



TABLE OF CONTENTS

Image of Our Lady of Consolation	3
Image of St. Augustine	4
<i>In Deum</i> : The Consolanian Greeting	5
Consolanian Prayers	6
FOREWORD	8
I. Brief History of the La Consolacion University Philippines	9
II. Foundational Statement	19
ASOLC Foundational Statement	19
LCUP Foundational Statement	20
Quality Policy	21
Core Values	21
Basic Education Department	23
LCUP Hymn	26
Alma Mater Song	26
III. Administration of the School	27
IV. Admission And Enrollment Requirements & Procedures	31
Requirement for Admission	31
Enrolment Procedure for OLD Students/Pupils	34
Enrolment Procedure for Students Returnee/New Students/ Pupils/Transferees	34
Enrolment Procedure for Foreign Students	34
Policy on Admission of Learners with Special Needs and Disabilities	35
V. Scholarship and Other Discount Privileges	39
Policy on Scholarship Grant & Benefits for Varsity Players	40
Siblings Discount	40
LCUP Employee's Children/ Niece or Nephew	40
Scholarship of Augustinian Sisters	40
VI. General University Directives	42
Daily Uniform	42
Proper Grooming	44
Identification Card	44
Class Attendance, Absences, and Tardiness	45
Suspension of Classes	46
Permit to Go Home	47
Regulations on Prohibited Drugs	47
Use of Cellular Phones and Bringing of Valuables	48
Lost and Found	48
VII. Academic Policies	49
Learner Promotion and Retention	49
Enhancement Classes	50



Non-admission	51
Grading System	51
Policy on Work Immersion	54
Policy in Examinations	54
Behavior During Examination	55
Guidelines in the Selection of Honors	56
Guidelines in the Selection of Awardees	57
Policy Guidelines for Request of Credentials	64
VIII. Code of Conduct/Discipline	66
Standards of Deportment and Behavior Expected of LCUP Students/Pupils	66
General Norms of Conduct	68
Conduct Outside the School/ Off-Campus Activities	70
Policy on Handling Student Complaints	71
Classifications of Offenses and Sanctions	72
Table of Sanctions	74
Policy on Plagiarism	84
Use of Artificial Intelligence	85
Social Media Privacy Policy for Students	86
Policy Guidelines on Handling Cases of Learners with Diverse Needs And Learning Challenges	87
Fact - Finding Committee	89
IX. Child Protection Policy	90
X. Anti-Bullying Program/ Anti-Bullying Statement	91
XI. Policy on Co-Curricular and Extra-Curricular Activities	96
Campus Organizations/Clubs	96
Guidelines on Activities	98
Policy on Student Organizations	99
Policy Guidelines on the Conduct of Off-Campus Activities	100
XII. School Facilities	101
XIII. Code of Conduct Under New Normal Situation	104
XIV. Psychosocial Support Policy	106
XV. LCUP Policy Framework for a Safe and Inclusive Learning Environment	109
XVI. General Guidelines for Parents/Guardians	111
XVII. General Guidelines for Student Handbook Development	113
Pupil's/Student's Agreement and Pledge of Commitment	114
Parent's Agreement and Pledge of Commitment	114
Student Discipline Monitoring Record	115
Student Clearance Form	116

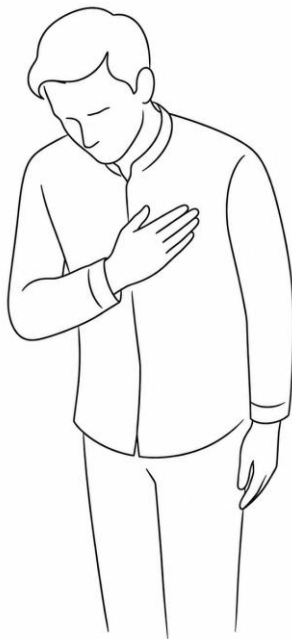
OUR LADY OF CONSOLATION





ST. AUGUSTINE





“In Deum”

In Deum is a formal greeting that means “*in God*” or “*towards God*.” It is used within the school community as an expression of respect, unity, and shared values, reminding individuals to act with courtesy, discipline, and purpose in line with the institution’s formative and spiritual culture.

All members of the school community are encouraged to use the greeting “In Deum” as a sign of respect, unity, and courtesy in appropriate school interactions and official activities, observing proper decorum at all times.

CONSOLANIAN PRAYERS



University Prayer

Lord God of all wisdom!

We pray for the La Consolacion University Philippines that she may be faithful to the purposes of our foundresses, continue to promote the search for truth and knowledge, and be an inspiration for others to follow. May we be a community of scholars sharing this ambition, caring for one another and loyal to the truth revealed to us as your disciples. AMEN.

Prayer for the Beatification of Mo. Consuelo

God of love and compassion, you endowed Mother Consuelo with great love and zeal for your honor and glory. We commend to you her life and example of love of God and neighbor. With faith and trust in your gracious providence, we pray for her beatification so that she may continue to inspire us in seeking your will and living a holy life. God of mercy, we also humbly present to you our need, united with the confirmation of the holiness of life of Mother Consuelo.

(Mention your intention)

In gratitude for your boundless blessings,

We praise and thank you, Our God, Father, Son and Holy Spirit. Amen.

Prayer to the Blessed Mother

Memorare

Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to thy protection, implored your help, or sought your intention was left unaided. Inspired by this confidence, we fly unto you, O Virgin of Virgins, Our Mother. To you we come, before you we stand, sinful and sorrowful. O Mother of the Word Incarnate, despise not our petitions, but in your mercy hear and answer us. Amen.

Prayer for Intercession of Our Lady of Consolation

God, our Father, You sent Your Holy Son, born of the Virgin Mary, as the consolation of your people. Through the prayers of His Mother, may we find in Him the fullness of Your compassion and share its blessing to all around us. May Mary, Our Mother of Consolation who brought comfort and strength to Monica with the conversion of her son, Augustine, help all those in need and brings consolation to them. Amen.



Prayer for Augustinian Spirituality

God, the desire of every human heart, you moved St. Augustine to seek restlessly for truth and peace. Touch our hearts with his burning desire for wisdom, for the Word made flesh. God of truth and justice, you taught Augustine to love unity and common life. Give us a share in his thirst for unity and make us one in mind and heart. God, our shepherd, you made Augustine a faithful pastor of your flock. Guide us, like him, to serve all people. As we make our way to Your Kingdom. God, in whom we find our rest, renew in us the desire to follow Jesus and his servant Augustine. Keep us faithful to our promises until at last we find our rest in You. Amen.

FOREWORD



Dear Students,

Welcome to LCUP!

We, the Administrators, the Faculty, and Non-Teaching Personnel, are truly happy to have you as a member of the Augustinian Family – the LCUP “Community of Friends”.

We offer you this Student Handbook, which contains the necessary information intended to guide and give you direction while you are with us. As a student, you need to understand the university policies and operations, which you are required to strictly follow and abide by.

It is good to know that LCUP, as an institution of higher learning and basic education, has the ultimate goal of bringing out the best in you. This, however, needs your wholehearted support. It is only through our cooperative efforts that the real meaning of Christian Catholic education can be attained.

Each LCUP student is called to be Consolanian. It was chosen after the school was finally named La Consolacion University Philippines, coined after the name of Our Lady of Consolation.

Like Our Lady of Consolation, every LCUP student is called upon to spread consolation to the weary, the confused, the suffering, and those in need, and is challenged daily to be Christ-like to serve people in the will and name of God.

It is our dream that any person who looks at LCUP students sees the image of Our Lady of Consolation whose ‘pure heart’ is deeply embedded in the life of our students.

This Student Handbook will be your constant guide as you relate with each other, with your parents, with the Teaching and Non-Teaching Personnel, the School Administrators, and the Sisters. Do read and understand the message contained herein. Live your student life guided by it.

Our prayers go with you all the way. God bless.

Board of Trustees

Administrators

Teaching and Non- Teaching Personnel

Religious Community of the La Consolacion University Philippines

PART I

BRIEF HISTORY OF THE LCUP



La Consolacion University Philippines (LCUP) is a co-educational Catholic institution administered by the Augustinian Sisters of Our Lady of Consolation (ASOLC). It traces its roots back to May 1937, when it was founded as Colegio de Nuestra Señora del Carmen. The school was established through the generous land donation of Doña Estefania del Rosario Vda. de Jacinto, sister of Mother Catalina de Jesus, OSA, with the noble mission of providing education to underprivileged children in Barasoain. At the time, it was the only educational institution in the locality.

Initially, the school offered Early Childhood and Elementary Education. By 1940, it expanded to include vocational courses such as typing, stenography, and dressmaking. However, the outbreak of World War II forced the school to temporarily close. It later reopened during the Japanese occupation, offering secondary education at the request of the occupying forces.

In the years that followed, LCUP experienced steady growth in enrollment and significant improvements in the quality of instruction, driven by the recruitment of qualified educators. The campus expanded with new facilities and buildings, and discipline was strictly upheld. In 1965, the College Department was reopened, and more tertiary-level programs were introduced. To support this expansion, the institution acquired additional land for the college campus.

In 1967, the school was renamed Regina Carmeli College (RCC). A major development came in August 1979 when RCC adopted the Catholic School System Development (CS-SSD) program. This initiative aimed to strengthen personnel formation, systematize operations, and elevate academic standards in preparation for the school's long-term goal of voluntary accreditation.

On August 27, 1984, Regina Carmeli College (RCC) marked a significant milestone with the laying of the cornerstone for its extension campus on a five-hectare lot in Catmon, Malolos, Bulacan. This solemn ceremony symbolized the institution's growing commitment to playing a more decisive role in the education of Bulakeños. The new campus was formally blessed and dedicated in a liturgical celebration

on July 4, 1985.

In response to the needs of Commerce graduates from Malolos and neighboring towns, RCC established the CPA Review Center in May 1986. The center quickly gained recognition for producing successful Certified Public Accountants, including an alumnus who ranked seventh in the national CPA Board Examinations.



The year 1987 marked RCC's Golden Jubilee, celebrating 50 years of educational service. Highlights of the celebration included the blessing of the Sisters' residence in Catmon and a grand institutional musical presentation titled "Color It Gold!"

In pursuit of academic excellence, RCC underwent its first PAASCU Formal Survey for the Grade School Department in October 1988, followed shortly by the High School Department. These evaluations reflected the institution's dedication to quality assurance and continuous improvement. Furthering its mission to develop high-level human resources, RCC formally opened its Graduate School in June 1991. The initial offerings included programs in Behavioral Science with majors in Anthropology, Sociology, and Psychology. Over time, the Graduate School expanded to offer six doctoral programs and 24 master's programs, serving as a hub for advanced academic and professional development.

In 1993, RCC launched its Adult Night High School Program, a pro-people initiative offering free secondary education through a DECS-approved five-year curriculum. Designed for underprivileged adults who lacked access to formal education beyond the elementary level, the program graduated its first batch of students in 1998. That same year, RCC made its first formal attempt to attain university status, submitting a letter of intent and a comprehensive project proposal for conversion.

In 1994, RCC's commitment to community service took a transformative turn with the launch of the Mother Rita Homes project under the Mother Rita Barcelo Outreach and Livelihood Corporation (MRBOLC). Funded by the Committee of German Doctors for Developing Countries, the initiative provided low-cost housing to 200 indigent families in Malolos and Guiguinto, reflecting RCC's dedication to social responsibility and sustainable development.

On June 8, 1998, the institution was formally inaugurated as a university—La Consolacion University Philippines (LCUP)—in Catmon, Malolos. The event also marked the investiture of its first University President, Sister Carmeli Ma. Catan, OSA, who had served as College Directress and Dean from 1984 to

1997. Under her leadership, LCUP continued to uphold its mission of forming competent, world-class learners grounded in Marian-Augustinian values. In 2003, LCUP entered the international accreditation arena, earning its first ISO 9001:2000 Certification. That same year, the Commission on Higher Education (CHED) awarded LCUP Deregulated Status—an emblem of institutional excellence, integrity, and consistent performance in licensure examinations.



The next five years bore many milestones worthy of note, including the strengthening of accreditation and quality assurance with the great number of successful accreditations of various programs, notable of which were the PAASCU Level III Accredited Status of Basic Education Department and the granting of Level III status by PACUCOA to the Master of Science in Public Administration program, the second program in the country to be granted such status.

Sr. Niceta M. Vargas, OSA, was installed as the second president of URC on June 4, 2005. On June 12, the Barasoain Center for Innovative Education (BarCIE) officially launched a mission college, URC-San Rafael, in San Rafael, Bulacan, initially offering Commerce and Education courses.

The institution also made efforts to build bridges with international institutions and organizations. These initiatives involved signing Memoranda of Agreement with the Daegu Health College in South Korea, St. Joseph School, Bangkok, Thailand, LUMOS Leuven, Belgium, and Bridge of Life Foundation – Davita Missions USA. The institution also embarked on membership with the Association of Asia and the Pacific. These forged partnerships and memberships paved the way for opportunities to explore research collaborations, benchmarking, joint community extension endeavors, cultural exchange, and cross-border education programs. In 2008, the institution, with Dr. Belen de Jesus as project proponent, emerged as a leader in Region III when it won the Regional Outstanding Award in a community extension project entitled “The University of Regina Carmeli (URC) Community Development and Extension Program and Its Organizational Feature.” The year 2009 ended with a blessing - the celebration of the 70th Founding Anniversary of URC inspired by the theme “The University of Regina Carmeli: A Seventy-Year Journey Toward Educational Excellence.”

Sr. Editha S. Zerna, OSA, was installed as the third URC president on June 4, 2010.

The year 2010 commenced with a blessing and inauguration of the La Consolacion University General Hospital situated in the town of Plaridel. This hospital not only provided medical services to the community but also served as a training facility for the allied medical students of the institution. Maintaining the University’s competitive edge, the management enhanced the academic programs by expanding the curricular courses to bring in new sets of students. The institution offered ten new undergraduate courses and four post-graduate programs including Bachelor of Science in Psychology (BSPsyc), Bachelor of Science in Biology (BSBIO); Bachelor of Science in Information Technology (BSIT); Bachelor of Science in Information System (BSIT); Bachelor of Science in Social Work (BSSW); Bachelor of Science in Radiologic Technology (BSRT); Bachelor of Elementary Education (BEED-SPED); Bachelor of Science in Office Administration (BSOA); Master of Arts in Nursing (MAN); Master of



Information Technology (MIT), Doctor of Business Administration (DBA); Doctor in Public Administration (DPA); Doctor of Philosophy (PhD) and Doctor of Educational (EdD), with more course offerings, the college enrollment started to increase. The exciting events of the third millennium demonstrate URC's ability to sustain its thrust of providing Bulacan and other provinces of Luzon educational services in the arena of effective instruction, relevant research, functional extension service, and above all, quality Catholic tertiary education, as it is the only Catholic Augustinian University in the province.

On January 8, 2011, by a congregational decision that schools being run by the Augustinian Sisters of Our Lady of Consolation carry one name, the University of Regina Carmeli was officially renamed La Consolacion University Philippines. With this new name, LCUP committed itself even more to being a provider of world-class, professionally competent human resources who are catalysts for the sustainability of a Christo-Centric Stewardship in the community and society.

The year 2012 shone another ray of light and hope for the institution as it celebrated its 75 years of existence. Commemorated momentarily, 75 Outstanding Alumni from various disciplines were given recognition, and the first-ever International Conference on Interdisciplinary Research Innovations (ICIRI) was made possible, graced by more than 250 presenters coming from renowned academic institutions around the globe.

For the Academic Year 2014 - 2015, LCUP stepped up its efforts in providing quality education and producing quality and globally competitive graduates. All board courses offered by LCUP have yielded results that were well above the national passing rate, and all accredited programs stepped up their level.

In this academic year as well, the Commission on Higher Education opened the application for Autonomous Status to all eligible and aspiring higher education institutions. The university, from then on, made its move and commenced with the preparations. Administrators teamed up and compiled evidence of academic programs with accreditation level, institutional international certifications, proof of international and local linkages, research productivity, instruction, and other relevant evidence.

The Academic Year 2015-2016, under the administration of Sr. Imelda A. Mora, OSA, PhD., commenced with a groundbreaking achievement, inking another milestone in the chronicle of the institution. The University was granted Autonomous Status by the Commission on Higher Education (CHED) during the 22nd CHED Anniversary Celebration held at the CHED Auditorium, UP Diliman, Quezon City, joining five other private Higher Education Institutions (HEIs) in Region III to receive such a prestigious privilege and commendation. In addition, the



Graduate School's Master of Public Administration (MPA) program has been granted a five-year Level IV Accreditation Status –the highest accreditation status given by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).

Since 2015, when its building construction and course-program preparation started, the institution opened its doors to future doctors of the country, launching the College of Medicine on August 14, 2017. Indeed, another big leap for the institution, for it is the first-ever school in the whole province of Bulacan to offer a course in Medicine. To provide the best quality of education to the pioneering batch of Medicine students, LCUP hired competent and skillful doctors from renowned and established medical schools in Manila to serve as faculty.

LCUP welcomed the AY 2018-2019 with a second-time leader in the person of Sr. Editha S. Zerna, OSA, Ph.D., who directed the growth of the university for the next five years energetically. Coming together marks the beginning, staying together reflects progress, and working together leads to fruitfulness. LCUP's strength is amplified through its partnerships with higher education institutions (HEIs), making collaboration a cornerstone of its mission. On May 30, 2018, LCUP formalized a partnership with

Fu Jen Catholic University (FJCU) in Taipei, Taiwan. A delegation of 36 representatives from LCUP engaged in a three-day benchmarking activity. In line with both universities' commitment to internationalization, this partnership opened doors for collaborative research among faculty members, cultural exchange programs for students and faculty, joint academic projects, and scholarship opportunities.

In March 2020, the world was struck by the outbreak of the coronavirus. The severe risks and disruptions caused by the virus triggered a significant shift in global events and continued to pose health threats well into 2023. The pandemic forced various industries to adapt to a new normal, and academic institutions were no exception—prompting them to rethink and restructure their operations to ensure continuity in education and safety for all.

The dangers of the global pandemic, however, never set back the institution from its dedication to its vision and mission. Adapting to the new normal through flexible learning schemes, the University continued to deliver quality education from one computer or cellular device to another. This learning method materialized through using Google for Education Enterprise, which spurred the impetus to shift all learning and teaching activities, whether in a synchronous or asynchronous mode, to the virtual classroom. The sudden shift was never an easy path, but the institution's shared struggle transformed into a shared responsibility to the community. LCUP also joined hands with the local government unit in facilitating vaccination programs and establishing community pantries in its partner communities.



From 2020 to 2022, as the world adjusted to the realities of the new normal, LCUP remained steadfast in its commitment to advancing Instruction, Research, and Extension. Despite the challenges posed by social distancing, the LCUP community continued to nurture spiritual and religious formation through online celebrations and activities. Even across great distances, the institution forged international alliances through virtual signing ceremonies with partners in India, South Korea, Dubai, Sri Lanka, the USA, and China. These years also ushered in a wave of opportunities, reinforcing LCUP's legacy of providing academic and discursive platforms to address pressing issues during uncertain times. A milestone in this journey was the launch of the first-ever LCUP–Globus Education and Research Association (GE&RA) International Web Conference, born from a shared mission between the two institutions. Additionally, the International Conference on Interdisciplinary Research Innovations (ICIRI) was successfully revived for its fourth installment, further strengthening LCUP's global academic presence.

After two years of navigating hybrid learning, the university's corridors and classrooms once again came alive as LCUP fully reopened for face-to-face instruction. Offices resumed full operations to support the demands of in-person learning. Though smiles and laughter remained hidden behind face masks, the light in everyone's eyes reflected unwavering hope and resilience. What made 2022 even more memorable was the celebration of LCUP's 85th Founding Anniversary. On December 4, the entire community stood united on the same grounds once walked by the institution's revered foundresses, commemorating this historic milestone together. The highlight of University Week culminated on this special day, as LCUP proudly welcomed His Eminence Cardinal José Fuerte Advincula, D.D., proclaimed Cardinal by Pope Francis and Metropolitan Archbishop of Manila. He was warmly received by the University President Sr. Editha S. Zerna, OSA, PhD; Superior General Sr. Eden L. Gicana, OSA; Bishop Dennis C. Villarojo, D.D.; Rev. Fr. Domingo Salonga; and Hon. Governor Daniel R. Fernando.

The institution's vast efforts in sustaining and enhancing its program accreditations and quality assurance certifications throughout the years resulted in successful outcomes, as it was hailed by PACUCOA as the institution with the highest number of accredited programs in Region III and the institution with the highest number of level 1 formally accredited programs in the whole country.

The year 2023 stood as a testament to LCUP's enduring strength, courage, and gratitude. It was a time to honor the legacy of those who paved the way, and to renew our commitment to the university's vision, mission, and goals. Twenty-five years prior, LCUP had only dreamed of becoming the institution it is today. In 2023, that dream was not only realized—it was elevated. The university community dared to grow beyond its past, striving to uphold academic



excellence and provide the best possible university experience for its students. This milestone year reminded us of how far we've come, and inspired us to continue reaching for greater heights.

The beginning of 2023 was marked by a proud achievement for LCUP, as four of its graduates emerged as topnotchers in the 2022 Radiologic Technologist Licensure Examination—an accomplishment that underscored the university's commitment to academic excellence. That same year, LCUP welcomed back Sr. Niceta M. Vargas, OSA, as University President, ushering in a new academic year in June with renewed vigor and dedication to its legacy of innovation and quality education.

Throughout 2023, LCUP continued to demonstrate its unwavering commitment to producing graduates who are not only academically proficient but also socially responsible and globally competitive. The university expanded its international reach through strategic partnerships with St. Joseph Nakae School in Thailand and Huey Deng High School in Taiwan. These collaborations fostered cultural exchange, enriched academic programs, and created new opportunities for faculty and students to engage with diverse global perspectives.

LCUP's participation in the 15th Asian Conference on Education (ACE) in Tokyo further highlighted its dedication to educational advancement and global dialogue. The university also celebrated a milestone in international internships, as students from the College of International Tourism and Hospitality Management (CITHM) trained at The Slate, Phuket Pearl Resort in Thailand. Meanwhile, Education students from the CASE Department conducted their practice teaching in Nakae, Thailand—marking a significant step in post-pandemic professional development. These experiences reflected LCUP's continued pursuit of excellence and its mission to prepare students for a dynamic and interconnected world.

In 2023, as LCUP celebrated its 86th Founding Anniversary, it also marked a significant milestone—25 years since its elevation to university status. This silver anniversary was a heartfelt tribute to the triumphs and challenges that shaped LCUP into the respected institution it is today, reaffirming its vital role in the community and the lives of its students.

Under the renewed leadership of Sr. Niceta M. Vargas, OSA, the university charted a bold course for the future. Administrators developed the Strategic Long Range Plan for Academic Years 2024–2025 to 2029–2030, providing a clear roadmap for sustained growth and innovation.

As face-to-face learning fully resumed, the campus once again buzzed with life. Students eagerly participated in a wide array of activities—from business simulations and dance competitions to youth jams and fun booths—reclaiming the vibrant campus experience that had



been paused during the pandemic. LCUP students also excelled in various academic and extracurricular competitions. Basic Education students secured third place in Feature Writing at the National Schools Press Conference, while a CASE student won first place in Comic-Strip Making at the Luzon Higher Education Press Conference.

LCUP's CASE Department was named 2nd Overall Champion at the 2024 Gawad Aninag, a regional convention for Teacher Education students hosted by Holy Angel University. Meanwhile, Truth Courier, the university's student publication, was recognized as the 5th Best Performing Publication in Region III during the 3rd Young Journalists Press-Freedom Conference.

The university also made its mark in cultural and sports events at the MACIPRISA Meet, and students from the Basic Education Department brought home medals in Investigatory Project, Math, and Science Quiz Bee competitions at both regional and national levels through ASMEPPS. These achievements reflect LCUP's commitment to holistic education—empowering students to thrive academically, socially, and culturally.

On January 26, 2024, the LCUP community, together with the Augustinian Sisters of Our Lady of Consolation (ASOLC), the Association of Schools of the Augustinian Sisters (ASAS), Augustinian Friars, and partner communities, united in a noble cause: the Crusade for the Beatification of Venerable Mo. Consuelo. This collective effort underscored the university's deep spiritual roots and enduring mission.

LCUP's pursuit of excellence was further affirmed on March 19, 2024, when it achieved zero non-conformities in the ISO 9001:2015 Second Surveillance Audit—a testament to its strong quality assurance systems.

On September 16, 2024, the Commission on Higher Education once again granted LCUP Autonomous Status, recognizing its high standards and granting greater academic freedom. Just two months later, on November 19, LCUP was ranked among the Top 100 Private Universities in the ASEAN Region—an achievement that elevated its reputation in international benchmarking. That same year, LCUP was honored with the Philippine Quality Award for Regional Proficiency in Quality Management (Level II – Region III), further solidifying its leadership in educational excellence.

Individual excellence also shone through. Dr. Maria Mercedes Haz, Director of the Library and Information Center, was awarded First Place in the 2024 Search for Children's Librarian of the Year (School Librarian category) on October 2.



In the field of nursing education, LCUP proudly participated in the 22nd National Conference for Nursing Students organized by the Association of Deans of Philippine Colleges of Nursing, Inc. Ms. Mia Monica Mae Bautista, alongside Prof. Gelbert Porque, presented a research study titled “Nursing Students’ Clinical Experience and Their Attitude, Perception, and Readiness in Healthcare Settings: A Basis for Clinical Rotation Preparedness Program (CRPP)”. Co-authored by a team of dedicated students and faculty, the study highlighted LCUP’s commitment to advancing healthcare education through research and innovation.

Innovation also took center stage in 2024 with the launch of the university’s first Virtual Reality Lab for Hospitality and Tourism Management students on October 7. This state-of-the-art facility, equipped with AI and immersive technology, provided students with hands-on experiences that bridged theory and practice—demonstrating LCUP’s forward-thinking approach to education.

On November 27, students from the Radiologic Technology Society of the College of Allied Medical Professions represented LCUP at The Röntgen Brainiacs 2024, a regional intercollegiate competition hosted by Holy Angel University, where they earned multiple awards.

LCUP’s academic excellence was further validated by its licensure exam results. The university achieved a 93.44% passing rate for first-time takers in the 2024 Nursing Licensure Examination (November 9–10), and a perfect 100% passing rate in the 2024 Radiologic Technologist Licensure Examination (December 12–13). These outcomes reflect the university’s unwavering dedication to producing competent, compassionate, and globally competitive Augustinian-Marian professionals.

Demonstrating its unwavering commitment to excellence in education and institutional service, LCUP successfully passed the ISO 9001:2015 Recertification Audit—further affirming the university’s adherence to global standards in quality management. Adding to this achievement, LCUP proudly ranked 42nd in the World University Rankings for Innovation under the Ethics and Integrity category, a recognition that highlights its dedication to principled leadership and ethical academic practices.

With a renewed focus on sustaining its legacy of quality education and the core Augustinian-Marian values that define its identity, LCUP stands ready to embrace the challenges and opportunities of the future. The university remains committed to shaping the leaders of tomorrow—grounded in faith, excellence, and service.

All for the Glory of God!



PART II

FOUNDATIONAL STATEMENT

ASOLC FOUNDATIONAL STATEMENT

OSA CHARISM

We, the Augustinian Sisters of Our Lady of Consolation (ASOLC), are called to incarnate with LIVING FAITH, the COMPASSIONATE CHRIST in a COMMUNITY OF FRIENDS and in HUMBLE, ENDURING SERVICE to the needs of the Church, especially the POOR through EVANGELIZATION.

VISION-MISSION STATEMENT OF THE AUGUSTINIAN SISTERS OF OUR LADY OF CONSOLATION



Moved by the Spirit of the Risen Christ, ASOLC, as a community of women disciples, envision themselves to become prophetic witnesses by their life of action-contemplation.

In solidarity with the Filipino people, especially the poor, ASOLC commit themselves to Christ and His mission through renewed integral evangelization that will affect personal-communal conversion for the transformation of the world and integrity of creation towards the realization of the Reign of God.

VISION-MISSION STATEMENT OF ASAS (ASSOCIATION OF SCHOOLS OF THE AUGUSTINIAN SISTERS)

ASAS envisions itself as a community of schools inspired by the Catholic schools' philosophy of education and the ASOLC charism, Vision-mission. Its prophetic and transformative mission is to promote renewed integral evangelization in the schools and larger communities contextualized in the religious, socio-cultural, economic, and political realities of the Philippines, Asia-Pacific, and the World.

In view of this Vision-Mission, ASAS is committed to:

- Assist its member schools to achieve their objective of guiding students towards their total human development with emphasis on maturity in faith that will deepen one's love of God and of neighbor; and
- Help member schools strengthen their academic programs with religion as core of the curriculum through renewed integral evangelization in both contents and processes.

LCUP FOUNDATIONAL STATEMENTS

EDUCATIONAL PHILOSOPHY

As a Catholic education Institution, La Consolacion University Philippines believes that a true Augustinian-Marian person has a commitment to Christ-centered prophetic witnessing, manifested through a spirit of national and global concern for the larger community, the Church, country, and the world.

LCUP, rooted in Gospel values and inspired by the teaching of St. Augustine and the life of Our Lady Consolation, aims for the holistic development of individuals responsive to the evolving needs of society.

VISION STATEMENT



Moved by the Spirit of the Risen Christ, La Consolacion University Philippines, rooted in Gospel values as a Catholic Augustinian-Marian institution, envisions to become a catalyst for the holistic transformation of all persons and communities.

MISSION STATEMENT

LCUP commits to generate and make available to all persons and communities programs and services that will enable them to:

- exhibit academic and technical competence in their respective areas of discipline, in the local and international environment;
- demonstrate knowledge, critical thinking, and creativity by exploring various avenues of learning and searching for truth;
- live Gospel values in the varied aspects of their personal and professional lives;
- manifest willingness to serve, especially the marginalized sector of our society;
- demonstrate productivity in various areas of learning as responsible stewards of our common home and society; and
- develop individuals who are resilient, inclusive, and responsive to the socioeconomic realities of the Philippines and the complexities of the global environment.

INSTITUTIONAL GOALS

- To provide basic and higher formal and innovative education programs that are nationalist/globalist in character, responsive to international standards of excellence.
- To generate and diffuse knowledge in a broad range of disciplines, relevant and receptive to the dynamically changing domestic and international environment.
- To promote the Catholic Augustinian-Marian culture of commitment to charity, compassion, action-contemplation, and preferential option towards the marginalized sector of society, including those with diverse needs, and the promotion of justice, peace, creation, spirituality, and gender equality.
- To broaden access to educational opportunities for all.
- To optimize the social, institutional, and individual benefits derived from the utilization of educational resources through sustainable practices.

QUALITY POLICY

- "Creating Quality Learning, Making Quality a Lived Experience".
- "Quality Learning Doesn't Just Occur, LCUP Makes It Happen".
- "Serving Communities Live Faith, Life and Culture through Action-Contemplation".
- "Ensuring the Continual improvement of the Management System for Educational Organization (EOMS). Driven by a proactive approach to adopting relevant educational, scientific, and technical developments, responsibly managing



intellectual property in accord with ISO Standards, statutory, and regulatory requirements to sustain stakeholder satisfaction.

CORE VALUES

Interiority

Turning inward and returning to our inner self. Encountering the reality of our self and its sinfulness, through prayer, reflection, and contemplative silence for us to transcend to an ultimate encounter with God.

Compassion

Loving and extending our care for others by understanding their feelings, recognizing their needs, and responding to them. "What does love look like? It has the hands to help others. It has the feet to hasten to the poor and needy. It has eyes to see misery and want. It has the ears to hear the sighs and sorrows of men. That is what love looks like." (*Source: Augustine of Hippo, Confessions*)

Community-Orientedness

Fostering a spirit of friendship, unity, and interdependence based on mutual trust and respect to create a socially responsive environment that would challenge each one to be united and committed in reaching a common goal.

Courage

Fostering the ability to freely express our thoughts and ideas. Bravely speaking the truth in a prudent manner. Having the audacity to give and accept brotherly or sisterly corrections. And doing the right thing that is based on Gospel values even when other people are doing it the other way around.

Humility

We strive to accept our reality and the sacredness in us and in others. Allowing us to recognize and appreciate our strengths and limitations. Willingly accepting feedback and/or brotherly or sisterly corrections and taking the opportunity to transcend and learn from those. And for being grateful to God for uniquely creating us for a certain purpose.

Missionary Spirit

Living a life that touches others. A life witnessing the examples and teachings of Christ. The boldness to respond to the call of time. "The degree to which you are concerned for the common good rather than for your own, is the criterion by which you can judge how much progress you have made." (*Source: Augustine of Hippo, The Rule*)



EXPECTED GRADUATE ATTRIBUTES

Expected LCUP Graduate Attribute:

Critical and Creative thinker

- Analyzes problems/situations systematically and logically.
- Seeks new and valid information to broaden understanding.
- Demonstrates and models the use of higher-order thinking skills.
- Creates solutions to problems using novel methods and processes.
- Views issues without any pre-set biases or limitations.
- Recognizes points for improvement and uses imagination to solve problems.
- Competent Catholic Augustinian Marian Professional
- Possesses a high level of knowledge, skills, and competence in his/her area of specialization
- Demonstrates good command of at least two languages
- Utilizes effectively appropriate media and information technologies

Socially Responsive Steward

- Demonstrates a sense of commitment to leadership and service towards helping the marginalized in improving their lives.
- Works with others and collaborates for a common good and with a heart to care for others specially the least in the community
- Practices good stewardship and accountability
- Promotes high regard for God's creations.
- Enhances moral values, work ethics, commitment, sense of responsibility, and sense of belongingness.

Transformative Lifelong Learner

- Promotes transparency of knowledge
- Fosters reflexivity
- Considers risk and confidence of judgement
- Translates knowledge, skills, attitudes, values in the world of work and in their real-life situation
- Contributes to the growth of the society in whatever work or profession that responds to the needs of the 21st century world, other -not self-centered and ready to serve humanity and whole creation.

BASIC EDUCATION DEPARTMENT



Vision Statement

The LCUP Basic Education Department envisions itself to be a laboratory for the training of faithful stewards who are Christ-centered, competent, community-oriented, have strong character, and effective-affective agents of change.

Mission Statement

In collaboration with the home, community, the church, and other social institutions, the mission of the Basic Education Department is:

- To provide students with excellent teaching and learning experiences that would enable them to lead and respond to the challenges of a complex society.
- To create a learning environment which will develop students' critical and analytical thinking skills.
- To nurture pride for cultural heritage and national identity, deep love for country and willingness to contribute to its development.
- To provide access to affordable and quality education regardless of gender, origin, race, and creed.
- To establish a community of friends consisting of Administrators, Teachers, Alumnae, Parents, Students, and other stakeholders nurtured in and imbued with Catholic Augustinian Spirituality.

Goals and Objectives

Early Childhood Education (Nursery to Grade3)

The overall goal of the Early Childhood Education is to provide a carefully prepared and sequenced learning process and environment geared toward the learners' holistic formation with profound emphasis on the development of their multiple intelligences. Its objectives are:

- to provide an opportunity for pupils to learn that leads to love for life-long learning by helping them discover answers through hands-on learning activities that spur their individual inquisitiveness and creativity;
- to assist pupils to learn and solve problems, think logically, represent, and think symbolically, use their imagination and creativity effectively;



- to develop social progress of pupils through interactive and cooperative learning activities coupled with communal and environmental skills responsiveness;
- to provide curriculum activities that harness a positive self-image among learners and facilitate their holistic development
- to develop language proficiency which includes encoding and decoding words, spoken and written, verbal and non-verbal; expanding their vocabulary significantly and developing literary skills like listening, speaking, reading, and writing; and
- to promote common good and care for God's creation.

Elementary Level (Grade 4 – Grade 6)

The overall goal of the elementary level is to facilitate the pupil's basic integral formation of mind, body, and spirit to prepare them to become responsible stewards; its objectives are:

- to equip the learners with fundamental knowledge, skills, attitudes, and values essential to their holistic development through quality teaching-and-learning experiences;
- to create opportunities which would increase the pupils' social awareness and prepare them for constructive and effective involvement in their family, school, and community;
- to respond to the needs of the poor but deserving pupils by providing them access to affordable and quality elementary education, regardless of religion, gender, creed, and race;
- to provide pupils with experiences that will allow them to witness in their daily lives the gospel message of love, peace, and justice as expressed in the Augustinian Core Values of interiority, humility, courage, missionary spirit, compassion, and community-orientedness;
- to engage pupils in simple investigative activities that will harness their technological, analytical, and critical thinking skills; and
- to promote common good and care for God's creation.

High School Level (Grade 7 – Grade 12)

The goal of the secondary education level is to prepare the students for the demands of higher education and train them to become potential servant leaders and prophetic witnesses in the communities.

Specific Objectives:

- to provide quality and excellent catholic education which will empower learners to respond to the challenges of higher learning;
- to provide training in productivity and transformative leadership through enhancing learners' solidarity with the poor and the marginalized;
- to create learning opportunities which will develop learners' technological, critical, and analytical thinking skills and communicative competence.;
- to provide opportunity of access to an affordable and quality education, regardless of religion, gender, creed, and race;



- to provide students with learning experiences that will allow them to become prophetic witnesses in their communities, thereby leading others to God; and
- to promote common good and care for God's creation.



LCUP HYMN

Refrain:

Beloved LCUP!

Alma Mater dear, we hail
And we shall sing her praise, Sing her
praise to the sky.

As faithful sons and daughters,
Your torch we'll carry
As we shall raise your flag up high,
Beloved LCUP!

Guiding star of our future,
Give us strength forever more
Guide us in our constant
journey

As we commit ourselves to
oneness,

A call for love...
A call for justice...
A call for peace...
A call for freedom...

Repeat Refrain

Alma Mater dear.

We pledge to be true
Consolanians. Your ideals will
be our guide

Where'er our searching may
take us.

Faithfully we'll proclaim
The lessons of faith and love
Imbided from your fountain
Of truth and wisdom

ALMA MATER SONG

Through the years, the
standard of you
Guide us to goals, even higher and true
Serving each day, guiding our way Hail
Alma Mater, dear LCUP.

Chorus:

Hail Alma Mater, dear LCUP
In hearts and soul;
It will be our goal
To serve thee faithfully
Children of Mary, praise thee
always
Hail Alma Mater, LCUP

Brightly beams in all of our
dreams
Your light of service guiding
our way
Though we may go, far far
away
We'll ne'er forget you, dear
LCUP.



ADMINISTRATION OF THE SCHOOL

In the pursuit of internal efficiency, the University counts on the competent personnel who compose its workforce. The personnel in turn are managed by administrators whose mission is the translation of the goals and objectives of the university into reality.

1. **BOARD OF TRUSTEES** - This is composed of Augustinian Sisters and highly competent lay persons who formulate and determine the basic and essential institutional policies.
2. **UNIVERSITY PRESIDENT**- She is the chief Executive Officer of the institution. As chairman of the Administrative Council, she has the final responsibility and authority in carrying out all decisions about the governance of the school. She animates, facilitates, and unifies the school community to undertake the courses of action with an accompanying wholesome educational atmosphere along the school's thrust.
3. **VICE PRESIDENT FOR SPIRITUAL FORMATION AND EXTENSION**- He/She is tasked to develop a faith community supportive of the growth and development of Christian life in the academe by making each one aware of the Church's evangelizing involvement and Christian witnessing.
4. **VICE-PRESIDENT FOR ACADEMIC AFFAIRS** - She/he is responsible for the overall program management of a comprehensive and integrated academic affairs program, including enrollment management. She/he leads the different academic departments through systematic planning, budgeting, evaluation, coordination, and administration.
5. **VICE PRESIDENT FOR FINANCE AND ADMINISTRATIVE SERVICES**- He/She serves as the Chief Financial Officer of the University. He/She is responsible for planning, managing, and directing the University's financial operations. In this respect, he/she assumes the responsibility of formulating and implementing financial strategies that enhance revenues and efficiency, leading to more cost-effective financial practices. He/She directs the annual budget development process that includes preparation of enrollment and revenue estimates, compensation plan recommendations, and strategies for the most efficient allocation and use of all the financial and material resources available to the University and exercises supervisory responsibility over the units/departments under him/her.
6. **VICE-PRESIDENT FOR RESEARCH AND INNOVATION**- He/She is expected to direct institutional planning, development, assessment, and resource allocations across the research development units to articulate goals to achieve the RPO vision. He/She is expected to represent the University to funding agencies and research organizations and will provide leadership in administering the University's internationally sponsored and externally funded research development and training programs. He/She will work closely with the President, other executive officers, and Deans and Directors of colleges, institutes, and government agencies.



7. **UNIVERSITY TREASURER** - She manages the school's finance, as well as all the temporal goods of the school and oversees the achievement of the goals of the apostolate as an expression of the Charism and Mission Statement.
8. **UNIVERSITY REGISTRAR** - She/he organizes, coordinates, and controls activities that concern student registration, transfer, graduation, and the maintenance and safekeeping of student records. He/she keeps himself/herself abreast of the DepEd and CHED policies that concern the educational requirements of all students at all levels.
9. **EXECUTIVE ASSISTANT TO THE PRESIDENT ON ALUMNI RELATIONS** - provides high-level administrative support to the President while serving as the point person for alumni engagement initiatives. The role ensures that the Office of the President operates efficiently and that alumni relations programs are aligned with the President's vision and the university's strategic priorities.
10. **ASSISTANT TO THE PRESIDENT FOR EXTERNAL AFFAIRS AND INTERNATIONALIZATION** – He/She is a key member of the La Consolacion University Philippines' Administrative Committee and is integral to the University's commitment to the overall success of international education and engagement. He/She leads the University's overall direction in developing and maintaining an effective and innovative system of linkages, external affairs, and internationalization to sustain the University's partnerships with local and global institutions.
11. **PRINCIPAL** - As an educational leader, he/she undertakes the delicate task of becoming and being Administrator, Supervisor and Animator. While he/she attends to the demands of quality education responsive to the aspirations of the Filipino people, in line with the OSA Mission and thrust, he/she likewise directs his/her efforts towards the creation of an atmosphere conducive to effective learning and community building.
12. **ASSISTANT PRINCIPAL** – In the spirit of collegiality, subsidiarity, and shared leadership, he/she assists the Principal in the exercise of various tasks related to academics, administration, and supervision.
13. **SUBJECT AREA COORDINATOR** – He/She assists the Assistant Principal in the supervision of instruction, curriculum, and other related academics in his/her department.
14. **COORDINATOR OF DISCIPLINE** – He/she looks into the general discipline, order, and behavioral routine and healthy relations, harmony in view of integrating academic learning and practice, witnessing the mission and vision, and implementing the thrusts of the University.
15. **COORDINATOR OF STUDENT ACTIVITIES** - He/She is responsible for the coordination and direction of the organizational and school-related activities in the Department to ensure smooth and well-balanced implementation.
16. **COORDINATOR OF EARLY CHILDHOOD EDUCATION** - He/She assists the Assistant Principal in the supervision of instruction, curriculum, and other related academics in his/her department
17. **COORDINATOR OF ALUMNI RELATIONS** – He/She is responsible for providing coordination and assistance, both to the alumni and alumni association, in all alumni-



related activities, services, events, and projects. Develops and implements plans and programs that will establish lifelong learning relationships with the university alumni.

18. **DIRECTOR, ADMINISTRATIVE SERVICES** – He/ She is responsible for coordinating and facilitating human resource management services in the university, particularly in the areas of staffing, performance appraisal, training, employer-employee relations, and benefits and recognition programs. He/ She assists and/or gives recommendations to the management on the wide variety of human resource management domains. She serves as the overall custodian of employee records.
19. **DIRECTOR, QUALITY MANAGEMENT SYSTEM** – He/She oversees the establishment, documentation, and effective implementation of the Quality Management System to ensure consistent compliance with all the regulatory and statutory requirements in adherence to the ISO 9001:2015 Standard.
20. **DIRECTOR, MANAGEMENT INFORMATION SYSTEM** – He/she is the overall coordinator who takes charge of managing information systems and computing resources of the university. He/She proposes policies and guidelines regarding the installation and maintenance of information technology. He/She also reviews all requests and recommends the purchase of information technology.
21. **UNIVERSITY CRISIS MANAGER** - The university crisis manager is a pivotal member of the crisis management team. His/her primary role is to protect and maintain the reputation, image, and public perception of the affected entity during times of significant adversity. Further, he/she directs the organization's execution of the Crisis Management Plan and ensures that safety is embedded in all procedures and activities being carried out in the university. He/ she is also in charge of the implementation and monitoring of the Occupational Health and Safety standards in the workplace.
22. **DIRECTOR, DIGITAL TECHNOLOGY AND COMMUNICATION** – The Director of the Marketing and Promotions Office is responsible for creating, developing, and delivering marketing and promotion programs/strategies that are aligned with the university's vision, mission, and thrusts. He/She coordinates and implements varied activities to promote the university's products and services and innovate ways to communicate the university's message to internal and external stakeholders.
23. **DIRECTOR, MANAGEMENT INFORMATION SYSTEM** - He/she is responsible for the overall preparation of the computer system, including the computer center. This includes maintenance, planning, improvement of the services, its physical facilities, and equipment.
24. **DIRECTOR, STUDENT AFFAIRS AND SERVICES**- He/She reports to the Vice-President for Academic Affairs and serves as a member of the Academic Council. He/She is responsible for planning, organizing, controlling, and evaluating the Student Affairs and Services in view of integrating theory and practice in accomplishing the mission and implementing the thrust of the institution towards the promotion of a caring and nurturing learning environment.



25. **DIRECTOR, LIBRARY AND INFORMATION CENTER** – He/she ensures that the library becomes a resource and learning center that delivers services and facilities for relevant and responsive education.
26. **DIRECTOR, INTEGRAL EVANGELIZATION PROGRAM** – The Director for Integral Evangelization Program manages the religious education ministry, the campus ministry, and the social action ministry. He/she exercises supervisory responsibility in all evangelization programs and activities. He/she is charged with the responsibility of developing, coordinating, and administering formation/evangelization programs in the university.
27. **DIRECTOR, EXTENSION SERVICES** - He/She plans, organizes, implements, controls, and evaluates the activities and projects of the Office of the Extension Services. He/She identifies linkages with government and non-government organizations and formulates extension programs in line with the University Vision and Mission.
28. **DIRECTOR, UNIVERSITY LABORATORIES** - He/she is responsible for the availability of the laboratory resources and aids necessary for formal and informal teaching. He/she is also in charge of maintaining the laboratory and all its appurtenances.
29. **DIRECTOR, CENTER FOR LIFELONG LEARNING** - He/She provides overall leadership and strategic direction for the LCUP Center for Lifelong Learning. He/She is responsible for developing and implementing innovative programs, fostering strong community partnerships, and ensuring the financial sustainability of the Center.
30. **DATA PRIVACY OFFICER** - The DPO serves as the main point of contact between the University and the relevant data protection authorities. He/She is responsible for educating the University employees about data privacy compliance, training members of staff who are involved in processing data, and carrying out privacy risk assessment.



PART IV

ADMISSION AND ENROLLMENT REQUIREMENTS

All applicants for admission to the university must accomplish the application form secured from the Admission Office. New enrollees are on probation for at least one (1) year. All students /pupils are obliged to obey the university rules and regulations and to comply with other policies and requirements as may be deemed necessary.

REQUIREMENTS FOR ADMISSION

Grade Level	Requirements for NEW STUDENTS & TRANSFEREES
Nursery 1, 2 and Kinder	2x2 picture PSA Birth Certificate (Original) ECCD Assessment LCUP Interview Result
Grades 1 to 10	1pc 2x2 Picture (White Background) Original PSA Birth Certificate Original Card (Form 138 or SF 9) Entrance Examination (P300.00) Original Good Moral Certificate (For Grades 1 to 12 Transferees) ESC Certificate (For Grades 8 to 12 Transferees with ESC) LCUP Entrance Exam Result
Grades 11 to 12	1pc 2x2 Picture (White Background) Original PSA Birth Certificate Original Card (Form 138 or SF 9) Original Good Moral Certificate Photocopy of Grade 10 Completion Certificate ESC Certificate (For Grade 10 Private Completers with ESC)



Note: Students who are beneficiaries of government assistance programs, such as the Pantawid Pamilyang Pilipino Program (4Ps), or those belonging to sectors recognized under applicable DepEd policies (e.g., solo parent families, children of Overseas Filipino Workers [OFWs], and other identified disadvantaged groups), shall be properly identified and endorsed to the appropriate school office for monitoring, support, and intervention purposes.

1. Foreign Students

As stipulated in the DECS Order No. 26 s. 1994, foreign students who may be admitted are:

- Those who have completed the Sixth or Seventh Grade abroad are eligible for admission to the Grade 7 Junior High School; however, graduates of five-year elementary curriculum are eligible only for admission to Grade 6.
- Those who have completed the Eighth Grade abroad are eligible for admission to the Grade 8 of Junior High School but shall take Filipino 7, Araling Panlipunan 7 (Philippine History and Government), and Religion subjects.
- Those who have completed the Ninth Grade abroad are eligible for the Grade 9 Junior High School but shall take Filipino 7 and Araling Panlipunan 7, and then take Filipino 8 in the Grade 10 of Junior High School.
- Those who have completed the Tenth Grade abroad are eligible for the Grade 10 of Junior High School but shall take Filipino 7, Araling Panlipunan 7, and Religion. They need not take Filipino 8, 9, or 10 to graduate.
- Those who have completed the Eleventh and Twelfth grades abroad are eligible for admission to the tertiary level depending on the course they will pursue and the results of the qualifying examinations. They are required to take Religion subjects.

Foreign students who seek admission to LCUP must comply with the following:

- Must secure a Certificate of Eligibility for Admission from the DepEd.
- Photocopy of the Alien Certificate of Registration (ACR) duly verified by DepEd, the Immigration Certification of Residence (ICR), and Birth Certification.
- BI Student Visa Permit; and
- Drug test result

Note: Foreign student applicants must proceed to the office of International Student Affairs for checking of proper documentary requirements. Upon completion of such, the student applicant proceeds to the Admissions Office for the usual admissions procedure after proper endorsement has been made by the International Student Affairs. Those



students who completed in a foreign school must secure an evaluation from DEPED to determine the year level.

** Authentication Certificate/Apostille*

2. Students Returnee

All students who have stopped or withdrawn from the roll and wish to return must:

- a. Secure and accomplish a Student Returning Slip Form from the Office of the University Registrar.
- b. Secure clearance from the Finance Office.
- c. Present the clearance to the Principal to secure a Permit to Enroll; and
- d. Undergo the same requirements for the New/Transferee students/pupils.

Note: *All transferees and returnee students shall be placed in a probationary period and shall be subjected to a behavioral contract for 1 academic year.*

3. Old Students/Pupils

- a. In general, old students are automatically reserved for admission in the following school year except those who are irregular in attendance, habitual late comers, and those with academic deficiency. These students/pupils must first secure the approval from the Coordinator of Discipline.
- b. Accomplish online or physical registration.
- c. The original Report Card (F-138) must be submitted upon enrollment.

Note: *Students who fail to meet the prescribed grade requirement shall be placed under an academic contract for one academic year*

ENROLMENT PROCEDURE FOR OLD STUDENTS/PUPILS

1. Present Original Report Card (F-138) (preceding school year) and accomplished clearance to the enrolment section for evaluation and assessment.



2. Proceed to the Finance Office for the payment of school fees.
3. Proceed to the Office of the University Registrar and present the Official Receipt (OR) from the Finance Office for the issuance of the Official Certificate of Registration.
4. Proceed to the library for ID picture taking.
5. Proceed to the clinic for medical and dental check-up.

ENROLMENT PROCEDURE FOR STUDENTS' RETURNEE / NEW STUDENTS / PUPILS / TRANSFEREES

1. Submit all necessary requirements at the Admission Office.
2. Take the LCUP entrance examination at the BED Guidance Office and bring the result to the Admission Office for documentation.
3. Proceed to the Principal's Office for evaluation and interview.
4. Proceed to the Enrollment Section for the assessment.
5. Proceed to the Finance Office for the payment of school fees.
6. Proceed to the Office of the University Registrar and present the Official Receipt (OR) from the Finance Office for the issuance of the Official Certificate of Registration.
7. Proceed to the library for ID picture taking.
8. Proceed to the clinic for medical and dental check-up.

ENROLMENT PROCEDURE FOR FOREIGN STUDENTS

1. Secure requirements: Certificate of Eligibility for Admission from the DepEd, Alien Certificate of Registration (photocopy) duly verified by DepEd, the Immigration Certification of Residence (ICR), Birth Certification, Bureau of Immigration Permit to Study, and Translated Academic Records.
2. Take the LCUP entrance examination at the BED Guidance Office and bring the result to the admission office for documentation.
3. Proceed to the Principal's Office for evaluation and interview.
4. Proceed to the Enrollment Section for the assessment.
5. Proceed to the Finance Office for the payment of school fees.
6. Proceed to the Office of the University Registrar and present the Official Receipt (OR) from the Finance Office for the issuance of the Official Certificate of Registration.
7. Proceed to the library for ID picture taking.
8. Proceed to the clinic for medical and dental check-up.

POLICY IN ADMISSION OF LEARNERS WITH DIVERSE NEEDS AND LEARNING CHALLENGES



Since time immemorial, La Consolacion University Philippines (LCUP) has upheld a tradition of inclusivity, embracing students diagnosed with learning challenges and diverse needs. Our commitment to providing a supportive and accommodating learning environment has allowed many students to thrive academically and personally. However, in recent years, there has been a significant increase in the number of students diagnosed with various learning challenges and diverse needs seeking enrollment in our Basic Education Department.

In response to this growing demand, a policy for the admission of students with diverse needs and learning challenges was created. This policy aims to ensure that LCUP continues to provide high-quality education and support while maintaining the resources and attention each student requires. By implementing a structured and thoughtful admission process, we can uphold our inclusive values and better serve the diverse needs of our student community.

This policy aims to establish guidelines for the admission of children with learning challenges and diverse needs to the regular school program at La Consolacion University Philippines (LCUP). It ensures that all students receive appropriate support and resources for their educational success while maintaining the integrity of the inclusive educational environment.

This policy applies to all prospective students with diverse needs and learning challenges seeking admission to the Basic Education Department at La Consolacion University Philippines from Nursery to Grade 3 levels. LCUP is committed to providing an inclusive educational environment that supports the diverse needs of all students. The university will make reasonable accommodations to ensure that students with learning challenges and diverse needs have equal access to educational opportunities.

Inclusive Statement on the Admission of Learners with Diverse Needs and Learning Challenges

La Consolacion University Philippines (LCUP) upholds the right of every learner to equitable, respectful, and meaningful access to education. Guided by the principles of inclusion, learner-centeredness, and fairness under ISO 21001:2018 (Educational Organizations Management System), the University endeavors to create a supportive learning environment that values diversity and recognizes the unique strengths and needs of all learners.

LCUP welcomes learners with special needs and is committed to working collaboratively with learners, families, and relevant professionals to determine appropriate educational pathways. As a regular educational institution, the University's facilities, services, and instructional support systems are designed primarily for mainstream education and may therefore have defined limitations in addressing highly specialized needs.



In the interest of learner welfare, safety, and academic success, admission of learners with special needs is based on professional assessment and recommendation, particularly from a licensed developmental pediatrician or qualified medical professional, indicating that the learner can participate meaningfully in a regular classroom setting with a regular class size, with reasonable and appropriate accommodations.

Admission and continued enrollment are guided by:

- respect for the learner's dignity, rights, and potential for growth;
- careful evaluation of the University's capacity to provide reasonable accommodations and learning support;
- shared responsibility among the University, the learner, and the family in supporting learning and development;
- commitment to maintaining quality learning outcomes, safety, and well-being for all members of the academic community.

When a learner's needs require specialized or intensive interventions beyond the University's present capabilities, LCUP shall engage in open, respectful dialogue with the learner and family and may recommend alternative or supplementary educational arrangements that better support the learner's holistic development. Such guidance is provided not as exclusion, but as an act of care and responsibility.

Through continuous review and improvement of its policies and support systems, LCUP remains committed to strengthening inclusive practices, expanding reasonable accommodations where possible, and upholding its mission of compassionate, quality Augustinian education for all.

ADMISSION GUIDELINES

A. Application Process

Parents/guardians of children with diverse needs and learning challenges must complete the standard application form and indicate their child's specific needs.



A formal request for accommodations and support services must be submitted along with relevant medical and/or psychological documentation. The following documents will be submitted:

1. Result of the neurodevelopmental pediatrician (indicating that the child is recommended for regular school)
2. Result of the therapy session from licensed/ qualified centers.
3. Copy of Birth Certificate
4. Records from previous school if the child experienced regular school in the past school year.
5. 2x2 picture

B. Assessment Team

The team will conduct a comprehensive evaluation to understand the child's specific needs and determine the appropriate accommodations and support services required. Interview and school visit. The following assessment teams are:

• Admission Office Staff

The admission staff will collect the necessary documents as the first step of the admission process. The Admission Staff will inform the Early Childhood Coordinator about the documents submitted by the parents/ guardians.

• ECE Coordinator

The Early Childhood Coordinator will invite the parents and students for an interview and assessment based on the records submitted by the parents. The ECE Coordinator will present and submit the records of the child and the result of the interview and assessment to the Guidance Counselor for review.

• Guidance Counselor

The guidance counselor will review the following documents and schedule an assessment observation for students together with the ECE Faculty members to see if the child can adapt and be ready for regular schooling.

• ECE Faculty Members

The ECE teacher will submit a report to the guidance counselor if the child is ready for regular schooling using the ECCD Checklist or Early Childhood Care and Development Checklist.

C. Admission Decision

The final admission decision will be made by the assessment team based on the evaluation and availability of resources. Parents/guardians will be notified of the admission decision in a timely manner.

D. Inclusion Phase (Based on Republic Act No. 11650 – Inclusive Education Act of 2022)



- Ensures that learners with disabilities are provided equal access to quality, inclusive, and equitable education without discrimination.
- Promotes the full participation of learners with disabilities in academic, co-curricular, and school activities through appropriate and reasonable accommodations.
- Provides individualized educational support, assistive devices, accessible learning resources, and other necessary interventions, whenever appropriate and practicable.
- Encourages collaboration among the school, parents or guardians, healthcare professionals, local government units, and other stakeholders to support the educational needs of learners with disabilities.
- Establishes and strengthens Inclusive Learning Resource Centers (ILRCs) and partnerships with government and non-government organizations to improve inclusive education programs and services.

Note: *Role of the Parents and Guardians*

- LCUP values the active involvement of parents/guardians in the education of their children. Regular meetings will be scheduled to review the student's progress and update the IEP as necessary.
- Consistently submit the latest results of the neurodevelopmental pediatrician and the therapy results to the Student Wellness Officer and ECE teachers for proper review and implementation of recommendations.
- Regularly attends conferences in school scheduled by the ECE teachers and Student Wellness Officer.

PART V

SCHOLARSHIP AND OTHER DISCOUNT PRIVILEGES

1. ACADEMIC SCHOLARSHIP

Kinder to Grade 10 students who recorded top ranks during the current school year are entitled to scholarships for the subsequent school year provided that he/she has not committed violations punishable by community service or suspension.

Rank 1 – 100% free tuition fee

Rank 2 – 50% free tuition fee



Rank 3 – 25% free tuition fee

2. **PEAC DepEd Subsidy for Grade 7 to Grade 10**

The Private Education Assistance Committee scheme, or PEAC, is a program provided for by Republic Act 8545 (amending R.A. 6728), or the “Expanded Government Assistance to Students and Teachers in Private Education, or GASTPE. Its main objective is to decongest public secondary schools by “contracting” the excess capacities of private high schools through the provision of subsidies for students who, otherwise, would have gone to the public high schools.

PEAC- ESC Grant – Php 14,000

Source: DepEd Order No. 6, s. 2015

Additional Requirement for new students/ transferees:

Certification from the Principal of the school where the student last attended indicating their rank number. c/o PEAC

Note: *PEAC Subsidy can be deducted from the Tuition fees and or Miscellaneous fees if the student ranks 1st, 2nd, or 3rd in Academic Performance*

3. **Dep Ed Voucher for Grade 11 to Grade 12**

DepEd School Graduates/Public School Graduates – Php 17,500

Note: *Any revisions or adjustments issued by the government regarding the PEAC-ESC grant and DEPED Voucher Program shall be automatically adopted and implemented by the institution.*

4. **ATHLETIC/VARSITY TEAM SCHOLARSHIP (Grade School and Junior High School)**

A student-athlete scholarship is awarded to all Grade School and Junior High School varsity teams every school year through tuition fee discounts and a 100% discount on the swimming fee.

- Top 3 placers in local and provincial sports events are entitled to a 100% discount on the swimming fee.
- Top 3 placers in regional and national meets or events are entitled to tuition fee discounts as follows:
 - Gold – 100% tuition fee discount
 - Silver – 50% tuition fee discount
 - Bronze – 25% tuition fee discount

Note:

- *Scholarship discounts shall be applied during the next school year.*
- *A student may avail of only one scholarship discount privilege, whichever is higher.*



- Multiple awards earned in different levels of competition (e.g., provincial and national) cannot be combined or applied simultaneously. Only the highest applicable scholarship benefit shall be granted.

5. SIBLINGS DISCOUNT (Nursery to Grade 10 only)

- 5 siblings – 75% free tuition fee for the eldest child, and the developmental fee is free
- 4 siblings – 50% free tuition fee for the eldest child, and the developmental fee is free
- 3 siblings – 25% free tuition fee for the eldest child, and the developmental fee is free
- 2 siblings – development fee discount

Note:

- The discount privilege applies only to students enrolled from Nursery to Grade 10.
- The eldest child shall be entitled to the tuition fee and Developmental Fee discount.
- Other qualified siblings shall receive a fixed discount of Php 1,000 each.

6. LCUP EMPLOYEES' CHILDREN/NIECES OR NEPHEWS

- 100% tuition fee discount for one (1) child of tenured faculty or permanent non-teaching personnel.
- 100% tuition fee discount for the first-degree niece/nephew of the single teacher who has rendered 5 consecutive years of service as a regular employee
- 50% discount on tuition fee of one (1) child of a probationary faculty member who has rendered three (3) years of service to the University.

7. SCHOLARS OF AUGUSTINIAN SISTERS

- The Augustinian Sisters could avail one (1) scholarship to a member of the family up to the 3rd degree of consanguinity.
- The grantee of the scholarship can avail free tuition and basic fees from Grade School to College.
- The Augustinian Sisters could only avail the scholarship for their family members, one at a time only.

REFUND OF FEES AND DROPPING OF STUDENT

Any student who voluntarily withdraws from the university within thirty (30) days from the date of the registration, provided that his/her fees are fully paid, may be entitled to a refund of a portion of the fees paid, excluding the entrance fees, under the following conditions;

If the student has never attended a class for one day, the amount he/she paid will be refunded minus the auxiliary, incidental, and entrance fees. If the student drops out during the



first week after registration, he/she will be refunded 80% of the amount paid minus the auxiliary, incidental, and entrance fees. If the student withdraws in the second, third, or fourth week after registration, he/she will be refunded 50% of the amount he/she paid minus the auxiliary, incidental, and entrance fees.

If the student withdraws thirty days after the registration, no refund will be allowed. Any withdrawal made by any student shall have to be made official; otherwise, he/she shall be charged the full amount of his/her tuition fee for the school year.

Any withdrawal made by a student must be officially processed; otherwise, he/she shall be charged the full amount of tuition for the school year.

Any student who cannot continue his/her studies due to a very important reason must:

- Write a letter to the principal indicating his/her reason;
- See to it that the letter is signed by his/her parents;
- Personally confer with the principal regarding his/her intention to discontinue his/her studies; and
- The student must ensure that he/she has no pending account in the school.

PART VI

GENERAL UNIVERSITY DIRECTIVES

DAILY UNIFORM

The uniform represents the school. It is required that all bona fide students wear the proper uniform at all times.

Grade Level	Boys	Girls
Nursery to Grade 3	• Short-sleeved white polo with school patch • Navy blue shorts	• White short-sleeved blouse with baby collar • Navy blue skirt with strap



	• Closed black leather shoes • White socks	• School patch on the upper left strap of skirt • Closed black leather shoes • Plain white socks
Grade 4 to 6	• Short-sleeved white polo with school patch • Navy blue shorts • Closed black leather shoes • Plain white socks	
Grade 7 to 10	• White polo without slit • Plain white undershirt used with the white polo (tucked in) • LCUP patch placed on the left pocket of polo • Polo worn tucked out of the pants • Navy blue pants (low waist and baston style are not allowed) • Closed black leather shoes • Plain white socks	• White long-sleeved blouse with baby collar • Navy blue skirt with strap (length: 2 inches below the knee) • School patch on the upper left strap • Closed and plain black low-heeled shoes • Plain white socks
Grade 11 to 12	• White polo with slit • Polo worn tucked out • LCUP Senior High embroidered on the upper left side of the polo • Plain white undershirt (tucked in)	• White polo blouse • Blouse worn tucked out • Plain white undershirt (tucked in) • LCUP Senior High embroidered on the upper left side of the polo blouse



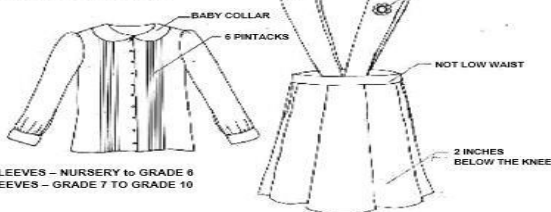
	- Navy blue pants (low waist and baston style are not allowed) - Black leather shoes - Black socks	- Navy blue pants (low waist and baston style are not allowed) - Closed and plain black low-heeled shoes - Black foot socks
--	--	---

K-10 Uniform

(real pictures)

SHS Uniform

FEMALE UNIFORM



NOTE:
• SHORT SLEEVES – NURSERY TO GRADE 6
• LONG SLEEVES – GRADE 7 TO GRADE 10

MALE UNIFORM

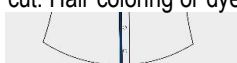


NOTE:
• STRAIGHT CUT
• NOT "BASTON"
• NOT LOW WAIST
• SHORT PANTS
NURSERY TO GRADE 3
• LONG PANTS
GRADE 4 UP

PROPER GROOMING

A Consolanian wears his/her uniform with dignity and pride. He/She observes proper grooming, hygiene, and simplicity at all times. ¹⁰

- Students must report to class during school days in the prescribed uniform, which should be clean and well-pressed. When allowed to wear casual attire, students must dress simply, modestly, and appropriately for the occasion.
- Proper hair care is part of good grooming and must be neat and well-combed at all times. Fancy haircuts are not allowed, and male students are required to have a well-trimmed barber's cut. Hair coloring or dyeing is strictly prohibited for both male and female students.





3. Pupils/students are encouraged to maintain a neat and simple appearance, wearing only a modest wristwatch if desired, while refraining from body accessories such as jewelry.
4. The prescribed P.E. uniform should be worn during the P.E. classes: cotton shirt with school logo, blue jogging pants, and plain, inexpensive pair of white rubber shoes.
5. Students must keep their nails properly trimmed, clean, simple, and neat at all times, with no nail polish, glitters, or sequins of any kind.
6. Students must wear jackets only inside the classroom. Wearing jackets in hallways or upon entering school grounds is not allowed. Closed hoodies are also not allowed.

IDENTIFICATION CARD

A pupil/student enrolled in the university is issued an official identification card duly signed by the Principal.

1. I.D. card is a part of the school uniform and is non-transferable. It is required upon entering the campus and must always be worn with the official University's ID lace.
2. The students' IDs are equipped with Radio Frequency Identification (RFID) chips. Each student is required to tap their ID when entering or leaving the school premises.
3. It should be free from trimmings, writings, and stickers.
4. A lost I.D. must be reported to the proper authorities. A charge of Two Hundred pesos (P200.00) for second issuance shall be paid at the Finance Office together with a letter from the parent/guardian.
5. No I.D. card will be issued for the 3rd time unless an Affidavit of Loss has been submitted and the required fee has been paid.

ATTENDANCE

Regular attendance and diligence in studies are essential factors for successful school endeavors. Therefore, every LCUP pupil/student is expected to attend classes promptly, regularly, and diligently. Punctuality must be observed at all times.

ABSENCES

(Based on DepEd Order No. 88, s. 2010 and applicable DepEd Attendance Policies)

1. Students are expected to attend classes regularly beginning on the first day of the school year. Absences incurred due to late enrollment shall be recorded as unexcused absences, unless otherwise approved by the school.
2. A student who incurs absences amounting to twenty percent (20%) or more of the prescribed number of school days during the school year, whether excused or unexcused, may be dropped from the rolls after due notice to the parent or guardian and in accordance with DepEd regulations.
3. Every absence shall be reported to the class adviser and subject teachers. Upon returning to school, the student shall submit a written excuse letter signed by the



parent or guardian. Additional supporting documents may be required when necessary.

4. Students returning from an absence due to a contagious or communicable illness shall present a medical certificate from the attending physician and may be required to obtain clearance from the University Physician before being allowed to attend classes.
5. Students who leave the school campus or classroom without the permission of the authorized school personnel shall be considered to have committed an unauthorized departure or class cutting offense and shall be subject to the corresponding disciplinary sanctions under this Handbook.
6. Absences incurred while participating in activities or competitions not officially authorized or endorsed by the University shall be considered unexcused absences.
7. Excused absences do not exempt students from completing missed lessons, assessments, laboratory activities, projects, or other academic requirements within the period prescribed by the subject teacher

TARDINESS

1. Students shall report to school at least fifteen (15) minutes before the start of the first class period to ensure punctuality and adequate preparation for the day's activities.
2. Attendance during the flag-raising ceremony and advisory or homeroom period, when scheduled by the University, forms part of the student's expected school responsibilities. Failure to report on time shall be recorded as tardy, unless otherwise excused.
3. Students who arrive after the official start of a class shall be recorded as tardy by the subject teacher.
4. Students reporting late to school shall secure an Admission Slip from the Office of the Coordinator of Discipline before being admitted to class, unless otherwise authorized by the school.
5. As an institutional policy of the University, every three (3) recorded instances of tardiness shall be equivalent to one (1) unexcused absence for purposes of attendance monitoring and disciplinary intervention, unless otherwise provided by subsequent University regulations.

SUSPENSION OF CLASSES

(Based on DepEd Order No. 14, s. 2026 – Guidelines on Learning Continuity in Emergencies; DepEd Order No. 37, s. 2022; and applicable Local Government issuances)

1. The University President or the duly authorized representative may suspend classes in accordance with national and local government directives and when necessary to ensure the safety and well-being of learners and school personnel.



2. Suspension or cancellation of classes due to typhoons, flooding, earthquakes, volcanic eruptions, power interruptions, public health emergencies, and other natural or human-induced hazards shall be implemented in accordance with **DepEd Order No. 37, s. 2022, DepEd Order No. 14, s. 2026**, and official issuances of the National Government or the Local Government Unit (LGU).
3. During emergencies, the University shall implement the appropriate **Learning Continuity Phase (Hayo, Hinay, Hinga, or Hinto)** based on the severity of the disruption and the applicable DepEd guidelines. Learning activities shall be adjusted to prioritize the safety, health, and well-being of learners and personnel while ensuring continuity of education whenever feasible.
4. When the **HINTO (Stop) Phase** is declared or when classes are officially suspended by the authorized government authority, all face-to-face classes, online classes, synchronous and asynchronous learning activities, examinations, assessments, and submission of academic requirements shall likewise be suspended, unless otherwise directed by the Department of Education.
5. The University shall disseminate official announcements regarding class suspensions and learning continuity measures through its authorized communication channels. Students and parents or guardians are expected to monitor these official advisories and comply with the corresponding instructions.

PERMIT TO GO HOME

Once a pupil/student enters the school premises, he/she is expected to remain on campus for the entire duration of the school day to ensure safety, security, and full participation in academic and school-related activities. In cases of emergency or other valid circumstances, a pupil/student may be permitted to leave the campus only with the approval of the school and in the presence or with the authorization of a parent or guardian.

Procedure for Securing a Permit to Go Home

- Inform the class adviser regarding the reason for leaving the campus.
- The adviser shall contact the parent or guardian for verification.
- For medical concerns, proceed to the Health Services Unit for assessment. If necessary, an assessment form shall be issued recommending that the pupil/student be allowed to go home.
- For non-medical concerns, supporting documents or letters shall be submitted to the adviser.
- Secure and accomplish a Permit to Go Home Form from the Principal's Office with the required signatures.



- Present and surrender the approved form to the school guard before leaving the campus.

No pupil/student shall be permitted to leave the school premises without an approved Permit to Go Home Form issued by the Principal's Office and must be accompanied by his/her parent or legal guardian.

REGULATIONS ON PROHIBITED DRUGS

Any pupil/student who shall possess, prepare, administer, deliver, distribute, dispatch in transit, transport, use, encourage others to use any prohibited or regulated drug, or shall frequent places where any prohibited drug is used in any form; shall after due investigations and findings of guilt, be suspended and expelled, as circumstances may warrant, provided, however, that the penalty herein imposed shall be without prejudice to the proper filing of charges before the competent courts, should the University authorities so decide.

"Prohibited Drugs". As hereinabove referred to, shall include opium and its active components and derivatives, such as heroin and morphine, cocaine, hallucinogenic drugs such as mescaline, lysergic drugs such as acid diethylamide (LSA), and other similar effects. Indian hemp and its derivatives, all preparations made from any of the foregoing and other drugs, whether natural or synthetic, shabu, and ecstasy with physiological effects or narcotic drugs, self-inducing sedatives, such as secobarbital, phenobarbital, barbitol, amobarbital and other drugs which contain salt or derivatives of salt or barbiturate acid, any salt, isomer, or amphetamine, and hypnotic drugs such as methaqualone or any other compounds producing similar physiological effects.

If a pupil/student shall be convicted by a Regional Trial Court for any offense arising under Republic Act No. 9165, otherwise known as the "Comprehensive Dangerous Drugs Act of 2002", an automatic suspension shall be issued and shall continue until such time the judgment be one of conviction. Expulsion shall follow as a matter of course and shall be retroactive to the date of suspension.

USE OF CELLULAR PHONES AND BRINGING OF VALUABLE THINGS

1. Pursuant to DepEd Order No. 6, s. 2026, the use of cellular phones is strictly prohibited during class hours. This includes the use of phones during recess/health breaks and lunch breaks. The use of cellular phones and other gadgets may only be allowed under the following circumstances:
 - **Academic Purposes:** accessing educational platforms, digital resources, or participating in authorized online collaborative activities provided it is allowed by the teacher



- **Emergencies:** facilitating communication during disasters, medical crises, or other immediate safety concerns.
- 2. A pupil/student is advised not to keep large amounts of money in their wallets, and they must spend their allowances wisely.
- 3. A pupil/student is not advised to bring items (such as jewelry, luxury bags, expensive watches, and gadgets) of high monetary value.
- 4. In case of loss, the school is not held accountable, but the department will take the necessary or appropriate actions immediately after the report is submitted.

LOST PROPERTY AND RETRIEVAL POLICY

All lost and found items recovered within the school premises shall be immediately surrendered to the DTC Office located at the Front Gate of LCUP Main Campus. Items for claiming shall only be released upon proper verification of ownership. The school shall not be held liable for the loss, damage, or theft of personal belongings brought inside the campus.

PART VII ACADEMIC POLICIES

LEARNER PROMOTION AND RETENTION

Level	Requirements	Decision
Grades 1 to 3	1. Final Grade of at least 75 in all learning areas.	Promoted to the next grade level.
	2. Did Not Meet Expectations in not more than two learning areas.	Must pass remedial classes for learning areas with failing marks to be promoted to the next grade level. Otherwise, the learner is retained in the same grade level.
	3. Did Not Meet Expectations in three or more learning areas.	Retained in the same grade level.



Grades 4 to 10	1. Final Grade of at least 75 in all learning areas.	Promoted to the next grade level.
	2. Did Not Meet Expectations in not more than two learning areas.	Must pass remedial classes for learning areas with failing marks to be promoted to the next grade level. Otherwise, the learner is retained in the same grade level. Note: Remedial class is any form of organized instructional interventions given to a learner to address his/her learning gaps or subject area deficiency (grades below 75). The remedial can be made in the form of tutorial, mentoring, coaching, or other ways of delivering the organized learning experiences. (DepEd Order No.013, s. 2018)
	3. Did Not Meet Expectations in three or more learning areas.	Retained in the same grade level.
	4. Must pass all learning areas in the Junior High School.	Promoted to Senior High School.
Grades 11 to 12	1. Final Grade of at least 75 in all learning areas in a semester.	Can proceed to the next semester.
	2. Did Not Meet Expectations in a prerequisite subject in a learning area.	Must pass remedial classes for failed competencies in the subject before being allowed to enroll in the higher-level subject.
	3. Did Not Meet Expectations in any subject or learning	Must pass remedial classes for failed competencies in the subjects or learning areas to be allowed to enroll in the next



	area at the end of the semester.	semester. Otherwise, the learner must retake the subjects failed.
	4. Must pass all subjects or learning areas in Senior High School	Earn the Senior High School Diploma.

Note: Pursuant to DepEd Order No. 9, s. 2026, Learners are to receive timely intervention and remediation and not wait for the end of the school year for remediation to happen. Remedial classes will still be done if a learner fails to pass in at most two learning areas.

ENHANCEMENT CLASSES

Regular Remedial/Enhancement (*after class*)

- Attendance to Regular Enhancement classes is required of a pupil/student from Grade 4 to Grade 10 who gets a grade of 75 and below in English, Math, and Science subjects per quarter.
- Remedial/Enhancement form shall be accomplished per quarter by the parent or guardian at the Principal's Office.
- Upon the recommendation of the Remedial Teacher, if the pupil/student gets a passing grade in the following quarter, he/she may or may not re-enroll in the program.
- For the Senior High School, all remediation shall be applied in all subject areas per semester.

Summer Remedial (*for promotion to the next level*)

- A pupil/student whose Final Grade (Point Average) in any subject is failed, he/she is required to enroll in the program.
- The pupil/student shall undergo formative and summative assessment as per Dep Ed Order No 8 s 2015.
- The average of the final grade at the end of the school year and the Remedial Class Mark (RCM) shall be the Recomputed Final Grade (RFG).
- The pupil/student must obtain an RFG of at least 75 or higher to be promoted.

Summer Enhancement

Enrollment in the Summer Enhancement classes is required of the Grade 4 pupils to Grade 9 students whose Final Grade (Point Average) in English, Math and Science is 75 to 79.

NON-ADMISSION

At the end of the school year:



- A. A pupil/student who is under probation due to poor academic performance and behavior shall be objectively reassessed by the school authorities. If proven to be incorrigible, he/she shall be advised to transfer to another school.
- B. A pupil/student who fails in any subject (maximum of 3) shall not be eligible for re-admission unless he/she enrolls in the summer class and is subject to approval by the Principal.
- C. A pupil/student who fails in more than 3 subjects shall not be eligible for re-admission on a permanent basis regardless of whether he/she enrolls in summer class or not.

GRADING SYSTEM

In the computations of grades of a pupil/student in the Basic Education Department, the University follows the DepEd Order No. 15, s. 2026 - Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for the K to 12 Basic Education Program.

Formative Assessment - Formative assessment shall be embedded in daily instruction, making it a natural part of every lesson instead of a separate activity.

Summative Assessment - Summative assessment shall evaluate learner achievement at defined points in the curriculum, such as at the end of a term.

- **Written / Oral Works (WWs)** - tasks that are mainly written or prompted through spoken responses such as essays, journals, written reports, structured presentations, and more.
- **Product / Performance Tasks (PTs)** - tasks that will measure the ability of a learner to apply what they have learned in different contexts such as projects, portfolio, investigations, and more.
- **Summative Tests and Term Examination (STs & TE)** - Assessments administered at key points of a term covering a set amount of days of instruction per summative test, with the term examination also covering critical points of the summative tests administered prior.

The school adopts the Department of Education's Grade Level Achievement Indicators as the basis for interpreting student performance and academic standing, ensuring standardized, transparent, and DepEd-aligned evaluation.

Key Stage 1 (Nursery - Grade 3)

A descriptive grading system will be implemented to reflect learners' developmental progress and support foundational learning.

Letter Grade	Descriptor	General Description
C	<i>Consistent (Palagiang Naipapakita)</i>	Consistently demonstrates the expected competency; actively participates in activities; works independently and may exceed expectations in some areas



D	<i>Developing</i> (Umuusong)	Demonstrates the competency inconsistently; participates with minimal supervision; shows progress with continued practice
B	<i>Beginning</i> (Nagsisimula)	Rarely demonstrates the expected competency; participates with close supervision; requires sustained guidance and support

Kindergarten Descriptive Grading

Letter Grade	English Descriptor	Filipino Descriptor	General Description
A	<i>Advancing</i>	<i>Namumukod-tangi</i>	Demonstrates skills beyond grade-level expectations; performs with confidence, accuracy, and high quality.
B	<i>Benchmarking</i>	<i>Napamamalas</i>	Demonstrates skills at the expected grade level; work is accurate and meets standard expectations
C	<i>Connecting</i>	<i>Natutungo</i>	Approaching grade-level expectations; demonstrates skills in some tasks but may require guidance in others
D	<i>Developing</i>	<i>Napauunlad</i>	Skills are emerging and developing; requires continued practice and support to improve performance.
E	<i>Emerging</i>	<i>Nagsisimula</i>	Beginning to demonstrate skills; requires ongoing support and guided instruction to develop proficiency.

Grade 1 to 3 Descriptive Grading

Key Stage 2 - 4 (Grade 4 - Grade 12)

Numerical grading will remain for KS2-KS4, with grades computed from the summative assessments depending on the weight assigned to each assessment per learning area. For SY2026-2027, an adjusted transmutation table will be used, which serves as the school year to transition to the zero-based grading system that will be implemented in the following school year.

Use of Descriptors

Numerical grades will not stand alone anymore, as qualitative descriptors will also be used alongside numerical grades for Key Stages 2 to 4. This is to bring clarity to a learner's level of mastery and inform instructional decisions and whether learner support is needed.

Numerical Grade	Descriptor	General Description	Instructional Response
90-100	<i>Advancing</i> (<i>Namumukod-tangi</i>)	<i>Consistently demonstrates skills and understanding that meet or exceed standards with independence and excellence.</i>	Provide enrichment opportunities; encourage leadership or peer mentoring.
80-89	<i>Benchmarking</i> (<i>Napamamalas</i>)	<i>Demonstrates expected grade-level skills and</i>	Encourage deeper application, transfer of learning, and increased independence



		<i>understanding competently and independently</i>	
75-79	<i>Connecting (Natutungo)</i>	<i>Shows developing competence toward standards but requires minimal guidance</i>	Provide guided practice to strengthen consistency and mastery
65-74	<i>Developing (Napauunlad)</i>	<i>Demonstrates emerging skills but requires additional support and practice</i>	Provide targeted remediation and scaffolded instruction
0-64	<i>Emerging (Nasisimula)</i>	<i>Does not yet demonstrate foundational skills and understanding; requires intensive support</i>	Implement structured and sustained intervention programs

1. Grades shall be computed based on the learner's demonstrated competencies, outputs, examinations, and performance tasks during the academic term.
1. The transmutation or grade conversion system, when applicable, shall follow the official DepEd-prescribed grading table and computation procedure.
2. The final grade shall reflect the learner's overall academic performance for the term and school year.

Note: Any revisions or updates issued by the Department of Education regarding grading computation shall automatically form part of this handbook provision upon implementation by the school.

POLICY ON WORK IMMERSION (SHS)

In adherence to DepEd Order No. 30.s.2017, "Guidelines for Work Immersion", the university adopts guidelines for work immersion, emphasizing the university's partnership with the local government units or private institutions to provide relevant workplace experiences for our Senior High School students and develop their skills for the job market.

Work Immersion refers to the subject of the Senior High School Curriculum, which involves hands-on experience or work simulation for 80 hours, in which learners can apply their competencies and acquired knowledge relevant to their track. 1. Extension of hours is allowed on a case-to-case basis upon the recommendation of the Immersion Teacher, partner institution, and approval of the school.

All Work Immersion agreements of the university are covered by a Memorandum of Agreement (MOA) for the security of all parties involved. All MOAs specify that all parties will conform to Work Immersion guidelines and all SHS students' activities shall be reflected in the MOA as stipulated in the Prescribed Template for the List of Tasks/Activities of the DepEd Order.

Requirements for Deployment:

1. Parents and students are obliged to attend the Pre-Immersion Seminar/Orientation.
2. Parental Consent/Waiver shall be secured and notarized.
3. Students shall undergo a medical checkup before deployment.



4. Students are obliged to conduct themselves properly and abide by the rules and regulations of the place of deployment.

POLICIES IN EXAMINATIONS

Pursuant to DepEd Order No. 9, s. 2026, all assessments and examinations shall be conducted in accordance with national standards across the three-term/trimester school year, ensuring fair, valid, and competency-based evaluation of learners' academic performance.

General Reminders:

- a. All students are required to take the summative assessments and term examinations within the trimester school year.
- b. Each pupil/student shall take two (2) summative assessments and one (1) term examination per semester during the trimester school year.
- c. No pupil/student is allowed to take the summative assessments or term examinations earlier than the scheduled dates.
- d. Any pupil/student who fails to take the summative assessments and term examination without valid reason shall receive a score of zero.
- e. The final grade for the grading period shall be computed based solely on class standing in each subject.

School Year	Semester	General Description	Instructional Response
One (1) School Year	1st Term	1st Summative Assessment	N-10 to Grade 12
		2nd Summative Assessment	
		1st Term Examination	
	2nd Term	1st Summative Assessment	N-10 to Grade 12
		2nd Summative Assessment	
		2nd Term Examination	
	3rd Term	1st Summative Assessment	N-10 to Grade 12
		2nd Summative Assessment	
		3rd Term Examination	

Special Examination (For Term Examination Only)

- a. Parents/Guardians of a pupil/student who cannot take the term examination on schedule due to valid/justifiable reasons must immediately see the Principal.
- b. Only the Principal has the authority to schedule a special examination that will be administered by the class adviser / subject teacher.
- c. Any special examination missed on the set or given schedule shall be marked zero.
- d. Special Examinations do not include the 2 summative examinations per term and other quizzes.



BEHAVIOR DURING EXAMINATION

1. It is expected that a pupil/student reports to the testing room/classroom punctually.
2. Examination days are class days, so students are expected to be in their complete school uniform and with their school IDs.
3. A pupil/student is expected to maintain silence while taking the examination. He/She must listen to and obey all instructions given by the teachers or proctor. A pupil/student with a clarification/question from the proctor should raise his/her hand and remain seated until the proctor approaches him/her.
4. Students are expected to observe honesty at all times, especially during examinations. Any student caught or suspected of cheating shall be discreetly addressed by the adviser or proctor, and the incident shall be referred to the Coordinator of Discipline for investigation and due process. Students found guilty shall receive a failing mark in the examination.
5. During examinations, students are required to remain in the classroom and must surrender their test paper if they need to leave. A student who leaves without surrendering their work shall receive a verbal warning for the first offense, a written reprimand for the second offense, and a mark of "Failed" for the third offense. The proctor shall report the incident to the adviser and then to the Coordinator of Discipline.
6. No pupil/student may leave the classroom or be dismissed by the adviser/proctor before the set schedule.

GUIDELINES IN THE SELECTION OF HONORS (K-12)

ACADEMIC EXCELLENCE AWARD

The University adopts, to the extent applicable, the guidelines for the selection of honor pupils/students as stipulated in DepEd Order No. 15, s. 2026.

1. Pupils/Students must have a General Point Average (GPA) of **90** or above at the end of the school year.
2. Any pupil/student who obtains a grade of not lower than **85** in any subject during all grading periods shall be eligible for academic honors.
3. For transferee pupils/students and those who have taken special classes, the grades reflected in their Report Card shall be included in the computation of the final average.
4. Pupils/Students shall not be eligible for academic awards if they have committed any Second-Level or Third-Level offense that is punishable by community service or by sanctions of a higher degree.

The **Academic Excellence Award** shall be granted at the end of the School Year to students who have successfully met all qualifications set forth under this mechanism.



Pursuant to DepEd Order No. 15, s. 2026, Awards and recognition are recalibrated, with Key Stage 1 having no academic rewards conferred to learners in line with the new grading system. This allows Key Stage 1 learners to avoid early competition and labeling. Key Stages 2 to 4 will still have awards depending on their general average, but awardees will be listed alphabetically to promote fairness and minimize competition.

Note: *The Basic Education Department, subject to the approval of the Academic Council, reserves the authority to determine the applicability and implementation of DepEd policies and guidelines about the selection of honors in the K–12 Program, including any subsequent amendments, revisions, or updates thereto.*

GUIDELINES IN THE SELECTION OF AWARDEES (K-12)

1. Leadership Award

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

To qualify for this award, a learner must:

1. have no failing grades in any of the learning areas;
2. have not committed any second- or third-level offenses,
3. Must have organized and participated in the planning and implementation of at least 80% of the organization's activities.
4. be a class officer or an active member/ officer of any recognized school club, team, or organization.

Candidates will be evaluated by at least 30% of their peers (group, team, and class or club mates), as well as their class or club advisers. Only those learners who have met at least 90% of the criteria shall be awarded.

Note: *The recognition tokens, as well as the credibility and validation of the awards, shall be subject to the determination, verification, and approval of the office responsible for the administration of the said award.*

Criteria	Weight	
	Advisers	Peers



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

2. Loyalty Award

Awarded to learners who have consistently studied from Grade 1 to Grade 12 within LCUP or any affiliated OSA institution.

3. Mother Rita Barcelo Award

This is a special honor granted to a graduating student for his/her active and dedicated services rendered, making concrete options for the less-privileged members of the outreach communities.

Criteria			
Scope and Impact of Involvement/Outcomes (40%)	Consistency and Sustained Engagement (25%)	Embodiment of Augustinian Core Values (20%)	Leadership, Initiative, and Innovation (15%)

Note: Students who have been involved in any second- or third-level offenses are disqualified from receiving the award. The recognition tokens, as well as the credibility and validation of all awards, shall be subject to the determination, verification, and approval of the Mother Rita Barcelo Caritas Center (MRBCC).

4. Awards of Academic Excellence are conferred to Grade 6 and Grade 10 pupils/students who excelled in the following fields:

- | | |
|----------------|-------------|
| a. Mathematics | c. English |
| b. Science | d. Filipino |



- e. A.P.
- f. E.P.P./ TLE
- g. MAPEH
- h. Computer

- Must have obtained the highest grade point average in the subject across the grade level.
- Must not have been involved in any second- or third-level offenses.

5. Awards of Recognition are given to any undergraduate and graduating pupils and students who secured placement in any outside school competitions.

- Must have participated in and secured a winning placement in any school-accredited competition in the fields of academics, technical-vocational skills, cultural activities, arts, or sports, wherein the student officially represents the institution.
- Must not have committed any second- or third-level offenses within the current school year.

Note: *Students who committed second- or third-level offenses shall not be recognized during the recognition/graduation ceremony. The recognition tokens, as well as the credibility and validation of all awards, shall be subject to the determination, verification, and approval of the office responsible for the administration of the said event or competition.*

6. Awards of Recognition given to deserving undergraduate and graduating students who excelled in Religion/Department.

a. Best in Religion Award

- Received the highest grade in the religion or theology subject among the section.
- Must be a Catholic Student
- Must not be involved in any second or third level of offenses

b. Best in Department Award

- Must receive the highest conduct award across the entire grade level.
- Must not be involved in any second or third level of offenses

Note:

- *If the top-ranked student does not qualify for the award, it shall be conferred upon the second highest-ranked student of the section or the grade level.*

7. Special Awards given to outstanding undergraduate and graduating students/pupils in recognition of their meritorious performance and active involvement in the different existing co-curricular and extra-curricular activities of the department.

- a. Drama
- b. Dance
- c. Sports
- d. Arts
- e. Music
- f. Campus Journalism



Note: Recipients of the different awards should have exemplary conduct and have never been involved in any form of violations of the university rules/regulations and policies. The recognition tokens, as well as the credibility and validation of all awards, shall be subject to the determination, verification, and approval of the office responsible for the administration of the said event or competition.

8. Award for Best in Business Plan / Business Simulation (for Grade 12 Students)

- Must not have been involved in any second- or third-level offenses.
- This award shall be determined by the designated panel responsible for evaluating the awardees.

Note: The recognition tokens, as well as the credibility and validation of all awards, shall be subject to the determination, verification, and approval of the office responsible for the administration of the said event or competition.

9. Award for Best in Work Immersion (for Grade 12 Students)

- Must have completed full attendance for all days of the designated immersion program.
- Must not have been involved in any second- or third-level offenses, whether within the company or the school.
- This award shall be determined by the designated panel responsible for evaluating the awardees.

Note: The recognition tokens, as well as the credibility and validation of all awards, shall be subject to the determination, verification, and approval of the office responsible for the administration of the said event or competition.

Augustinian Youth Award

AYO Leadership Award

- Applicable only for Grade 6, 10, and Grade 12 students.
- Must be a recognized officer of the organization.
- Must have rendered at least two (2) consecutive years of active service in the organization immediately before graduation. Any pupil/student who discontinues membership before the graduating year shall not be qualified to receive the award.
- Must have attended and actively participated in at least 80% of all organizational meetings and activities.
- Must not have a grade lower than 85 in any subject.
- Must not have been involved in any second- or third-level offenses.



AYO Ministry Award

- Applicable only for Grade 6, 10, and Grade 12 students.
- Must be an active member of a ministry within the organization.
- Must have rendered at least two (2) consecutive years of active service in the organization immediately before graduation. Any pupil/student who discontinues membership before the graduating year shall not be qualified to receive the award.
- Must have attended and actively participated in at least 80% of all organizational meetings and activities.
- Must not have been involved in any second- or third-level offenses.
- Must not have a grade lower than 85 in any subject.

Note: *The recognition tokens, as well as the credibility and validation of all awards, shall be subject to the determination, verification, and approval of the Integral Evangelization Office (IEP)*

St. Augustine Research Awards

Award Categories

- **Research Distinction Award**
 - Granted to student researchers who have demonstrated active engagement and promising productivity in research through participation in institutional research activities and the completion of quality research outputs.
- **Research Proficiency Award**
 - Granted to student researchers who have demonstrated sustained research productivity through multiple scholarly engagements such as research presentations, competitions, or publication initiatives at the institutional and local levels.
- **Research Excellence Award**
 - The highest research recognition is granted to student researchers who have demonstrated outstanding research productivity, excellence, and scholarly impact through significant research presentations, publications, and recognitions in local, national, and international academic platforms.

Eligibility and General Guidelines

1. Only graduating Senior High School and College students of La Consolacion University Philippines are eligible for the award.
2. Only research-related accomplishments completed within the current academic year shall be considered.



3. Nominees must have completed a research project under their academic program requirements.
4. Nominations must be endorsed by the respective Research Lead and approved by the Principal (SHS) or Dean (College). Self-nominations are not allowed.
5. Group research members may be nominated provided that substantial contribution to the study is clearly demonstrated.
6. Nominees must have participated in at least one official institutional research activity organized or endorsed by LCUP.
7. Institutional research activities may include research colloquia, conferences, research festivals, publication initiatives, and other OVPRI-endorsed scholarly events.
8. Additional research engagements such as conference presentations, publications, and competitions shall be considered in the evaluation.
9. All achievements must be supported by appropriate documentation.
10. A standardized point system shall be used in determining award categories.
11. All submissions shall undergo evaluation by the OVPRI Evaluation Committee.
12. Academic integrity is strictly required. Any confirmed research misconduct shall result in disqualification.
13. Awardees shall be recognized during graduation rites.
14. The OVPRI reserves the right to withhold awards if standards and requirements are not met.
15. Students are encouraged to participate in research activities as early as possible to build their research portfolio before graduation.

Pointing System

Research Engagement	Points
Presentation of Paper in LCUP Institutional Research Colloquium	5
Presentation of a Paper in the ASAS Research & Innovation Festival or Illumine	10
Presentation of a paper in a competition at another Institution or Presentation in a National Research Conference	10
Presentation of a Paper in an International Research Conference	20
Paper Publication (local)	25
Paper Publication (international)	30
Best Paper Award	5
Best Presenter Award	5

Award Thresholds

- Research Distinction Award - 30-35 points
- Research Proficiency Award - 40-55 points



- Research Excellence Award - 60 points and above

Research Opportunities and Student Support

The OVPRI provides various opportunities and support mechanisms for student researchers, including:

- Institutional Research Colloquia and research presentation opportunities
- Participation in university-hosted international conferences such as the LCUP-GE&RA International Research Conference and the International Conference on Interdisciplinary Research Innovations (ICIRI)
- 50% registration fee support for student presenters in OVPRI-hosted international research conferences
- Group registration provisions for qualified student research teams
- Free research mentoring and consultation sessions
- Free statistics consultation and technical assistance
- Mentoring support for research presentations and publication initiatives

Note:

- *Students who are observed to have committed Second- or Third-Level Offenses during the school year are prohibited from receiving the above-mentioned awards.*
- *The recognition token, credibility, and validation of all awards shall be determined by the Office of the Vice President for Research and Innovation.*

League of Mental Health Advocates Award

The following measurable criteria shall be used in evaluating candidates for the award:

1. Membership Requirement (Compliance – Pass/Fail)
2. Must be an active member of the League of Mental Health Advocates
Grade 10: Minimum membership from Grade 9 to Grade 10
Grade 12: Minimum membership from Grade 11 to Grade 12
3. Attendance and Participation (Minimum Requirement: 75%)
 - Must have at least 75% attendance in all official club meetings and activities for the current school year
 - Must have participated in at least 75% of organized advocacy activities, including mental health campaigns, seminars, and outreach programs
 - Must have attended and participated in collaborative activities with TMMR/Extension Office
4. Leadership Performance (For Leadership Award Only)



- Must have served as a consistent officer of the organization for at least one (1) school year
- Must have attended at least 80% of officer meetings

Note:

- *Students who are observed to have committed Second- or Third-Level Offenses during the school year are prohibited from receiving the above-mentioned awards.*
- *The form of the award, whether in the form of a medal or certificate, shall be determined by the awarding body or concerned office.*
- *The recognition token, credibility, and validation of all awards shall be determined by the Office of the Student Welfare Services.*

Explanatory Note

Any changes to the award system, provided that they are in accordance with applicable DepEd Orders, shall be duly recognized and implemented by the institution in alignment with its corresponding policies and guidelines.

POLICY GUIDELINES FOR REQUEST OF CREDENTIALS

1. Applicant applying for credentials must secure a form for requesting credentials: VPAA-REG-FO-027 (006) at the Registrar's Office and must secure the signature from the following:
 - 1.1. For student/applicant: must secure the signature from the following:
Dean/Principal, Finance, and University Registrar.
 - 1.2. For Graduates/Alumni: must secure the signature from the following:
Dean/Principal, Finance, Library, and University Registrar.
2. Guideline on processing and releasing of credentials:
 - 2.1. Transcript of Records/Permanent Record/F-137
 - 2.1.1. The Transcript of Records/ Form 137 may be issued as requested, regardless of frequency and number of copies.
 - 2.1.2. Processing and Releasing:
 - Graduates/Dropouts of 2017 onward and active/enrolled students – The document is available after seven (7) working days from the date of submission of request, excluding Saturdays, Sundays, and holidays.
 - Graduates/Dropouts of 1994 and below – The document is available after fourteen (14) working days from the date of submission of request, excluding Saturdays, Sundays, and holidays.
 - 2.2. Diploma/Certificate
 - 2.2.1. The official date of graduation shall be the end of the term during which all academic requirements have been completed.
 - 2.2.2. Replacement of Diploma/Certificate



- The Original Diploma/Certificate is issued only once. However, the school entertains requests for the issuance of DUPLICATE DIPLOMA, subject to the following:
- Duplicate Diploma/Certificate will be like a certified true copy of the original - To be signed by the University Registrar, Principal, VPAA and the University President.
- The words "Second Copy, Third Copy" are printed on the Duplicate Diploma/Certificate; together with the word "Date Prepared"

2.2.3. Processing and Releasing:

- Graduates/Dropouts of 1994 onward and active/enrolled pupils/students – The document is available after seven (7) working days from the date of submission of request, excluding Saturdays, Sundays and holidays.
- Graduates/Dropouts of 1994 and below – The document is available after fourteen (14) working days from the date of submission of request, excluding Saturdays, Sundays and holidays.

2.3. Transfer Credentials/ Honorable Dismissal

- 2.3.1. A pupil/student who wishes to transfer to another school must submit a duly accomplished and signed request from Request for Credentials – VPAA-REG-FO-027(006) to secure transfer credentials.
- 2.3.2. Every pupil/student who applied for and is eligible to transfer should be provided with appropriate transfer credentials which will entitle him/her to admission in another school provided he/she has no unsettled obligations with the university.
- 2.3.3. A transfer credential signed by the school registrar shall be issued not later than three (3) weeks after the filing of the transfer application; however, in the case of a pupil/student who is a transferee from another school, his/her records from his/her previous school have been received, are complete, and in order.



PART VIII

CODE OF CONDUCT / DISCIPLINE

The completion of one's registration binds the pupil/student and his/her parent or guardian to agree to and abide by the University policies, rules and regulations; to accept the prescribed course of study; and to meet the requirements as to attendance, diligence in study, personal conduct and complete settlement of financial obligations.

It is the school's concern to provide each pupil/student with the proper training with the sincere hope that he/she will become a unique Augustinian, Marian Christian, ready to serve the home, the school, the community, and the country. On the other hand, this uniqueness must be reciprocated by the pupil/student through active involvement in the implementation of concerns that directly affect him/her.

While it is true that each one is entitled to his/her own rights/ privileges, it must be remembered likewise that in the exercise of every right goes the corresponding responsibility.

STANDARDS OF DEPORTMENT AND BEHAVIOR EXPECTED OF LCUP PUPILS/STUDENTS

1. Relationship between the Department and the Pupils/Students

Enrollment at LCUP is contractual in nature. Upon applying for admission to Basic Education Department, the student/pupil binds himself to; "...recognize, accept, and comply with the existing rules and regulations, policies, and requirements laid down by competent authority on all matters involving admission and enrollment, the use of the libraries, laboratories, services and facilities, payment of tuition fees, campus activities and classroom conduct, class attendance, changing/dropping and other requirements as stated in the student handbooks, Bulletin of Information and papers of the Department..." and pertinent provision in the Manual of Rules and Regulations for Private Schools and those of DepEd Orders and Memoranda.



2. Administrators

The school administration exists because of you. It is their earnest desire to give the best training you need. For the same reason, you are expected to:

- a. obey the rules and regulations of the school, and administrators' constructive suggestions;
- b. show sincerity in dealing with them and give them respect;
- c. manifest an attitude of self-reliance and openness in the pursuit of learning in the belief that the administrators are exerting all efforts for your welfare;
- d. live up to the good name of the school and its expectations.

3. Teachers

The pupil/student – teacher relationship should be bound by mutual respect and cooperation. You are expected to:

- a. show respect, obedience, thoughtfulness, and love to your teachers;
- b. seek the advice of your teachers regarding personal and academic difficulties;
- c. desist from asking undue favors or considerations from them, especially in matters of grades.

4. School Personnel

The LCUP personnel perform various service functions which make pupil's/student's learning easier and more convenient. Hence, a pupil/student should show respect, courtesy, and cooperation that is due them. Therefore, you are expected to:

- a. maintain a respectful and cheerful disposition in dealing with them;
- b. say polite expressions like "thank you" and "please" for any assistance given by them;
- c. ask permission when borrowing or using school property and facilities;
- d. avoid idle talk with them so as not to waste useful time needed in their work.

5. Fellow Students

Consolanians should treat each other as friends, sisters, and brothers; therefore, you are expected to:

- a. give due respect for the rights and property of your fellow pupils/students;
- b. extend help willingly for any good cause; and
- c. speak gently and kindly with one another.

6. With Parents

Your parents are partners of the school in your education. You are therefore expected to:



- a. keep your parents constantly informed about your academic performance and activities;
- b. seek their advice and help regarding academic and non-academic problems and make them feel free to consult with school authorities if necessary;
- c. look up to them for inspiration and guidance;
- d. give them the highest degree of esteem and respect.

GENERAL NORMS OF CONDUCT

You are now an Augustinian imbued with values that must be lived out at all times, in and out of school; thus, as a pupil/student, you are expected to purposely participate/adhere in the following:

1. **Flag Raising Ceremony** - All pupils/students are required to attend this. The bell is rung at exactly fifteen (15) minutes before the Adviser's Period every Monday.
 - a. Gospel Reading
 - b. University Prayer
 - c. Lord's Prayer
 - d. National Anthem
 - e. Panatang Makabayan
 - f. Bagong Pilipinas Pledge
 - g. Panahon ng Pagbabago
 - h. University Vision Mission
 - i. University Core Values
 - j. LCUP Hymn
2. **Angelus** - The Angelus bell rings at 12:00 noon and 6:00 PM. Everybody must stop whatever he/she is doing and join the prayers in response to the reminders of God's Incarnation and our own obligations.
3. **The Three O'clock Prayer Habit** - This is our devotion to the Divine Mercy.
4. **On Campus** - The school is your second home. It provides you with the facilities to serve your purpose. You have the responsibility of taking care of them and making your school a happy place to stay. You are expected to:
 - a. wear your identification card properly at all times.
 - b. keep the premises clean and tidy by disposing of trash in the proper garbage can. Take the initiative to pick up litter and dispose of it properly.
 - c. greet or acknowledge sisters, school administrators, teachers and personnel, as well as guests and fellow students.
 - d. Take care of all school properties. You must pay for or replace any damage you cause to the school property.
5. **Inside the Classroom**



- a. Come to class prepared with the necessary materials for classwork.
 - b. Show due respect to your teachers, as well as to your fellow pupils/students at all times.
 - c. Respect the property of others. Label all your personal belongings. No one should get or use other things unless granted permission by the owner.
 - d. Refrain from talking unnecessarily, roaming around, and laughing boisterously in between class periods.
 - e. Keep the classroom clean and orderly at all times.
 - f. Take care of equipment, furniture, and other school properties.
- 6. Going outside the classroom**
- a. Politely ask permission from the teacher and log before leaving the classroom.
 - b. Must wear the appropriate pass (clinic and student).
- 7. Along the corridors and stairways**
- a. Keep right while walking along the corridors and stairways.
 - b. Observe silence along the corridors and stairways.
 - c. Keep the corridors clean.
- 8. At the Cafeteria**
- a. Line up and observe the "First come, first served" rule in buying food.
 - b. Be courteous in dealing with canteen personnel.
 - c. Observe "Clean As You Go" (CLAYGO).
 - d. Bring your personal utensils and water tumblers.
- 9. Inside the Chapel**
- a. Dress appropriately and modestly.
 - b. When entering and leaving the Chapel, genuflect toward the Tabernacle.
 - c. Cell phones should never be used inside the Chapel, especially during the Mass.
 - d. Food and drinks are not allowed inside the Chapel. Chewing gum is also prohibited.
 - e. Actively participate in singing and responding during the Mass.
 - f. In receiving the Holy Communion, line up quietly and reverently to receive the Body of Christ.
 - g. Always maintain a prayerful silence inside the Chapel.
- 10. During School Gatherings and Assemblies**
- a. Consider assemblies, programs, events, and similar gatherings as a part of his/her educational development.
 - b. When attending activities, pupil/student must conduct himself/herself as refined boys and girls.
 - c. Chattering, boisterous laughter, hooting, eating, and walking around should be avoided.



- d. Applaud appropriately. Show appreciation for the performers by applauding at appropriate times.
- e. Avoid howling.

CONDUCT OUTSIDE THE SCHOOL/ OFF- CAMPUS ACTIVITIES

Every pupil/student is always identified with the school to which he/she belongs. It is his/her responsibility to help maintain the good image of the school by conducting himself/herself in a manner befitting a Catholic and Augustinian pupil/student. Consequently, he/she should be aware at all times that his/her behavior is reflective of the training he/she gets in the school. While outside the campus/school, he/she should observe generally the accepted rules of conduct and norms of behavior; as such, he/she is called upon:

1. to uphold the academic integrity of the school, protecting at all times its name, reputation and ideals.
2. to conduct himself/herself with dignity and honor and to abide by all instructions of the authorities representing the school in any authorized activity; likewise, he/she should conduct himself/herself in the same manner when using the name of the school.
3. to participate in religious, civic, social activities/programs/projects approved by the school.
4. to keep away from establishments of ill repute, such as gambling joints, sauna parlors, drinking places, pot session dens and other similar places; and to avoid associating with persons of questionable character and conduct.
5. not to use, without prior notice and authority, the name LCUP in any ticket invitation, program announcement, or similar printed and non-printed materials.
6. to inhibit himself from pushing, trafficking, administering, using, or possessing regulated or prohibited drugs and their derivatives.

NOTE: *Although the school cannot be held responsible for the conduct of its students outside the school premises/campus, these can still be causes for disciplinary action.*

In its general view, there are instances when the school might be called upon to exercise its power over its pupils/students. For acts committed outside the school and beyond school hours in the following:

- a. in cases of violations of school policies or regulations occurring in connection with a school-sponsored off-campus activity.
- b. in cases where the misconduct of the student involves his status as a pupil/student and/or affects the good name or reputation of the school.



- c. as deemed necessary by the school officials.

POLICY ON HANDLING STUDENT COMPLAINT

A. Against Other Student

1. Any student wishing to file a complaint against another student must submit a written letter to any of the following: the adviser, the Principal's Office, the Coordinator of Discipline's Office. The complaint must be accompanied by substantial and admissible evidence against the alleged offending individual. Acceptable evidence may include photographs, videos, or audio recordings.
2. Upon receipt of the complaint, the receiving office shall endorse it to the Office of the Coordinator of Discipline, who will then conduct an impartial investigation.
3. The Coordinator of Discipline will prepare a summary report, including findings and recommendations, and submit it to the Principal.
 - First Level (Minor Offenses): The Principal will review the summary report and impose appropriate sanctions.
 - Second and Third Level (Major and Serious Offenses): The Coordinator of Discipline may convene a Fact-Finding Committee composed of the Adviser, Assistant Principal, Principal, Crisis Manager, Vice President for Academic Affairs, and the Executive Secretary to the President. The University President will review the committee's findings and recommendations and impose the final sanction.

B. Against Faculty, Administrator, Staff, Other Non-Teaching Personnel

1. The student must submit an official written complaint to the Office of the Coordinator of Discipline or to any of the following: the Principal, Assistant Principal, their Adviser, or a subject teacher. The complaint must be accompanied by substantial evidence against the alleged offending personnel. Acceptable evidence may include photographs, videos, or audio recordings.
2. The Coordinator of Discipline shall collect and compile the presented evidence, which shall be immediately endorsed to the Principal. The Principal will then review and endorse the case to the Human Resource Department.
3. If necessary, the Human Resource Director may convene the Fact-Finding Committee, composed of the personnel concerned, the Assistant Principal, the Principal, the Crisis Manager, the Vice President for Academic Affairs, and the Executive Secretary to the President.

C. In case of a class complaint



1. In submitting a class complaint against a faculty member, the complaint must be signed by at least 50% plus one of the members of the class.

CLASSIFICATIONS OF OFFENSES AND SANCTIONS

(Pursuant to the DepEd Order No. 6, Series of 2026)

TYPES OF SANCTIONS

Any pupil/student who has been found guilty of the following violations enumerated in the Table of Sanctions shall be meted the corresponding sanctions after due process:

1. WRITTEN REPRIMAND – (*Sanction for First-level Offenses or Minor Offenses*) A written reprimand is a formal letter or notice to the pupil/student concerning his/her violation of the University rules and regulations. The student, in turn, will submit a letter of explanation regarding his/her acts.

2. SUSPENSION BY RENDERING COMMUNITY SERVICE – (*Sanction for Second and Third level Offenses or Major and Serious Offenses*) This is anchored on Restorative Justice and an agreement between the parent/s and the school Coordinator of Discipline that holds the erring pupil/student to render obligatory service in the offices or wherever the place within the school campus is designated by the Coordinator of Discipline.

Note: *Community Service should not be treated as a punishment to the pupil/student. The number of hours to be rendered depends solely on the degree of the infraction made and based on the recommendations made by the grievance committee and approved by the University President.*

3. PREVENTIVE SUSPENSION – (*Sanction for Second and Third level Offenses or Major and Serious Offenses*) A pupil/student under investigation in a case involving the penalty of exclusion may be preventively suspended from entering the University premises, if the evidence of guilt is strong and the Principal is morally convinced that the continued stay of the pupil/student during the period of investigation constitutes a distraction on the normal operations of the University or poses a risk or danger to the persons or property within the University.

4. NON-READMISSION – (*Sanction for Second and Third level Offenses or Major and Serious Offenses*) This is a penalty issued to a pupil/student who commits major offenses and/or who habitually violates the University rules and regulations. Under this sanction, the pupil/student shall be denied the privilege of enrollment in the University for the succeeding school year.



5. EXCLUSION – (Sanction for Third-level Offenses or Serious Offenses) Exclusion is a penalty in which the University is allowed to exclude or drop the name of the erring pupil/student from the school rolls for being undesirable, and to issue transfer of credentials immediately. No prior approval by the Department of Education is required, but a summary investigation should first be conducted in the imposition of the penalty.

Note: *Final Actions involving nos. 2, 3, 4, & 5 are all subject to the approval of the University President upon the recommendation of the Fact-Finding Committee.*

Students sanctioned with suspension, community service, or higher penalties for committing Second- or Third-Level Offenses **shall be disqualified from receiving academic awards and recognitions, receiving Certificates of Good Moral Character, and from participating in graduation or recognition rites.** This disqualification is not considered an additional penalty but rather forms part of the qualifications for receiving such awards and privileges. The School also reserves the right to adjust or impose additional penalties as deemed necessary based on the severity of the offense, subject to due process.

Filing of Appeals

Pursuant to DepEd Order No. 6, s. 2026, any student or parent who disagrees with the disciplinary sanction imposed may file a written appeal within fifteen (15) days from receipt of the decision. The appeal shall be addressed to the School Principal or the duly constituted Committee on Student Discipline. The appeal must clearly state the grounds relied upon and be supported by relevant documents or evidence. Filing of an appeal shall not automatically suspend the implementation of the sanction unless otherwise provided by applicable policies. Failure to file within the prescribed period shall result in the dismissal of the appeal in accordance with DepEd Order No. 49, s. 2006.



TABLE OF SANCTIONS:

(Pursuant to the DepEd Order No. 6 series of 2026)

The following offenses are classified according to their gravity and frequency in student discipline at the end of each grading period, in accordance with the preceding section. However, this list is not exhaustive; if a student commits an act detrimental to the University that is not covered by this Code of Conduct, the University may impose an appropriate and commensurate penalty. In cases of multiple offenses or when a single act violates two or more provisions, a higher degree of penalty shall be imposed.

Students sanctioned with suspension, community service, or higher penalties for committing Second- or Third-Level Offenses shall be **disqualified** from receiving awards and recognitions, receiving Certificates of Good Moral Character, and from participating in graduation or recognition rites. This disqualification is not considered an additional penalty but rather forms part of the qualifications for receiving such awards and privileges. The School also reserves the right to adjust or impose additional penalties as deemed necessary based on the severity of the offense, subject to due process.

Type: First Level (Minor Offense)

These acts involve less severe actions that do not pose immediate physical, psychological, or emotional harm but still disrupt the learning environment, and these behaviors can often be handled through direct intervention and guidance from teachers and authorities.

Nô.	NATURE OF OFFENSE	Type	1st OFFENSE	2nd OFFENSE	3rd OFFENSE
	Tardiness and Loitering during class hours	First Level (Minor Offense)	(3) accumulated events Written Reprimand and Parental Notice (through formal communication)	(4 – 6) accumulated events Written Reprimand and Conference with the Parents/ Guardians	(7 – 9) accumulated events Suspension not exceeding five days or Community Service for 15 hours or more
2	Uttering profanities/swearwords inside the school premises, or through online platforms, or during school-sanctioned activities whether inside or outside the school.	First Level (Minor Offense)	(3) accumulated events Written Reprimand and Parental Notice (through formal communication)	(4 – 6) accumulated events Written Reprimand and Conference with the Parents/ Guardians	(7 – 9) accumulated events Suspension not exceeding five days or Community Service for 15 hours or more
3	Abuse, misuse and unauthorized use of electronic gadgets: digital camera,	First Level (Minor Offense)	Written Reprimand and Parental Notice (through formal communication)	Written Reprimand and Conference with the Parents/ Guardians	Suspension not exceeding five days, or Community



	cellphones, and the like during classes and any related school activities				Service for 15 hours or more
4	Disruptive behavior and/or pranks in class or within the school premises or during school-sanctioned activities, whether inside or outside the school.	First Level (Minor Offense)	Written Reprimand and Parental Notice (through formal communication)	Written Reprimand and Conference with the Parents/ Guardians	Suspension not exceeding five days, or Community Service for 15 hours or more
5	Bringing and using of toys or objects not related to school activities, like playing cards, pellet guns, and others	First Level (Minor Offense)	Immediate Confiscation of the Item Written Reprimand and Parental Notice (through formal communication)	Immediate Confiscation of the Item Written Reprimand and Conference with the Parents/ Guardians	Immediate Confiscation of the Item Suspension not exceeding five days or Community Service for 15 hours or more
6	Grabbing other's belongings (e.g., toys, things, food, etc.) inside the classroom, school premises, or during school-sanctioned activities whether inside or outside the school.	First Level (Minor Offense)	Written Reprimand and Parental Notice (through formal communication)	Written Reprimand and Conference with the Parents/ Guardians	Suspension not exceeding five days or Community Service for 15 hours or more
7	Simple vandalism inside the classroom or school premises, involving damage valued at not more than Php 500.00. <i>Vandalism is marking or damaging school property.</i>	First Level (Minor Offense)	Replacement of damaged property Written Reprimand and Parental Notice (through formal communication)	Replacement of damaged property Written Reprimand and Conference with the Parents/ Guardians	Replacement of damaged property Suspension not exceeding five days or Community Service for 15 hours or more
8	Entering any restricted area within the University without prior permission or authority. A restricted area is designated as such by the proper authorities and marked with proper signage.	First Level (Minor Offense)	Written Reprimand and Parental Notice (through formal communication)	Written Reprimand and Conference with the Parents/ Guardians	Suspension not exceeding five days or Community Service for 15 hours or more
2.	Tampering with and non-wearing of prescribed identification card (ID) and lanyard	First Level (Minor Offense)	(3) accumulated events Written Reprimand and Parental Notice (through formal communication)	(4 – 6) accumulated events Written Reprimand and Conference with the Parents/ Guardians	(7 – 9) accumulated events Suspension not exceeding five days or Community Service for 15 hours or more
10.	Not wearing the prescribed uniform	First Level (Minor Offense)	(3) accumulated events Written Reprimand and Parental Notice (through formal communication)	(4 – 6) accumulated events Written Reprimand and Conference with the Parents/ Guardians	(7 – 9) accumulated events Suspension not exceeding five days or Community Service for 15 hours or more



11.	Improper haircut (unnatural hair color or highlight (e.g., pink, red, purple, blue, blond/blonde, etc.).	First Level (Minor Offense)	(3) accumulated events Written Reprimand and Parental Notice (through formal communication)	(4 – 6) accumulated events Written Reprimand and Conference with the Parents/ Guardians	(7 – 9) accumulated events Suspension not exceeding five days or Community Service for 15 hours or more
12	Wearing of more than a pair of earrings for female and an earring for male student	First Level (Minor Offense)	(3) accumulated events Written Reprimand and Parental Notice (through formal communication)	(4 – 6) accumulated events Written Reprimand and Conference with the Parents/ Guardians	(7 – 9) accumulated events Suspension not exceeding five days or Community Service for 15 hours or more
13	Use of nail polish and make-up	First Level (Minor Offense)	(3) accumulated events Written Reprimand and Parental Notice (through formal communication)	(4 – 6) accumulated events Written Reprimand and Conference with the Parents/ Guardians	(7 – 9) accumulated events Suspension not exceeding five days or Community Service for 15 hours or more
14.	Sharing fake news or false information that can create confusion or commotion in the school.	First Level (Minor Offense)	Written Reprimand and Parental Notice (through formal communication)	Written Reprimand and Conference with the Parents/ Guardians	Suspension not exceeding five days or Community Service for 15 hours or more
15	Punching, pinching another learner which does not result in physical injuries, inside the classroom, school premises and school-sanctioned activities.	First Level (Minor Offense)	Written Reprimand and Parental Notice (through formal communication)	Written Reprimand and Conference with the Parents/ Guardians	Suspension not exceeding five days or Community Service for 15 hours or more
16	Fighting, quarreling in class/school premises or during school-sanctioned activities which do not result in physical injuries.	First Level (Minor Offense)	Written Reprimand and Parental Notice (through formal communication)	Written Reprimand and Conference with the Parents/ Guardians	Suspension not exceeding five days or Community Service for 15 hours or more
17.	Carrying, concealing, liquor, toxic substances, cigarettes/vape/ and pornographic materials inside the classroom, school premises, or during school-sanctioned activities, whether inside or outside the school.	First Level (Minor Offense)	Immediate confiscation of the item observed Written Reprimand and Parental Notice (through formal communication)	Immediate confiscation of the item observed Written Reprimand and Conference with the Parents/ Guardians	Immediate confiscation of the item observed Suspension not exceeding five days or Community Service for 20 hours or more
18	Public display of affection, such as, but not limited to, cuddling, inappropriate touching, excessive hugging, kissing, or any indecent/ scandalous or malicious acts which lead to dispute in the school community and	First Level (Minor Offense)	(3) accumulated events Written Reprimand and Parental Notice (through formal communication)	(4 – 6) accumulated events Written Reprimand and Conference with the Parents/	(7 – 9) accumulated events Suspension not exceeding five days or Community



contribute to unbecoming of students in a Catholic Institution			Guardians	Service for 15 hours or more
--	--	--	-----------	------------------------------

Type: Second Level (Major Offense)

These acts are severe or repeated behaviors that go beyond minor offenses and necessitate a formal proceeding and intervention by the relevant school authorities.

No	NATURE OF OFFENSE	Type	1st OFFENSE	2nd OFFENSE	3rd OFFENSE
19.	Cutting Class or Leaving the school campus during class hours	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 10 hours	Non-Readmission and referral to the Student Welfare Services.	Exclusion and referral to the Student Welfare Services.
20.	Destroying or tampering with any school property	Second Level (Major Offense)	Replacement of damaged property Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 20 hours	Replacement of damaged property Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 40 hours	Replacement of damaged property Non-Readmission and referral to the Student Welfare Services.
21	Dishonesty such as misuse of class funds, misusing the money meant to pay for one's financial obligations in school, or cheating in personal dealings with members of the school	Second Level (Major Offense)	Replacement of missing funds Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 20 hours	Replacement of missing funds Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 40 hours	Replacement of missing funds Non-Readmission and referral to the Student Welfare Services.
22	Involvement in an indecent act in any form on /off-campus training, retreat practicum/ Immersion or educational exposure.	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or	Non-Readmission and referral to the Student Welfare Services.	



			Community Service for 30 hours		
23.	Dishonesty, lying, giving false statements, stealing intellectual properties, presenting or submitting the work of others	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 10 hours	Non-Readmission and referral to the Student Welfare Services.	Exclusion and referral to the Student Welfare Services.
24	Plagiarism, forging, tampering, altering, misinterpreting, submitting the work of others, misusing school documents or records. Allowing or causing the school documents or records, credentials, excuse letters, student handbook, clearance or certification to be forged; furnishing false information in connection with official documents, publishing, circulating, or disseminating false information about the school administrator, faculty members, personnel, and students	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 40 hours	Non-Readmission and referral to the Student Welfare Services	Exclusion and referral to the Student Welfare Services.
25	Falsifying signatures of school authorities, teachers, parents, or guardians	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 40 hours	Non-Readmission and referral to the Student Welfare Services	Exclusion and referral to the Student Welfare Services.
26.	Instigating/organizing /participating in a boycott or disruption of classes, which leads to impeding, obstructing, preventing or defeating the right and the obligation of the teacher to teach his/her subject, or the right of any student to attend classes	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 30 hours	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Service, or. Community Service for 40 hours	Non-Readmission and referral to the Student Welfare Services.
27	Stalking inside the classroom, school premises, or during school-sanctioned	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning	Suspension not exceeding five days with provisions of alternative learning	Non-Readmission and referral to the Student Welfare Services.



	activities whether inside or outside the school.		modalities and referral to the Student Welfare Services, or Community Service for 30 hours	modalities and referral to the Student Welfare Services, or Community Service for 40 hours	
28	Assaulting or inflicting slight physical injuries to another learner or teacher or school personnel, whether inside or outside the school. <i>Slight physical injuries are those that require medical intervention for 1-9 days.</i>	Second Level (Major Offense)	Provide compensation for the injured party's medical treatment Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 50 hours	Provide compensation for the injured party's medical treatment Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 70 hours	Non-Readmission and referral to the Student Welfare Services.
29	Threatening, coercing, intimidating, compelling, encouraging, or convincing any student to be absent from class or to participate in any unauthorized activity.	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 30 hours	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 40 hours	Non-Readmission and referral to the Student Welfare Services
30	Theft or stealing others' belongings inside the classroom, school premises, or during school-sanctioned activities whether inside or outside the school.	Second Level (Major Offense)	Provide compensation equivalent to the value of the item taken in the event of damage or loss. Non-Readmission and referral to the Student Welfare Services	Provide compensation equivalent to the value of the item taken in the event of damage or loss. Exclusion	
31	Posting and/or uploading pictures, notes, videos, and the like, in the Internet, particularly social networking sites, that are pejorative to the name of the University as a Catholic Augustinian, Marian Institution, to its personnel and students	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 30 hours	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 40 hours	Non-Readmission and referral to the Student Welfare Services



32	Doing / Showing disrespect or irreverence towards people of the religious affiliation, and to things or objects valued as sacred by our religion/beliefs	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 30 hours	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 40 hours	Non-Readmission and referral to the Student Welfare Services
33	Using the name of the university without prior notice and permission from any LCUP authority in any ticket, invitation, programs, announcement, or any similar printed or non-printed materials and in other activities, unauthorized collection of money and tickets/ goods in relation thereto.	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 30 hours	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 40 hours	Non-Readmission and referral to the Student Welfare Services
34	Patronizing gaming, indecent or questionable places or activities, doing acts that lead to public scandal and disrepute to the university and its faculty/ students/ personnel.	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 30 hours	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 40 hours	Non-Readmission and referral to the Student Welfare Services
35	Rumor-mongering against a person, a religious person, or any official.	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 30 hours	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 40 hours	Non-Readmission and referral to the Student Welfare Services
36	Intimidating or threatening school personnel or learners whether inside or outside the school. This includes threat or intimidation done electronically or using social media platforms.	Second Level (Major Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 30 hours	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 40 hours	Non-Readmission and referral to the Student Welfare Services



37	Gambling or possession of gambling materials inside the classroom, school premises, or during school-sanctioned activities whether inside or outside the school.	Second Level (Major Offense)	Immediate confiscation of the item observed Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 10 hours	Immediate confiscation of the item observed Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 20 hours	Immediate confiscation of the item observed Non-Readmission and referral to the Student Welfare Services
37	Smoking cigarettes/ e-cigarettes/ vapes, inside the school premises or during school-sanctioned activities, whether inside or outside the school.	Second Level (Major Offense)	Immediate confiscation of the item observed Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 30 hours	Immediate confiscation of the item observed Non-Readmission and referral to the Student Welfare Services	Immediate confiscation of the item observed to be used as evidence. Exclusion and referral to the Student Welfare Services.
38	Serious vandalism inside the classroom or school premises, involving damage valued at more than Php 500.00. <i>Vandalism is marking or damaging school property.</i>	Second Level (Major Offense)	Replacement of damaged property Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 30 hours	Replacement of damaged property Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 50 hours	Non-Readmission and referral to the Student Welfare Services

Type: Third Level (Serious Offense)

These include more difficult or complex situations as these incidents require a higher level of intervention due to their potential impact on learner safety and well-being.

No	NATURE OF OFFENSE	Type	1st OFFENSE	2nd OFFENSE	3rd OFFENSE
39.	Cheating/dishonesty during class assessment/exams; or allowing another student to copy one's answer in exams or assigned homework or similar assessment, whether for personal reasons, profit or gain (<i>sagot for sale</i>)	Third Level (Serious Offense)	Failing marks in the assessment Suspension not exceeding five days with provisions of alternative learning modalities and	Failing marks in the assessment Non-Readmission and referral to the Student Welfare Services.	Failing marks in the assessment Exclusion and referral to the Student Welfare Services.



			referral to the Student Welfare Services, or Community Service for 40 hours		
40	Getting pregnant out of wedlock, causing the pregnancy during stay in the school for both male and female students	Third Level (Serious Offense)	Both Male and female students will be offered to be transferred to Modular Modality with payment of the parent in the level where he/she is currently in Non-Readmission and referral to the Student Welfare Services.		
41	Acts of lasciviousness, offensive physical gestures at someone, and exposing private parts for the sexual gratification of the respondent with the effect of demeaning, harassing, threatening, or intimidating the offended party, including flashing of private parts, public masturbation, groping, and similar lewd sexual actions committed inside the classroom, school premises, or school-sanctioned activities whether inside or outside the school.	Third Level (Serious Offense)	Suspension not exceeding five days with provisions of alternative learning modalities and referral to the Student Welfare Services, or Community Service for 60 hours	Exclusion and referral to the Student Welfare Services.	
42	Joining, organizing and/or recruiting learners to fraternities, sororities, street gangs, and similar organizations.	Third Level (Serious Offense)	Non-Readmission and referral to the Student Welfare Services.	Exclusion and referral to the Student Welfare Services.	
43	Making bomb threats/jokes	Third Level (Serious Offense)	Non-Readmission and referral to the Student Welfare Services.	Exclusion and referral to the Student Welfare Services.	
44	Inflicting serious physical injuries to another learner or personnel, whether inside or outside the school. Serious physical injuries occur when the victim requires medical intervention for 10 days or more.	Third Level (Serious Offense)	Non-Readmission and referral to the Student Welfare Services.	Exclusion and referral to the Student Welfare Services	
45	Uploading and sharing recorded or live videos which degrade, demean, or shame other learners and school personnel.	Third Level (Serious Offense)	Non-Readmission and referral to the Student Welfare Services.	Exclusion and referral to the Student Welfare Services	
46	Uploading and sharing one's or another student's	Third Level	Non-Readmission and referral to the	Exclusion and referral to the	



	recorded/live video, photo, or voice with sexual content in social media or to any person willing to pay for gain or profit (<i>online sex for sale</i>)	(Serious Offense)	Student Welfare Services.	Student Welfare Services	
47	Carrying and concealing deadly weapons, such as firearms, ammunition, explosives, bladed/ pointed/ blunt weapons inside the school premises or during school-sanctioned activities, whether inside or outside the school.	Third Level (Serious Offense)	Non-Readmission and referral to the Student Welfare Services.	Exclusion and referral to the Student Welfare Services	
48	Use, possession, or sale of prohibited drugs or substances inside the school premises or during school-sanctioned activities, whether inside or outside the school.	Third Level (Serious Offense)	Non-Readmission and referral to the Student Welfare Services.	Exclusion and referral to the Student Welfare Services	
49	Drinking liquor inside the school or during school-sanctioned activities, whether inside or outside the school, or coming to the school intoxicated.	Third Level (Serious Offense)	Non-Readmission and referral to the Student Welfare Services.	Exclusion and referral to the Student Welfare Services	
50	Sexual exploitation, sexual assault or rape committed whether inside or outside the school.	Third Level (Serious Offense)	Exclusion and referral to the Student Welfare Services		
51	Homicide or murder committed whether inside or outside the school; Hazing in any form inside or outside the school premises.	Third Level (Serious Offense)	Exclusion and referral to the Student Welfare Services		
52	Any student with a pending case in court.	Third Level (Serious Offense)	Transfer to Modular Modality with pay in the level where he/she is currently in Non-Readmission and referral to the Student Welfare Services.		
53	Having been convicted of a criminal offense before the court of law during the duration of his/her academic stay at the University.	Third Level (Serious Offense)	Exclusion and referral to the Student Welfare Services		

(Pursuant to the DepEd Order No. 6, Series of 2026)

- Other related violations not mentioned in the table of sanctions shall be dealt with accordingly, subject to the recommendations of the Fact-Finding Committee.
- It is expected that every pupil/student must have read and understood the contents of this student handbook; otherwise, he/she must consult the Discipline Office or the Principal's Office about matters that confuse him/her.



POLICY ON PLAGIARISM

The university, being an academic institution, condemns and does not tolerate plagiarism in any form. This covers all academic output from Basic Education, including reports and research emanating from the various offices in the university.

Policy Guidelines

Plagiarism is a serious offense and is not tolerated in any form.

1. **Forms of Plagiarism.** Plagiarism includes, but is not limited to:
 - a. Copying from the internet or other sources without proper citation
 - b. Using exact words of another without quotation marks or references
 - c. Paraphrasing or summarizing ideas without crediting the source
 - d. Submitting work (in whole or in part) written by another person, whether free, purchased, or obtained by any means
 - e. Submitting duplicated or heavily dependent work without permission or proper acknowledgment
 - f. Receiving credit for work that relies dishonestly on others

2. Multiple Submissions

Submitting the same work for more than one class without prior approval is not allowed, as each task requires original effort and learning.

3. Handling of Cases

- a. If plagiarism is due to unfamiliarity with proper citation, the student will be guided and asked to revise the work.
- b. If plagiarism is intentional, appropriate sanctions stated in the Student Handbook will be applied.

4. Reporting and Sanctions

- a. Cases failing must be reported to the Office of the Coordinator of Discipline.
- b. Repeated offenses may result in additional penalties, including possible dismissal from the University.

ARTIFICIAL INTELLIGENCE (AI) USE IN RESEARCH

La Consolacion University Philippines supports the responsible, ethical, and value-oriented use of Artificial Intelligence (AI) in student research. AI tools may be used to support



learning and improve research processes, provided that their use aligns with academic integrity, learner development, and the values of the University.

Guiding Principles

The use of AI in research within the Basic Education Department is guided by the following principles:

1. **Common Good** - AI must be used to enhance learning and contribute positively to the community. It should support educational development and not be used for personal gain alone.
2. **Inclusivity** - Students should use AI tools that are accessible and fair to all learners. AI must promote equal participation in group work and avoid bias or exclusion.
3. **Transparency** - Students are required to declare the use of AI in their research outputs. A declaration form may be required to explain how AI tools were used in the study.
4. **Impartiality** - AI tools must be used objectively. Students should be aware of possible biases in AI outputs and are expected to evaluate tools before using them in research.
5. **Search for Truth** - AI-generated information must be verified for accuracy. Students should cross-check multiple sources and use AI as a support tool rather than a primary source.
6. **Accountability** - Students remain fully responsible for their research outputs, even when AI tools are used. Any errors, misuse, or ethical concerns must be reported, and corrections must be made when necessary.
7. **Respect for Personal Data and Privacy** - All research activities involving AI must follow data privacy regulations. Students must protect sensitive information and ensure that personal data is handled with confidentiality.
8. **Learner-Centeredness** - AI must support learning by enhancing critical thinking, creativity, and understanding. It should not replace students' own thinking and effort but instead assist them in developing research skills.

Guidelines for Students

1. AI tools may be used to assist in research tasks such as idea generation, data organization, and understanding concepts.
2. AI must not replace original work. All research outputs must reflect the student's own ideas and analysis.
3. Students must clearly disclose when and how AI tools were used in their research.
4. AI-generated information must be verified using reliable sources.
5. Students must use only approved or appropriate AI tools discussed with teachers.
6. Any misuse of AI, including failure to disclose its use, may result in disciplinary action in accordance with school policies.



SOCIAL MEDIA PRIVACY POLICY FOR STUDENTS

This policy ensures that LCUP pupils/students use social media responsibly and safely, helping them avoid risks such as cyberbullying, online predators, and other online harms. It includes, but is not limited to, the following:

- Creating or maintaining a social media account.
- Using a social media account to communicate with other students, teachers, personnel, or the public.
- Posting or sharing content on social media.

Guidelines

- **Be respectful of others.**

This means being mindful of how your words and actions affect others and avoiding harmful, discriminatory, or offensive behavior.

- **Be mindful of what you post.**

Once you post something on social media, it becomes publicly accessible and can still be shared or screenshot even if your account is set to private.

- **Keep private information to yourself.**

This includes your full name, address, phone number, email address, and any other information that could be used to identify you or track you down.

- **Avoid bullying or harassing others.**

Bullying and harassment are never okay, whether they happen online or in person. If you see someone being bullied or harassed online, report it to a trusted adult.

- **Avoid engaging in illegal or inappropriate activity.**

Refrain from using social media to engage in illegal or inappropriate activity, such as cyberbullying, spreading rumors, or posting hate speech.

- **Be aware of the risks.**

Social media is useful for connecting and sharing, but it comes with risks such as identity theft, cyberbullying, and data breaches.

- **Talk to your parents or guardians.**

Let your parents or guardians know about your social media use and ask for their guidance.

- **Know your rights.**

As a student, you have rights on social media, including privacy and protection from discrimination. If these rights are violated, you can report it to a trusted adult.

Please be reminded that any content you post online, including photos, videos, and written statements, may be used as evidence in disciplinary or legal proceedings. Once published on social media or other online platforms, such content is generally considered public and accessible, and therefore may be treated as a public document.

This is supported by the following legal provisions:



- **Republic Act No. 10175 (Cybercrime Prevention Act of 2012)**, which recognizes online data and content as admissible in evidence when properly authenticated.
- **Rule 130, Section 19 of the Revised Rules on Evidence**, which allows electronic documents to be considered as the functional equivalent of paper documents for evidentiary purposes.
- **Republic Act No. 8792 (Electronic Commerce Act of 2000)**, which affirms that electronic data messages and documents have legal effect and admissibility.

By posting online, you acknowledge that your content may be recorded, preserved, and used in accordance with the law.

POLICY GUIDELINES ON HANDLING DISCIPLINARY CASES OF LEARNERS WITH DIVERSE NEEDS AND LEARNING DISABILITIES

Objective:

To establish clear procedures and guidelines for handling disciplinary cases involving learners with diverse needs and learning challenges, ensuring a fair, inclusive, and supportive environment in accordance with ISO 21001:2018 standards

Scope:

The policy applies to all LCUP learners with diverse needs and learning challenges.

Policy Details:

To provide a safe and inclusive learning environment for all learners, including those with diverse needs and learning challenges. This policy outlines the guidelines for handling disciplinary cases involving such learners, ensuring fairness, support, and adherence to relevant national legislation, including:

- Department of Education (DepEd) Order No. 23, s. 2022: Child Find Policy for Learners with Disabilities Towards Inclusive Education
- Enhanced Basic Education Act of 2013 (Republic Act No. 10533): Section 8, Inclusiveness of Enhanced Basic Education

Key Principles and Laws:

- UN General Assembly, Convention on the Rights of Persons with Disabilities
- Republic Act 11036: Philippine Mental Health Act of 2017
- Republic Act 7277: Magna Carta for Disabled Persons, Section 12 - Access to Quality Education



- CHED Manual of Regulations for Private Higher Education: Section 83 - Right to Enroll until Graduation
- Republic Act 10173: Data Privacy Act of 2012

Guidelines on Handling Disciplinary Cases:

1. Filing of Formal Complaint:
 - Assist complainants, including addressing mental health concerns.
2. Notification of Adviser/Subject Teacher:
 - Inform the adviser/subject teacher through in-class or off-class call slips.
3. Notification of Parents/Guardians:
 - Promptly inform parents/guardians about any disciplinary issues involving the learner.
4. Conference with Involved Parties:
 - Conduct a conference with the involved parties to discuss the situation and gather information.
5. Issuance of Show Cause Letter (SCL):
 - Issue a SCL duly signed by the University President.
 - If the respondent reports a mental health condition, require a psychological assessment and evaluation.
Options:
 - a. Refer the respondent to the SWS (Student Welfare Services) Office to undergo psychological assessment.
 - b. Refer the respondent to the COM (College of Medicine) for evaluation
 - c. Request an external psychological assessment and submit the report to SWS.

Presumption of Learning Challenges

A respondent shall be presumed to have a learning challenge if:

- a. The parent or guardian has expressed in writing or orally that the student needs an Individualized Education Program.
- b. The parent has requested an evaluation of the student in writing.

Exceptions to Presumption:

- A respondent shall not be presumed to have a disability if:
 - a. The parent has not allowed a relevant evaluation by SWS.
 - b. The parent has refused IEP services.

Handling Cases with Psychological Assessment:

- If the respondent is undergoing psychological assessment or intervention, inform the complainant.
- After reviewing the psychological report, SWS may recommend:
 - a. Further assessment



- b. Interventions
- c. Proceeding with the case investigation
- d. Mental health support

Investigation and Deliberation:

- Upon SWS recommendation, the COD will proceed with the special investigation.
- The COD will complete a summary report and recommend the matter to the Principal for endorsement to the University Legal Counsel.
- If recommended to proceed, the COD will convene the Fact-Finding Committee for investigation and deliberation.
- If dismissed, the COD will refer both parties to SWS for intervention.

Notice of Hearing:

- Issue a notice of hearing to all parties involved at least five working days before the hearing date.
- Allow rescheduling if necessary.
- Proceed ex parte if the respondent fails to appear without sufficient cause.
- Invite SWS guidance counselors or psychometricians as resource persons.

Fact-Finding Committee and Sanctions:

- The Fact-Finding Committee will conduct a thorough assessment and recommend possible sanctions.
- The University President will approve the recommendations.
- The COD will monitor the implementation of the final sanction.

FACT- FINDING COMMITTEE

When a pupil/student commits offenses with suspension and exclusion as sanctions, this body will ascertain whether a pupil/student is guilty or not after going through due process.

The case shall be deliberated upon by the following: Subject Teacher involved, Class Adviser, Coordinator of Discipline, University Crisis Manager, Assistant Principal, Principal, Vice-President for Academic Affairs and the Representative of the University President. However, if the case merits suspension or expulsion, this will be elevated to the President of the University.

PART IX CHILD PROTECTION POLICY

La Consolacion University Philippines abides by the Child Protection Policy under DepEd Order No. 40, series of 2012. The best interest of the child shall be the paramount consideration in all decisions and actions of the school involving children. Similarly, all pupils/students must comply with and abide by the child protection policies and guidelines



enforced by the State, particularly by the DepEd, and implemented by and within the school. As such, they have the following duties and responsibilities:

1. Refrain from:
 - 1.1. Engaging in discrimination, or leading a group of pupils/students to discriminate against another, with reference to one's physical appearance, weakness, and status of any sort;
 - 1.2. Doing any act that is inappropriate or sexually provocative;
 - 1.3. Participating in behavior of other students and pupils that is illegal, unsafe or abusive;
 - 1.4. Marking or damaging school property, including books, in any way;
 - 1.5. Engaging in fights or any aggressive behavior;
 - 1.6. Introducing into the school premises or otherwise possessing prohibited articles, such as deadly weapons, drugs, alcohol, toxic and noxious substances, cigarettes and pornographic material; and
 - 1.7. Performing other similar acts that cause damage or injury to another.
2. Conduct themselves in accordance with their levels of development, maturity, and demonstrated capabilities, with a proper regard for the rights and welfare of other persons;
3. Respect another person's rights regardless of opinion, status, gender, ethnicity, religion, as well as everyone's moral and physical integrity; and
4. Observe the Code of Conduct.



PART X ANTI-BULLYING PROGRAM / ANTI-BULLYING STATEMENT

(Pursuant to the DepEd Order No. 6, series of 2026)

La Consolacion University Philippines hereby adopts the rules and regulations provided herein, in compliance with Republic Act (RA) No. 10627, otherwise known as the Anti-Bullying Act of 2013 (Anti-Bullying Act), its Revised Implementing Rules and Regulations (Revised IRR), other pertinent laws, and rules and regulations of the Department of Education (DepEd).

Scope and Coverage

The Policy shall apply to all grade levels of the School. For the avoidance of doubt, the Policy shall extend and apply to all stakeholders of the School, including but not limited to its Learners, School Personnel, Service Provider, and the Parents or Guardians of said Learners.

Definition of Terms

As used in the Anti-Bullying Act and its Revised IRR, other relevant laws, and issuances of DepEd, the following terms shall mean or be understood as follows:

- a. **“Bully”** refers to any Learner who commits acts of Bullying, as defined in Section 4 of this Policy.
- b. **“Bystander”** refers to any person who witnesses or has personal knowledge of any actual or perceived incidents of bullying or retaliation, as defined by this Policy.
- c. **“Disciplining Authority”** refers to either the teacher, Discipline Officer, Asst. Principal or Principal or School Head who are tasked to act on the bullying incident pursuant to Section 19 of this policy.
- d. **“Exclusion”** refers to a penalty wherein a learner is immediately dropped from the class list of the school. In such cases, the learner may continue his/her education through appropriate educational interventions in an educational setting other than the school of origin. Such placement shall be based on the learner's needs and context after a formal assessment and recommendation of the concerned governing agencies.
- e. **“Hostile Environment”** refers to a situation where unwelcome or offensive behavior creates an intimidating, unfriendly, aggressive, or abusive atmosphere for the victim and upstander among others.
- f. **“Learner”** refers to any individual seeking basic literacy skills and functional life skills or support services for the improvement of the quality of his/her life.
- g. **“Non-readmission”** refers to a penalty where a student is no longer allowed to be admitted for the following school year but is allowed to complete his/her current school year.



- h. **“Precursor to Bullying”** refers to acts, whether physical, verbal, or through the use of technology or electronic means, that indicate that bullying may occur or that a learner is starting to be bullied by fellow learners.
- i. **“Retaliation”** refers to acts which include any form of intimidation, reprisal, or harassment against a person who reports a bullying incident, who provides information during an investigation of bullying, who is a witness to, or who has reliable information about, a bullying incident.
- j. **“Upstander”** refers to a person who speaks, acts, or intervenes on behalf of a learner being bullied, including but not limited to getting help from a trusted adult.
- k. **“Victim”** refers to any learner to whom acts of bullying or retaliation as defined by this Policy are directed.

WHAT IS BULLYING?

Bullying is a form of aggressive behavior that is severe, intentional, hurtful, and repeated. The person who bullies has more power than the person who is targeted. Bullying is strictly prohibited in La Consolacion University Philippines. It has no place in our institution.

LCUP believes that a pupil/student can achieve their full potential in an environment that is free from intimidation and fear. For this to be achieved, all members of the school community must show mutual respect towards each other while upholding our institution's core values of interiority, humility, courage, missionary spirit, compassion, and community-oriented values.

TYPES OF BULLYING

1. **PHYSICAL BULLYING** - Refers to any unwanted physical contact between the bully and the victim. Includes, but is not limited to, *punching, pushing, tripping, pinching, spitting, shoving, hitting, kicking, slapping, tickling, head-locking, grappling, inflicting school pranks, teasing, fighting, and the use of any available object as a weapon.*
2. **VERBAL & WRITTEN BULLYING** - Refers to any slanderous statement or accusation that causes the victim undue emotional stress. Includes, but is not limited to, *name-calling, making insulting, racist, or rude remarks, repeated teasing, Harassment, threats, and intimidation, Mean or intimidating notes, mean or intimidating graffiti, whispering behind someone's back, and other analogous acts.*
3. **RELATIONAL / SOCIAL BULLYING** - Refers to a form of bullying that aims to damage the social reputation of a learner or a group of learners, including but it's not limited to *relationships affecting the victim's social standing. Includes but not limited to Destroying status within a peer group, Destroying reputations, Humiliating and embarrassing someone, Gossiping or spreading malicious rumors or lies, Exclusion (social rejection or isolation), Stealing a boyfriend or girlfriend to hurt someone, Negative body language (glaring, dirty looks, turning your back to someone), Threatening gestures, Passing mean notes, Circulating hate petitions (promising to hate someone) and other analogous acts.*



4. **CYBER BULLYING** - Refers to all forms of bullying carried out through the use of technology or any electronic means. Includes but not limited to *Spreading gossip, rumors, and lies electronically, Sending or posting defamatory or embarrassing photographs and video recordings, Sending insulting or threatening emails, Sending malicious code, Sending pornography and other junk emails and instant messages (IMs), Impersonating someone online to make them look bad, Sending or posting cruel jokes electronically, Sending or posting malicious gossip electronically, Creating a website designed to humiliate and embarrass someone and other analogous acts.*
5. **GENDER BASED BULLYING** - refers to any act that humiliates, excludes, or targets individuals based on their perceived or actual sexual orientation, gender identity, or gender expressions. Includes but is not limited to *acts that create an intimidating, hostile, or humiliating environment for the victim, such as unwanted sexual remarks or actions, use of sexist, homophobic, misogynistic, or transphobic remarks among others.*

Administrative Action

Bullying incidents shall be treated according to their nature, gravity, severity, and attending circumstances. The following disciplinary administrative actions may be taken against the bully, depending on the severity and circumstances of the case:

No.	Bullying Offense	1st Offense	2nd Offense	3rd Offense
1.	First level of Disciplinary Intervention including Precursors to Bullying. This level of discipline applies to precursors to bullying or bullying behaviors that can be classified as "minor bullying acts" such as, but not limited to: 1. Uttering profanities/swearwords against a learner; 2. Disruptive behavior and/ or pranks against a learner; 3. Grabbing belongings of another learner without permission; 4. Punching, pinching another learner which does not result in physical injuries; and 5. Fighting a learner which does not result in physical injuries.	Written reprimand and Summon of Parents	Suspension from classes for three days, or Community Service of 10 hours	Suspension from classes for five days, or Community Service of 20 hours
2.	Second level of Disciplinary Intervention This level of discipline applies to bullying behaviors that can be classified as "serious bullying acts" such as, but not limited to: 1. Stalking 2. Catwalking, wolf-whistling, unwanted invitations, misogynistic, transphobic,	Summon Parents and refer to the Student Welfare Services. Suspension from classes for five days, or Community Service of 20 hours	Summon Parents and refer to the Student Welfare Services. Non readmission	Summon Parents and refer to the Student Welfare Services. Exclusion



	homophobic, and sexist slurs, persistent uninvited comments or gestures on a person's appearance, relentless requests for personal details, statements of sexual comments and suggestions against a learner. 3. Assaulting or inflicting slight physical injuries to another learner; 4. Theft or stealing others' belongings to make fun of the person/victim; and 5. Intimidating or threatening a learner			
3	Third level of disciplinary intervention This level of discipline applies to acts of bullying that cannot be resolved by the teacher at the classroom level or by the discipline officer, but is not limited to: 1. Inflicting physical injuries to another learner when the victim is incapacitated or requires a medical intervention for 10 days or more; 2. Offensive gestures at someone, and exposing private parts for the sexual gratification of the respondent with the effect of demeaning, harassing, threatening, or intimidating the offended party, including flashing or private parts, public masturbation, groping, and similar lewd sexual actions; 3. Uploading and sharing recorded or live videos which degrade, demean, or shame other learners; and 4. Uploading and sharing one's or another student's recorded/live video, photo, or voice with sexual content in social media or to any person willing to pay for purposes of gain or profit.	Summon Parents and refer to the Student Welfare Services. Exclusion		

Rationale

In LCUP, it is affirmed that every pupil/student has a right to be in a school which is safe and secure. As an educational institution, we advocate peace and support non-violent means of conflict resolution.

In this context, our school has put anti-bullying policies in place to continuously fight this anti-social behavior and at the same time mold our pupils/students towards becoming dignified, respectful, and peace-loving citizens.



Guidelines

1. All members of the school have a responsibility to recognize bullying and to take the necessary action.
2. All teachers, staff, and personnel should treat any report of bullying seriously.
3. The concerned teacher, staff, or personnel should listen to the pupil/student and make such inquiries as may be necessary to clarify exactly what has been happening.
4. A pupil/student should be assured that he/she has acted correctly in reporting the bullying. The staff members should make a written summary of the information and pass it on to the Coordinator of Discipline.
5. The emphasis must be on changing the behavior of the bullying pupil/student, while providing support for the pupil/student who has been harassed.
6. An effort should be made to contact the parents of all involved pupils/students.

Procedure for Reporting of Cases

1. The incident must be reported immediately to the Discipline Officer. In case the pupil/student voluntarily filed the incident report, the Discipline Officer shall accept the case and make necessary communication and notification to the parents of the reporting child.
2. The Adviser will notify the parent/guardian of the pupil/student involved.
3. In the presence of the parent/guardian, the complainant will be made to write an incident report that contains the details of the incident. A formal complaint will then be filed with the Child Protection Committee (CPC).
4. The Principal will then schedule a case conference in the presence of the members of the CPC, the complainant and his/her parent/guardian, and the defendant and his/her parent/guardian.
5. During the case conference, all possible courses of action will be adopted to resolve the case.
6. If the case is not resolved, the CPC will meet again to decide what should be done.
7. After a resolution has been agreed upon, a report will be written and filed.
8. Follow-up interventions will be made by the Guidance Center to make sure that the bullying has stopped.

Source:

Republic Act No. 10627 (Anti-Bullying Act of 2013)
DepEd Order No. 6, Series of 2026



PART XI

POLICY ON CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

LCUP aims to develop in a pupil/student a well-rounded personality. It recognizes the fact that this cannot be achieved solely within the normal classroom setting but has to be complemented with various activities, which form part of the community life of a pupil/student. It is hoped that participation in duly authorized co-curricular and extra-curricular activities will further enable a pupil/student to become more socially conscious, value-oriented, and responsive Filipino Christian.

Every LCUP pupil/student therefore is expected to balance academic life and co-curricular and extra-curricular activities.

A pupil/student is required to attend all school activities, such as:

- Holy Masses
- Confessions
- Convocations
- Exhibits
- Club Meetings
- Cultural Presentation
- Mission and Christmas Drive
- Symposia
- Academic Contests
- Field Day Activities
- Intramurals
- Educational Tour
- Recollections
- Retreat (for graduating students; Grade 6, Grade 10, and Grade 12)

Co- and extra-curricular activities are done outside class hours, and participation in those activities is a requirement subject to the provisions in Section 79 of the Manual of Regulation for Private Schools and Article 218 of the Family Code.

CAMPUS ORGANIZATIONS / CLUBS

The following organizations are expected to complement the school's classroom instruction. Each organization is directly supervised by a moderator or adviser. N-10 to Senior High School may adopt or may establish other clubs related to specific strands/track with the approval of the Coordinator for Student Activities.



I. Organizations (N-12)

- a. **Student Coordinating Board (SCB).** This is composed of the officers voted for by the student body. It takes charge of coordinating the activities of the recognized organizations in the Department. The Head of Student Activities acts as the adviser.
- b. **Augustinian Youth Organization (AYO).** This is an active youth organization under the Order of Saint Augustine (OSA) through the patronage of the Augustinian Sisters of Our Lady of Consolacion (ALSOC), operated under the Integral Evangelization Program (IEP). AYO has two types of ministries:
 1. Liturgical Services
 - Ministry of Altar Servers
 - Ministry of Lectors and Commentators
 - Ministry of SIERVAS
 2. Social Services
 - Social Communication
 - Social Action Club
- c. **The Augustinian Chronicles.** As the training ground for campus journalists and those who find joy in writing self-expression, the organization provides students opportunities to hone their writing skills. Those contemplating journalism as a serious endeavor in the future usually join this organization.
- d. **Usbong Himig.** This aims to provide opportunities for students to perform and share their gifts and enhance liturgies and school events with music ministry.
- e. **Mother Rita Barcelo Social Action Club.** This club aims to live out the Augustinian value of service by participating in social justice initiatives, advocating for those in need, and promoting a culture of care within the community.
- f. **Agustino Savers Club.** This club instills financial literacy and discipline among members through savings and investment activities, fostering the values of stewardship and responsible management of resources.
- g. **Panorama.** This club seeks to capture and preserve meaningful moments and events, fostering creativity and the values of attentiveness to beauty, meticulous documentation, and sharing stories that inspire and connect the community.
- h. **Peer Facilitators.** This club supports and guides fellow students through peer-led initiatives, promoting personal and academic growth while embodying the values of compassion, community, and service to others.
- i. **Batnayang Agustino.** This club aims to cultivate a spirit of patriotism and active citizenship among members, guided by the values of service, community involvement, and the pursuit of justice and peace.
- j. **Vox Invictus.** This club aims to develop critical thinking, articulate communication, and respectful discourse in members, embodying the values of truth-seeking, intellectual growth, and community engagement.



- k. **RELEVÉ Dance Organization.** This club expresses creativity and physicality through dance while promoting camaraderie, discipline, and the values of unity, grace, and the joyful celebration of life.
- l. **Robotics ORG.** To inspire innovation and technical skills in the field of robotics, guided by the values of knowledge, perseverance, and using technology to serve the common good.

II. Clubs

The Basic Education Department recognizes and supports various student clubs and organizations that promote leadership, academic excellence, spirituality, creativity, social awareness, and the holistic development of learners.

The official list of recognized clubs and organizations shall be determined and approved at the beginning of each academic year, subject to the availability, qualification, and designation of faculty moderators or advisers. As such, the creation, continuation, merger, suspension, or dissolution of any club or organization may vary from year to year depending on institutional needs, student interest, and administrative approval.

Only clubs and organizations duly recognized by the school administration shall be authorized to operate, recruit members, conduct activities, and represent the institution in internal or external engagements.

In the event of adjustments or revisions in the Senior High School (SHS) curriculum, whether due to changes in subject offerings, time allotments, academic focus, or program requirements, the school administration reserves the right to implement necessary modifications in the structure, scheduling, or availability of student clubs and organizations.

GUIDELINES ON ACTIVITIES

1. The club shall regularly meet once a month. The schedule is defined by the Coordinator of Student Activities.
2. Members of the recognized clubs/organizations are required to be present at all meetings. Three absences mean suspension from the organization/club.
3. A pupil/student who receives the privilege of representing the school in off-campus activities is obliged to live up to the expectations of the school.
4. Using the name of the school in whatever activity/project is only allowed if written permission is granted by the Principal.
5. LCUP, being a Catholic institution, sets religious activities that must be participated in by all students and personnel.
6. Activities scheduled during or within a class period require the attendance of all concerned. Absence from the activity will automatically mean absence of the students from the particular class.
7. Activities sponsored by clubs/organizations/departments must be approved by the Principal. Such activities must not affect the regular classes.



8. A written waiver is required for activities which are held outside of the school and outside of the school days. A pupil/student who joins activities without any proper waiver will not be allowed to participate in said outside activity.
9. Any pupil/student who attends activities of clubs and/organizations not recognized by LCUP shall be responsible for his/her own actions. The school will not be responsible for the pupil/student for any circumstance that may affect him/her during the activity.
10. A pupil/student organization's cause should not run counter to the philosophy, goals and objectives of the university, nor to the law, public policy, morals or public order.
11. All school activities should be in accord with the regulations of the school and of DepEd.
12. School facilities may be used by any student organization upon due application with the school authority; subject to the rules and regulations prescribed by the school, and that such facilities shall be used only for the purpose stated in the permit/application/request form.
13. Clubs/Organizations are not allowed to undertake fundraising activities, unless approved by the University President.
14. Application for the use of any school facilities shall be filed by the president of the organization and approved in writing by the Department Head.
15. Any club/organization shall be held liable for the loss, damage, or destruction of facilities or properties of the school covered for its use.
16. The posting, distribution, or circulation, within the school premises of any literature, posters, bills, or the like, whether commercial or otherwise, shall be done only in appropriate places after the written approval of the Office of the Principal. No one is allowed to use any bulletin board that is not designated/assigned to them.

POLICY ON STUDENT ORGANIZATIONS

1. The student organization/club is open to all pupils/students.
2. A pupil/student is required to have only one club membership.
3. Officers of the different clubs and organizations are elected at the beginning of the school year under a club adviser recommended by the Office of the Coordinator of Student Activities and approved by the Principal.
4. A pupil/student may apply for membership in any organization by filling up a form provided by the Office of the Coordinator of Student Activities.
5. The goals and objectives of each recognized club/organization must clearly be defined through their constitution and by-laws and achieved under the spirit of unity and sincerity.
6. Regular attendance and active participation in all school activities are required. Any member/officer of the organization who incurs three (3) absences from their meeting/activity shall be suspended.
7. A pupil/student must only have one club membership, except for the SCB Officers, which is the Department's Arm Organization, wherein they can have one more club membership.



POLICY GUIDELINES ON THE CONDUCT OF OFF-CAMPUS ACTIVITIES

In pursuance of DO 66, S. 2017, titled "Implementing Guidelines on the Conduct of Off-Campus Activities", La Consolacion University Philippines reiterates its commitment to ensuring the safety and well-being of all pupils/students participating in off-campus activities. In line with DepEd Order No. 66, s. 2017, the university established comprehensive guidelines to govern the planning, approval, and execution of off-campus activities. These guidelines are designed to promote educational value, safety, and holistic development of our students.

1. All off-campus activities must align with the educational objectives of the school. The activity must provide significant learning opportunities and experiences for the pupils/students.
2. Off-campus activities require prior approval from the school administration. Requests must be submitted well in advance, the report of compliance must be accomplished, and the certificate of compliance must be secured.
3. Detailed risk assessments and safety plans must be developed for all activities. These include:
 - a. ensuring proper supervision
 - b. emergency preparedness
 - c. medical certificate from the university clinic signed by the university physician.
4. Written consent from parents or guardians is mandatory for pupil/student participation in any off-campus activity. Parents must be fully informed about the nature, purpose, and details of the activity.
5. A pupil/student is expected to uphold the same standards of behavior and discipline during off-campus activities as he/she does within school premises. Any misconduct will be addressed in accordance with the school's disciplinary policies.
6. All costs associated with off-campus activities should be reasonable and transparent. The school will ensure that no pupil/student is excluded from participating due to financial constraints.

By adhering to these guidelines, LCUP aims to provide enriching and safe off-campus experiences that contribute positively to the educational journey of our pupils/students.



PART XII

SCHOOL FACILITIES

1. The Chapel

The Chapel is found near the Sisters' Residence. Grade School and High School year-level or class masses are celebrated here.

2. The Home Economics Room

This is the venue for pupils/students to practice their skills in cooking and food preparation and preservation. It is an ideal seedbed for future homemakers. The HE Room is located on the 1st floor of the Mother Rita Building.

3. Audio-Visual Room (BED AVR)

This is conducive to varied purposes like pupil/student seminars and activities, Administrative and Faculty conferences, seminars, workshops, etc. The BED AVR is found on the 2nd floor of the St. Augustine Building. This is for the use of the Basic Education Department.

4. The Gymnasium

The Cassiciacum Sports Center is available for the use of the pupils/students and faculty. It is a roofed gymnasium conducive to various physical education activities.

5. Kalinangan Auditorium

It is a fully air-conditioned facility with a capacity of thousands. It is conducive to varied functions like pupil/student seminars, retreats, assemblies, administrative and faculty conferences, workshops, and others. It is equipped with modern facilities, audio and video equipment, and facilities for controlling lighting.

6. The Library

The library operates under the following rules and regulations:

- a. The use of the library is only for duly enrolled students or researchers.
- b. Pupil/student/researcher is required to have an RFID for borrowing and returning books.
- c. The pupil/student is entitled to borrow one (1) reserved book and two (2) general circulation books at a time within a specified period.
- d. Reserved books may be borrowed on an overnight basis only and are to be returned on the following morning.
- e. Stealing, tearing, damaging, or mutilating a book, periodicals, pamphlets, or other reading materials is a serious infraction of the rules and regulations. This



is to be reported to the Office of the Coordinator of Discipline for disciplinary action.

- f. Bags and other belongings are deposited in the baggage area. Valuables such as money, jewelry, and cellphones may be brought inside the library; however, the library is not responsible for any losses. Cellphones must be put on silent mode.
- g. Borrowers should surrender everything for inspection when leaving the library premises.
- h. The library staff is authorized to enforce silence, as well as the library rules and regulations.
- i. Any discourtesy towards the Library Staff enforcing library rules and regulations will be noted and reported in writing to the office of the Coordinator of Discipline for disciplinary action.
- j. Eating and other activities that will distract other researchers are not allowed.
- k. The school library service is from 7:30 a.m. to 5:00 p.m. from Monday to Friday.

7. Office of the Student Welfare Services (SWS)

The Student Welfare Services are basic services and programs needed to ensure and promote the well-being of the students. The SWS includes the following:

- a. Information and Orientation Services
- b. Guidance and Counseling Services
- c. Mental Health Services
- d. Testing Services
- e. Career and Job Placement

8. Computer Laboratory

The Computer Laboratory is provided with modern equipment where the pupils/students can simultaneously perform activities using the computer units. The Computer Lab is located on the 2nd floor of the MR Building.

9. Science Laboratory

The Science Lab services both the Grade School and High School level. Proper standard operating procedures are observed when it comes to the use of materials, equipment, and apparatus in the laboratory. The Science Lab is located on the 1st floor of the MR Building.

10. Clinic/Health Services

It is supervised by physicians, dentists, and school nurses. It conducts an annual general physical and dental check-up. Clinical services are available to pupils/students daily during the specified hours. In case of major illness, the medical staff (whoever



attends to the pupil/student) will issue and endorse a "Consultation/ treatment/ advice Slip" to the parent/guardian. The slip must be duly signed and approved by the Principal. However, the clinic applies first aid treatment to minor ailments.

11. Food Services

There are several canteens on the campus that cater to the food requirements of the BED students.

12. Registrar's Office

The office is located on the ground floor of the Administration Building. It safeguards the pupil's/students' records.

13. Security Services

The University is physically secured and protected by a reputable Security Task Force. They monitor the coming in and out of people at the two gates of the campus.

14. Finance / Cashier's Office

This office, which takes charge of all the financial transactions of the University, is found on the ground floor of the Administration building.

15. La Consolacion University General Hospital

The hospital serves as a referral hospital for the school's community extension services. At the same time, the hospital provides LCUP complementary medical services to pupils/students and personnel.



PART XIII

CODE OF CONDUCT UNDER NEW NORMAL SITUATION

NETIQUETTE GUIDE FOR VIRTUAL CLASSES/ACTIVITIES

Security

Remember that your password is the only thing protecting you from trouble or more serious harm.

1. Don't share your password with anyone.
2. Change your password if you think someone else might know it.
3. Always log out when you are finished using the system.

General Guidelines

When attending virtual classes/activities, you should always:

1. Treat your teachers and classmates with respect in email or any other mode of communication.
2. Address your teacher using their appropriate title or preferred form of address: Sir or Ma'am.
4. Use clear and concise language.
5. Remember that all communication should have correct spelling and grammar.
6. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you".
7. Avoid using the Caps Lock feature, AS IT CAN BE INTERPRETED AS YELLING.
8. Limit and possibly avoid the use of emoticons like or :).
9. Be cautious when using humor or sarcasm, as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
10. Be careful with personal information, both yours and others.
11. Never send private information by email or other similar means.

Email Netiquette

When you send an email to your teachers or classmates, you should:

1. Use a descriptive subject line.
2. Be brief.
3. Avoid attachments unless you are sure your recipients can open them.
4. Avoid HTML in favor of plain text.
5. Sign your message with your name and return e-mail address.



6. Think before you send an e-mail to more than one person. Does everyone really need to see your message?
7. Be sure you REALLY want everyone to receive your response when you click, "reply all."
8. Be sure that the message author intended for the information to be passed along before you click the "forward" button.

Message Board Netiquette

When posting on the Discussion Board in your virtual class, you should:

1. Make posts that are on topic and within the scope of the subject or topic material.
2. Take your posts seriously and review and edit your posts before sending.
3. Be as brief as possible while still making a thorough comment.
4. Always give proper credit when referencing or quoting another source.
5. Be sure to read all messages in a thread before replying.
7. Never repost someone else's post without adding something of your own to it.
8. Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
9. Always be respectful of others' opinions even when they differ from your own.
10. When you disagree with someone, you should express your differing opinion in a respectful, noncritical way.
11. Avoid making personal or insulting remarks.
12. Be open-minded.



PART XIV

PSYCHOSOCIAL SUPPORT POLICY

The school environment has experienced one of the greatest threats brought about by the COVID-19 crisis. Educational institutions are facing a tremendous challenge to adapt to the changes and requirements of the new normal. The months of community quarantine have affected the lives not only of the pupils/students but also their parents, teachers, and school personnel. Even in normal situations, good mental health is critical to pupil's/students' success in personal and school life. Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral health and the ability to cope with life's challenges. Left unmet, mental health problems may result in negative outcomes and more serious problems.

Alongside the new normal approaches in the teaching-learning process, the Student Welfare Services of La Consolacion University Philippines defined strategies that would respond to the psychosocial needs primarily of pupils/ students and their parents. In addition, specific actions are planned to aid and support the teaching and non-teaching personnel as well. Psychosocial support helps people cope with a crisis that disrupts their lives. The basic premise is that if people are empowered to understand and care for themselves and others, there will be improved self-confidence and strengthened ability or capability to deal with current and future challenges. The target will be to help individuals develop resiliency in the face of the pandemic and other challenging life situations.

To assist the pupils/students, parents, teachers, and non-teaching personnel, the SWS unit will provide services centered on curative and preventive approaches. These would involve the following:

1. Initial engagement through routine checking of physical and psychosocial states. Initial activity would involve the conduct of individual routine check interviews to determine current states and needs – physical, familial, social, daily functioning, coping mechanisms, and general well-being.
 - a. Online routine check interviews targeting all students
 - b. Online routine check interviews targeting the parents of the pupils/students
 - c. Routine interviews of school personnel
2. Needs assessment, identification of at-risk individuals, and interventions needed from the initial engagement, needs, nature, and level of assessment will be determined. Persons will be categorized according to their level of coping or non-coping. Specific guidance or psychological interventions will be scheduled and implemented.
 - a. The Student Welfare Services personnel will continuously review documented responses from each student to identify the concerns of pupils/students/parents.
 - b. Pupil/Students' responses will be categorized according to their specific needs to ensure that those at risk will be given necessary interventions.



3. **Formation of a social support system**
Support groups (family, friends/classmates' circle, school) will be created. This group support will enable the affected individuals to get on with their daily tasks and demands. Social networking may also be used to follow up with teachers, personnel, and pupils'/students' daily routines and monitor their psychosocial needs.
 - a. The Student Welfare personnel will work closely with the advisers and parents to guarantee the efficiency of the program through interaction with the people involved in the daily routine of students.
 - b. The unit will conduct a weekly follow-up system from advisers and parents to identify improvements and achievements in every conducted follow-up.
4. **Conduct online (or face-to-face if already permitted) individual and group counseling sessions.**
Counseling is necessary to probe overt feelings, perceptions, fears, and anxieties. It aims to put to the surface the suppressed emotions and other conflicts that the counselees may have failed to recognize. This is also to ensure that persons with concerns will be observed (if face-to-face) or monitored (online) and given the necessary action/s.
 - a. The SWS will prepare pre-counseling activities that will make the pupils/students and parents develop rapport and get more engaged in the activity.
 - b. The SWS will review categorized documented routine interview results to identify an approach suitable to a person or group of persons.
 - c. Enough time for processing should be observed to maintain good relationships with students/parents/personnel.
5. **Referral of serious cases to external mental health professionals**
Individuals who have pre-existing psychological disorders, exhibited severe personality disorders, or have manifested strong and very strong reactions to the crisis will be assessed and referred to psychologists or psychiatrists.
 - a. Guidance counselors will identify persons who need assistance from mental health professionals based on individual assessments.
 - b. Consent of the concerned person will be solicited whenever referrals are deemed necessary.
6. **Follow-up activities**
Constant monitoring and periodic follow-up will be done to ensure improvement in the psycho-social well-being of the target individuals. (pupils/students, parents, faculty, and personnel).
 - a. All SWS personnel will maintain updated monitoring and follow-up records.
 - b. Follow-up will be a continuous activity for all.
7. **Conduct Online Psycho-social Education/Webinars**



Periodic inspirational online webinars will be made available to all based on the expressed needs.

Note:

1. *Strict confidentiality in all transactions and services made will be ensured for all.*
2. *The services identified will be provided in coordination with the University Health Services unit, which will look into the medical conditions and physical and mental health of the individuals. Their advice and recommendations will also be considered.*

PART XV
LCUP POLICY FRAMEWORK FOR A SAFE AND INCLUSIVE LEARNING
ENVIRONMENT



La Consolacion University Philippines (LCUP) is committed to providing a safe, inclusive, and conducive learning environment that nurtures the holistic development of its students. In alignment with the directives of the Department of Education (DepEd) and relevant Republic Acts, LCUP has adopted and implemented various policies, programs, and initiatives to uphold the rights, safety, and well-being of every learner. These measures ensure that the institution remains a space where academic excellence, character formation, and personal growth thrive.

The following are key DepEd Orders and Republic Acts adopted by LCUP, along with their corresponding mandates:

- 1. DepEd Order No. 6, s. 2026 - Guidelines on Ensuring a Safe and Motivating Learning Environment (ESMLE)**
Establishes policies and standards aimed at promoting learner safety, discipline, well-being, and positive behavior within schools. The Order strengthens child protection measures, outlines procedures for handling student offenses and disciplinary actions, and emphasizes the shared responsibility of schools, parents, and stakeholders in maintaining a secure, inclusive, and motivating educational environment conducive to holistic learner development.
- 2. Republic Act No. 11313 – Safe Spaces Act**
Also known as the "Bawal Bastos" Law, this act aims to prevent gender-based harassment in public spaces, including schools. LCUP enforces policies that promote gender sensitivity and address incidents of harassment promptly.
- 3. Executive Order No.26 or the establishment of a Smoke-Free Environment in Public and Enclosed Places; RA No. 9211 or the Tobacco Regulation Act of 2003; RA No. 8749 of the Philippine Clean Air Act of 1999**
This policy requires schools to promote a smoke-free environment by prohibiting the use of tobacco and related products within the school premises. LCUP conducts awareness campaigns and strictly enforces a tobacco-free campus policy.
- 4. DepEd Order No. 32, s. 2017 – Gender-Responsive Basic Education Policy**
This policy ensures that schools adopt gender-responsive strategies in education. LCUP integrates gender sensitivity into its curriculum, activities, and programs, fostering a learning environment that promotes gender equality and inclusivity.
- 5. DepEd Order No. 72, s. 2009 – Inclusive Education Policy**
This policy emphasizes the importance of inclusive education to increase the participation rate of children from marginalized sectors, including children with disabilities and indigenous learners. LCUP provides equal access to quality education, ensuring that every student, regardless of background, can thrive.

By adopting these DepEd Orders and Republic Acts, LCUP reaffirms its dedication to fostering a safe, respectful, and nurturing educational environment where every student can thrive and achieve their full potential.



PART XVI

GENERAL GUIDELINES FOR PARENTS/GUARDIANS

As provided for in the Education Act of 1982, parents shall have the following duties and obligations, in addition to those provided for under existing laws:

1. To help carry out the attainment of the declared educational objectives and national goals through the school system;



2. To strive to enable their children to obtain an elementary and secondary education towards the national objective of right formation of the youth;
3. To extend to their children the benefits of moral guidance, self-discipline and religious instruction. Hence, parents are legally bound to perform the duties prescribed in Article 220 of the Family Code to ensure that their minor children do not cause damage to others, including those in schools;
4. To support and cooperate with the school administration in the proper implementation of all curricular and co-curricular programs. Thus, parents are expected to:
 - 4.1. Regularly attend the Parents-Teachers Conference scheduled at the end of every Grading Period. The Parents-Teachers Conference is a great opportunity to help to communicate to parents the areas their child is excelling in and to give them specific ideas of how to improve upon their child's performance in school.
 - 4.2. Schedule an appointment at the Principal's Office in case there is a need to discuss important matters with the class advisers/subject teachers of their child.
 - 4.3. Ensure that their child arrives in school at least 15 minutes before class time.
 - 4.4. Stay only in designated areas/lounges for parents accompanying their child (especially those in the Early Childhood Education and Grade School levels).
 - 4.5. Follow the prescribed dress code for parents/guests entering the University. Strictly no pajamas and sleepwear, jeans that are excessively ripped, Low-cut Tops/hanging blouse, sando/spaghetti strap, short pants, short dresses or miniskirts.
 - 4.6. Avoid entering the classrooms to meet their children or to seek unscheduled interviews/conferences with teachers during school hours. In case there is an urgent need to meet their child/the teachers, parents shall wait first at the Principal's Office.
In case of conflict among pupils/students, parents/ guardians are not allowed to talk/ communicate to a pupil/student with whom his/her daughter/ or ward has a conflict. This includes the use of phones, private messages on Facebook, Twitter, and the like. Any complaint or concern among students must be coursed through the Adviser.
 - 4.7. Fetch their child at designated waiting areas during dismissal. Fetchers are not allowed to wait for the students outside the classroom or in the corridors.
 - 4.8. Secure permission from the Principal's Office in case birthday celebrations/parties will be held inside the classroom.



- 4.9. Prepare a duly signed excuse letter in case of absence(s) of their child. Attach medical certificates if necessary.
- 4.10. In case the pupil/student needs to go home early due to valid reasons, a Permit to Go Home shall be secured and accomplished at the Principal's Office.

PART XVII

GUIDELINES ON STUDENT HANDBOOK REVISION

As per regulations, the university shall provide students with all pertinent information needed in the course of their stay in the institution. Thus, information such as important procedures, policies and rules, and regulations of the university shall be made available to students through the Student Handbook. A Student Handbook shall be viewed as a vital



component of the university as a learning educational institution with a focus on information dissemination, guidance, and reference.

The Student Handbook will be developed, reviewed, and approved based on the policy stipulated herein. Hence, the following procedures in the Student Handbook development shall be complied with and followed:

1. The student handbook shall be revised, enhanced, and developed by a committee which will be composed of the following:
 - a. Vice-President for Academic Affairs
 - b. Principal
 - c. Assistant Principal
 - d. Subject Area Coordinators
 - e. Coordinator of Discipline
 - f. Coordinator of Student Activities
 - g. University Registrar
 - h. Director, Academic Quality Assurance (AQA)
 - i. Director, Student Affairs and Services
 - j. Director, Library and Information Center (LIC)
 - k. Crisis Manager
 - l. Registered Guidance Counselor
 - m. Faculty President/Representative
 - n. Officers of the Student Coordinating Board
 - o. Representative, Parents Teachers Council
2. The initiative on the revision of the Student Handbook was based on the DepEd Memorandum, as the need arises.
3. The student handbook shall be reviewed every three years and revised the following year.
4. The Student Handbook draft shall be presented and consulted to the parents, students, and faculty.

PUPIL'S/STUDENT'S AGREEMENT AND PLEDGE OF COMMITMENT

I have read and understand the contents of the LCUP Student Handbook. I promise to do my best to fulfill my obligations as a pupil/student and follow the prescribed rules, regulations, and policies set forth herein.

PUPIL'S/STUDENT'S FULL NAME: _____

STUDENT'S SIGNATURE: _____



GRADE LEVEL & SECTION: _____

DATE: _____

PARENT'S AGREEMENT AND PLEDGE OF COMMITMENT

Together with our child, we _____
(Father's Name) (Mother's Name)

have carefully read and understand the contents of the La Consolacion University Student Handbook, and we are willing to strongly abide by it. We likewise promise to support our child and cooperate with the school administrators in the pursuit of a true Augustinian - Marian education.

FATHER'S PRINTED NAME: _____

FATHER'S SIGNATURE: _____

MOTHER'S PRINTED NAME: _____

MOTHER'S SIGNATURE: _____

DATE: _____

STUDENT DISCIPLINE MONITORING RECORD

This section shall serve as the official monitoring record of student tardiness, absences, and disciplinary violations. Entries shall be accomplished and signed by the Coordinator of Discipline or authorized school personnel for documentation and monitoring purposes.

Record of Tardiness and Absences

Date	Time In	Reason	Signature of the COD Officer
------	---------	--------	------------------------------

[illegible]

Date	Offense Committed (Code Only)	Signature of the Guardian	Signature of the COD

Note: All entries in this record shall form part of the student's discipline file and may be used for monitoring, intervention, and evaluation purposes. This record shall be treated with utmost confidentiality.

STUDENT CLEARANCE FORM

This clearance form certifies that the student has complied with all academic, financial, disciplinary, and institutional requirements of the School. The student must secure the signatures of the offices indicated below before any request for transfer credentials, report cards, certificates, diploma, or other school records may be processed.

Name of Student: _____

Grade/Section: _____

Student Number: _____



Subject	Signature	Subject	Signature

Office	Signature	Office	Signature
Registrar's Office		Laboratory	
Finance Office		Club Moderator	
IEP		Library	
Student Welfare Services		Health Services Unit	

Class Adviser:	
----------------	--

Basic Education Department Administrators	Signature
Coordinator of Student Activities	
Coordinator of Discipline	
Assistant Principal	
Principal	

Note: *Present the accomplished clearance to your class adviser*

