful, and integrated learning activities. These activities can involve collaboration with parents and classmates to foster camaraderie, unity, and respect.

### **The Student-Led Conference (SLC)**

The Student-Led Conference (SLC) enriches the learning experience by empowering students to take an active role in discussing their educational journey. This format provides a relevant feedback mechanism where students lead discussions about their performance.

During the SLC, students present significant outputs and evidence of their learning to their parents. Each student leads a 5–7-minute discussion about their learning journey, based on various tasks and activities. Their mentor supports the conversation and



addresses any questions from parents. This approach encourages students to take responsibility for their learning and facilitates more meaningful interactions between students and parents.

## **L.I.F.E. Officers Duties and Responsibilities**

### **Elected Positions**

#### **Class Representative/Character Formation Chair**

1. Collaborates with other L.I.F.E. officers to plan, implement, and evaluate activities that foster class and batch unity, cooperation, discipline, and solidarity.
2. Ensures order and discipline during morning rites, assemblies, masses, and other school events.
3. Maintains order and discipline in the classroom in the absence of the subject teacher or L.I.F.E. Companion.
4. Leads and motivates the class to actively participate in class, departmental, and institutional activities.
5. Coordinates with the L.I.F.E. Companion, L.I.F.E. officers, and teachers on important concerns.
6. Represents the class/batch at SCT general and consultative meetings.
7. Assists the subject teacher or L.I.F.E. Companion in explaining and enforcing rules and regulations.
8. Delegates responsibilities during absences.
9. Collaborates effectively with other L.I.F.E. class officers to maintain order and discipline in the class.
10. Attends regular meetings organized by the L.I.F.E. Companion, L.I.F.E. Coach, or L.I.F.E. Head Coach.

#### **Academic Committee Chairman**

1. Immediately goes to the STL for seatwork if the subject teacher is absent.
2. Collects and organizes completed seatwork before submission to the Subject Team Leader (STL).
3. Updates and reminds the class of academic requirements and related activities via the L.I.F.E. bulletin board or Class MS Teams/Schoology.
4. Collaborates with other L.I.F.E. class officers to plan, implement, and evaluate activities aimed at improving academic performance.
5. Delegates responsibilities during absences.
6. Works collaboratively with other L.I.F.E. class officers to ensure class order and discipline.
7. Attends regular meetings organized by the L.I.F.E. Companion, L.I.F.E. Coach, or L.I.F.E. Head Coach.



### **Socio-Cultural Committee Chairman/Class Treasurer**

1. Works with L.I.F.E. class officers to plan, implement, and evaluate activities that promote proper social and cultural practices.
2. Prepares and posts updates about class and school activities on the bulletin board.
3. Manages the creation of the class directory, name tags, and other materials for social activities.
4. Encourages class participation in school drives and activities sponsored by various departments such as Academics, L.I.F.E., and G.I.F.T..
5. Submits timely reports to the L.I.F.E. companions.
6. Collects and records all class payments and contributions, ensuring that all collections are approved by the Coach.
7. Remits all collected funds immediately to the L.I.F.E. companion.
8. Safeguards all class collections, payments, and contributions.
9. Submits reports on class collections promptly to the L.I.F.E. companion.
10. Promotes and encourages class support for worthwhile causes.
11. Delegates responsibilities during absences.
12. Works collaboratively with other L.I.F.E. class officers to maintain order and discipline.
13. Attends regular meetings organized by the L.I.F.E. Companion, L.I.F.E. Coach, or L.I.F.E. Head Coach.

### **Environment and Health Care Committee Chairman/Property Custodian**

1. Collaborates with other L.I.F.E. class officers to plan, implement, and evaluate activities that promote waste management, cleanliness, beautification, and orderliness of the classroom and school campus.
2. Assigns daily cleaning tasks and monitors their completion.
3. Helps maintain the condition of classrooms, corridors, and lockers.
4. Submits reports on classroom cleanliness and orderliness to the L.I.F.E. companion.
5. Promotes proper use of classroom equipment and fixtures.
6. Regularly inspects classroom equipment and fixtures, reporting any damages to the L.I.F.E. companion for prompt repair.
7. Works collaboratively with other L.I.F.E. class officers to maintain order and discipline.
8. Attends regular meetings organized by the L.I.F.E. Companion, L.I.F.E. Coach, or L.I.F.E. Head Coach.

### **Class Secretary/Class Beadle**

1. Records all matters discussed during class meetings.
2. Assists subject teachers with announcements that need to be written on the board or posted on the L.I.F.E. bulletin board.



3. Takes over beadle responsibilities in their absence.
4. Coordinates with other committees regarding bulletin board updates and themes.
5. Submits accurate reports to the L.I.F.E. companion on time.
6. Monitors and records class attendance regularly.
7. Updates the classroom teacher about attendance through the class bulletin board.
8. Reports frequent tardiness and absences to the subject teacher or L.I.F.E. companion.
9. Files and submits all attendance slips promptly to the L.I.F.E. companion.
10. Submits a monthly attendance summary in a timely manner.
11. Collaborates with other L.I.F.E. class officers to ensure order and discipline in the class.

### **Appointive Positions**

#### **Spiritual Committee Chairman**

1. Updates the class on schedules for religious activities such as confession, adoration, and class masses.
2. Assigns and monitors prayer leaders for each day.
3. Leads the class in planning and preparing for mass sponsorships, class recollections, and feast day celebrations.
4. Assists the L.I.F.E. Companion and CL teacher in preparing liturgy and prayers for masses, recollections, and other spiritual activities.
5. Encourages active participation in class and school spiritual activities and projects.
6. Delegates responsibilities during absences.
7. Collaborates with other L.I.F.E. class officers to maintain order and discipline in the class.

#### **Learning Technology Representative**

1. Sets up computer and online equipment during transitions between classes.
2. Regularly checks the condition of classroom computers and TV equipment, reporting concerns to the L.I.F.E. companion for prompt action.
3. Assists the subject teacher during classes held in the HYFLEX classroom or laboratories.
4. Monitors the use of classroom equipment and ensures that teachers sign the log sheet after use.
5. Submits an annual inventory of classroom equipment to the L.I.F.E. companion.
6. Delegates responsibilities during absences.



## **School-Family Collaboration Team (S.F.C.T.)**

Building strong relationships between schools and families is crucial for achieving successful outcomes for all students. To this end, the school annually organizes the School-Family Collaboration Team (S.F.C.T.), composed of both parents and teachers. This team collaborates to share ideas and plan activities that support the school's educational programs. The S.F.C.T. is tasked with designing essential, relevant, practical, and straightforward activities that promote good moral values.

Parent representatives are part of this consultative body. By enrolling their daughters in SPCP, all parents automatically become members of the S.F.C.T. The team works closely with the L.I.F.E. Program counterparts, including the L.I.F.E. Head Coach, Grade Level Coaches, L.I.F.E. Companions, and Guidance Counselors, to develop and implement programs aimed at:

1. Enhancing students' moral standards.
2. Increasing parents' understanding of today's youth to foster better relationships with their children and family members.
3. Helping parents comprehend their role as partners in their children's education and development.

The L.I.F.E. Program has greatly benefited from parental cooperation and involvement in recent years. Through the S.F.C.T., the L.I.F.E. team aims to strengthen collaboration with parents, recognizing that active engagement is vital for providing students with the support and resources needed to achieve their academic potential. Parents contribute to a positive learning environment by staying informed about school policies, attending parent-teacher conferences, monitoring their children's academic progress, and setting clear expectations for student performance.

### **The Parents' Academy**

The value of talks and webinars for parents cannot be overstated. Parenting is an evolving process that demands ongoing education, support, and guidance to ensure that children succeed in life. These events provide parents with opportunities to learn from experts on a variety of topics related to parenting. They also offer a chance to connect with other parents who are navigating similar experiences, exchanging stories, tips, advice, and strategies.

Talks and webinars feature professionals such as psychologists and educators, who offer insights into various issues including discipline techniques, understanding behavior, developmental stages, communication skills, safety concerns, and nutrition. This professional guidance helps parents address different challenges and enhance their approach to parenting.



## **The Parent-Teacher Conference**

A parent-teacher conference at St. Paul College is a meeting between parents or guardians and teachers to discuss a student's academic progress, behavior, and overall well-being. The conference includes feedback on grades, test scores, and general progress, as well as insights into the student's behavior and interactions with peers. This information helps parents identify areas where their child may need additional support.

Typically held quarterly at the school, these conferences can be scheduled more frequently if needed. They provide immediate feedback and offer an opportunity for parents to learn about their child's strengths and weaknesses, as well as any areas of concern. Parent-teacher conferences are a crucial aspect of collaboration, helping parents and teachers work together to support the student's academic and personal growth.



## **The Student Coordinating Team (S.C.T.)**

### **A. Overview**

#### **Description**

The Student Coordinating Team (S.C.T.) is a core group of student leaders dedicated to fostering mutual trust and respect among students in the department. This team acts as a liaison between students, faculty, and administration, representing student interests and addressing concerns that affect them directly.

In collaboration with faculty and administration, the S.C.T. supports, initiates, plans, and implements activities across key areas of the department, including Academics, L.I.F.E., and G.I.F.T.

#### **Composition**

The S.C.T. is composed of the following members: President, Vice-President, Secretary, Treasurer, Public Relations Officer, Grade Level Representatives, and a G.I.F.T. Representative.

#### **Vision**

The Student Coordinating Team envisions itself as an organization that enhances Christian values and virtues through supplementary activities. It aims to cultivate Paulinians into Christian leaders and followers who make a meaningful impact wherever they go.

#### **Mission**

Inspired by the charity of Christ, the charism of the Sisters of St. Paul, and the zeal of Fr. Louis Chauvet, the S.C.T. provides opportunities for the integral formation of Paulinians. This is achieved through engagement in various programs and activities infused with Christian charity.

### **B. Qualifications for S.C.T. Candidates**

- Must be a bona fide Filipino citizen and a practicing Catholic.
- Must have no grade lower than S in any subject across all quarters.
- Must have no grade lower than S for behavioral indicators and maintain a clear record at SWC.
- Must have at least one year of residency before filing candidacy.
- Must choose the on-site modality of learning for the upcoming school year.
- Must possess a strong work ethic and the ability to work efficiently, productively, and collaboratively within a team.



## C. Duties and Responsibilities of the Student Coordinating Team Officers

### S.C.T. President

- Collaborates with S.C.T. and L.I.F.E. officers to plan, implement, and evaluate activities that align with the school's vision and mission.
- Coordinates with L.I.F.E. Coaches and Officers to maintain order and discipline.
- Works closely with the Moderator to implement approved departmental activities.
- Conducts weekly meetings with the S.C.T. and calls meetings with Homeroom Batch Officers as needed.
- Promotes and encourages participation in various departmental and institutional activities.
- Delegates responsibilities during absences.

### S.C.T. Vice President

- Collaborates with S.C.T. and L.I.F.E. officers in planning, implementing, and evaluating activities that align with the school's vision and mission.
- Assists Homeroom Officers in maintaining order and discipline.
- Supports the S.C.T. President in all activities and assumes their role in their absence.
- Attends weekly S.C.T. meetings and participates in meetings with Homeroom Batch Officers as needed.
- Promotes and encourages participation in various departmental and institutional activities.
- Delegates responsibilities during absences.

### S.C.T. Secretary

- Collaborates with S.C.T. officers in planning, implementing, and evaluating activities that align with the school's vision and mission.
- Assists S.C.T. and L.I.F.E. officers in maintaining order and discipline.
- Attends weekly S.C.T. meetings and participates in meetings with L.I.F.E. Batch Officers as needed.
- Manages minutes of meetings and correspondence related to various activities.
- Coordinates with L.I.F.E. coaches and student officers to monitor attendance as required.
- Promotes and encourages participation in various departmental and institutional activities.
- Delegates responsibilities during absences.



### **S.C.T. Treasurer**

- Collaborates with S.C.T. officers in planning, implementing, and evaluating activities that align with the school's vision and mission.
- Assists S.C.T. and L.I.F.E. officers in maintaining order and discipline.
- Attends weekly S.C.T. meetings and participates in meetings with L.I.F.E. Batch Officers as needed.
- Records all payments and contributions and promptly remits collections to the Finance Office with appropriate documentation.
- Promotes and encourages participation in various departmental and institutional activities.
- Delegates responsibilities during absences.

### **S.C.T. Public Relations Officer (PRO)**

- Collaborates with S.C.T. officers in planning, implementing, and evaluating activities that align with the school's vision and mission.
- Assists S.C.T. and L.I.F.E. officers in maintaining order and discipline.
- Attends weekly S.C.T. meetings and participates in meetings with L.I.F.E. Batch Officers as needed.
- Coordinates with external institutions as necessary.
- Manages announcements and posts on the SPCPasig Students Microsoft Teams platform.
- Promotes and encourages participation in various departmental and institutional activities.
- Delegates responsibilities during absences.

### **S.C.T. G.I.F.T. Representative**

- Collaborates with S.C.T., L.I.F.E., and G.I.F.T. officers to plan, implement, and evaluate activities that align with the school's vision and mission.
- Assists S.C.T. officers in implementing departmental and institutional activities.
- Attends weekly S.C.T. meetings and calls meetings with G.I.F.T. Center Core Officers as needed.
- Coordinates with G.I.F.T. Center GTLs and student officers to monitor attendance and behavior.
- Facilitates coordination between S.C.T. and G.I.F.T., especially concerning departmental scheduling.
- Promotes and encourages participation in various departmental and institutional activities.
- Delegates responsibilities during absences.



## Grade Level Representatives

- Collaborate with S.C.T., L.I.F.E., and Batch Officers to plan, implement, and evaluate activities that align with the school's vision and mission.
- Assist S.C.T. officers in implementing departmental and institutional activities.
- Attend weekly S.C.T. meetings and report to the L.I.F.E. Coach.
- Supervise and monitor Batch Officers' performance of their duties and responsibilities.
- Call meetings with Batch Officers as needed.
- Resolve grade-level issues and foster unity, cooperation, and solidarity within the batch.
- Promote and encourage participation in various departmental and institutional activities.
- Delegate responsibilities during absences.



## **GIFTEDNESS INSTRUCTION FOR TALENT DEVELOPMENT (G.I.F.T.) PROGRAM**

The Giftedness Instruction for Talent (G.I.F.T.) Development Program is designed to enhance our school's curricular offerings, ensuring the comprehensive development of our students. By intensifying student activity programs, the G.I.F.T. Program represents a curricular innovation aimed at discovering and nurturing students' inherent talents.

### **A. Specific Objectives**

The G.I.F.T. Program seeks to address the following needs through an emphasis on holistic education:

1. **Structured Talent Development:** Provide formal, well-directed training to help students cultivate their innate talents.
2. **Career Education and Guidance:** Integrate career education and potential profession pathways aligned with the G.I.F.T. courses.
3. **Focused Training for Competitions:** Offer intensive, expert-led training for off-campus contests, such as sports meets, with professional coaches.
4. **Development of Multiple Intelligences and Leadership Skills:** Enhance student formation by developing multiple intelligences through arts and sports courses, while simultaneously cultivating leadership skills and teamwork.
5. **Appreciation of Innate Talents:** Foster an appreciation of innate talents as God's G.I.F.T.s, promoting inner fulfillment and success.

### **B. Centers and Courses**

The G.I.F.T. Program features specialized courses across five talent learning centers, offering students diverse opportunities and meaningful learning experiences through expertly designed course modules.

#### **Center for Communication Arts:**

- Advanced Journalism
- Creative Writing
- Creative Storytelling
- Forensic, Speech, and Debate
- Radio Production and Broadcasting

#### **Center for Culinary Arts:**

- Culinary Arts



### **Center for Visual Arts:**

- Digital Arts
- Fashion Design
- Painting / Visual Communication
- Photography
- Video Production
- Game Development

### **Center for Performing Arts - Dance:**

- Modern Dances (Jazz & Street)

### **Center for Performing Arts - Music:**

- Chorale
- Guitar
- Orchestra
- Percussion
- Piano/Keyboard
- Violin
- Music Composition

### **Center for Performing Arts - Theater:**

- Stage Production
- Stage Performance

### **Center for Sports:**

- Arnis\* (High School only)
- Badminton
- Basketball
- Cheerleading
- Chess
- Fencing\* (High School only)
- Football
- Gymnastics
- Karatedo
- Lawn Tennis
- Pickleball



- Softball
- Swimming
- Table Tennis
- Taekwondo
- Track and Field
- Volleyball

\*Note: Some sports courses are available only in High School.

## Eligibility for Second G.I.F.T. Course Enrollment

Students wishing to enroll in a second G.I.F.T. course must meet the following criteria:

1. If previously enrolled in a second G.I.F.T. course, the G.I.F.T. grades from the previous year must also be at least an “S”.
2. There must be no schedule conflicts between the first and second G.I.F.T. courses.
3. The fee for the second G.I.F.T. course must be paid.

*New students are generally not recommended to enroll in a second G.I.F.T. course for “adjustment purposes.”*

## C. The Stages

To ensure that learning is both functional and relevant, each course is designed to reflect skill development at each grade level. The developmental process begins at the earliest level and builds progressively.

The following table explains each stage of development:

| Level              | G.I.F.T. Stage       | Mechanics   |
|--------------------|----------------------|---|
| Nursery to Grade 3 | Exploratory Stage    | Exposure to one G.I.F.T. course of their choice for one school year   |
| Grades 4, 5, & 6   | Emerging Stage       | Engagement to one of the more intensified and intermediate G.I.F.T. courses of their choice for one school year       |
| Grade 7 to 12      | Specialization Stage | Focused learning and development of one G.I.F.T. course (Chosen G.I.F.T. course in Grade 7 is pursued until Grade 12) |



#### **D. Attendance & Monitoring of Absences**

Attendance and punctuality in GIFT are closely monitored. Students with issues will receive warnings and may face conferences with parents or guardians to ensure consistent participation in classes.

#### **E. Conditions for a Change of G.I.F.T. Course**

A student must write a letter of request for a change of G.I.F.T. course addressed to the principal to be submitted at the principal's office.

The request will be approved if and only if a valid reason has been established and determined through a series of interviews by the level guidance counselor, G.I.F.T. team leader, Coordinator for G.I.F.T. and the principal.



# The SPCP VARSITY PROGRAM

## Rationale and Objectives

The SPCP Varsity Program was established at the end of the 2011-2012 school year, reflecting the school's commitment to holistic student development. The program is grounded in the belief that it is the school's responsibility to help students master skills in their chosen fields of career, profession, or specialization by offering positive and meaningful experiences through various school programs and activities.

The Varsity Program aims to formally address the needs and concerns of sports teams, chorale groups, dance crews, and debate teams participating in local, regional, national, and international competitions.

## The SPCP Varsity Program

### Purpose:

The primary purpose of the Varsity Program is to support the needs of the varsity teams. This includes facilitating team try-outs, providing training equipment and facilities, and managing the teams' participation in various interschool competitions both locally and internationally.

### Objectives:

The program aims to:

- Develop students' mastery of skills in preparation for competitions and meets.
- Enhance students' overall character and attitude towards training and competition.
- Promote sportsmanship, ethical conduct, and fair play during training and competitions.

The Varsity Program will oversee the athletic, musical, and artistic development of students to ensure they are competitive at local, regional, national, and international levels.

## Varsity Team Guidelines

### Membership and Eligibility:

1. **Enrollment:** Varsity members must be current students of St. Paul College Pasig.



2. **Representation:** Members must consistently display proper decorum both in and outside of school, as they represent Saint Paul College Pasig.
3. **New Students:** New students may join the Varsity Team if they were members of a varsity team in their previous school. Required documentation includes: (a) Portfolio (performance documentation); (b) Photocopy of previous school report card; (c) Recommendation Letter from previous coach. Admission is subject to evaluation by the coach, GTL, and Assistant Principal.
4. **Previous Dismissal:** Candidates must not have previously quit or been dismissed from any varsity team.
5. **Auditions/ Tryouts:** Membership is obtained through annual auditions or tryouts, either individually or in small groups.
6. **Video Auditions:** In extreme cases, a video may be used for auditions with the coach's approval.
7. **G.I.F.T. Class:** Once accepted, the varsity team will be the student's G.I.F.T. class.
8. **Required Documents:** A current varsity registration form, physical examination form, Athlete Information Sheet and Waiver Form, photocopy of Final Report Card, original PSA Birth Certificate, and Medical Certificate must be submitted to the G.I.F.T. office upon acceptance.
9. **Selection Criteria:** Coaches use a set of criteria to select team members. The official list is approved by the GTL-in-charge, AP for G.I.F.T., and Principal, and then endorsed to the Directress.
10. **Agreement and Fees:** Accepted students must sign the SPCP Varsity Program Memorandum of Agreement (MOA) and pay the associated fee. Parents must also sign a form appended to the MOA.
11. **Conduct Policies:** All members must adhere to the Student Handbook, SPCP Varsity Program, and SPCP Varsity Program MOA.
12. **Academic Requirements:** Varsity students must maintain a grade of at least "Pr" in all subjects.
13. **Department Requirements:** Varsity members must achieve a grade of at least "S" in department.

## Program Expectations

### Varsity Students:

1. **Agreement:** All students must adhere to the terms outlined in the Memorandum of Agreement, signed by both the student and their parents/guardian.
2. **Prohibited Behaviors:** In addition to the Paulinian Code of Conduct, the following are strictly disapproved:
  - Use of foul language during competitions.
  - Intentional damage to facilities or personal property.
  - Fighting or encouraging others to do so.
  - Use of illegal drugs.



- Conducting initiation rites.
  - Committing illegal offenses.
  - Cyberbullying or posting negative remarks on social media.
3. **Misconduct:** Any accident or issue resulting from misconduct will be addressed accordingly. If the offending party is not immediately identified, the entire team will lose playing privileges until identification through due process.

### Recruitment:

1. **Tryouts:** Head coaches are responsible for conducting tryouts.

#### Qualifications for Audition/Tryouts:

- Students excelling in their G.I.F.T. courses are recommended for the Varsity Program, provided they follow the MOA rules.
- New students with previous varsity experience.
- Students without failing grades in academics or deportment.
- Students who qualify as a Varsity Class/Team member will have that team as their G.I.F.T. Class.

### Training:

1. **Development:** Coaches are responsible for creating training programs that maximize skill development and maintain competitive capabilities.
2. **Requirements:** Training should include specific methods and drills, with sessions totaling at least four hours per week or sixteen hours per month. Regular attendance is expected.

### Standard Operating Procedures During Competitions:

1. **Attendance:** All team members must attend training sessions and participate in approved competitions.
2. **Team Participation:** Players must sit together during team functions. Permission to leave must be obtained from the coach.
3. **Readiness:** Two weeks before a competition, if a player is deemed unready, they will not compete but must attend in full uniform to support the team.
4. **Missed Training:** Missing training sessions during competition week results in non-participation in the competition but requires attendance in full uniform.
5. **Disciplinary Action:** Members with Category C or D sanctions will be removed from the team and placed in a regular G.I.F.T. class.
6. **Class Excuse:** Only competing members will be excused from class activities, with a student excuse slip provided by the GTL or Sports Coordinator.



## List of Infractions for Demerits:

### Minor Offenses:

- **Attendance:** Failure to inform the coach of tardiness or absence, unexcused tardiness, leaving without approval.
- **Conduct:** Profanity, public displays of affection, inattentiveness, unauthorized eating or drinking, leaving props or equipment behind, failure to label attire, or submit items on time.
- **Officers/Board:** Failure to issue demerits or perform duties.

### Forms of Warning:

1. **One to Two Unexcused Absences:** Verbal warning.
2. **Three to Four Unexcused Absences:** “M” in conduct with a parent conference.
3. **Five to Six Unexcused Absences:** “S” in conduct with a parent conference.
4. **Seven Unexcused Absences:** “R” in conduct with a parent conference.

### Major Offenses:

- **Tardiness:** Being late to a performance.
- **Absences:** Unexcused absences from rehearsals, training, or competitions.
- **Costume:** Missing or incorrect performance costume.
- **Conduct:** Failure to improve conduct, disrespect, bullying, or degrading behavior, disrespectful acts towards adults, or officers’ failure to maintain confidentiality.



# STUDENT SERVICES PROGRAM

## Guidance Special Programs

### 1. I R.E.S.P.E.C.T Bullying Intervention Program

The I R.E.S.P.E.C.T Bullying Intervention Program at the Guidance Center is dedicated to fostering and upholding a bully-free culture within SPCP. The program's primary objective is to create, maintain, and promote a supportive environment for students and stakeholders. Central to this initiative is the foundational value of "Respect," represented by the acronym R.E.S.P.E.C.T—Respond, Empathize, Strengthen, Prevent, Empower, Control, and Transform.

#### Definition of Terms<sup>1</sup>

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

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

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<sup>1</sup> The definitions are taken from Rule II, Section 3 of the Implementing Rules and Regulations of Republic Act No. 10627 or the Anti-Bullying Act of 2013.



2012; and

5. Any other form of bullying as may be provided in the school’s child protection or anti- bullying policy, consistent with the Act and this IRR.

The term **“bullying”** shall also include:

- a. “Social bullying” refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group.
- b. “Gender- based bullying” refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity (SOGI).

**“Bully”** refers to any student who commits acts of bullying as defined by the Act or this IRR.

**“Bullied”** or **“Victim”** refers to any student who experiences the acts of bullying or retaliation as defined by the Act or this IRR.

**“Bystander”** refers to any person who witnesses or has personal knowledge of any actual or perceived acts or incidents of bullying or retaliation as defined by this IRR.

**“Service Provider”** refers to any person who is not a teacher or school personnel but who works in the school, such as, but not limited to, security guards, canteen personnel, utility workers, and transportation service personnel.

**“Student”** refers to a person who attends classes in any level of basic education, and includes a pupil or learner as defined in DepEd Order No. 40, s. 2012.

### **Prohibited Acts<sup>2</sup>**

Consistent with Section 3 of the Act, the anti-bullying policy shall prohibit:

1. Bullying at the following:
  - a. school grounds;
  - b. property immediately adjacent to school grounds;
  - c. school- sponsored or school- related activities, functions or programs whether on or off school grounds;
  - d. school bus stops;
  - e. school buses or other vehicles owned, leased or used by a school;
  - f. school buses or school services privately-owned but accredited by the school.
2. Bullying through the use of technology or an electronic device or other forms of media owned, leased or used by a school.
3. Bullying at a location, activity, function or program that is not school- related and through the use of technology or an electronic device or other forms of media that is not owned, leased or used by a school; and



4. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying.

## **Guidelines & Procedures for Reporting and Responding to Complaints of Bullying**

### **1. Initial Reporting**

The complainant reports the incident and submits an incident report to the L.I.F.E. Companion.

### **2. Preliminary Investigation**

Upon receiving the complaint or being notified of an incident, the L.I.F.E. Companion, in coordination with the L.I.F.E. Coach, conducts a preliminary investigation and completes the Intake Sheet (PPC Form “B”).

*Note: An Intake Sheet must be completed for all reports of bullying.*

### **3. Case Validation**

The L.I.F.E. Coach reviews and validates the incident reported by the adviser, then forwards the case to the Assistant Principal (AP) for Homeroom and the Student Welfare Committee (SWC) Head.

### **4. Principal Notification**

The SWC Head informs the Principal of the incident and issues a conference slip to the parents of the involved parties through the L.I.F.E. Companion.

### **5. Further Investigation and Feedback**

The SWC conducts a further investigation and provides feedback to the parents of the involved parties.

### **6. Referral to the Paulinian Protection Committee**

If the bullying complaint is validated, the SWC refers the case to the Paulinian Protection Committee (PPC), which will deliberate and recommend the appropriate sanction.



## **7. Sanction Implementation**

Upon the Principal's approval, the recommended sanction will be implemented.

*Note: All appeals are to be directed to the Directress.*

## **8. Counseling and Reporting**

The SWC refers both the victim and the bully to the Guidance Counselor and completes the Report of Bullying Cases (PPC Form "A").

## **9. Counseling and Follow-Up**

The Guidance Counselor provides counseling to both the victim and the bully, prepares a counseling report, and provides feedback to the Guidance Chairman and the PPC. The Counselor also monitors the effectiveness of the intervention.

## **10. Submission of Report**

The SWC submits the completed Report of Bullying Cases (PPC Form "A") to the Directress.

## **11. Reporting to Authorities**

The school reports all incidents of bullying to the School Division Superintendent.

## **2. PauliNation: Understanding Paulinian Diversity**

PauliNation is a special program designed to support foreign students in adapting to the Paulinian educational system and Filipino culture. The program aims to facilitate their integration by providing opportunities for cultural adjustment and understanding. Additionally, it seeks to enhance the ability of both Filipino and foreign students to appreciate and work effectively with individuals from diverse cultural backgrounds. PauliNation also aims to foster an understanding within the SPCP community of the unique needs and perspectives of these students.



### **3. Moving Forward: A Transition Program**

The Moving Forward program is designed to support students as they transition to the next educational level. By fostering a positive attitude toward new experiences, the program offers a comprehensive support system that includes mindset development, emotional preparation, behavioral rehearsal, and orientation. It helps new students navigate the challenges of a more structured academic environment and aims to prevent issues such as school refusal, anxiety, and classroom disruptions.

### **4. I-H.O.P.E. (Hold On, Pain Ends) Program for Students At-Risk**

The I-H.O.P.E. (Hold On, Pain Ends) Program addresses self-destructive behaviors among students, including young children. Aligned with the school's educational goals of respecting and preserving life, this program provides preventive education, early identification, intervention, and access to local resources that promote mental health and prevent suicide and self-harm. The SPCP Guidance Center established this program to systematically and strategically respond to risk behaviors, ensuring support and protection for students exhibiting suicidal tendencies or those at risk.

### **5. The Paulinian Voice Committee (PVC)**

The Paulinian Voice Committee (PVC) is dedicated to maintaining a safe environment at St. Paul College Pasig. This platform allows all community members to express grievances and concerns confidentially. The PVC monitors communications through the following channels: [voice@spcpasig.edu.ph](mailto:voice@spcpasig.edu.ph) and [voice.spcp@gmail.com](mailto:voice.spcp@gmail.com), and addresses the issues raised by students.

### **6. Students at Risk Team (StaRT)**

The Students at Risk Team (StaRT) is a committee composed of selected members from the Paulinian community, focused on addressing cases of self-destructive behavior and suicide. StaRT operates in accordance with REPUBLIC ACT No. 11036, which establishes a national mental health policy to enhance integrated mental health services and protect the rights of individuals using psychosocial health services. The team meets as needed to review plans, provide updates, and plan



follow-up actions. StaRT also conducts final assessments to evaluate crisis management and interventions, aiming to prevent the recurrence of such incidents.

The following are the members of each committee/s:

CHAIRPERSON: Directress

VICE-CHAIRPERSONS:

Principals

Student Welfare Committee (SWC) Head

Catholic Paulinian Formation and Student Welfare Manager

Guidance Chairman

COMMITTEE MEMBERS:

Head L.I.F.E Coach

LIFE Coach (Level)

LIFE Companion (level)

Clinic

Occupational Safety And Health (OSH)

Representatives From the Faculty (Department)

Student Coordinating Team (Moderator)

SFCT Officers (Level Concerned)

Alumni Representative

Security (Head)

Carpool Association (Head)

Guidance Counselor (level)



## Learning Resource Center Services

### Learning Resource Management Service (LRMS)

The Learning Resource Management Service (LRMS) is a vital component of the educational program, serving as a resource center, learning laboratory, teaching agency, and service agency. It encompasses several areas: the Preschool Library, GS Wing Library, HS Wing Library, Instructional Media Center (IMC), and Memorabilia.

#### Library

The Library offers a diverse collection of books, media, and other materials for user access.

#### A. Services

- **Circulation Services**

Circulation Services manages the lending and returning of library materials such as books and multimedia resources. It ensures that items are checked out to users efficiently, tracks due dates, handles renewals, and processes returns. This service also maintains records of borrowed materials and manages overdue fines.

- **Information Literacy Service**

Information Literacy Service helps students and faculty develop skills to effectively find, evaluate, and use information. This includes providing instruction on research techniques, guiding users in accessing library resources, and teaching how to critically assess information sources to support academic work.

- **Reference and User Service**

Reference and User Service offers personalized assistance in locating information and using library resources. Librarians provide help with research inquiries, guide users through the library catalog and databases, and offer expert advice on finding and citing sources relevant to their academic needs.

- **Library Publicity and Promotion**

Library Publicity and Promotion focuses on increasing awareness of library resources and services. This includes organizing events, creating promotional materials, managing social media accounts, and communicating updates or new features to engage the library community and encourage active use of library services.



## **B. Rules and Regulations**

### **1. Borrowing and Returning Library Materials**

Students must present their school IDs for scanning when borrowing books. Lending or borrowing IDs is subject to disciplinary action. Students are allowed to borrow up to four books at a time, with fiction books available for one week and non-fiction books for three days. Borrowed books can be renewed if they are not in high demand. Students have the option to borrow from both the Grade School and High School Wings. Reference books and pamphlets must remain within the library, although they can be borrowed for classroom use with the stipulation that they are returned the same day. Borrowing or returning books is not permitted during research class hours in the library. All borrowed books taken home must be returned to the Circulation Section. When using Information File clippings, users are required to sign their name in the logbook, locate the needed topic in the file area, and return materials to the designated area after use.

### **2. Overdue and Lost Books (Fines)**

A fine of PHP 1.00 per day is charged for overdue easy reading and fiction books, while PHP 2.00 per day applies to overdue non-fiction books. It is preferable to replace lost books rather than charge the borrower. If replacement is not possible, the borrower will be charged double the book's value plus a processing fee of PHP 60.00. For lost bound paperback books, an additional charge of PHP 50.00 or more may be applied for binding costs, depending on the book's size. All library accounts must be settled before borrowing additional materials.

### **3. Entrance to the Library**

Silence must be observed upon entering the library. Bags are allowed, but lunchboxes and water jugs are not permitted. Valuables such as wallets should not be left unattended. Wearing a school ID is mandatory when entering the Library and Instructional Media Center (IMC). Entrants must pick up their respective grade level chip and drop it in the drop box upon entering the library.

### **4. Library Offenses**

Mutilating, clipping, or cutting any part of library materials is subject to disciplinary action, and damaged materials must be replaced accordingly. Stealing or attempting to steal is also subject to disciplinary action. Eating, sleeping, littering, playing, and running are strictly prohibited in the library. Library supplies such as staplers, pens, and tapes are intended for library use only. Courtesy must be observed, especially when borrowing and returning books and other materials.



## 5. Exit Procedures

Books and periodicals should be returned to their respective shelves. Before exiting, students must leave the area in an orderly manner by quietly pushing stools and chairs under the tables.

### Discussion Area

Each discussion room seats up to sixteen people and is intended for group research. The room is available on a first-come-first-served basis and also houses the 4th-year students' project theses for browsing.

#### Guidelines for the Use of the Discussion Area:

- Log in to the logbook before entering the room.
- Maintain quiet and avoid disruptive behavior.
- Ensure proper arrangement of tables and chairs before leaving.
- Leave the room clean and free of garbage.
- Prohibited items include food, drinks, loud noises, unattended personal belongings, and any garbage.

### Internet Nook

The Internet Nook provides access to information and reference materials from the World Wide Web to complement the library's collection.

#### Guidelines for the Use of the Library Internet Nook:

- Log in and out on the provided Record Sheet.
- Use is on a first-come-first-served basis.
- Silence must be observed.
- The internet is to be used only for information not found in the library and to supplement printed sources.
- Limit use to one user per terminal.
- Save necessary files to an email account; personal email use is not allowed.
- Do not save files on library computers. The library is not responsible for lost files.
- Report any computer malfunctions to library staff to prevent further damage.
- Ensure terminals are orderly before leaving.

#### Guidelines for the Use of the Library WiFi:

- Devices may connect to Library WiFi for academic purposes only.



- Log in and out on the Record Sheet.
- Present devices to LRMS staff for password entry.
- Disconnect from WiFi when not needed to avoid network congestion.

## **Instructional Media Center (IMC)**

The IMC is equipped with audio-visual resources, equipment, materials, and learning tools.

### **A. Services**

- **Circulation Services for Audio-Visual Materials and Equipment**

This service manages the borrowing and returning of audio-visual materials and equipment, such as projectors, DVDs, and multimedia kits. Users can check out these resources for instructional and related activities, with a system in place to track availability and ensure timely returns.

- **Facilities and Projection Services**

This service provides access to and support for facilities equipped with projection and other multimedia tools. It includes setting up and operating projection equipment for presentations, lectures, and events, ensuring that users can effectively utilize these resources for their instructional needs.

- **Promotion and Marketing of AV Resources**

This service focuses on raising awareness and encouraging the use of audio-visual resources available in the library. It involves promoting the benefits and availability of these materials and equipment through various channels to enhance their utilization and support educational activities.

### **B. Rules and Regulations**

1. IMC resources are available for faculty, students, administration, and other authorized users for instructional and related activities.
2. Use of IMC resources is restricted to the school campus.
3. IMC services are on a first-come-first-served basis. Reservations for materials and equipment should be made at least one week in advance.
4. The IMC reserves the right to cancel or revoke permits and suspend privileges in case of misrepresentation or policy violations.



5. Students must present their ID and complete an IMC borrower's form with teacher endorsement to borrow materials and equipment.
6. Return borrowed materials and equipment on time to avoid a fine of PHP 1.00 per hour.
7. Users are responsible for the care of materials and equipment. Replacement or payment will be required for any loss or damage.

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## The Innovation Laboratories

The initiative to establish both the Artificial Intelligence Laboratory and the Fabrication Laboratory at St. Paul College Pasig was spearheaded by Sr. Felicitas Bernardo, SPC, current Directress of the school. These labs are part of the Innovation Laboratories, which began operations in November 2023. Over its first six months, the Innovation Labs welcomed more than 1,000 learners and visitors, including students and teachers from other schools for benchmarking purposes.

**The Paulinian AI Lab** is designed to advance research and applications in artificial intelligence and the metaverse, providing a cutting-edge educational experience. The lab introduces students to AI concepts and offers hands-on experience with advanced technology and tools. It features:

- 2 LED Walls
- 1 Interactive LED Wall
- 10 Lenovo Laptops equipped with the latest AI tools for student use
- 10 Oculus Metaquest 2 units to explore and promote the metaverse, the next iteration of the internet

**The Fabrication Laboratory** complements this technological focus by offering a space for students to engage in hands-on learning and create tangible projects. The lab is equipped with various tools and machines to facilitate design, prototyping, and fabrication processes. This lab aims to foster creativity and practical skills in students, preparing them for future technological and engineering challenges.

### Steps for Using the AI and Fabrication Laboratories

The following procedures ensure efficient reservation and usage of the AI and Fabrication Laboratories:

#### A. Reservation Procedures

1. **Reservation Request:** Scan the designated AI Lab or Fabrication Lab Reservation QR code available at the ICT office or request it online.
2. **Reservation Form:** Complete the reservation form, specifying the DEPARTMENT/SECTION, DATE, and TIME to avoid double-booking.
3. **Operational Hours:** Both labs are available from 7:00 AM to 5:00 PM, Monday through Friday. Special requests for Saturday use will be accommodated based on availability.
4. **Equipment Requests:** Include all required gadgets and tools in the reservation form. Failure to do so may result in the unavailability of items.



5. **Advance Notice:** Make reservations at least 2 days prior to the event, class, or activity. Requests will be processed within 24 hours, and confirmation will be sent via email or MS Teams.
6. **Reservation Denial:** Reservations may be denied if the labs are already booked.
7. **No-Show Notification:** Notify the lab In-Charge at least one day in advance if you need to cancel.
8. **Capacity Limit:** Each lab can accommodate up to 50 students/participants.
9. **Eligibility:** Reservations can be made by members of the Academic Non-Teaching unit, Office Staff, Maintenance Personnel, and external visitors based on availability.

## B. Laboratory Policies

1. **Food and Drink:** Eating and drinking are prohibited inside the laboratories.
2. **Supervision:** Students must not conduct experiments or use equipment alone in the labs.
3. **Equipment Use:** Use of specialized equipment, such as the Metaquest Oculus 2 VR goggles or fabrication tools, requires prior approval from the lab Manager.
4. **Orientation:** All users must attend an “Orientation” conducted by the lab Manager before use.
5. **Teacher Supervision:** Teachers must ensure labs are used for research, hands-on activities, and lectures during designated times. They must remain in the lab throughout the session and are responsible for checking in and out all equipment.
6. **Equipment Management:** Ensure all gadgets and tools are returned to their proper places, and utilities (equipment, lights, air conditioning) are turned off.
7. **Proper Use:** Equipment must be used only for subject-related and research activities.
8. **Housekeeping:** Maintain good housekeeping and safety practices at all times.

## C. General Safety Guidelines

1. **Familiarization:** Teachers and students must be familiar with the lab’s procedures, materials, and equipment.
2. **Safety Features:** Know the location of exits and fire extinguishers.
3. **Conduct:** Maintain proper conduct; avoid horseplay or behaviors that may distract others.
4. **Safety Awareness:** Be vigilant about unsafe conditions and actions.
5. **Reporting Injuries:** Report all injuries, including minor ones, to the lab In-Charge immediately.

## D. Policies for Equipment Damage or Loss

1. **Reporting Issues:** Immediately report any breakages, loss, equipment failures, or unusual performance to the lab In-Charge.



2. **Responsibility:** The teacher and students are responsible for replacing or paying for broken, lost, or damaged equipment.
3. **Documentation:** The lab In-Charge will document all necessary information for proper handling of the situation.
4. **Cost Assessment:** The cost of damage will be assessed by the lab In-Charge, and a billing statement will be forwarded to the Life Companion or Subject Teacher.
5. **Payment Deadline:** Payments or replacements must be made before the end of the academic quarter. Failure to do so will prevent clearance for the academic year.
6. **Clearance:** A clearance signed by the lab In-Charge will be issued once the equipment is repaired, replaced, or paid for.

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## Health Services

The school clinic provides essential medical and dental care to students and school personnel during clinic hours, with services provided by a doctor, dentist, and nurses. The clinic focuses on managing minor ailments, injuries from accidents occurring on school grounds, and conducting annual physical and dental examinations to support students' health and well-being.

### STANDARD OPERATIONAL PROCEDURES

#### When a student becomes ill or is injured during school hours:

- A student's medical condition will be reassessed by the clinic staff within 10 (ten) minutes to 1 (one) hour after initial consult/medical triage. Those who are evaluated to be cleared to resume classes will be sent back to their respective classrooms, while those needing further medical assistance will be sent home with proper notification to their parents/authorized guardians.
- Minor injuries without greatest impact and where treatment can be done in the clinic shall be resolved without any formalities. Minor injuries are as follows but not limited to:
  - Superficial injuries with minimal bleeding; scratch, fingertip cut
  - Bump/hit by something with or without minimal swelling, bruising, lump
  - Tripped/fall with mild pain, minimal swelling, redness, bruising, lump
- If a student requires more than a basic first aid treatment but does not require immediate hospital transfer, the school physician/nurse shall recommend further evaluation and management by a specialist to the parent/guardian as soon as possible. In this case, parents/guardians will be responsible for bringing the student to the hospital or private clinic. It is therefore extremely important for parents/guardians to keep the school updated with their contact information and location for the welfare of their own children. Parents or guardians will be informed when the student is advised to go home.
- It is highly encouraged that the student be picked up within 2 hours of notification. While waiting for pickup, the student may stay in the infirmary. If an infectious disease is suspected, the student will be isolated in a designated room and will not be allowed to take written exams during this time.
- A Clinic Pass slip, signed by the L.I.F.E. Coach or, in their absence, the L.I.F.E. Companion, will be issued by the school nurse. This slip must be presented to the exit gate guard for safety and security.
- The Health Services Coordinator will notify the Principal and the L.I.F.E. Head Coach about students sent home for the day.
- If a student cannot be picked up personally by a parent or guardian, they may use bus service if the parent or guardian informs the bus operator to collect the student from the clinic.



- A logbook will document the names of individuals who fetch students from the clinic.

**For cases requiring emergency room (ER) consults:**

- The school physician will perform an initial check-up and provide first aid. If the physician is unavailable, the Nurse on Duty will provide first aid.
- The Head of Health Services, the Principal, and the student's parents or guardians will be promptly informed.
- If a student, after receiving first aid treatment, needs to be referred to the emergency room for a life-threatening case, a nurse together with safety/security personnel (if available) accompanies the student to the nearest hospital, The Medical City ER department, using the school's private vehicle or a third-party ambulance with the parent's consent.
- If the clinic staff is unable to contact her parent/guardian while still in the school premises, continuous efforts to reach the parent/guardian will be made on the way to the hospital.
- A parent or legal guardian must be present in the ER department to give consent to the clinical procedures and treatment that needs to be performed to the student.
- Life threatening cases include, but not limited to the following:
  - Unconscious, lethargic or unusually confused
  - Difficulty of breathing, shortness of breath
  - Anaphylaxis
  - Uncontrolled, persistent bleeding
  - Seizure
  - Choking
  - Shock due to injury or heat exhaustion
  - Severe injuries to the head, eye, ear, nose, neck and back
  - Open Fracture, severe closed fracture
  - Sudden severe pain not alleviated with initial intervention.
- Expenses for medical procedures and follow-up consultations will be borne by the parents or guardians. Students are insured, and available form/s will be provided by the clinic for reimbursement, based on insurance coverage. All documents should be submitted and followed-up to the Finance Office.
- Health insurance cases must adhere to insurance requirements and procedures.

**GENERAL POLICIES**

1. Sleeping or resting in the clinic infirmary without a medical reason is prohibited.
2. Requests for students to be sent home without medical reasons should be directed to the Principal's Office, not the medical staff.
3. The clinic provides initial treatment only. Ongoing or maintenance medications must be supplied by the student.



4. Students requiring further evaluation and management will be referred to their family physicians.
5. Students suspected of malingering will be referred to the Guidance Office.
6. Students with special medical needs must provide their own maintenance medications and medical certificates from private specialists, detailing any activity limitations (e.g., nebulas and kit for asthma patients, insulin for diabetics, EpiPen for severe anaphylaxis). They should also present their medical certificates from private specialists to the main clinic.
7. Physical examinations and medical clearances for sports must be provided by the student's family physician.
8. Students are prohibited from taking any medicines or medical equipment from the treatment table without medical staff permission.
9. Requests for medicines must be made in person by the student.
10. Sutures performed at the hospital must be removed by the attending physician.
11. Requests for medical kits for retreats or field trips should be made at least two days in advance.
12. Students recovering from any infectious disease should provide a medical certificate/clearance from their pediatrician or family physician and send it to [clinic@spcpasig.edu.ph](mailto:clinic@spcpasig.edu.ph), a day before attending face-to-face classes. It should be stated on the medical certificate that the student is FIT TO RETURN TO SCHOOL with a specific date or rest days. The Health Services Unit shall immediately reply and acknowledge the email.
13. Students who were absent (not due to infectious disease/s but medical in nature for more than 2 days) should present an excuse letter with attached medical certificate/clearance signed by their private physicians to their L.I.F.E. Companions. L.I.F.E. Companions will then forward said medical certificate to the Main Clinic for reference and filing.
14. Temporary excuse letters for Physical Education classes are only valid on the issuance date.
15. Students will be sent home only with parental or guardian approval and confirmation.
16. Medical supplies and equipment borrowed from the clinic, such as lab gowns or arm slings, should be returned within three days. Failure to return them will alert the class adviser.
17. The clinic does not provide bathroom tissue, sanitary napkins, or hot water for non-medical purposes.
18. The clinic staff will notify parents when their child is advised to go home or is to be taken to the hospital.
19. Medications brought from home must be endorsed to the clinic staff in their original containers, accompanied by a medication form or letter from the parent or guardian, detailing:
  - Student's name
  - Grade level and section
  - Medication name



- Dosage and time
- Parent's or guardian's name, contact number, and signature
- A doctor's prescription can serve as the letter of instruction.

### **Standard Precautions**

Standard precautions aim to reduce the risk of infection transmission from both recognized and unrecognized sources. These precautions are applicable to both staff and students and include:

- Hand hygiene
- Proper respiratory etiquette
- Use of personal protective equipment such as gloves, surgical masks, goggles, face shields, and protective gowns.

Staff should maintain good communication with parents or guardians to seek early medical advice and prevent the spread of communicable diseases in school. Sick students should avoid attending school until they are fit to return, based on the nature of their illness and individual circumstances.



## **GENERAL POLICIES AND PROCEDURES**

### **I. THE UNIFORM**

- i. The school uniform
  - a. The uniform is worn with simplicity and dignity. It is complete with tie, ID, black flats, plain SPCP socks (two inches above the ankle), half-slip or pantyilet, and sando.
  - b. The SPCP uniform is worn for school functions only.
- ii. The PE uniform
  - a. The PE uniform should be worn on scheduled PE days or during other prescribed school activities only.
  - b. It should be worn with ID, sando, SPCP socks and rubber shoes.

### **II. SCHOOL ID**

1. The ID should be properly worn with the school uniform.
2. The ID should not be tampered with (e.g., putting stickers, pins, pictures and using branded or other school's ID lanyard).
3. In case the ID is lost, the student is given a maximum of two weeks to secure a new one from the Principal's office through the L.I.F.E. Coach.

Process for lost ID replacement:

- a. Get an ID replacement form from the Principal's Office.
  - b. Secure a notarized affidavit of loss.
  - c. Pay necessary fees at the Finance Office and submit accomplished forms to the Principal's Office for processing.
4. The ID card is non-transferable.

### **III. ATTENDANCE**

1. Punctuality and regular attendance in classes and all school functions are expected of all Paulinians. Following the rules of the Department of Education, every student is required to attend no less than 80% of school days; 20% of school days is deemed more than sufficient to take care of any personal or family emergency. Any student who accumulates more than the maximum number of absences tolerated in a given school year, whether excused or not, is disqualified from earning any credit and may be dropped from the enrolment list.



## 2. Morning Rites

Every Paulinian is expected to attend the morning rites. The bell is first rung to signal assembly and rung again to indicate silence. A student is considered tardy if she is not in classroom or line at the start of the morning rites.

## 3. In Between Periods

- a. No student is allowed to go out in between periods without the consent of the subject teacher. Thus, going to the washroom for personal necessities or fixing oneself must be done before the first period in the morning and during recess and lunchtime. Any student who deviates from this rule is marked late and must secure a tardy slip from the class beadle or subject teacher.
  - b. Missing any class for fifteen minutes or more without permission is considered cutting classes.
4. A student who is unable to attend class for long periods, i.e. 3 days or more, should immediately notify the Principal, by writing through the L.I.F.E. Coach. The letter must indicate complete information about the reason for the absence as well as basic facts like the grade and section of the student concerned. The student is responsible for lessons and assignments given during her absence.

## 5. School Functions

Every Paulinian is committed to attend school functions like Masses, recollection/retreats, recognition rites, and the like. Rules on tardiness and absence also apply to these.

## IV. CLASS DISMISSAL

All classrooms should be vacated 15 minutes after dismissal time. Students waiting to be fetched should stay in the waiting area provided for this purpose. They should take personal care of their belongings. The school is not responsible for any losses they may incur.

Students who commute will be allowed to leave the school by presenting their commuter's pass or duly signed pass slip to the guard.



## V. SUSPENSION OF CLASSES

### 1. General Rule

Parents should decide whether to send their children to school in cases of heavy rains and flooding in certain areas, bearing in mind the health and safety of their children.

### 2. Automatic Suspension of Classes

Suspension of classes without any previous announcement takes effect when:

- a. **Signal No. 1** is raised by PAGASA: Classes at the pre-school level shall be automatically cancelled or suspended.
- b. **Signal No. 2** is raised by PAGASA: Classes at the pre-school, elementary and secondary levels shall be automatically cancelled or suspended.
- c. **Signal No. 3** or higher is raised by PAGASA: Classes in all levels are cancelled or suspended

### 3. Late Announcement of Suspension of Classes (given when students are in school)

- a. Students may be fetched an hour after the official announcement is made.
- b. In the absence of any announcement from local government officials, the Directress may use her discretion and suspend classes if the condition in the school area will endanger the lives and safety of the students, teachers, and other school personnel.

### 4. Other Calamities

Classes in all levels in both public and private schools as well as work in the government offices may be cancelled or suspended in areas affected by disasters or calamities other than typhoons, such as but not limited to floods, earthquakes, tsunami and conflagration, upon the declaration by the President of a State of Calamity based on the recommendation of the NDRRMC. The concerned Local Disaster Risk Reduction and Management Office (LDRRMO) headed by the local chief executive shall be responsible for announcing the suspension of classes and work in the government offices in the affected areas in coordination with the NDRRMC, through all forms of mass media available under the circumstances.



## **VI. ATTENDANCE MONITORING PROCEDURES**

### **1. Admission to Class (Absences)**

The L.I.F.E. Companion/subject teacher/G.I.F.T. instructors signs the excuse slip/ diary of student who presents an excuse letter duly signed by her parents or guardian and/or attending physician, in case of illness. A student incurs a half-day absence if she comes to school after 9:30 AM. The class beadle or class adviser still writes the student's name in the class' attendance record. In case of prolonged absence due to illness, the excuse letter must be presented along with a medical certificate issued by the attending physician.

### **2. Admission to Class (Tardiness)**

A student who comes late for the Morning Rites is not admitted to class unless she presents her duly accomplished tardy slip to the beadle/ adviser/subject teacher/ G.I.F.T. instructor for signature. The class beadle/adviser writes the student's name in the class' tardiness record. The student may get the tardy slip from the class beadle/ guard/L.I.F.E. Coach/ SWC Head.

### **3. Pass Slip / Gate Pass**

- a. The L.I.F.E. Coach, or attending physician or nurse may be issue Pass Slips to students who have to leave school due to sickness and emergency. In case they cannot be reached, any middle administrator may issue the pass slip.
- b. A parent who plans to fetch his/her child during class hours for unavoidable reasons must present a letter to the L.I.F.E. Coach (may be hand-carried by his/her daughter), during the homeroom advisory period in the morning.

Note: A student who will ride home with a classmate must present a letter of permission from her parents to the L.I.F.E. Coach.

The letter of request must:

1. be addressed to the Principal
2. indicate the complete name, grade/year level and section of the student as well as the reason for leaving the campus and name of fetcher and contact details of parents.



- c. The student gives her letter of request, noted by the adviser, to the L.I.F.E. Coach who then checks the validity and truthfulness of the reasons indicated on the letter and issues pass slip upon confirmation.
- d. Permission for the following reasons is not easily granted.
  - seeing off/welcoming persons at the airport or any other station
  - social engagements
  - appointments with the dentist/doctors or other person
- e. The student surrenders one copy of the pass slip to the class beadle/adviser and the other copy to the guard on duty at the building or main gate.
- f. The guard checks the pass slip for the signature of school authorities before allowing the student to leave. The guard can call up the office of the signatory in case of suspicion of tampering. The guard files the pass slips and forwards them to the office concerned.

#### 4. Clinic Pass

- a. A student who is not feeling well and needs to see the school doctor/dentist for consultation or medication uses the Clinic Pass.
- b. In case a student needs to go to the clinic during non-class time, she must inform the beadle or any of the homeroom officers as evidence that she is not cutting class.
- c. The student presents the clinic pass or her diary to the physician or the school nurse on duty.
- d. After the necessary medication is given, the physician or school nurse signs the clinic slip and sends the student back to the class.
- e. In case the student is advised to go home, the physician or school nurse calls the parent or guardian of the student. The clinic staff issues the pass slip to the student and she waits in the clinic until her parent/guardian arrives to fetch her.

#### 5. Call Slips

Students may be called out of the classrooms by means of a call slip only. The following are authorized to issue call slips:

- Directress
- Principal
- Assistant Principal for Academics



- Assistant Principal for Homeroom
- Assistant Principal for G.I.F.T.
- Subject Team Leader
- L.I.F.E. Coach
- G.I.F.T. Team Leader
- Campus Minister
- Student Welfare Committee Chair
- Guidance Chair & Counselors
- Student Coordinating Team Moderator

## 6. **Commuter's Pass**

- a. The commuter's pass is given to students who regularly commute or do not use a carpool or service vehicle.
- b. A regular commuter must apply for a commuter's pass at the Principal's Office and must submit a letter from her parents with two 2 x 2 ID pictures.
- c. The pass is presented to the guard upon leaving the school premises at dismissal time.
- d. No student who commutes is allowed to leave the school premises without presentation of the said pass.

## 7. **Excused Tardiness or Absence**

Only the following are considered reasons for excused tardiness and absence:

- Death of a family member
- Illness or accident
- Natural calamities
- Official off-campus activities
- Any reason approved by the Principal or the Directress

## 8. **Conference Slips (Guidance, Academics, Homeroom, G.I.F.T. etc.)**

- a. The conference slip is issued to parents for very important reasons related to academics, homeroom, G.I.F.T. or other concerns.
- b. The slip is filled out by the person calling for the conference. The slip is sent through the daughter. The time, date, and reason for the conference are indicated on the slip.
- c. The parent presents the conference slip to the Principal's secretary upon arrival in school. The secretary calls for and informs the person who called for the conference and asks the parent to wait at the assigned venue.
- d. After the conference, the parent signs the slip and gives the signed slip to the person who called for the conference for record purposes.



## 9. **Fetcher's I.D.**

The Fetcher's ID is to be presented to the gate/ building guard when students are picked up in school every day and more so in cases when:

- a. she is sick and is sent home by the school clinic;
- b. she has to be pulled out from class due to personal/ family matters; or
- c. afternoon classes have been suspended due to heavy rains or a typhoon.

Parents and guardians may apply for fetcher's I.D. during enrollment.

- a. In case of lost card, secure and affidavit of loss and pay at the Finance for replacement.
- b. Tampering and forgetting to bring the fetcher's ID card is subject to disciplinary action. (1<sup>st</sup> offense – verbal warning; 2<sup>nd</sup> offense – written , warning; 3<sup>rd</sup> offense – Php. 100 –fine)

## VII. **BEHAVIOR INSIDE THE CLASSROOM**

1. Each student is expected to behave properly inside the classroom, especially when instruction is taking place. She is expected to be respectful, to listen and to participate during class discussion, to interact with her classmates during cooperative learning activities. Furthermore, she is expected to behave accordingly in the absence of her teacher.
2. A student should pray reverently and not in a hasty nor playful manner.
3. A student should stand straight when called upon to recite, or keep quiet and listen when not called. Any student who wishes to speak must raise her hand, and then wait until she is called by the teacher.
4. Every student is expected to have her textbooks and school materials. Borrowing of pencils, paper, textbooks, Laboratory kit and the like is discouraged.
5. Homework, researches and reports are to be undertaken independently unless otherwise instructed.
6. Students who are present but who fail to attend classes, G.I.F.T. meetings and other assemblies are considered to be cutting classes.



7. Serious forms of misdemeanor must be immediately reported to the L.I.F.E. Companion, L.I.F.E. Coach/SWC in charge.
8. Bringing of materials/things that distract the students from school work is strictly not allowed. Cell phones, electronic gadgets and the like must not be brought to school unless given special permission.
9. Buying of school supplies must be done during breaks, not when classes are ongoing.

### **VIII. CLASSROOM UPKEEP AND ORDER**

1. To maintain order, no student may write on or erase official announcements on blackboards or bulletin boards without permission from their L.I.F.E. Companion or the teacher concerned.
2. Students are responsible for taking care of school property. Any damage resulting from negligence must be repaired or replaced at the student's expense.
3. Only students who have received permission from their L.I.F.E. Companion or Subject Teacher may use instructional equipment, such as televisions and computers, in the classroom.
4. Only teachers and property custodians are authorized to operate the air-conditioning units in the classroom.
5. Each student must keep her classroom clean and orderly at all times. This includes maintaining the cleanliness and orderliness of her armchair, school materials in her bag, locker or cubicle, and other personal belongings.
6. Students are encouraged to view daily monitorial assignments as opportunities for growth and responsibility. These assignments are designed to contribute to the welfare of the class and should be regarded as privileges.
7. All classroom doors must be locked when the class moves to other venues. Property custodians and teachers can request that security personnel open the door by submitting a classroom slip if they need to return.

### **IX. BEHAVIOR OUTSIDE THE CLASSROOM, ESPECIALLY ALONG CORRIDORS & OTHER AREAS INSIDE THE CAMPUS**

1. A Paulinian is expected to be courteous and respectful at all times to visitors, school authorities, personnel, and especially to fellow Paulinians.
2. Students should stay in line and keep to the right when moving between areas in the school. They must pass quietly to avoid disturbing other classes.



3. During breaks, students must refrain from making unnecessary noise, such as screaming or shouting, in corridors, the canteen, and other areas. They are encouraged to stay in their classrooms rather than loitering.
4. Students should show respect and appreciation for all school properties and facilities, including the garden, fish pond, sports venues, bulletin boards, washrooms, and equipment. Vandalism of any kind is strictly prohibited.
5. In general, no student is allowed to enter, loiter in, or pass through buildings of other departments without explicit permission from the Principal.
6. Students must use pedestrian lanes at all times to prevent accidents.
7. Students should promptly alight from their vehicles in the designated loading/unloading areas to avoid causing heavy traffic on campus.
8. After dismissal, students should go directly to their cars or buses to avoid traffic congestion and unnecessary noise. If students choose to wait, they must do so in designated waiting areas only.
9. While waiting for their rides, students must remain in their assigned waiting areas to prevent accidents and reduce congestion.
10. From the time of arrival until dismissal, students must remain on the school campus at all times.

#### **X. RETURNING LOST AND FOUND ITEMS**

As a general rule, all valuable and non-valuable lost and found items must be turned over to the central Lost and Found Section at the Rotunda (St. Lorenzo Ruiz Room).

#### **XI. BEHAVIOR DURING ASSEMBLIES**

Students are called for assemblies during departmental and institutional events, recognition rites, liturgical activities and the like. Students are expected to be present and behave properly during said occasions. They are expected to listen attentively and respond when the situation calls for it.

#### **XII. DURING RECESS AND LUNCH BREAKS**

Students may only take their snacks in the canteen and other eating areas. They are expected to maintain cleanliness in the said areas by disposing their trash properly in the designated trash bins.



Students are not allowed to leave the school premises during this time to buy food. Food deliveries are not allowed. Students must be ready for the period after recess and lunch 5 minutes before the bell is rung.

Birthday parties are not allowed in school.

### XIII. OTHER RULES AND REGULATIONS

1. **Religious Activities:** Proselytizing or attempting to convert others to a religion other than Catholicism is prohibited within the school. As SPCP is a Catholic institution, only Catholic doctrine is taught and promoted both in the classroom and throughout the campus.
2. **Visitor Policy:** Accepting or entertaining visitors during class hours is not permitted.
3. **Authority to Investigate:** The school reserves the right to investigate and adjudicate any student misconduct, including incidents occurring outside of school.
4. **Final Decisions:** Decisions made by school authorities and their representatives regarding disciplinary matters are final.

### XIV. ON ANNOUNCEMENTS

1. **Attention to Announcements:** Students are expected to cease their activities and listen attentively to announcements made over the PA system and during assemblies.
2. **Request to Use PA System:** Students who wish to use the PA system must submit a request and complete a form at the Principal's Office or Homeroom Office.
3. **Reading Notices:** Important announcements and notices are posted on bulletin boards throughout the school. It is each student's responsibility to read these notices daily.
4. **Use of Bulletin Boards:** Bulletin boards are for official use only. Tampering with or using these boards without permission is considered a serious offense.
5. **Return of Reply Slips:** Students must return reply slips attached to circulars by the designated date. Failure to do so will result in appropriate sanctions.



## XV. ON RESTRICTED AREAS

To maintain order and discipline on campus, students are required to remain in designated areas only. The following areas are restricted to all students, except those participating in classes or authorized activities:

- Faculty rooms and lounge
- Roof Deck of the Mere Micheau Building (PS Building)
- Classrooms not currently occupied by the students
- Classrooms designated for other year/grade levels and sections
- Retreat House
- Sisters' Convent and its surroundings
- Lobby and staircases
- Fire escape
- LRC front
- Swimming Pool
- SPC Complex
- Boutique (during class hours)
- Parlor (except for official purposes or transactions)
- LRC Extension
- Other department buildings and grounds

## XVI. Proper Use of School Furniture and Equipment

1. **Care of School Property:** Every Paulinian is expected to handle school property with care and keep the buildings and campus clean. Students must ensure that any school property they use is maintained properly. Students who damage school property, whether intentionally or due to negligence, will be required to repair or replace it and may face disciplinary action.
2. **Classroom Equipment:** Students are not permitted to use classroom equipment in the absence of their teacher. Violations of this rule will result in a Reminder Slip and appropriate disciplinary measures.
3. **Classroom Maintenance:** When the class is out of the room for an extended period, the L.I.F.E. Companion, Class Representative, or Class Property Custodian should:
  - Switch off the lights and electric fans
  - Close the door
  - Turn off the air-conditioning units if the classroom will not be in use for more than two hours
4. **Borrowed Equipment:** All borrowed equipment must be returned on time and in good condition.





## ST. PAUL COLLEGE PASIG

St. Paul Road, Ugong, Pasig City

# PAULINIAN CODE OF ETHICS

## Acknowledgement Form

I acknowledge and understand what is written in this handbook. As a responsible Paulinian, I will observe and uphold the provisions of the Paulinian Code of Ethics, as well as imbibe the spirituality of the school and live out the Paulinian identity inside and outside the campus.

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

We conform to what is written in this Paulinian Student Handbook. We will guide our daughter to live out the Paulinian identity and values.

\_\_\_\_\_  
Name of Parent or Authorized Guardian

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## PHILOSOPHY OF EDUCATION

Transformative education inspired by the lives and examples of St. Paul, Fr. Louis Chauvet and the first Sisters, in the service of the Church and society.

## IDENTITY

We are a community of Paulinian learners whose Giftedness is shared with the world.

## VISION-MISSION

Impelled by the charity of Christ, we nurture talents to be future-fit, transdisciplinary, outcome-driven, and compassionate Paulinians, appreciative of the nobler and finer things in life, in the service of the Church and society.

## PAULINIAN CODE OF ETHICS

St. Paul College Pasig aspires to provide the students with a transformative education in the service of the Church and society inspired by the lives and examples of St. Paul, Fr. Louis Chauvet, the first SPC Sisters, and the seven pioneer SPC Sisters who sowed the seed of the SPC mission in the Philippines in 1904.

Stirred by the Five Paulinian Core Values, students are shaped and directed to be compassionate, resilient, and appreciative of the nobler and finer things in their life, following the footsteps of St. Paul, Fr. Louis Chauvet, and the first SPC Sisters in proclaiming Jesus Christ as the good news, and loving and serving the least, the last, and the lost.

- **Christ-Centered**

- Christ is the center of a Paulinian's life. It is a life of discipleship, one marked by a personal relationship with God. Thus, a Paulinian must strive to grow in her knowledge and practice of faith and virtue. She must regularly attend and actively participate in Eucharistic Celebrations and spiritual activities and should freely spend time for reflection and prayer. She consciously thinks, speaks, and acts in imitation of and obedience to Christ, manifests honesty and truthfulness in her relationships, and is ethical and moral in her transactions.

- **Community**

- A Paulinian with a profound relationship with God is a model of joy and healthy relationships with her neighbors. She is all to all, leading and living a life of unity, cooperation, and collaboration as she shares, cooperates, and works



well with others. She is compassionate and shows a deep sense of community and social commitment as she advocates for the protection of life, human rights, unity, justice, peace, and environmental care.

- **Commission**

- Like the disciples whom Jesus commissioned to go into the whole world and preach the gospel to every creature (Mk 16:15), every Paulinian is also commissioned to proclaim the Gospel and make God's Love known to all, especially to the most neglected, through their words, actions, and way of life. Thus, every Paulinian must act with a sense of purpose based on her mission and goal in life. With a spirit of humble service, she freely and generously participates and leads in the life and projects of the local Church, especially those that benefit the poor.

- **Charism**

- As disciples of Christ, we are uniquely G.I.F.T.ed and created in the image and likeness of God. Thus, every Paulinian shows acceptance and gratitude for her unique Giftedness as a person and respects others' Giftedness, a manifestation of seeing God's loving presence in her life and in the lives of others. She exerts effort to nurture her talents to be future-fit and shares openly and generously in the service of the community. She brings the best of herself in every project and endeavor, with appreciation for the nobler and finer things in life.

- **Charity**

- Impelled by the love of Christ, each Paulinian is urged to be compassionate. She shows great sensitivity to the needs and feelings of others and relates with all warmly and graciously without bias, as she radiates and shares God's love with others by being all to all, especially to the poor and most neglected.

To sustain the values and identity of the school, the Paulinian Code of Ethics provides written standards of behavior and procedures that will guide the students in their daily discernment and decision-making, and which they must observe and uphold as they have joined the Paulinian community with a clear understanding and acceptance of it.

The Paulinian Code of Ethics is for all Paulinian learners, from preschool to grade 12. Including preschool to grade 3 students is necessary for establishing clear behavior expectations from an early age. It ensures regularity in applying rules and helps parents and guidance counselors provide age-appropriate interventions to prevent minor offenses from escalating. This early introduction to behavioral standards not only aids in developing good



habits and social skills but also creates a structured environment that supports positive behavior and learning for young students.

## **POLICY GUIDELINES AND CONDITIONS**

### **RATIONALE**

St. Paul College Pasig recognizes that a safe, friendly, and harmonious environment is vital for an effective, quality, and holistic Paulinian formation. Therefore, as a response to the fast changes and transitions in the society, each student must be guided to be aware of her boundaries and responsibilities, to be a God-fearing citizen. The updated rules and policies are set to protect the well-being of all students, faculty, and staff. It ensures that no school activity violates or damages the values and reputation of the school. The school strongly encourages parents to be active participants and partners in supervising, monitoring, and journeying with the students efficiently and ethically.

The Student Welfare Committee (SWC) is organized to look after the social well-being of the students and promote a disciplined, caring, and listening community of learning. The Committee ensures the proper observance of school rules, regulations, and policies that would work well for the students' protection and advantage.

In handling infractions, the SWC observes due process and endeavors to uphold restorative discipline. It sees harm not so much as a transgression of rules but as a violation of relationships. Moreover, restorative discipline espouses:

- (1) accountability:** students have an opportunity to be accountable for the harm caused as well as the opportunity to repair the harm.
- (2) peaceful resolution:** students are empowered to help resolve the conflict and maintain a positive inclusive climate; and
- (3) collective purpose:** this causes transformational change that leads members of the community to greater compassion, trust, and care for each other.

In its very essence, restorative discipline complements the Paulinian Formation Program as its three big ideas are responsive to the development of the Life Performance Outcomes (LPOs), namely, self-directedness, compassionate stewardship, and peace advocacy.

### **COMPOSITION OF THE SWC**

The Committee is composed of the following:

- SWC Head - Principal
- Catholic Paulinian Formation and Student Welfare Services Head (CPF-SWS)
- Guidance Services Head



- Grade Level Guidance Counselor
- L.I.F.E. Coach
- L.I.F.E. Companion
- Another faculty representative

The CPF-SWS and Grade Level Guidance Counselor are members of the Committee but have no voting rights.

*Note: The Subject Team Leader, G.I.F.T. Coordinator, and the G.I.F.T. Team Leader may be invited if the case to be deliberated upon is subject /G.I.F.T. related.*

## **BASIC FUNCTION OF THE COMMITTEE**

The SWC takes charge of matters in the Department that are pertinent to student welfare and discipline, and which promote peaceful and harmonious co-existence. It is tasked to handle and process infractions, study the facts of cases, probe their different aspects, and deliberate on possible disciplinary sanctions and/or restorative actions. By nature, it acts as a recommendatory board. All deliberations and decisions of the Committee are subject to the confirmation of the principal and, if need be, the Directress.

## **WORK INSTRUCTIONS IN HANDLING MINOR OFFENSES**

1. The eyewitness fills out an incident report form and submits it to the L.I.F.E. Companion.
2. The L.I.F.E. Companion:
  - Dialogue and validate the report with the people concerned;
  - Informs the L.I.F.E. Coach, the parents, and the guidance counselor, regarding the incident;
  - Investigates, studies, and resolves the case; and
  - Submits her written findings to the L.I.F.E. Coach together with the following:
    - The incident report submitted by the eyewitness
    - A narrative report on the initial and/or final intervention and actions taken
3. The L.I.F.E. Coach will endorse the appropriate Actions Taken and Interventions to the Principal for approval.
4. Upon approval, the L.I.F.E. Companion informs the parents of the appropriate Actions Taken and Interventions in a conference with the L.I.F.E. Coach.
5. The L.I.F.E. Companion records and files the approved appropriate Actions Taken and Interventions, which is then reflected in the department grade during the given term.
6. The L.I.F.E. Companion monitors the student's behavior and conducts necessary dialogues with her.
7. The guidance counselor takes up the concern with the student during a counseling session.



## **WORK INSTRUCTIONS IN HANDLING MAJOR OFFENSES**

*(Major offenses are classified as repeated offenses under category C and D.)*

1. The eyewitness fills out an incident report form and submits it to the L.I.F.E. Companion.
2. The L.I.F.E. Companion:
  - Dialogue and validate the report with the people concerned;
  - Submits her written findings to the L.I.F.E. Coach together with the following:
    - The incident report submitted by the eyewitness
    - A narrative report on the initial actions taken.
  - Informs the guidance counselor, L.I.F.E. Coach, and the parents regarding the incident in a conference; and
  - Endorses the case to the L.I.F.E Coach
3. L.I.F.E Coach
  - Investigate and study the case
  - Submit her narratives and propose appropriate interventions and actions taken for the students involved to the SWC Head.
4. The SWC Head:
  - May approved proposed appropriate intervention and action taken and resolves the case, and if deemed necessary, the SWC Head convenes the committee for further deliberations and finalization of appropriate intervention and action taken with the approval of the principal (when necessary, the case can be elevated to the Directress); and
  - Disseminates the approved appropriate Actions Taken and Interventions to the parents in a conference with the L.I.F.E. Coach and the L.I.F.E. Companion.
5. The L.I.F.E. Companion records and files the approved appropriate Actions Taken and Interventions and updates the department grade during the given term.
6. The guidance counselor takes up the concern with the student during a counseling session.
7. The Guidance Counselor:
  - schedules the student for a series of counseling.
  - refers and recommends students to a specialist as needed.

## **OFFENSES, ACTIONS TAKEN AND INTERVENTIONS**

Interventions are served to a student who fails to uphold the values espoused by the school, transgressing set rules, regulations, and policies. The worth of a just and well-



deliberated intervention lies in its being **restorative**, *reproaching others when they committed offenses and forgiving them when they repent (cf. Lk 17:3-4).*

If taken constructively, appropriate interventions to mend or amend, patch up or make up, to restore or re-direct. It serves both the offender and the offended, leading to the upholding of justice towards forgiveness, healing, and reconciliation. *Being kind to one another, compassionate, forgiving one another as God has forgiven us in Christ. (Eph 4:32)*

Whether parents agree on the interventions or not, interventions hold and are served because they are formative in nature and intended to:

1. Correct behavior and strengthen the character of the students;
2. Deter the students from further commission of offenses;
3. Protect the students and the community from the risk of unchecked and escalating misbehavior;
4. Uphold the values and principles of the school among the students.
5. Make the students realize the importance of law and order in attaining discipline; and
6. Inculcate in the students the value of respect for law and authority and a sense of justice.

## **CATEGORY A OFFENSES**

### **I. ON GENERAL DECORUM**

#### **1. Personal Effects**

- a. Hair effects such as highlights, dye, weird hairdo, headdress
- b. Boyish and undercut hairstyle (extremely short hair)
- c. Long nails/ colored fingernails/ nail extensions
- d. Make-up and wearing of expensive jewelries
- e. Body piercings/tattoos, including henna (from Category C)
- f. Incomplete and improper wearing of the school uniform
  - Incomplete Uniform
    - No ID
    - No necktie / bow tie
    - No undershirt/chemise/half-slip/pantylet/cycling shorts
    - No socks
  - Improper Uniform (school, PE, G.I.F.T.)
    - Inverted ID
    - non-SPCP socks
    - Wearing other school jackets/t-shirts
    - Wrong blouse/opened blouse
    - Tie with pocket
    - Tie with unofficial pins and medals



- Too long tie
- Folded /rolled sleeves/jogging pants
- Rolled or folded skirt waistband
- Long skirt (more than 2 “below the knee )
- Short skirt (above the knee)
- Colored brassiere (only beige, flesh and white are allowed)
- Half-sando
- Colored clips, ribbons or headbands (only black and white are allowed)
- Wrong shoes (clogs, boys’ shoes, more than 1 ½-inch heels, fancy, dolls, rubber flats)
- Wearing slippers with the uniform
- Non-SPCP ID lace (e.g., that of another school)
- Wearing t-shirts other than the official PE shirt (e.g. MSEP, class, family day shirt, etc.)
- Not wearing the PE or G.I.F.T. uniform on specified days/time

**2. Dress code. *This must always be observed, even by parents, alumnae, and visitors, regardless of the activity.***

- No Micro-mini skirts (more than 3 inches above the kneecap), short shorts, cycling pants, leggings.
- No Tube tops, sleeveless tops, blouses with low or plunging necklines, see-through blouses, halter tops, backless tops, tank tops, crop tops, sandos, or sleeveless jerseys.
- No crocs and slippers.

**3. Proper Behavior. *Paulinians are expected to be aware of how they must carry themselves in mature and Christ-centered ways, respecting the presence of God in their neighbors.***

- Boisterous laughter, shouting/yelling, or booing anywhere on the campus.
- Horseplaying, chasing one another, running, teasing/name-calling, and the like.
- Teasing or daring one’s classmate or friend to have a girl-to-girl relationship.

**4. *Intentionally* uttering offensive and discriminative words regardless of sex, gender, sexual orientation, identity and/or expression\*\*\*.**

**5. Use of inappropriate and/or indecent profile pictures in the learning modality systems prescribed by the school.**

**6. Any other conduct unbecoming of a Paulinian**



## RESTORATIVE ACTIONS TAKEN AND INTERVENTIONS FOR CATEGORY A – I OFFENSES

| Frequency      | Kinder, Gr. 1 - 3   | Gr. 4 - 6  | High School  |
|----------------|---|--|--|
| First Offense  | <ul style="list-style-type: none"> <li>• verbal warning</li> </ul>  | <ul style="list-style-type: none"> <li>• verbal warning</li> </ul>   | <ul style="list-style-type: none"> <li>• Verbal warning</li> </ul>   |
| Second Offense | <ul style="list-style-type: none"> <li>• reminder slip</li> </ul>   | <ul style="list-style-type: none"> <li>• reminder slip</li> </ul>  | <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Reminder slip</li> </ul>   |
| Third Offense  | <ul style="list-style-type: none"> <li>• Parents' Conference with L.I.F.E. Companion</li> </ul>   | <ul style="list-style-type: none"> <li>• Parents' Conference with L.I.F.E. Companion</li> </ul>  | <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Reminder slip</li> <li>• Parents' Conference with L.I.F.E. Companion and L.I.F.E. Coach</li> <li>• closer supervision by the grade-level Guidance Counselor</li> </ul>   |
| Fourth Offense | <ul style="list-style-type: none"> <li>• Parents' Conference with L.I.F.E. Companion and L.I.F.E. Coach</li> <li>• closer supervision by the Grade level Guidance Counselor</li> <li>• For Gr. 1 - 3: 1 degree lower for every succeeding offense of the same category</li> </ul> | <ul style="list-style-type: none"> <li>• Parents' Conference with L.I.F.E. Companion and L.I.F.E. Coach</li> <li>• closer supervision by the grade level Guidance Counselor</li> <li>• 1 degree lower for every succeeding offense of the same category</li> </ul> | <ul style="list-style-type: none"> <li>• Parents' Conference with L.I.F.E. Companion and L.I.F.E. Coach</li> <li>• closer supervision by the grade-level Guidance Counselor</li> <li>• M in department for the term</li> <li>• *** may follow category D Actions Taken and Interventions if proven to be a grievous offense</li> </ul> |

## II. ON GADGETS AND OTHER MATERIALS

1. Use of cellphones and other gadgets during class hours, unless part of their learning activity - Cellphones, iPads/tablets, and laptops may only be used during class hours for academic purposes as advised by the teacher.
2. Use of recreational materials such as playing cards, plush toys/pillows, and blankets during class hours.



## RESTORATIVE ACTIONS TAKEN AND INTERVENTIONS FOR CATEGORY A – II OFFENSES

| Frequency      | Kinder, Gr. 1 - 3  | Gr. 4 - 6  | High School  |
|----------------|--|--|--|
| First Offense  | <ul style="list-style-type: none"> <li>• reminder slip</li> <li>• confiscation</li> <li>• parent conference</li> </ul>   | <ul style="list-style-type: none"> <li>• reminder slip</li> <li>• confiscation</li> <li>• inform parents</li> </ul>  | <ul style="list-style-type: none"> <li>• reminder slip</li> <li>• confiscation</li> <li>• inform parents</li> </ul>  |
| Second Offense | <ul style="list-style-type: none"> <li>• reminder slip</li> <li>• confiscation</li> <li>• parent conference</li> </ul>   | <ul style="list-style-type: none"> <li>• Confiscation</li> <li>• written reprimand to be signed by the student, L.I.F.E. Companion, SWC head and parents.</li> <li>• M in department for the term</li> </ul> | <ul style="list-style-type: none"> <li>• Confiscation</li> <li>• written reprimand to be signed by the student, L.I.F.E. Companion, SWC head and parents.</li> <li>• M in department for the term</li> </ul> |
| Third Offense  | <ul style="list-style-type: none"> <li>• reminder slip</li> <li>• confiscation</li> <li>• parent conference</li> </ul>   | <ul style="list-style-type: none"> <li>• Confiscation</li> <li>• written reprimand to be signed by the student, L.I.F.E. Companion, SWC head and parents.</li> <li>• S in department for the term</li> </ul> | <ul style="list-style-type: none"> <li>• Confiscation</li> <li>• written reprimand to be signed by the student, L.I.F.E. Companion, SWC head and parents.</li> <li>• S in department for the term</li> </ul> |
| Fourth Offense | <ul style="list-style-type: none"> <li>• Parents' Conference with L.I.F.E. Companion</li> <li>• closer supervision by the grade-level Guidance Counselor</li> <li>• For Gr. 1 - 3: 1 degree lower for every succeeding offense of the same category</li> </ul> | <ul style="list-style-type: none"> <li>• Confiscation</li> <li>• written reprimand to be signed by the student, L.I.F.E. Companion, SWC head and parents.</li> <li>• R in department for the term</li> </ul> | <ul style="list-style-type: none"> <li>• Confiscation</li> <li>• written reprimand to be signed by the student, L.I.F.E. Companion, SWC head and parents.</li> <li>• R in department for the term</li> </ul> |

### III. ON ATTENDANCE

Students are expected to attend classes on time. If they incur any problem/s during the session, they must inform the teacher concerned. Parents will be notified regarding their daughter's attendance.



| ACTIONS TAKEN                        | NO. OF UNEXCUSED TARDIES                              | NO. OF UNEXCUSED ABSENCES                             |
|--------------------------------------|---|---|
| Verbal warning                       | 3-8   | 3-8   |
| Reminder Slip with Notice to Parents | 9-15  | 9-15  |
| Conference With Parents              | 16-28   | 16-28   |
| *Letter of Final Notice              | 29-30   | 29-30   |
| Equivalent Behavioral Indicator      | <b>M-</b> 31-33<br><b>S-</b> 34-38<br><b>R-</b> 39-40 | <b>M-</b> 31-33<br><b>S-</b> 34-38<br><b>R-</b> 39-40 |

### CATEGORY B OFFENSES

1. Repeated offenses under Category A.
2. Keeping an unhealthy girl-to-girl relationship.
  - courting, sending love letters, and the like (initial stage)
  - Being an accomplice
3. Repeated or willful disregard of instructions given by teachers or school authorities.
4. Propagating false orders done verbally or in writing.
5. Participation in activities outside the school without clearance and permission from the school authorities.
6. Any other conduct unbecoming of a Paulinian.

### RESTORATIVE ACTIONS TAKEN AND INTERVENTIONS FOR CATEGORY B OFFENSES

| Frequency      | Kinder, Gr. 1 - 3   |
|----------------|---|
| First Offense  | <ul style="list-style-type: none"> <li>• Parents' Conference with L.I.F.E. Companion and L.I.F.E. Coach</li> <li>• Closer supervision by the Grade Level Guidance Counselor</li> </ul>                          |
| Second Offense | <ul style="list-style-type: none"> <li>• Reminder slip</li> <li>• Parents' Conference with L.I.F.E. Companion and L.I.F.E. Coach</li> <li>• Closer supervision by the Grade Level Guidance Counselor</li> </ul> |
| Third Offense  | <ul style="list-style-type: none"> <li>• Reminder slip</li> <li>• Parents' Conference with L.I.F.E. Companion and L.I.F.E. Coach</li> <li>• Closer supervision by the Grade Level Guidance Counselor</li> </ul> |



|                |  |
|----------------|--|
| Fourth Offense | <ul style="list-style-type: none"> <li>• written reprimand</li> <li>• Parents' Conference with L.I.F.E. Companion and L.I.F.E. Coach</li> <li>• Closer supervision by the Grade Level Guidance Counselor</li> <li>• For Gr. 1 - 3: 1 degree lower for every succeeding offense of the same category</li> </ul> |
|----------------|--|

| For Grades 4 – 12  |
|--|
| <ul style="list-style-type: none"> <li>• Parents' Conference with L.I.F.E. Companion and L.I.F.E. Coach</li> <li>• closer supervision by the grade-level Guidance Counselor</li> <li>• M in department for the term</li> <li>• Disqualification and impeachment from office</li> <li>• Probationary period for one grading period</li> </ul> |

*Note: Any offense committed within the probationary period shall be dealt with additional corresponding sanctions and shall lengthen the probationary status of the student.*

### CATEGORY C OFFENSES

1. Repeated offenses of Categories A and B
2. Recording the teacher and/or classmate, any class session, or chat transcript, and transmitting it without consent.
3. Posting/publishing/printing of curricular material on any media that can be seen by other students or other parties without permission from school authorities.
4. Making and/or posting personal offensive and/or lustful gestures, pictures and/or videos.
5. Fighting and/or quarrelling and/or **intentionally** saying bad words (verbal/ gestures, written or online)
6. Forms of Cheating\*\*
  - a. Violation of the Examination Code (exams and other written requirements)
  - b. Copying assignments/seatwork/summative assessments, book reports, and other written requirements
  - c. Leakage of quiz or test questions
7. Forms of Stealing\*\*
  - a. Getting anything without permission
  - b. Theft/shoplifting inside and outside of school\*\*\*
  - c. Deliberately taking out any school property
  - d. Other possible forms of stealing
8. Tampering
  - a. Changing information in official documents or records, e.g., ID, report card grade, official notices, pass slips, school forms, announcements
  - b. Other offenses of a similar nature



9. Cutting Classes
  - a. Intentionally skipping classes
  - b. Intentionally missing academic classes, L.I.F.E, and/or a G.I.F.T. class
  - c. Leaving without permission during school activities and going elsewhere inside the campus
10. Truancy
  - Leaving the school campus during class hours, and between dismissal time and fetching time off school bus or carpool service without permission from the parents or authorities
11. Vandalism\*
  - a. Writing on desks, chairs, doors, walls, bulletin boards
  - b. Damaging school property or the personal property of others
12. Selling/Soliciting/Fundraising not sanctioned by the school
13. Using the name of the school without permission in organizing off-campus activities or events
14. Insubordination or influencing others to insubordination.
  - a. Acts of defiance
  - b. Disrespect of school authority
15. **Intentional act** of disrespect of school authority.
16. Desecration and lack of respect for religious images, places (chapel), religious activities, and prayers
17. Proselytizing (Promoting religions other than the Catholic faith)
18. Keeping an unhealthy girl-to-girl relationship
  - Celebrating an anniversary, exchanging love letters and G.I.F.T.s, frequent togetherness, acts of defiance, public display of affection, and advanced stage
19. Being an accomplice in any offense.
20. Covering up an offense
  - a. Concealment of necessary information during investigation
  - b. Influencing others through threats, bribery, and the like
  - c. Giving false testimonies during the investigation of a case
  - d. Failure to report a violation
  - e. Denying knowledge of an offense
  - f. Giving misleading information or false alibi
21. Any other conduct unbecoming of a Paulinian

### RESTORATIVE ACTIONS TAKEN AND INTERVENTIONS FOR CATEGORY C OFFENSES

| Frequency      | Kinder, Gr. 1 - 3   |
|----------------|---|
| First Offense  | <ul style="list-style-type: none"> <li>• Parents' Conference with L.I.F.E. Companion</li> <li>• closer supervision by the grade level guidance counselor</li> </ul> |
| Second Offense | <ul style="list-style-type: none"> <li>• reminder slip</li> <li>• Parents' Conference with L.I.F.E. Companion and L.I.F.E. Coach</li> </ul>                         |



|               |  |
|---------------|--|
|               | <ul style="list-style-type: none"> <li>• closer supervision by the grade level guidance counselor</li> </ul>   |
| Third Offense | <ul style="list-style-type: none"> <li>• written reprimand</li> <li>• Parents' Conference with L.I.F.E. Companion and L.I.F.E. Coach</li> <li>• closer supervision by the grade level guidance counselor</li> <li>• For Gr. 1 - 3: 1 degree lower in department for every succeeding offense of the same category</li> </ul> |

### For Grades 4 - 12

- Dialogue
- Intervention Activity
- Equivalent Behavioral Indicator Rating of **S** in the L.I.F.E
- **E** in the subject component where the offense is committed, if it is academic-related
- Probationary period for two grading periods or the rest of the school year. This may be carried out during the following school year for offenses committed during the last term.
- Rendering supervised community service for 9 hours
- Disqualification and impeachment from office

**Note:**

No offense should be committed within the probationary period. Otherwise, it shall be dealt with additional corresponding interventions. Interventions may vary depending upon the gravity of the offense. The offenses under this category will be dealt with by the SWC in coordination with the L.I.F.E. Companion and L.I.F.E. Coach.

- Offenses with \* require reparation or restoration
- Offenses with \*\* require consideration of the offender's capability to make moral judgments before a corresponding sanction is given.
- Sanction for offenses with \*\*\* may follow category D sanctions if proven to be a grievous offense.

### CATEGORY D OFFENSES

1. Repeated offenses under Categories A, B, and C
2. Forms of dishonesty
  - a. Perjury
  - b. Forging signatures
  - c. Using others' ID Card, gate pass,
  - d. Using parent's email and/or writing excuse letters without consent
  - e. Submitting projects belonging to other students
  - f. Plagiarism (includes internet content or the idea/work of others)
  - g. Falsification of documents



- h. Other offenses of a similar nature
3. Public Scandal
  - a. Use of curses, indecent, and vulgar words/insults (verbal or written)
  - b. Heckling, jeering, sneering
3. Forms of physical assault
  - a. Fighting
  - b. Slapping
  - c. Kicking
  - d. Pulling another's hair
  - e. Boxing
  - f. Throwing objects in the heat of anger
4. Damaging the name and/or reputation of the school, its employees, or students in social media and elsewhere
5. Spreading or posting bad, vulgar, or indecent personal photos or other people's photos or write-ups on social media and elsewhere
6. Bullying, which refers to any severe or repeated use by one or more students of a verbal, written, or electronic expression, or a physical act or gesture, or any combination thereof but not limited to the following:
  - a. Unwanted Physical Contact (inflicting physical harm such as punching, pushing, shoving, kicking, slapping, tickling, headlocks, elbowing, pulling hair, inflicting school pranks, teasing, fighting and use of available objects as weapons)
  - b. Any act that causes damage to a victim's psyche and/or emotional well-being
  - c. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on the victim's looks, clothes, and body
  - d. Cyberbullying or any bullying done using technology or any electronic means. The term shall also include any conduct resulting in harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats
  - e. Social bullying refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group.
  - f. Gender-based bullying refers to any act that humiliates or excludes a person based on perceived or actual sexual orientation and gender identity.
7. Bringing/possessing or viewing pornographic and/or obscene content materials or media
8. Stalking, Sexual advances and gestures
9. Online sexual harassment
  - Physical, psychological, and emotional threats
  - Unwanted sexual misogynistic, transphobic, homophobic, and sexist remarks and comments online, whether in public posts or through private messages
  - Invasion of the victim's privacy through cyber stalking and incessant messaging



- Recording or sharing any of the victim’s photos, videos, or information without permission
  - Impersonating victims’ identities
  - Posting lies about victims to harm their reputation and filing false abuse reports in online platforms to silence victims.
10. Keeping an unhealthy girl-to-girl relationship
    - Kissing, necking, petting, and the like (serious stage)
    - Acts of defiance
    - Being an accomplice
  11. Bringing/ possessing/ using cigarettes, vape or any smoking paraphernalia, liquor, or prohibited drugs; objects that may bring harm to life and property (e.g., sharp objects, flammable substances)
  12. Causing class disruption, preventing, or threatening faculty members or school authorities from discharging their duties or from attending classes
  13. Using the name of the school without permission in organizing off-campus activities or events
  14. Any other grave conduct of unbecoming of a Paulinian

**RESTORATIVE ACTIONS TAKEN AND INTERVENTIONS FOR CATEGORY D OFFENSES**

| Frequency      | Kinder, Gr. 1 – 3  |
|----------------|--|
| First Offense  | <ul style="list-style-type: none"> <li>• Parents’ Conference with L.I.F.E. Companion and L.I.F.E. Coach.</li> <li>• closer supervision by the grade-level guidance counselor</li> </ul>  |
| Second Offense | <ul style="list-style-type: none"> <li>• reminder slip</li> <li>• Parents’ Conference with L.I.F.E. Companion and L.I.F.E. Coach.</li> <li>• closer supervision by the grade-level guidance counselor</li> </ul>   |
| Third Offense  | <ul style="list-style-type: none"> <li>• written reprimand</li> <li>• Parents’ Conference with L.I.F.E. Companion and L.I.F.E. Coach.</li> <li>• closer supervision by the grade-level guidance counselor</li> <li>• For Gr. 1 - 3: 1-degree lower department grade for every succeeding offense of the same category</li> </ul> |

| For Grades 4 - 12  |
|--|
| <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Intervention Activity</li> <li>• Equivalent Behavioral Indicator Rating of R in the L.I.F.E</li> <li>• Probation for the rest of the school year. This may be carried out during the following school year for offenses committed during the last term.</li> <li>• Rendering supervised community service for 12 hours</li> </ul> |



- Disqualification and impeachment from office
- Dismissal

*Note: Any offense committed within the probationary period shall be dealt with additional corresponding interventions and shall lengthen the probationary status of the student. Interventions may vary depending on the gravity of the offense. The offenses under this category will be dealt with by the Committee and submitted to the Principal and, if needed, to the Directress.*

**FOR GRADE 10 AND GRADUATING STUDENTS**

A student who incurs two (2) or more Category C offenses, or even one Category D offense during the school year may be barred from joining the moving up ceremony or the graduation rites.

**REFERENCES:**

New American Bible Revised Edition

Paulinian Student Handbook, (2013, Revised), St. Paul College Pasig

Paulinian Formation Program, (2017 - 2020) SPCEM Strategic Plan

REPUBLIC ACT No. 11313, Safe Space Act

REPUBLIC ACT NO. 10173, Data Privacy Act of 2012

2000 DECS Manual

DepEd Order No. 40 s 2012 (DepEd Child Protection Policy)

DepEd Order No. 55, s. 2013 (Implementing Rules and Regulations of RA 9155 – Anti Bullying Act of 2013)

DepEd Order No. 45 s. 2008 (Student Uniforms not required in Public Elementary and Secondary Schools)

DepEd Order No. 46 s. 2008 (Proper School Attire)

DepEd Order No. 88 s. 2018



## PAULINIAN PROTECTION PROGRAM

In response to the DepEd Child Protection Policy (D.O. 40, s. 2012), St. Paul College Pasig is committed in protecting each Paulinian from possible abuse, violence, exploitation, discrimination, bullying, and other forms of harm that may occur within the school premises. Therefore, SPCP is dedicated in creating a friendly and harmonious environment that ensures safe and respectful interactions among Paulinians.

### I. SCOPE OF POLICY

The policy prohibits all forms of abuse, violence, exploitation, and discrimination, both within the school premises and during school activities held outside the school. It also covers incidents, though occurring elsewhere, including through social media or any electronic device, that disrupt the students' learning environment or affect the daily operations of the school.

### II. PAULINIAN PROTECTION COMMITTEE (PPC)

The Paulinian Protection Committee (PPC) is a special task force of the institution that addresses cases of bullying behavior. The PPC task force is a response to and is based on the Anti-Bullying Law Act of 2012 (House Bill No. 5496) and the recently disseminated DepEd Order No. 40 on Child Protection Policy.

The Committee is a proposed task force committee which deals with the investigation, implementing due process and sound and well discerned decision making with regards to the appropriation of sanctions and/or disciplinary actions on bullying behavior.

The following are the members of the committee:

|                          |  |
|--------------------------|--|
| <b>Chairperson:</b>      | : Directress   |
| <b>Vice Chairpersons</b> | : Principals and Guidance Chairman   |
| <b>Committee Members</b> | : L.I.F.E. Head Coach and Coaches  |
|                          | : Student Welfare Committee (SWC) Head   |
|                          | : L.I.F.E. Companions  |
|                          | : Representatives from the Faculty<br>(Preschool, Grade School, and High School) |
|                          | : SFCT Officers (level concerned)  |
|                          | : Student Coordinating Team<br>(Moderator, President, and Vice President)        |
|                          | : Security (Head)  |
|                          | : Carpool Association (Head)   |
|                          | : Guidance Counselors  |



### III. GUIDELINES FOR CHILD PROTECTION

The PPC shall perform the following functions:

1. Draft a Paulinian Protection Program with a code of conduct and a plan to ensure child protection and safety, which shall be reviewed every three (3) years.
2. Initiate information dissemination programs and organize activities for the protection of children from bullying or peer abuse.
3. Develop and implement a school-based referral and monitoring system.
4. Establish procedures for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs.
5. Identify, refer and, if appropriate, report to the appropriate offices' cases involving bullying.
6. Give assistance to parents or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions.
7. Coordinate closely with the Women and Child Protection Desks of the Philippine, National Police (PNP), the Local Social Welfare and Development Office (LSWDO), other government agencies and non-governmental organizations (NGOs), as may be appropriate or necessary.
8. Monitor the implementation of positive measures and effective procedures in providing the necessary support for the child and for those who care for the child; and
9. Ensure that the children's right to be heard are respected and upheld in all matters and procedures affecting their welfare.

### IV. DEFINITION OF TERMS

**“Bullying”** refers to any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of:

- a. causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property.
- b. creating a hostile environment at school for the other student.
- c. infringing on the rights of another student at school.
- d. materially and substantially disrupting the education process or the orderly operation of a school.

#### **FORMS OF BULLYING**

- a. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons.
- b. Any act that causes damage to a victim's psyche and/or emotional well-being.



- c. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim's looks, clothes and body.
- d. **Cyber-bullying** or any bullying done using technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, using other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepED Order No. 40, s. 2012.
- e. **Social bullying** refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group.
- f. **Gender-based bullying** refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity (SOGI).

## V. PREVENTION AND INTERVENTION PROGRAM TO ADDRESS BULLYING

### The I-R.E.S.P.E.C.T. Bullying Intervention Program

The I-R.E.S.P.E.C.T. Bullying Intervention Program is a special program of the SPCP Guidance Center specific to addressing bullying behavior across all levels of the Grade School and High School. The program revolves around the foundational value of "Respect" as an acronym for the proactive and positive actions such as Respond, Empathize, Strengthen, Prevent, Empower, Control and Transform. (SEE ATTACHMENT on I- I-R.E.S.P.E.C.T.)



## **DISASTER AND RISK REDUCTION AND MANAGEMENT**

The Disaster Risk Reduction and Management Team, headed by the School Directress, holds an orientation on emergency preparedness with the employees and the students and conducts announced and unannounced fire and earthquake drills every year. This is done in coordination with the Occupational Safety and Health Officers who collaborate with the General Services Manager, and the Department Heads through the L.I.F.E. Head Coaches.

### **A. Objectives**

The different activities such as the seminars, trainings, orientations and drills aim to:

1. instill in everyone the importance of vigilance and readiness when fire, earthquake or other disasters occur;
2. train the students, teachers and non-teaching personnel to vacate the building in the shortest possible time and in the most orderly manner during an emergency; and
3. heighten awareness of one's function and responsibilities under certain emergency contingencies.

### **B. General Guidelines**

In case of an Earthquake...

1. Duck, cover and hold.
2. Grab your go bag, go to the nearest exit, and proceed to the evacuation site.
3. Stay put, be alert and follow instructions.

In case of Fire ...

1. Go to the nearest exit and proceed to the evacuation site.
2. Stay put, be alert and follow instructions.

### **SPECIFIC GUIDELINES IN CASE OF AN EARTHQUAKE**

1. If you are outside, stay outside. Move quickly to an open area such as the assembly area away from buildings, trees, power lines and roadways.
2. If you are inside the building, stay inside. Do not immediately evacuate or go outside.
  - a. Stay away from windows, lockers, bookshelves and other objects that could fall on you.
  - b. **DUCK, COVER AND HOLD.** Crouch under a desk or table. Put both hands on the back of your neck and tuck your head down. If the desk or table moves, hold the legs and move with it.
  - c. When the shaking stops, walk **BRISKLY – DO NOT RUN.** Do not push or crowd.



- d. DO NOT USE ELEVATORS.
- e. Exit the following floor evacuation plan or avoiding the area where there is damage.
- f. Proceed to the assembly area in an orderly manner.
- g. Wait for instructions.

### **SPECIFIC GUIDELINES IN CASE OF FIRE**

1. If inside a room with the door closed and you see smoke coming under the door,
  - a. DO NOT OPEN THE DOOR.
  - b. Feel the door before opening it. If it is hot, DO NOT OPEN THE DOOR and get out another way. If the door is not hot, use your fingers to lightly touch the doorknob. If it is hot, DO NOT OPEN THE DOOR.
  - c. If the doorknob feels cool, and you can't see any smoke around the door, you can open the door very carefully and slowly. But, when you open the door and you feel a burst of heat or smoke getting into the room, quickly close the door.
  - d. Keep smoke or fire from getting through the door by blocking the cracks around the door with blankets or clothes. Get to the nearest window, open it wide, stand in front, and wait for any rescue.
  
1. If there is no smoke or heat when you open the door,
  - a. Go toward the escape exit route avoiding any smoke or fire along the way.
  - b. If smoke or fire blocks your way, go toward another exit route.
  - c. Leave unimportant things behind. Once you are out, DO NOT GO BACK anymore.
  
2. If there is already smoke inside the room,
  - a. DROP TO THE GROUND and STAY LOW when escaping. Smoke naturally rises, so you must crawl on your hands and knees below the smoke.
  - b. Grab a piece of cloth or a towel, place it over your mouth to keep from breathing in the smoke. It works even better if the cloth is wet.
  - c. If your clothes catch fire, stop, drop to the ground, cover your face with your hands and roll. STOP, DROP AND ROLL!



## EMERGENCY HOTLINES

| <b>Disaster Risk Reduction and Management Office (DRRMO)</b> |  |
|--|--|
| Pasig  | 8643 0000   +63 908 899 3333             |
| National DRRM Council  | 8911 5061 to 65 loc. 100   0917 891 6322 |
| <b>Bureau of Fire Protection (BFP)</b>                       |  |
| Pasig  | +63 932 779 8621                         |
| NCR  | +63 917 154 9156                         |
| <b>Philippine National Police (PNP)</b>                      |  |
| Pasig (Substation 1, Meralco Avenue)                         | 8 532 0652   +63915 816 3032             |
| <b>Traffic and Parking Management Office (TPMO)</b>          |  |
| Pasig  | 8641 1907   +63 960 2474834              |
| <b>The Medical City (TMC)</b>                                |  |
| Pasig (Ortigas Avenue)                                       | (+632) 8-988-1000<br>(+632) 8-988-7000   |
| MMDA   | 136                                      |
| PAGASA   | 927-1541, 928-2031                       |
| PHIVOCS  | 426-1468                                 |
| Red Cross  | 143/ 527-0000                            |



## **Transitory and Final Provisions**

### **Application of Policies not printed in this Handbook**

All school policies not printed in this Handbook but indicated in circulars, memoranda and letters to faculty members, parents or students and unwritten, long-established practices of the school not contrary to law form part and parcel of this Handbook.

### **Separability Provisions**

If any provision or part of this Handbook, or the application thereof to any person or circumstance is held invalid, remainder of this Handbook or the application of such provision or part to other person or circumstance shall not be affected thereby.

### **Effectivity**

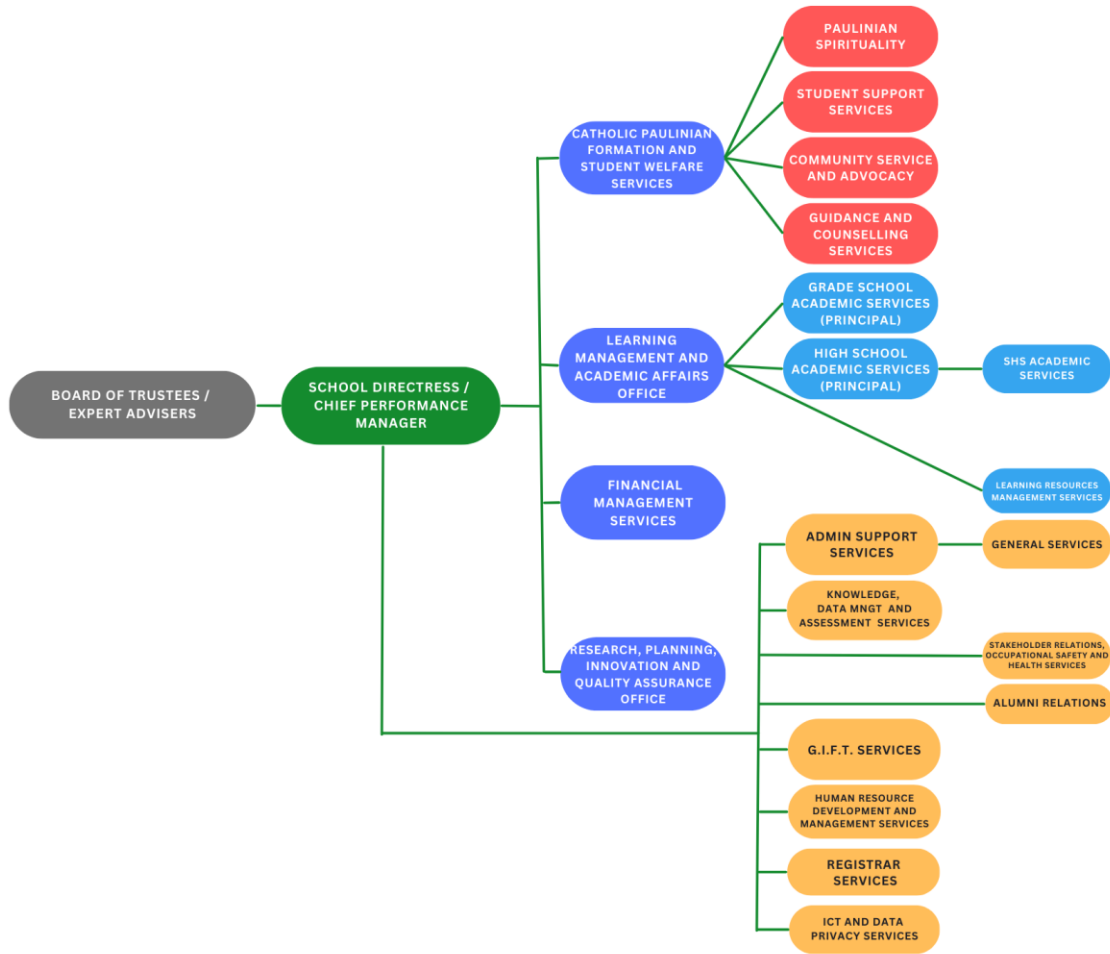
This Handbook takes effect starting the first day of school year 2024-2025 until its next revision.



# APPENDICES



## ORGANIZATIONAL STRUCTURE



Property



## LOYALTY PLEDGE

We pledge to thee, beloved school,  
Our loyalty, our heart;  
Thy teachings we shall ever keep  
Even as we depart

We pledge to hold fast to your hopes,  
Your dreams and your desires;  
To keep the Pauline principles  
Aglow with fervor's fires.

We pledge to watch with utmost care  
Our every word and deed  
That they reflect the glory of  
Our dear Paulinian creed

We pledge the promise of coming years  
as we leave thy hallowed halls,  
and we face the future trusting in  
the standards of St. Paul's.



**PAULINIAN HYMN**

Dr. Francisco Santiago (Music)  
Sr. Stella de Jesus Villanueva, SPC (Lyrics)

*Refrain*

Hark, daughters of the great St. Paul!

Come, listen to his call,

O children of this loved school,

The loving nurse of all.

Rejoice in God, do work and pray,

be true from day to day.

Beloved school of mine,

my pains and joys are thine.

My childhood's early dreams

Are closely linked with thee.

The hope that heaven brings,

thou dost unfold to me,

thou dost unfold to me

Sweet are the days of childhood

with friends we loved and cared

Those golden links of childhood

whose sympathy we shared.

Do stay and while the hours away

with us in work and play,

And when we leave our dear old school

These memories we'll recall.

These memories we'll recall.

(Repeat Refrain)



## HYMN TO ST. PAUL

Hail, St. Paul of Tarsus  
From the tribe of Benjamin  
You were called and set apart  
Apostle of Good News

From that midday at Damascus  
To your martyrdom in Rome  
You have taught and lived the message  
Jesus Christ is Lord

It was He the risen Savior  
Whom you met along that road  
You have preached it and you wrote it  
We Paulinians do believe  
Jesus Christ is Lord

There is joy in human sorrow  
There is love in every heart  
There is no fear of tomorrow  
Jesus Christ is Lord

It was from the cross our Father  
Made Him triumph over all  
None can change it now nor break it  
We Paulinians do believe  
Jesus Christ is Lord

Hail, St. Paul of Tarsus  
Patron of Paulinian schools  
Win Paulinians who are living  
Heralds of Good News



## THE PAULINIAN GLEANERS Prayer

God, our loving Father,  
through Your Holy Spirit  
enable us to participate in Jesus' saving mission  
to make You known and loved throughout the world.

May we joyfully live out  
our Paulinian identity  
as gleaners who are:

PRAYERFUL,  
mindful of who we truly are and why we are here  
-- Your children, called to follow Your Holy Will;

SELF-EFFACING, quick to transcend  
when we are not recognized for the good we have done  
or when we are taken for granted;

With TRANQUIL- DARING to proceed when  
we feel that the work and responsibilities given to us  
are back- breaking and beyond our capacity; and

ALL to ALL, willing to faithfully serve everyone,  
especially the least, the last,  
and the lost.

Our Lady of Chartres  
-- pray for us.

St. Paul the Apostle, our Patron,  
-- pray for us.

Fr. Louis Chauvet and our first Sisters,  
--intercede for us.

Caritas Christi urget nos,  
-- now and for ever. Amen.



### **PAULINIAN MISSION SONG**

Sr. Ma. Anunciata Sta. Ana, SPC (Music and Lyrics)

My goal as a Paulinian is this:  
to proclaim Jesus Christ as the Good News to all  
in response to the need for total salvation  
from materialism, unjust structures, and apathy  
through education and care of the sick.

Thus, if life seems rough and the way is dark,  
I will remember this goal:  
to proclaim Christ at all times like Mary and Paul,  
for I believe what Jesus said:  
"I am with you till the end of time."

And so each day, as I travel on,  
I will remember that I'm a Paulinian  
committed to Jesus Christ, my Lord,  
to love and serve one another,  
till in Him we unite.



# THE SCHOOL UNIFORM

**ST. PAUL COLLEGE, PASIG**  
PRESCHOOL DEPARTMENT

**NECKTIE**  
Necktie is free of writing and unnecessary accessories.

**SKIRT**  
Skirt is black and is at 2 inches below the knee.

**SCHOOL SHOES**  
School shoes are all black, heels not higher than 1 inch and are not flats or sandals.

**UNDER-SHIRT**  
Color of undershirt must be plain white or skin-toned.

**SOCKS**  
Color of socks must be white and above the ankle.

**P.E. SHIRT**  
Length of shirt sleeve ends just above the elbow. The shirt must be tucked in.

**P.E. SHORTS**  
It must be the official preschool P.E. shorts.

**RUBBER SHOES**  
Shoes are simple and the dominant color is white.

**PAULINIAN UNIFORM**      **P.E. UNIFORM**



Proper

St. Paul College Pasig

Proper

**ST. PAUL COLLEGE, PASIG**  
GRADE SCHOOL DEPARTMENT

**BOWTIE**  
Bowtie is free of writing and unnecessary accessories.

**SKIRT**  
Skirt length is at least 2 inches below the knees.

**UNDER-SHIRT**  
Color of undershirt must be plain white or skin-toned.

**SOCKS**  
Color of socks must be white and above the ankle.

**SCHOOL SHOES**  
School shoes are all black, heels not higher than 1 inch and are not flats or sandals.

**PE. SHIRT**  
Length of shirt sleeve ends just above the elbow. The shirt must be tucked in.

**JOGGING PANTS**  
It must be the official grade school jogging pants.

**RUBBER SHOES**  
Shoes are simple and the dominant color is white.

**PAULINIAN UNIFORM**      **P.E. UNIFORM**

Pasig

Proper

**ST. PAUL COLLEGE, PASIG**  
HIGH SCHOOL DEPARTMENT

**NECKTIE**  
Necktie is free of writing and unnecessary accessories.

**SKIRT**  
Length of skirt ends at 2 inches below the knee.

**SCHOOL SHOES**  
School shoes are all black, laces are longer than 1 inch and are not flats or sandals.

**UNDER-SHIRT**  
Color of undershirt must be plain white or skin-toned.

**SOCKS**  
Color of socks must be white and above the ankle.

**PE. SHIRT**  
Length of shirt sleeve ends just above the elbow.

**JOGGING PANTS**  
It must be the official high school jogging pants.

**RUBBER SHOES**  
Shoes are simple and the dominant color is white.

**PAULINIAN UNIFORM**

**P.E. UNIFORM**

Pasig



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