



ILOILO DOCTORS' COLLEGE
BASIC EDUCATION DEPARTMENT

STUDENT HANDBOOK

2026 - 2027



TABLE OF CONTENTS

Foreword.....	4
History	5
IDC Vision and Mission, and Institutional Objectives	6
IDC Core Values, Profile of an IDC Graduate, and IDC-BED Vision and Mission	7
Officers and Board of Directors	8
Administrative Officers	9
The IDC-BED Structure	10
GENERAL POLICIES AND PROCEDURES	11
Admission	11
Enrollment.....	11
Withdrawal	12
Promotion	12
Dismissal	13
Report Card	13
Parent - Teacher Conference.....	13
Written Work and Performance Task.....	14
Term Examinations.....	14
Remedial Classes for Preschool, Elementary and Junior High School	14
LEARNING AREAS/SUBJECT OFFERINGS.....	15
Preschool	15
Elementary	15
Junior High School	16
Grade 11 (Strengthened Senior High School Curriculum).....	16
Grade 12 (Old/Legacy Senior High School Curriculum).....	17
GRADING SYSTEM.....	18
HONORS AND AWARDS.....	22
Institutional Awards	22
Academic Awards.....	22
Non-Academic Awards.....	23
Extracurricular Awards.....	25
DepEd Awards.....	28
Year End Academic Excellence Award	29
Award for Outstanding Performance in Specific Disciplines for Grade 12	29
Tribute Message.....	31
SCHOLARSHIP GRANT.....	32
Academic Scholarship Grant for Grades 1 - 10.....	32
Grade 11 Entrance Scholarship.....	33
Academic Scholarship for Senior High School.....	34
Sports Scholarship.....	35
CODE OF DISCIPLINE FOR BED LEARNERS.....	39
Discipline.....	39
Committee on Discipline.....	39
Sanctions on Disciplinary Delinquency.....	39
Classification of Violations	40
Minor Violations	40
Major Violations	41
Disciplinary Sanctions	42
Student Life Policies and Code of Discipline.....	42

ADHERENCE TO THE ANTI BULLYING ACT OF 2013	48
GENERAL REGULATIONS	53
School Uniform and Grooming Policy	53
Identification Card.....	54
Dismissal.....	55
Consultation Time.....	55
Attendance.....	55
Learners Drop Off and Pick Up Time.....	55
Lunch Break Rule for Junior and Senior High School Students.....	56
School Parents - Teachers Association.....	56
Flag Ceremony.....	56
Exit Pass.....	56
Policies for Parents, Guardians, and Caregivers.....	56
REVISED GUIDELINES ON THE SUSPENSION OF CLASSES DURING DISASTERS AND EMERGENCIES	58
Typhoons and Tropical Cyclones.....	58
Heavy Rainfall and Flood.....	58
Earthquakes.....	59
Extreme Heat Conditions.....	60
Low Air Quality / Vog (Volcanic Fog)	60
Other Emergencies and Hazards.....	61
Localized/Granular Suspensions	61
Suspension of Classes in Special Cases.....	62
Learning Continuity Framework (DO 14, s. 2026).....	62
ADHERENCE TO THE 2010 REVISED MANUAL OF REGULATION FOR PRIVATE SCHOOLS IN BASIC EDUCATION.....	66
CO-CURRICULAR ACTIVITIES	71
School Activities.....	71
Guidelines and Procedures for Student Activities.....	71
SCHOOL FACILITIES	73
Library	73
Audio-Visual and Conference Room.....	73
Gymnasium and Sports Facilities.....	73
Laboratory	74
School Health Services.....	74
Guidance Services Office and Center for Psychological Testing.....	74
Office of the Registrar.....	74
Auxiliary Services.....	75
LEARNER'S RIGHTS AND RESPONSIBILITIES	76
Learner's Rights	76
Learner's Responsibilities.....	77
Agreement Form.....	78
IDC Hymn.....	79

FOREWORD

Welcome to Iloilo Doctors' College – Basic Education Department.

The school warmly welcomes all learners and parents as valued members of the IDCian community. As partners in education, we remain committed to providing quality instruction, meaningful learning experiences, and holistic formation grounded in academic excellence, discipline, and values.

This Student Handbook is designed to provide learners and parents with essential information regarding the school's vision, mission, policies, academic regulations, student services, and institutional procedures. It serves as an official guide in promoting order, responsibility, and mutual understanding within the school community.

Parents and guardians are encouraged to carefully read and discuss the contents of this Handbook with their children. Familiarity with the school's policies and expectations will help strengthen the partnership between home and school in fostering the total development of every learner.

May this Handbook guide all IDCians toward responsible citizenship, lifelong learning, and meaningful participation within the IDCian community.

FACULTY AND STAFF

Iloilo Doctors' College
Basic Education Department

HISTORY

From its humble beginnings in the year 2000, Iloilo Doctors' College – Basic Education Department (IDC-BED) has continuously grown and evolved in its commitment to providing quality and holistic education.

The institution began as a Kindergarten school primarily established to serve the children of employees of Iloilo Doctors' College and Iloilo Doctors' Hospital. At that time, the school had only one class catering to children aged 3 to 6 years old.

Three years later, the school steadily expanded and opened three academic levels: Nursery, Kinder I, and Kinder II. In 2007, preschool enrolment significantly increased as the school began welcoming children from the wider Ilonggo community. In the same year, the Preparatory Class was introduced, and the school was officially named the Child Learning Center (CLC). Through the years, CLC continuously developed in various areas while remaining steadfast in its commitment to quality education. Many of its preschool graduates have since excelled in their respective schools and chosen fields.

In 2011, CLC was renamed Iloilo Doctors' College – Basic Education Department (IDC-BED) as it ventured into broader educational horizons. This marked another important milestone in the institution's history with the opening of the elementary program, beginning with Grade 1 during School Year 2011–2012. The pioneer batch consisted of three sections. Each succeeding year saw the addition of another grade level until the complete elementary program was fully offered and granted government recognition in 2017.

Continuing its vision of educational expansion, IDC-BED opened its Junior High School department in School Year 2017–2018 with Grade 7 as its pioneer level. Four years later, in School Year 2020–2021, the institution proudly celebrated the graduation of its first batch of Junior High School completers.

Another significant milestone was achieved in 2020 when the Senior High School department, previously managed by the college, was integrated into the Basic Education Department. This major administrative transition completed IDC-BED's offering of the full basic education program, further strengthening its mission of forming competent, compassionate, and globally responsive IDCians.

IDC VISION

To be a Premiere Educational Institution.

IDC MISSION

Instill Love for God, country, and community.

Deliver quality education and undertake relevant researches to ensure the growth and sustainability of the institution.

Contribute to the attainment of national development goals of the economic and social progress.

IDC INSTITUTIONAL OBJECTIVES

In the pursuit of our Vision and Mission, Iloilo Doctors' College endeavors to:

- Offer programs that meet local, regional, national and global manpower demands;
- Develop a globally competitive professional who has attained the competencies in his/her chosen field of specialization and can apply knowledge by appraisal, determination of relevant factors, selection of alternate solutions, implementation of planned action, evaluation, research and revision of current systems;
- Achieve the basic general education training and background to help the professional acquire the essential foundation of his/her development as a mature, well-rounded citizen;
- Cultivate in the learners the ability to think critically with a Christian philosophy and moral training to guide them in making and evaluating decisions and actions;
- Imbibe among God-fearing and Christian learners love of God and human values, social and civic consciousness, moral and social responsibility and a strong desire to participate in various outreach projects and services.
- Promote among its learners, administrators, faculty and employees a deep appreciation of the Filipino cultural patrimony and heritage with focus on the integrity of creation and a concern for its enrichment and sustainable development.

IDC CORE VALUES

Iloilo Doctors' College upholds the following core values;

- Integrity
- Dependability
- Compassionate Service

PROFILE OF AN IDC GRADUATE

1. Competent and an integrated Filipino
2. Service-oriented, compassionate, and other-centered
3. Endowed with pride and committed to his/her immediate local community and to his/her country
4. Tolerant and patient; and
5. Open and responsive to the needs of others.

IDC-BED VISION

Produce basic education graduates who are competent and equipped to advance in any field bearing integrity, dependability, and compassion in service.

IDC-BED MISSION

Provide an inclusive, safe, and encouraging space for learners who embody the values of a true IDCian.

Officers and Board of Directors

Ma. Lourdes L. De Leon, MD

President and Chairman of the Board

Therese Fileme P. Muyco, MD

Vice President

Mary Katherine Rivera-Francia, MD

Corporate Secretary

Chairman, Quality Assurance

Vice Chairman, Committee on Order, Ethics and Discipline

Aris S. Jardioli, MD

Treasurer

Assistant Administrator for Finance

Chairman, Committee on Order, Ethics and Discipline

Ana Eva Y. Tirador, MD

Director

Dean of Students

Gil B. Villanueva, MD, FPSG, FPSDE

Chairman, Committee on Audit

Teresa L. Bilbao

Chairman, Committee on Social and Spiritual Affairs

Rolando S. Padilla Jr., MD

Director

Dean, College of Medicine

Christine Joy Aguirre – Trespeces, MD

Director

Ramel John F. Zapanta, DMD, FIDC

Director

Anne Marie Gertrude G. Caseñas, MD

Director

ADMINISTRATIVE OFFICERS

Ma. Elena Alejandra R. Isada, MMBM	Administrator
Aris S. Jardiolin, MD	Vice President for Finance
Lorna U.S. Donato, CPA	College Accountant, Consultant
Evangeline S. Perez	Assistant Accountant
Maria Teresa D. Solijon, Rchem, MAED Chem, PhD	Dean of Academics
Ana Eva Y. Tirador, MD	Dean of Students
Maria D. Tabhan, MM-HRM	Director, Human Resource Development
Joy S. Arlanza, MBA	OIC Registrar
Gelbert Jan S. Porque, RN, MAN, MHA, DM	Director of Research
Melinda F. Dueñas, RL, MLIS, PhD	Chief Librarian
Eric Nathaniel Bolences, RPh	OIC, Guidance Services Office and Center of Psychological Testing
Tristan Robert P. Belisario	OIC, Quality Assurance and Institutional Planning and Development
Ma. Liza Y. Bedos	Head, General Science Instructional Laboratories
Nenita S. Pasaporte	Senior Payroll Clerk
Francis D. Laurea, RN	Director of Admission
Remy S. Tolentino, RN	Head, Alumni Affairs
Leandro C. Lasdoce	Head, Student Assistance Programs
Lunalee G. Cano	Head, Students Account
Bienvenida A. Hugo	Head, Social and Community Relations Office
Mary Ann Fara O. Sina-on	Head, Co-Curricular Programs and Activities
Maria Sophia S. Padilla	Head, Auxiliary Services
Christer Arnold T. Bordon, RMEE	Head, Repair and Maintenance Services and Building and Grounds
Victor Mathew C. Yap, MD	Head, School Health Services
Vicente A. Militante, RCh	Environment and Pollution Control Officer
Jay G. Teves	Chief Security Officer
Romela G. Dela Peña, RN, LPT	TESDA Institutional Representative, Technical and Vocational Education and Training Department
Jenny E. Bacolod, MBA	Coordinator, National Service Training Program

The IDC-BED Structure

Officers

Philip Louise A. Tolentino, MAEd	Principal
Merrily Jane A. Pedroso	Accreditation, Quality Assurance/ Students In-charge
Johanna Iris T. Baldeo	Assistant Principal, Preschool
Ehrole B. Gonzales	Assistant Principal, Elementary
Ma. Sybil S. Roldan	Assistant Principal, Secondary
Florie N. Gerona	Junior Coordinator, JHS
Roli M. Bamo	Subject Group Head, STEM
Jesa T. Rubrico	Subject Group Head, HUMSS
Je-ann Joy F. Alemanian	Subject Group Head, ABM
Angilyn G. Jardeleza	Subject Group Head, Languages
	Junior Coordinator, Elementary
Alden A. Alipen	Faculty President
	Junior Coordinator, Preschool

Faculty

Preschool

Vivien Rose P. Buaya	Shiela Mae G. Geronco
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Elementary

Elizabeth M. Alimarin	Roselle Kate P. Jover
Maribel J. Arabaca	Nadia D. Lacanaria
Jhoana A. Ayao	Lory Jane T. Mariquina
Jonafe P. Calanza	Regine D. Mondejar
Lera May E. Catacutan	Rhea Anne A. Nierves
Rhenilyn S. Daduya	Jinerose F. Pascua
Ellen Mae A. Gepala	Diana Grace S. Tan
Zyra Gail R. Jerecia	

Secondary

Flora Mae E. Alimante	Mary Albert P. Macariola
Mary May P. Angeles	Harvey A. Mateo
JB Ryan J. Babas	Jose Anthony Gerard V. Muyco
Christine Joy B. Beatfingo	Patricia Elaine P. Narciso
Marc M. Cataluña	Mayden Joy A. Palmes
Leira D. Daniel	Ma. Catherine Joy F. Presidentis
Zuzzane E. Ecle	Rechelle Concepcion S. Samiana
Erico T. Hernandez	Roger M. Sibag Jr.
Jessa G. Lingaya	Lea Mae C. Solidarios
	Rodolf Jhon G. Ulit

Non-Teaching Personnel

Marian Cristie F. Aguirra	BED Guidance Counselor
Dona Q. Delgado	BED Librarian
Thesanny C. Ledesma	Library Staff
Mreyna Joy F. Rebutar	BED Secretary
Joanna Erika Q. Meñez	Department Staff
Janica T. Dongon	Department Staff
Daryl V. Bendita	Department Staff
Annalyn P. Doroteo	Department Staff
Angelie Mae E. Serilo	Department Staff
Goldie Ann P. Sumagaysay	BED Clinic In-charge
Sheann Michael T. Malvecino	BED Internet Library In-charge

CHAPTER 1

GENERAL POLICIES AND PROCEDURES

A. Admission

Admission to Iloilo Doctors' College – Basic Education Department may be granted to learners who present valid credentials and meet all admission requirements. The school reserves the right to deny admission to learners with behavioral concerns and/or poor academic standing.

Enrollment is considered an expression of the learner's willingness to comply with the rules and regulations of the school.

B. Enrollment

A learner is considered officially enrolled after submitting the required admission or transfer credentials and completing the necessary payment.

The following are the requirements for the enrollment of new learners and transferees:

- PSA Live Birth Certificate (5 pieces photocopy)
- Original Report Card (SF 9) or its equivalent
- Certificate of Completion
- Original Certification of Good Moral
- 6 pieces 2x2 recent colored ID picture

The following are the requirements for the enrollment of old learners:

- Accomplished Clearance
- Report Card
- 3 pieces 2x2 recent colored ID picture

C. Withdrawal

A student may withdraw from the school for valid reasons, including but not limited to medical, conditions, transfer of residence, transfer to another school, or other justifiable circumstances.

To officially process the withdrawal, the parent or legal guardian must accomplish and submit a Withdrawal Form. The withdrawal shall be considered official only upon the completion of all required approvals and clearances.

The Withdrawal Form must be signed and approved by the following offices:

- Principal
- Registrar
- Accounting Office

Terms and Conditions for Withdrawal

1. Tuition fees shall be charged in accordance with the Rules on Refund stipulated in the student's Registration Form. Miscellaneous Fees shall be charged in full and are non-refundable, unless otherwise provided by applicable school policies or government regulations.
2. All outstanding financial obligations must be settled with the Accounting Office before the student's withdrawal can be officially processed and the corresponding clearances and school records released.
3. The effective date of withdrawal shall be the date the duly accomplished Withdrawal Form is submitted to and received by the Basic Education Department, and not the date the student ceased attending classes.
4. The school reserves the right to withhold the release of official records, credentials, and other school documents until all financial and administrative obligations have been fully satisfied.

D. Promotion

The following requirements shall be observed and strictly followed in the promotion of a learner:

- a. No learner shall be granted academic credit toward the completion of a program unless they have officially enrolled, met the admission requirements, attended classes faithfully and regularly, and demonstrated reasonable proficiency in each subject under the approved curriculum.
- b. The final grade or rating required to earn academic credit and qualify for promotion is 75 or its equivalent.

- c. Records of attendance and subject proficiency for each learner must be filed and maintained by the school until the end of the following school year, for reference in the event of any grievance or complaint.
- d. Grade 11 learners who fail one or two non-prerequisite subjects may be promoted to the next grade level. However, learners who fail three or more subjects must retake them in the succeeding school year when they are offered. Special or summer classes are not available in Senior High School.

E. Dismissal

The school reserves the right to dismiss any learner who fails to demonstrate satisfactory compliance with the school's standards of conduct and academic performance. A learner who consistently exhibits poor behavior or repeated disciplinary issues may be recommended for transfer at any time during the academic year.

F. Report Card

The Report Card reflects the learner's accumulated academic mark for each learning area in a particular term. It also shows the learner's general average for the entire school year.

Parents are required to affix their signature on the Report Card to signify that they have read and understood their child's term ratings. This is done every Card Showing Day conducted every end of the term block.

G. Parent - Teacher Conference

Card Showing Day, also known as the Parent-Teacher Conference (PTC), is held every end of term block. It serves as an opportunity for the class adviser and the parents to discuss the learner's academic progress, class standing, and other matters that may help further develop the child's potential. A copy of the term ratings are released to the parents during the PTC. However, the original Report Card remains in the custody of the school and is released only after the learner has completed the year-end clearance process. Should parents have any concerns regarding their child's grades, they may schedule a meeting with the subject teacher/s concerned by appointment. Caregivers are not allowed to attend in place of the parents.

H. Written Work and Performance Task

Written Work and Performance Tasks are administered at the teacher's discretion, but must be scheduled in advance. These assessments should be announced to the class at least one day before the scheduled date.

For Grades 4-12, unannounced Written Work or Performance Tasks may be given only if the lesson has been fully covered on the same day the task is administered.

A learner who represents the school in any official competition or event duly recognized and permitted by the Office of the Student Affairs and misses a Written Work or Performance Task shall automatically receive the highest score earned by any member of the class or grade level for that particular assessment.

I. Term Examinations

The examination schedule and study pointers are released one week prior to the examination week. Learners are required to wear their complete school uniform and must report to school on time.

In cases of missed term examinations, a special examination fee of Php 100.00 per subject shall be paid at the Business Office. The learner must present the official receipt issued by the cashier within ten (10) days after the scheduled examination in order to take the special exam. This rule applies to all cases of absence except in cases of accidents or hospitalization, which must be supported by valid documentation.

J. Remedial Classes for Preschool, Elementary and Junior High School

Remedial classes are conducted based on the recommendation of the class adviser. These sessions are scheduled in consultation with the parents and the assigned teacher, ensuring that the arrangements are convenient and supportive of the learner's academic needs.

CHAPTER 2

LEARNING AREAS/SUBJECT OFFERINGS

A. Preschool

Nursery

Science
Language
Mathematics
Reading and Writing

Kinder

Science
Language
Mathematics
Reading and Writing
Christian Living Education (CLE)

Preparatory

Science
Language
Mathematics
Araling Panlipunan
Reading and Writing
Good Moral and Right Conduct (GMRC)

B. Elementary

Grades 1 to 3

English
Filipino
Science
Computer
Mathematics
Araling Panlipunan
Good Moral and Right Conduct (GMRC)
Music, Arts, Physical Education, and Health (MAPEH)

Grades 4 to 6

English
Filipino
Science
Computer
Mathematics
Araling Panlipunan
Good Moral and Right Conduct (GMRC)
Home Economics and Livelihood Education (HELE)
Music, Arts, Physical Education, and Health (MAPEH)

C. Junior High School

Grades 7 to 10

English
Filipino
Science
Computer
Mathematics
Values Education
Araling Panlipunan
Technology and Livelihood Education (TLE)
Music, Arts, Physical Education, and Health (MAPEH)

D. Grade 11 (Strengthened Senior High School Curriculum)

Core Subjects

Effective Communication/Mabisang Komunikasyon
Life and Career Skills
General Mathematics
General Science
Pag-aaral ng Kasayasayan at Lipunang Pilipino

Academic Electives for STEM (Medical Pathway)

Biology 1
Chemistry 1
Physics 1
Finite Mathematics 1

Academic Electives for ABM (Business and Entrepreneurship)

Business 1 (Basic Accounting)
Filipino 1
Introduction to Organization and Management
Contemporary Marketing

Academic Electives for HUMSS (Arts, Social Sciences and Humanities)

Arts 1
Filipino 1
Introduction to Philosophy
Creative Composition 1

Institutional Electives

Research 1
Research 2
Research 3

E. Grade 12 (Old/Legacy Senior High School Curriculum)

Core Subjects

Media and Information Literacy
Introduction to the Philosophy of the Human Person/
Pagbungad sa Pilosopiya ng Tao
Contemporary Philippine Arts from the Regions
Disaster Readiness and Risk Reduction
Physical Education and Health 3(Swimming)
Physical Education and Health 4
Physical Science (ABM and HUMSS)

Applied Subjects

Research in Daily Life 2
Pagsusulat sa Filipino sa Piling Larangan
Empowerment Technologies (E-Tech)
Entrepreneurship
Inquiries, Investigation, and Immersion

Specialized Subjects for Science, Technology, Engineering, and Mathematics

General Physics 1 (Lec and Lab)
General Biology 1 (Lec and Lab)
General Physics 2 (Lec and Lab)
General Biology 2 (Lec and Lab)
General Chemistry 2 (Lec and Lab)
Research/ Capstone Project

Specialized Subjects for Accountancy, Business, and Management

Business Finance
Fundamentals of Accounting, Business and Management 2
Applied Economics
Business Ethics and Social Responsibility
Business Marketing
Business Enterprise Simulation

Specialized Subjects for Humanities and Social Science

Creative Writing / Malikhaing Pagsulat
Discipline and Ideas in the Applied Sciences
Creative Nonfiction: The Literary Essay
Philippine Politics and Governance
Trends, Networks and Critical thinking in the 21st Century Culture
Community Engagement Solidarity and Citizenship
Culminating Activity

CHAPTER 3

GRADING SYSTEM

IDC BED follows the Grading System set by the Department of Education through DepEd Order 15, s. 2026.

The Department of Education (DepEd) classifies the K to 12 Basic Education Program into four key stages based on the developmental needs of learners.

Key Stage	Grade Levels	Description
Key Stage 1	Kindergarten to Grade 3	Early childhood and foundational learning stage focusing on literacy, numeracy, and socio-emotional development
Key Stage 2	Grades 4 to 6	Intermediate stage focusing on the enhancement of academic competencies and independent learning
Key Stage 3	Grades 7 to 10	Junior High School stage focusing on deeper understanding, critical thinking, and preparation for Senior High School
Key Stage 4	Grades 11 to 12	Senior High School stage focusing on specialization, career preparation, tertiary education, employment, and entrepreneurship

Table 1. Four Key Stages Based on Developmental Needs of Learners

For KS1 (Kindergarten to Grade 3), a descriptive (non-numeric) grading system shall be implemented to reflect learners' developmental progress and support foundational learning. Table 2 and 3 presents the descriptive grading system for Kindergarten and Grades 1-3 respectively.

Letter Grade	Descriptor	General Description
CO	Consistent (Palagiang Naipapakita)	Consistently demonstrates the expected competency; actively participates in activities; works independently; may exceed expectations in some areas.
DV	Developing (Umuusbong)	Demonstrates the competency inconsistently; participates with minimal supervision; shows progress with continued practice.
BG	Beginning (Nagsisimula)	Rarely demonstrates the expected competency; participates with close supervision; required sustained guidance and support.

Table 2. Descriptive Grading for Preschool

Letter Grade	Descriptor	General Description
A	Advancing (<i>Namumukod-tangi</i>)	Consistently demonstrates advanced skills, understanding, and values beyond expectations; performs with confidence, accuracy, and independence.
B	Benchmarking (<i>Napamamalas</i>)	Demonstrates expected skills, understanding, and values at grade level with consistency; performs tasks accurately and independently.
C	Connecting (<i>Natutungo</i>)	Demonstrates foundational skills, understanding, and values; applies learning in familiar tasks with minimal guidance.
D	Developing (<i>Napauunlad</i>)	Demonstrates partial understanding and inconsistent application of skills and values; requires targeted support and regular practice to improve performance.
E	Emerging (<i>Nagsisimula</i>)	Beginning to demonstrate basic skills, understanding, and values; requires intensive support and close guidance.

Table 3. Descriptive Grading System for Grades 1 to 3.

For KS2 to KS4, the numerical grading system shall remain in place, with grades computed from WWs, PTs, and EXs, using assigned weights specific to each learning area. Greater emphasis shall be given to PTs as primary evidence of learners' understanding, application, and higher-order skills.

Table 4 presents the weighted components per learning area for KS2 and KS3, and Table 5 for KS4.

Learning Area / Subject Group	WWs	PTs	EXs
English, Filipino, Mathematics, Science, Araling Panlipunan (AP), Good Manners and Right Conduct (GMRC) / Values Education (VE)	20%	50%	30%
Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE), and Music, Arts, Physical Education, and Health (MAPEH)	20%	60%	20%

Table 4. Weighted Components per Learning Area for KS2 and KS3

Learning Area / Subject Group	WWs	PTs	EXs
SHS Core Subjects, Other SHS Academic Electives	20%	50%	30%
SHS Field Exposure, Arts Apprenticeship, Creative Production and Innovation	15%	70%	15%
SHS Arts, Sports, and Health and Wellness Electives	20%	60%	20%
SHS Research Electives and Design and Innovation	40%	60%	–
SHS TechPro Electives	15%	65%	20%
SHS Work Immersion	20%	80%	–

Table 5. Weighted Components per Learner Area for KS4

Numerical grades shall be accompanied by qualitative descriptors aligned with learning standards to clarify learners' level of proficiency and inform instructional decisions and learner support. Qualitative descriptors are shown in Table 6.

For Grade 12, which has not yet implemented the Strengthened Senior High School Curriculum for SY 2026–2027, the weights in DO No. 8, s. 2015 shall apply together with the adjusted transmutation table.

The Final Grade (FG) in each learning area shall be computed as the average of the term Grades (TGs,) rounded to the nearest whole number. An FG of 75 or higher indicates that the learner has met the minimum standards, while learners with an FG below 75 shall receive appropriate remedial intervention or academic support in accordance with DO No. 8, s. 2015 and DO No 15, s. 2026.

Numerical Grade	Descriptor	General Description	Instructional Response
90–100	Advancing (<i>Namumukod-tangi</i>)	Consistently demonstrates skills and understanding that meet or exceed standards with independence, flexibility, and depth.	Provide enrichment opportunities; encourage leadership, transfer, or peer mentoring.
80–89	Benchmarking (<i>Napamamalas</i>)	Demonstrates expected grade-level skills and understanding competently and independently.	Encourage deeper application, transfer of learning, and increased independence.
75–79	Connecting (<i>Natutungo</i>)	Demonstrates sufficient understanding and application of grade-level standards with occasional guidance and support.	Provide guided practice to strengthen consistency, accuracy, and confidence.
65–74	Developing (<i>Napauunlad</i>)	Demonstrates partial understanding and inconsistent application of skills, requiring targeted support and scaffolding.	Provide targeted remediation, scaffolded instruction, and additional opportunities for practice.
0–64	Emerging (<i>Nagsisimula</i>)	Does not yet demonstrate foundational skills and understanding; requires intensive support.	Implement structured and sustained intervention programs.

Table 6. Qualitative Descriptors of Numeric Grades (Grade 2 to Grade 12)

CHAPTER 4

HONORS AND AWARDS

Recognition of honors and awards is conducted at the end of the school year. The recognition shall be divided into two categories: DepEd-based awards and Institutional Awards.

DepEd-based awards shall follow the guidelines set forth by the Department of Education through the applicable DepEd Order. Institutional Awards, on the other hand, shall be granted based on the guidelines established by the school.

Awardees are selected based on established criteria and are subject to thorough verification by the School Awards Committee.

A. Institutional Awards

Iloilo Doctors' College Basic Education Department confers Institutional Awards to recognize learners who have demonstrated exemplary performance, outstanding character, leadership, service, talents, and other achievements that reflect the values and standards of the institution. These awards are unique to the IDC Basic Education Department and are intended to acknowledge learners who have made significant contributions to the school community and have exemplified the core values of Integrity, Dependability, and Compassionate Service. The criteria, qualifications, and selection process for these awards shall be determined by the school in accordance with its established policies and guidelines.

Academic Awards

- **Subject Excellence Awards for Preschool to Grade 1**

This award is given to the top three learners in every grade level for each learning area who attained the highest final average at the **end of the school year**.

- **Subject Excellence Awards for Grades 2 to 10**

This award is given to the learner who has attained the highest final average in every learning area at the end of the school year.

- **Outstanding Learner (Preschool)**

The learner who obtains the highest final general average in the

class and meets all the criteria shall be awarded as the Outstanding Learner.

- a. Must have no record of habitual tardiness or absenteeism.
- b. Must exhibit good moral character and must not have been subjected to any disciplinary action during the current academic year.

- **General Academic Excellence Award (Grades 6, 10, and 12)**

This award is given to the learner who has received the highest number of Subject Excellence Awards across all learning areas.

Non-Academic Awards

- **Special Individual Awards (Preschool to Grade 3)**

Each learner shall receive a special award based on his or her performance throughout the school year. This award is applicable only to learners in Preschool and Grades 1 to 3.

- **Best in Attendance (Elementary and Junior High School)**

This award is given to encourage regular attendance and active class participation. To qualify for the Best in Attendance Award, the learner must have no recorded absences in all classes throughout the entire school year. Learners who are officially representing the school in approved activities, whether in-campus or off-campus, may still qualify for this award.

- **English as a Second Language (ESL) Award (Elementary and Junior High School)**

This special award is given to the learner who has shown excellence and consistency in using English as a second language both inside and outside the classroom. Recipients of this award are selected through thorough deliberation by the teachers, based on observed communication skills, confidence, and consistent use of English in various school-related settings.

- **Best in Spelling (Elementary and Junior High School)**

This award is given to the learner who demonstrates outstanding performance in spelling based on the results of the Monthly Spelling Tests and the Comprehensive Spelling Test. Scores

from all spelling assessments conducted throughout the school year shall be recorded and totaled, and the learner with the highest cumulative score shall be recognized as the awardee. Only one learner per grade level shall receive this award.

- **Special Recognition (Elementary, Junior High School, and Senior High School)**

Learners who have represented the school and/or won in competitions at the district, division, regional, national, or international levels shall be given special recognition. These learners have demonstrated exemplary performance in academics, athletics, the arts, or have represented the school in DepEd-recognized activities, bringing pride and honor to the institution.

- **Service Award**

This award is given to learners who have demonstrated exemplary skills in motivating others and organizing projects that have significantly contributed to the betterment of the school and/or community. The learner must:

- a. Have no failing grades in any of the learning areas.
- b. Have not committed any offense punishable by suspension or higher sanction according to the department's service manual and child protection policies in the current school year.
- c. Be a class officer or an active member/officer of any recognized school club, team, or organization.

- **Leadership Award (Grades 6, 10, and 12)**

This award is given to the nominated officers of the student government based on the criteria set by the Awards committee.

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.

Table 7 shows the set of criteria and weights that will be used by advisers and peers in the evaluation and deliberation process. Schools may opt to add more indicators based on the

decision of the AC. Candidates will be evaluated by at least 30% of their peers (group, team, 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.

Criteria	Weight	
	Adviser	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 design 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%) A. Renders service and/or implements activities relevant to the school population and/or community	12%	8%
Total	60%	40%

Table 7. Criteria for Leadership Award

- **Loyalty Award (Grade 12)**

The Loyalty Award is granted to learners who have completed their entire basic education at IDC-BED, from the Preparatory Level to Grade 12, without transferring to another school.

Extracurricular Awards

- **Singer of the Year**

Awarded to a non-completing or non-graduating learner who has demonstrated outstanding vocal talent, performance skills, and active participation in singing-related activities during the current school year.

- **Singer of the Class**

Awarded to completing or graduating learners who have represented the school in DepEd-recognized singing competitions at the division, regional, national, or international level.

- **Outstanding Singer**

Awarded to completing or graduating learners who have consistently demonstrated exemplary talent, dedication, and achievement in singing through participation in school-based and external performances or competitions.

- **Musician of the Year**

Awarded to a non-completing or non-graduating learner who has demonstrated outstanding musical talent, performance skills, and active participation in musical activities during the current school year.

- **Musician of the Class**

Awarded to completing or graduating learners who have represented the school in DepEd-recognized musical competitions at the division, regional, national, or international level. This award may also be granted to deserving members of the IDC-BED Marching Band Club.

- **Outstanding Musician**

Awarded to completing or graduating learners who have consistently demonstrated exceptional musical ability, dedication, and achievement through participation in school-based and external performances or competitions.

- **Journalist of the Year**

Awarded to a non-completing or non-graduating learner who has demonstrated outstanding journalistic skills and active participation in journalism-related activities during the current school year.

- **Journalist of the Class**

Awarded to completing or graduating learners who have represented the school in DepEd-recognized journalism competitions at the division, regional, national, or international level.

- **Outstanding Journalist**

Awarded to completing or graduating learners who have consistently demonstrated exemplary writing, communication, and journalistic skills through participation in school-based and external publications, contests, or journalism-related activities.

- **Artist of the Year**

Awarded to a non-completing or non-graduating learner who has demonstrated outstanding talent, creativity, and active participation in visual arts activities during the current school year.

- **Artist of the Class**

Awarded to completing or graduating learners who have consistently demonstrated exceptional artistic skills, creativity, and craftsmanship through meaningful contributions to various school events, programs, and activities.

- **Outstanding Artist**

Awarded to completing or graduating learners who have consistently demonstrated exceptional talent, creativity, and achievement in the visual arts through participation in school-based and external exhibits, contests, or artistic activities.

- **Public Speaker of the Year**

Awarded to a non-completing or non-graduating learner who has demonstrated outstanding public speaking skills and active participation in speaking-related activities during the current school year.

- **Public Speaker of the Class**

Awarded to completing or graduating learners who have represented the school in DepEd-recognized public speaking competitions at the division, regional, national, or international level.

- **Outstanding Public Speaker**

Awarded to completing or graduating learners who have consistently demonstrated exemplary communication and public speaking skills through participation in school-based and external competitions, performances, or speaking engagements.

- **Athlete of the Year**

Awarded to a non-completing or non-graduating learner who has demonstrated outstanding athletic skills, sportsmanship, and active participation in sports activities during the current school year.

- **Athlete of the Class**

Awarded to completing or graduating learners who have represented the school in DepEd-recognized athletic competitions at the division, regional, national, or international level.

- **Outstanding Athlete**

Awarded to completing or graduating learners who have consistently demonstrated exceptional athletic ability, discipline, and achievement through participation in school-based and external sports competitions or athletic events.

- **Girl Scout and Boy Scout of the Year**

Awarded to learners who have demonstrated active participation, leadership, discipline, and commitment in the school's Girl Scout or Boy Scout program during the current school year.

- **Outstanding Girl Scout and Boy Scout**

Awarded to learners who have represented the school in Girl Scout or Boy Scout activities at the district, division, regional, national, or international levels.

B. DepEd Awards

In KS1, no academic awards shall be conferred in line with the descriptive grading system. Learner progress shall be communicated through descriptive assessments and narrative feedback, avoiding early competition and labeling. Non-academic recognition, including Character Traits Awards, may be given to acknowledge effort, participation, positive behavior, and other developmentally appropriate learner attributes, with emphasis on growth, socio-emotional development, and continuous improvement.

During the transition period of Grades 2 and 3, while they are still implementing the numerical grading system, schools may choose to give Academic Excellence Awards and other applicable grade-level awards in accordance with these guidelines.

Year End Academic Excellence Award

Learners in KS2 to KS4 who obtain a General (Average) GA of 90 or higher, with no Final Grade (FG) below 80 in any learning area, shall receive the Academic Excellence Award. Awardees shall be listed alphabetically to promote fairness and minimize competition and must have no derogatory records or disciplinary cases within the School Year. This recognition affirms consistent performance, responsibility, and balanced achievement.

All candidates for this award are subject to deliberation by the Awards Committee (AC) to ensure that they have met the prescribed criteria.

Award for Outstanding Performance in Specific Disciplines for Grade 12 (based on DO 8, s. 2015)

These awards are given to recognize Grade 12 learners who have demonstrated exemplary skills and outstanding achievement in specific disciplines. These disciplines are Athletics, Arts, Communication Arts, Mathematics, Science, and Social Sciences.

- **Athletics**

This award is given to learners who have shown outstanding skills in athletics through participation and victories in competitions as well as discipline in training sportsmanlike conduct and character. The final average of the subjects Physical Education 1, 2, 3, and 4 shall be the bases to determine the awardee.

- **Arts (visual, media, music, or performing arts)**

This award is given to learners who have consistently demonstrated outstanding skills in the arts and above average creativity and craftsmanship exemplified through contribution to schools various functions and events. The final average of the subject Contemporary Arts from the Regions shall be the basis to determine the awardee.

- **Communication Arts**

This award is given to learners who have demonstrated proficiency in any language (Filipino, English, or other foreign languages), in written or in oral communication, shown creativity in expressing ideas in written or oral activities in various subjects and contributed to the school community. The final rating of the

subject Oral Communication in Context, Pagsusulat sa Piling Larangan, Reading and Writing Skills, pagbasa at Pagsusuri ng Iba't –ibang Teksto Tungo sa Pananaliksik, and 21st Century Literature from the Philippines and the World shall be the bases to determine the awardee.

- **Science**

This award is given to learners who have high academic standing in science, demonstrated passion for science expressed through an excellent attitude toward science work, shown enthusiasm for science which positively influences other learners in class and the wider school community, and displayed inquisitiveness about the environment, how things work and how natural processes occur. The final ratings in the subjects Earth Science for STEM and Earth and Life Science for ABM and HUMSS shall be the bases to determine the awardee.

- **Mathematics**

This award is given to learners who have high academic standing in mathematics, demonstrated passion for math expressed through an excellent attitude toward math work, and shown enthusiasm for math, which positively impacts other learners in class. The subjects General Mathematics, and Statistics and Probability shall be the bases to determine the awardee.

- **Award for Work Immersion**

The Outstanding in Work Immersion Award is given to a learner who exhibited excellent performance in a work immersion area designated for the grade 12 learners. Every work immersion area supervisor shall select one learner who has displayed utmost interest to the area of work leading to diligence, outstanding performance and professionalism. The area supervisor shall rate the learners based on attendance, performance and attitude. The work immersion areas are the following: College of Midwifery (OPD Maternity and Lying In Clinic), College of Medical Laboratory Science (Clinical Laboratory), College Clinic and BED Satellite Clinic, College of Radiologic Technology (Diagnostic Imaging Section), College of Dentistry, BED Admin Office, Preschool Department, College and BED Library, and Iloilo Doctors' Hospital.

- **Award for Research**

The Outstanding in Research Award is given to the research groups of Grade 12 learners in the STEM, HUMSS, and ABM strands under the subject Inquiries, Investigation, and Immersion (ARES 3). For the ABM and HUMSS strands, the research group that obtains the highest average rating from the research panelists shall receive the award. For the STEM strand, the top five (5) research groups with the highest average ratings from the research panelists shall receive the award. In the event of a tie, all groups that obtain the same average rating shall be recognized as awardees.

Award / Recognition	Description
Excellence in a Specific Learning Area	Conferred on learners who obtain a FG of 90 or higher and the highest FG in the batch in a particular learning area. For KS2 and KS3, this applies to each learning area; for KS4, to each Core Subject and each elective cluster (minimum of three electives or all available electives in the cluster). In cases of identical highest grades, all qualified learners shall be recognized.
Excellence in: 1. Work Immersion, 2. Field Exposure, 3. Arts Apprenticeship	Granted to Grade 12 learners who obtain the highest grade in the respective learning areas and are duly endorsed by the industry partner or supervisor.
Excellence in Research	Granted to Grade 12 learners (individuals, pairs, or groups of up to four) who demonstrate excellence in planning and conducting research with practical applications that contribute to innovation, efficiency, or community development.

Table 8. List of Grade Level Awards and Recognition

C. Tribute Message

The student who will deliver the Tribute Message shall be selected by the IDC BED Planning Team based on outstanding public speaking skills, exemplary character, and the ability to represent the Basic Education Department with distinction. Selection is not necessarily based on academic rank, and the speaker need not be the top-performing student in the batch.

CHAPTER 5 SCHOLARSHIP GRANT

A. Academic Scholarship Grant for Grades 1 - 10

The Top 3 learners in each grade level shall receive an Academic Scholarship Grant from the Iloilo Doctors' College. This scholarship is awarded to qualified learners in the Elementary and Junior High School levels in recognition of their academic excellence.

- **1st Ranked - Full Scholarship.** A full exemption (100%) from the payment of the regular tuition fee.
- **2nd Ranked - Half Scholarship.** Exemption from the payment of 50% of regular tuition fee.
- **3rd Ranked - Quarter Scholarship.** Exemption from the payment of 25% of the regular tuition fee.

A full/partial exemption from the payment of tuition fees only may be granted for one school year to learners who have obtained the following criteria:

- The first three highest ranking pupils of each level.
- Must not possess any record of habitual tardiness and absenteeism and behavioral sanctions.

Guidelines in Accomplishing the Academic Scholarship Grants

To determine eligible recipients of the Academic Scholarship Grant for Preschool and Grade School learners, the following procedures shall be observed:

- The Scholarship Deliberation Committee shall convene two weeks before Recognition Day to evaluate and identify qualified learners.
- The committee shall be composed of the following: Preschool and Grade School Teachers. Guidance Counselor, Assistant Principals, and the Principal
- The class adviser shall prepare and accomplish the Scholarship Form, which must be noted by the Coordinator.
- The completed form shall be forwarded to the GSO-CPT (Guidance and Student Office – Committee on Promotions and Testing) for verification and processing.
- The GSO-CPT shall provide the official list of scholars along with their

corresponding tuition fee discounts to the Registrar's Office and the Business Office for implementation.

- Scholarship renewal is granted only to learners who consistently maintain good academic standing.
- If a learner fails to meet the required grade criteria, the scholarship shall be permanently forfeited.

B. Grade 11 Entrance Scholarship

Entrance Scholarship

This scholarship is offered to incoming Grade 11 learners who are ranked With Highest Honors (98-100 GPA), With High Honors (95-97 GPA), and With Honors (90-94 GPA). The scholar will avail for one term a full or partial exemption from the payment of tuition fee.

100% Entrance Scholar

A full exemption (100%) from payment of the regular tuition fee only (or the remaining tuition fee after deduction of the Voucher issued by DepEd) granted to Grade 10 Completers who ranked With Highest Honors (98-100 GPA) from the class not less than forty (40) learners.

50% Entrance Scholar

Exemption from the payment of 50% of regular tuition fee only (or the remaining tuition fee after deduction of the Voucher issued by DepEd) granted to Grade 10 Completers who ranked With High Honors (95-97 GPA) from the class not less than forty (40) learners.

25% Entrance Scholar

Exemption from the payment of 25% of regular tuition fee (or the remaining tuition fee after deduction of the Voucher Issued by DepEd) granted to Grade 10 Completers who ranked With Honors (90-94 GPA) and those who ranked With Highest Honors (98-100 GPA) and With High Honors (95-97 GPA) from the class less than forty (40).

Guidelines for Entrance Scholarship Grant

1. Maximum number of scholars per term: open
2. Secure a certification from the School Principal (Grade 10) indicating the number of graduates and the honors received.
4. After one term, entrance scholars will be advised to apply for Academic Scholarship and should maintain average grades required for academic scholars.

Honors Received	GPA	Scholarship
With Highest Honors (May Pinakamataas na Karangalan)	98 - 100	100% Entrance Scholar
With High Honors (May Mataas na Karangalan)	95 - 97	50% Entrance Scholar
With Honors (May Karangalan)	90 - 94	25% Entrance Scholar

Table 9. Entrance Scholarship Guide

C. Academic Scholarship for Senior High School

A full or partial exemption from the payment of tuition fee or miscellaneous fee only may be granted for one term to learners who have obtained the following weighted average of all subjects during the previous term, with no mark of **Incomplete, Dropped, or Withdrawn** due to academic deficiency or difficulty.

Eligibility

Eligibility for tuition discounts is bound by two criteria: The *General Weighed Average (GWA)* and a *Grade Deferment Threshold*. A student must fulfill both parameters to secure or retain a tier.

Full Scholarship

One hundred percent (100%) deduction applied to the specific Term Tuition Allocation (or the remaining tuition fee after deduction of the Voucher issued by DepEd) granted to Senior High School learners with a General Weighted Average (GWA) of 98.00 - 100.00 with no grade lower than 95 in any subject.

Half Scholarship

Fifty percent (50%) deduction applied to the specific Term Tuition Allocation (or the remaining tuition fee after deduction of the Voucher issued by DepEd) granted to Senior High School learners with a General Weighted Average (GWA) of 95.00 - 97.00 with no grade lower than 90 in any subject.

Quarter Scholarship

Twenty five percent (25%) deduction applied to the specific Term Tuition Allocation (or the remaining tuition fee after deduction of the Voucher issued by DepEd) granted to Senior High School learners with a General Weighted Average (GWA) of 92.00 - 94.00 with no grade lower than 85 in any subject.

Scholarship Recovery and Re-Application Policy

Once granted, the scholarship is considered continuous. Scholars are permitted to fluctuate between the different benefit tiers from term to term based strictly on their latest grade performance. However, **continuity is mandatory**. If a student fails to meet even the minimum criteria for the lowest tier during a term renewal, they will be completely disqualified from the program and will permanently forfeit their right to renew or re-apply for the scholarship.

NOTE: If a learner grantee is a voucher beneficiary, scholarship may be availed for miscellaneous fees and top-ups in lieu of the tuition fees.

Guidelines for Academic Scholarship Grant

- 1. Maximum number of scholars per term: open
- 2. Renewal of the above mentioned scholarship will only be granted to learners who consistently maintain good academic standing. In the case where a learner failed to comply with the grade requirement, such scholarship will be permanently forfeited.
- 3. Scholarship will not cover tuition fees for summer classes, however scholars must maintain a grade point average not less than 85.

Scholarship Tier	Term GPA	Lowest Final Grade in Any Subject	Tuition Discount
Full Scholarship	98 - 100	95	100% Discount
Half Scholarship	95 - 97	90	50% Discount
Quarter Scholarship	92 - 94	85	25% Discount

Table 10. Academic Scholarship Guide

D. Sports Scholarship

Scholarship is also granted to students who shows excellent performance in the field of sports specifically basketball and volleyball. The scholarship is offered to secondary learners for one school year only. Renewal of the grant will be based on the performance of the student athlete as vouched by the attending coach of a particular filed of sports. The number of scholars per school year is shown in the table 11.

No. of Scholars	Level	Field of Sport	Discount
15	SHS	Basketball Boys	Full Exemption in Tuition and Miscellaneous (must be a Voucher Beneficiary)
4	JHS	Basketball Boys	Exemption in Tuition Fee only
15	SHS	Volleyball Boys	Full Exemption in Tuition and Miscellaneous (must be a Voucher Beneficiary)
4	JHS	Volleyball Boys	Exemption in Tuition Fee only
15	SHS	Volleyball Girls	Full Exemption in Tuition and Miscellaneous (must be a Voucher Beneficiary)
4	JHS	Volleyball Girls	Exemption in Tuition Fee only

Table 11. Sports Scholarship Guide

Sports Scholarship Terms and Conditions for Junior High School

1. The scholars shall receive 100% exemption in tuition fee only.
2. Scholars will pay for the miscellaneous and book fees.
3. The qualified scholars in the three sports categories shall be officially enrolled in IDC BED.
4. The grant shall cover their tuition fee for one school year only.
5. The student must maintain a quarterly average of 80 to retain their grant. Failure to meet the grade requirement will subject the scholar for disqualification.
6. The scholar shall maintain and uphold the IDCian core values: integrity, dependability and compassionate service. They are expected to act according to the standards of a true varsity player.
7. Sports scholars are not allowed to participate in any invitational sports event without the approval of the Office of the Student Affairs. Failure to comply with this rule will subject the scholar to termination of the grant.
8. Any record of school rules violation shall subject the scholar to disqualification from the program.

9. The Grade 10 scholars from Junior High School shall move up to the Senior High School after, meeting all the academic requirements for the Junior High School curriculum. The scholarship grant shall continue depending on his/her performance and recommendation of the BED sports in-charge.
10. Every school year, there shall be new set of scholars to be recruited to maintain the composition of the team and replace those who shall move up to senior high school.
11. Any student athlete found to comply with the set rules under minimum standard will be subjected to termination of scholarship grant. The assigned coach has the full authority to determine the standing of the student athletes and upon his/her recommendation to and the approval of the Office of the Principal and the Student's in Charge, the student's scholarship will be cancelled.
12. Once terminated from the grant, the student shall be considered as a regular paying student. He/She shall shoulder the payment his/her tuition and miscellaneous fees for entire school year.

Sports Scholarship Terms and Conditions for Senior High School

1. The qualified scholars in the categories of sports shall be officially enrolled in BED.
2. Tuition and Miscellaneous fees shall be paid by the Voucher Program while the remaining balance will be covered by the grant. This applicable for one school year only.
3. The student must maintain a quarterly average of 80 to retain their grant. Failure to meet the grade requirement will subject the scholar for disqualification.
4. The scholar shall maintain and uphold the IDCian core values: integrity, dependability and compassionate service. They are expected to act according to the standards of a true varsity player.
5. Any record of school rules violation shall subject the scholar to disqualification from the program.
6. The scholarship shall be granted only to the student in the Senior High School for one year. However, the grant maybe renewed in the following year should the student remain qualified for the succeeding ILOPRISAA Meet.
7. Sports scholars are not allowed to participate in any invitational sports event without the approval of the Office of the Student Affairs. Failure

to comply with this rule will subject the scholar to termination of the grant.

8. SHS students whose grant are terminated due to age factor may apply for college sports scholarship.
9. Every school year, there shall be new scholars to be recruited to maintain the composition of the secondary team and replace the players who are graduating or moving up to the tertiary level.
10. Recruitment shall only take place when the team composition is lacking in number.
11. Any student athlete found to comply with the set rules under minimum standard will be subjected to termination of scholarship grant. The assigned coach has the full authority to determine the standing of the student athletes and upon his/her recommendation to and the approval of the Office of the Principal and the Student's in Charge, the student's scholarship will be cancelled.
12. Once terminated from the grant, the student shall be considered as a regular paying student. He/She shall shoulder the payment his/her tuition and miscellaneous fees for entire school year.

CHAPTER 6

CODE OF DISCIPLINE FOR BED LEARNERS

A. Discipline

Discipline refers to the expected norms of conduct for learners, as well as the corresponding sanctions for violations of school rules and regulations. It plays a vital role in preparing learners for a lifetime of commitment, self-discipline, and responsible freedom. Discipline at IDC-BED is not merely punitive but is meant to form character, encourage accountability, and support personal growth. In keeping with the dignity of every human person, all learners are expected to show respect toward one another, their teachers, and all school personnel and guests with whom they interact.

B. Committee on Discipline

The committee is composed of the Guidance Counselor, Assistant Principals, Student Affairs In-charge and the Class Adviser concerned. The committee will meet and make a decision upon a conduct of the case or the child's behavioral concern. The result of such conference will be approved by the Principal.

C. Sanctions on Disciplinary Delinquency

1. **Warning or Reprimand** - The attention of the learner who commits a minor offense for the first time is called and is made to realize the grievousness and the consequences of the offense.
2. **Time out** - When the child is kindly taken from a group when his behavior is destructive to his classmates and given a one-on-one activity until his behavior is stabilized. The child is brought back to the group when he is ready.
3. **Work Detention** - An erring learner may be given extra work to do, but allowed to attend his classes as usual.
4. **Demerit System** - Learner found guilty of an act maybe deprived of privileges such as invalidation of quizzes or examination and disqualification from the enjoyment of certain privileges.
5. **Character Probation** - A learner on character probation must resolve to transform, otherwise he shall be recommended to transfer to another school.

6. **Suspension-** A penalty in which the school is allowed to deny or deprive learners of attendance in classes for a period not exceeding twenty (20%) percent of the prescribed class day for the school year.
7. **Exclusion** - A penalty in which the school is allowed to exclude or drop the name of the erring learner from the school rolls, including denial of subsequent re-enrollment or re-admission. Transfer credentials may be issued upon compliance with required clearances.
8. **Expulsion** - An extreme penalty on an erring learner consisting of his exclusion from admission to any public or private school in the Philippines, upon the approval of the Secretary of the Department of Education.

D. Classification of Violations

Minor Violations

1. Littering
2. Disorderly conduct or disruptive behavior in any form, and other disturbances of any kind
3. Loitering in the school premises during regular class hours
4. Improper use or not wearing of school identification card
5. Non-wearing or improper use of official school uniform
6. Tardiness in official school activities or in class
7. Teasing
8. Eating and chewing gum during class hours
9. Frequent and successive (4x) tardiness
10. Three consecutive absences without valid reason
11. Wearing of bold or flashy make-up and nail polish (for girls); wearing of earrings and hair dye (for boys)
12. Playing electronic games within the school premises

Disciplinary Procedure for Minor Offenses

Minor offenses are to be addressed at the classroom level, specifically by the class adviser and subject teacher. However, if the misbehavior becomes habitual or begins to disrupt the normal learning environment despite prior reprimands, the case shall be escalated to the Committee on Discipline.

The witness to the offense must prepare an incident report detailing the behavior. Copies of the report shall be submitted to the Committee on Discipline for review. The Committee on Discipline will investigate the

incident, assess the context and frequency of the offense, and make appropriate recommendations. The Guidance Counselor will notify the parents or guardians of the learner involved and schedule a conference at school. During the conference, the learner and their parents will meet with the Committee on Discipline to amicably resolve the matter and ensure appropriate support and intervention is provided to the learner. The goal of this process is not only to address the offense but also to guide the learner toward improved behavior and positive personal development.

Major Violations

1. Cheating – a learner is considered to have cheated in any examination through any of the following gestures: copying from some body else's answer, asking from someone the answers of test questions, copying from any sort of leakage, showing answers to others, attempting to open notes, books and the like, and changing wrong answer to correct ones or changing test scores
2. Theft, stealing anything owned by others
3. Bringing pointed objects or deadly weapons
4. Smoking and vaping including bringing of vape paraphernalia in school.
5. Bringing and consuming alcoholic drinks in school.
6. Vandalism – willfully spoiling or destroying property, writing on walls, chairs etc.
7. Bringing pornographic materials and showing to classmates
8. Using obscene or vulgar words, phrases or statements either in oral or written
9. Threatening, coercing or intimidating others in the school campus
10. Improper use of school equipment, resulting to damage thereof
11. Shouting, discourtesy, disrespect towards authority
12. Physical fighting
13. Cutting classes
14. Tampering announcements on the bulletin boards and/or blackboards
15. Forging, falsifying, and/or tampering academic or any school records, documents, and using such forged documents
16. Falsification of letters or signatures of parents, physicians, teachers and other school officials
17. Bullying

Disciplinary Procedure for Major Offenses

The person who witnesses the offense must file an incident report, detailing the nature of the violation. Copies of this report must be submitted to the Committee on Discipline. The Committee on Discipline will conduct a thorough investigation of the incident and make appropriate recommendations based on the findings. The Guidance Counselor will contact the parents or guardians of the learner involved and schedule a conference at school. The learner and their parents will meet with the Committee on Discipline to discuss the incident and proposed disciplinary measures.

Disciplinary Sanctions

If the learner is found guilty of the offense, the following disciplinary sanctions may be imposed, depending on the gravity and frequency of the violation: work detention, demerit system, and character probation. Should the misbehavior become habitual or continue to disrupt the normal learning environment, despite the initial sanctions, the learner may be subject to more serious disciplinary actions, including: suspension, exclusion, and expulsion. The school upholds a system of discipline that is corrective and formative, aiming to guide the learner toward responsible and respectful behavior.

E. Student Life Policies and Code of Discipline

Preparatory Statement

Unity is an important element in the success of any school; and genuine unity can only be achieved if and when all parties and individuals involved in the school have a common understanding as to their respective roles and obligations.

ILOILO DOCTORS' COLLEGE recognizes its learners as its most important asset. As a God-fearing institution, the school believes that everyone should be treated with respect, integrity and dignity. In return, the school expects loyalty, honesty, discipline and productivity from its learners. Towards this end, we must have general policies, rules and regulations to govern our relationship. Respect for self and respect for others, both within and outside the College community, lie at the heart of our Standards of Conduct.

It is therefore the intent of this handbook to provide the learners with a clear understanding of the mission and vision of the school and the policies,

rules and regulations governing the achievement of its mission and vision. It also gives information on what you may expect from the school and what the school expects from you. Everyone plays an important role in the school. Each one has his own important task to perform.

It is expected that you will read this handbook and understand what it contains, and in doing so, you will be contributing towards building a harmonious and productive relationship.

Definition of Terms

- A. School – refers to Iloilo Doctors' College, including all the academic and non-academic departments and offices thereof;
- B. School Official(s) – refers to the administration, teaching and non-teaching personnel of the school;
- C. Learner – refers to a person currently enrolled in Basic Education Department;
- D. Code of Discipline – refers to the policies and procedures contained in this Handbook;
- E. Office of the Student Affairs – refers to the office which has appellate jurisdiction over decisions of the BED committee on discipline; in cases involving grave violations, upon referral by the committee on discipline, the office shall forthwith constitute a Disciplinary Committee which shall be composed of the Dean of Students who shall be the Chairman, Head of the Student Assistance Programs and Student Discipline, Principal, Assistant Principal, Teacher Adviser, Guidance Counselor in charge for Senior High School and the Head of the Guidance Services Office.
- F. Preliminary Investigation – is an initial assessment of the BED Committee on Discipline if there is substantial basis to proceed with the conduct of the disciplinary or administrative hearing of the complaint against the student.
- G. Disciplinary Conference – it is a meeting called by the BED Discipline Committee for the purpose of setting the complaint. During said conference all avenues for an early resolution of the complaint shall be explored. If no settlement is reached or early resolution is arrived at then the case shall be elevated for Disciplinary Hearing.
- H. Disciplinary Hearing – this is a hearing called by the BED Discipline Committee composed of the Principal, Student In-charge, Assistant Principal concerned, Teacher Adviser, Guidance Counselor, and the parent if requested.

- I. Administrative Hearing – this is a hearing called by School Discipline Committee which shall be composed of the following: Dean of Students who shall act as Chairman, BED Principal, Assistant Principal concerned , Student In-charge, Head of the Student Assistance Programs and Student Discipline, Teacher Adviser, Guidance Counselor in charge for the Basic Education Department and the Head of the Guidance Services Office.

Standards of Conduct

It is the duty and responsibility of the students to know and familiarize themselves with school rules and regulations. Our policies and procedures are intended to contribute to the moral, intellectual, spiritual and social growth of the individuals and groups that constitute this community. We call students to accountability for their actions as a necessary part of our common life. Further, non-familiarity with the rules and regulations will not excuse the learner from whatever consequence that such non-familiarity with the rules and regulations may cause, which may lead to the detriment and damage of the school and of the learner.

It is the policy of the school to educate learners of good moral character, learners who aspire for excellence, learners who are professional and trustworthy. It is also required of the learners that they be honest, sincere, diligent and cooperative. It must be understood that each learner is admitted to the school to acquire the knowledge and skills necessary for providing them with the best possible educational background to prepare them for a better life ahead. This can be accomplished if each and every learner performs his work according to the standards of conduct of the school.

Security and Safety

The school strictly implements that all learners enrolled in Basic Education Department must not be allowed to go out at any time of the day except for those learners who have been fetched, summoned, or accompanied by their parents or legitimate guardians. Requests from relatives, family friends, drivers, or other authorized representatives. Those whose classes are dismissed earlier than the official end of the school day are likewise required to remain inside the school campus. They may stay in designated waiting areas such as the library, student lounge, or other areas identified by the school until the official dismissal time or until they are fetched by their parents or guardians. Under no circumstances shall these

learners be allowed to leave the campus on their own without the required authorization.

An exit permit form shall be accomplished by the learner stating his/her reason of going out the school premises. The form also includes the name and contact number of the parent or guardian of the learner. The class adviser must ensure that the exit permit is properly filled out. The form is available at the Office of the Student In-charge.

Security guards must see to it that all learners must remain inside the school campus until the specific time designated to dismiss all learners to go out of the campus to go home.

Drug Abuse

Use of prohibited drugs by any learner regardless of age, whether public or private is strictly prohibited.

Physical signs and symptoms of Drug Abuse Addiction:

1. Slowed or staggering walk; poor physical coordination
2. Inability to sleep, awake at unusual times, unusual laziness
3. Red, watery eyes, pupils larger or smaller than usual; blank stare
4. Cold, sweaty palms; shaking hands
5. Puffy face, blushing or paleness
6. Smell of substance on breath, body or clothes
7. Loss of appetite, increase in body appetite, significant changes in eating habits, unexplained weight loss or gain
8. Extreme hyperactivity; excessive talkativeness
9. Runny nose; hacking cough
10. Needle marks on lower arm, leg or bottom of feet
11. Nausea, vomiting or excessive sweating
12. Tremors or shakes of hands, feet or head
13. Irregular heartbeat

Behavioral signs and symptoms of Drug Abuse and Addiction:

1. Change in overall attitude/personality with no other identifiable cause
2. Changes in friends; new hang-outs; sudden avoidance of old crowd; doesn't want to talk about new friends; friends are known drug users
3. Sudden change in activities or hobbies
4. Drop in grades at school or performance at work; skips school or is late in school
5. Change in habits at home; loss of interest in family and family activities
6. Difficulty in paying attention; forgetfulness
7. General lack of motivation, energy, self-esteem, "I don't care" attitude
8. Sudden oversensitivity, temper tantrums, or resentful behavior
9. Moodiness, irritability, or nervousness
10. Silliness or giddiness
11. Paranoia
12. Excessive need for privacy; unreachable
13. Secretive or suspicious behavior
14. Car accidents
15. Chronic dishonesty
16. Unexplained need for money, stealing money or items
17. Change in personal grooming habits
18. Possession of drug paraphernalia

Furthermore, under Section 36-C of Republic Act No. 9165 otherwise known as "Comprehensive Dangerous Drugs Act of 2002", learners of this institution shall pursuant to the related rules and regulation as contained in this handbook and with notice to the parents shall undergo a random drug testing. Provided, all drug testing expenses will be borne by the government. Provided further, that the Department of Education shall see to it that said provision is implemented.

Proper decorum should be observed by all learners at all times. Learners are expected to conduct themselves as ladies and gentlemen outside the campus. Any behavior which will damage the name and reputation of the school will render the learner liable to disciplinary sanctions. It is therefore imperative that the conduct themselves in proper decorum showing proper courtesy and respect for their fellow learners, faculty and other school personnel even outside campus. All learners are advised that any behavior, which will damage the name and reputation of the school, will render the learner liable for disciplinary action.

CHAPTER 7
ADHERENCE TO THE ANTI BULLYING ACT OF 2013

(Enclosure to DepEd Order No. 55, s. 2013)

**IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT NO. 10627,
OTHERWISE KNOWN AS THE ANTI-BULLYING ACT OF 2013**

RULE I
PRELIMINARY PROVISIONS

Section 1. Short Title.

These rules shall be known as the "Implementing Rules and Regulations of Anti-Bullying Act of 2013."

Section 2. Scope and Coverage.

These rules shall cover all public and private kindergarten, elementary and secondary schools and learning centers.

RULE II
DEFINITION OF TERMS

Section 3. Definition of Terms—As used in this Implementing Rules and Regulations (IRR), the following shall be defined as:

- a. **"Act"** refers to Republic Act No. 10627, otherwise known as the "Anti-Bullying Act of 2013";
- b. **"Bullying"** refers to any severe, or repeated use by one or more learners of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another learner that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm damage to his property; creating a hostile environment at school for the other learner; infringing on the rights of other learner at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:
 1. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
 2. Any act that causes damage to a victim's psyche and/or emotional well-being;

3. Any slanderous statement or accusations that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim's looks, clothes and body;
4. **"Cyber-bullying"** or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepEd Order No. 40, s. 2012; and
5. Any other form of bullying as may be provided in the school's child protection or anti-bullying policy, consistent with the Act and this IRR.

b. The term "**bullying**" shall also include:

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

- c. **"Bully"** - refers to any learner who commits act of bullying as defined by the act or this IRR.
- d. **"Bullied" or "Victim"** - refers to any learner who experiences the acts of bullying or retaliation as defined by the Act or this IRR.
- e. **"Bystander"** - refers to any person who witnesses or has personal knowledge of any actual or perceived acts or incidents of bullying or retaliation as defined by this IRR.
- f. **"Learning center"** - refers to learning resources and facilities of a learning program for out-of-school youth and adults as defined in DepEd Order No. 43, s. 2013.
- g. **"Service provider"** - refers to any person who is not a teacher or school personnel but who works in the school, such as, but not limited to, security guards, canteen personnel, utility workers, and transportation service personnel.

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

RULE III ANTI-BULLYING POLICIES

Section 4. Adoption of Anti-Bullying Policies

All public and private kindergarten, elementary and secondary schools shall adopt policies to address the existence of bullying in their respective institutions. Such policies shall be regularly updated and, at a minimum, shall include provisions on prohibited acts, prevention and intervention programs, mechanisms and procedures.

RULE IV PROHIBITED ACTS

Section 5. Prohibited Acts

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

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

RULE V
PREVENTION AND INTERVENTION PROGRAM TO ADDRESS BULLYING

Section 6. Prevention Programs

All public and private schools shall adopt bullying prevention programs. These programs shall be applicable to all learners regardless of level of risk or vulnerability to bullying. Said programs shall also be comprehensive, multi-faceted and shall involve all education stakeholders and personnel. The programs may contain among others:

(1) School-wide initiatives center on:

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

(2) Classroom-level initiatives that focus on:

- a. reinforcing school-wide rules pertaining to bullying;
- b. building a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving;
- c. discussion of issues related to bullying, and strategies for responding to and reporting of incidents of bullying;
- d. teaching positive online behavior and safety and how to recognize and report cyber-bullying; and

- e. providing an inclusive and caring teaching and learning environment for learners.

(3) Involving parents in bullying prevention activities, such as:

- a. discussion of the anti-bullying policy of the school, emphasizing bullying prevention during School Parents-Teachers Association meetings and seminars; and
- b. conducting or sponsoring education sessions for parents to learn, teach, model, and reinforce positive social and emotional skills to their children.

(4) Monitoring learners who are vulnerable to committing aggressive acts or who are perpetrators of bullying, or who are positive targets or victims, for the purpose of early intervention. This activity shall be conducted with utmost confidentiality and respect for all parties concerned.

Section 7. Intervention Programs

There shall be intervention programs to promote the continuity of comprehensive anti-bullying policies. Intervention refers to a series of activities which are designed to address the following:

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

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

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

All schools shall develop intervention strategies involving the parents, such as bullies, victims, bystanders, parents, school personnel, service providers and all other persons who may be affected by the bullying.

CHAPTER 8

GENERAL REGULATIONS

A. School Uniform and Grooming Policy

All learners are required to wear the uniform prescribed for BED learners. All badges and patches shall also be bought from IDC through the Auxiliary Department.

Male learners should come to class well-groomed, thus, hair must be above the eyebrows, not touching the ears, and not extending beyond the shirt collar. Extreme or trendy hairstyles are not allowed, including but not limited to: long hair Undercuts with excessive contrast mohawks or fauxhawks dreadlocks hair designs or shaved patterns dyed, bleached, or colored hair sideburns should not extend below the middle of the ear. Facial hair (mustache and beard) should be clean-shaven, except for valid medical or religious reasons. Male learners are likewise prohibited from wearing earrings thus, it will be confiscated if caught inside the school premises.

Female learners should also come to class well-groomed, thus they are prohibited from wearing ostentatious accessories and are prohibited from sporting inappropriate hairstyles including the use of excessive and superfluous hair dyes.

Learners should wear the BED departmental shirt during their Independent Learning Activity (ILA) or civilian clothes during other school related activities inside the school premises as advised by the school. As a rule, learners must at all times be in proper and decent clothing when inside the school premises. Vulgar and overly sexy clothes are definitely not allowed to be worn by a learner when inside the school premises. Tattoos of whatever kind are also prohibited.

B. Identification Card

The school adheres to **NO ID, NO ENTRY** policy. All learners must wear their identification cards within the school premises at all times.

Any learner who improperly uses his identification card shall be appropriately sanctioned. The identification cards must not be defaced or modified in whatever way. The use of stickers, pins or other items and/or designs affixed or attached to the identification card are also prohibited.

In cases where the identification card is lost, stolen or destroyed, the owner thereof must report the incident to the Office of Student Affairs. The learner must process the replacement of the identification card immediately, by the Office of the Student Affairs, and upon payment of the proper replacement fees.

The identification card is validated every beginning of the school year. The picture appearing in the identification card is good for three academic years.

C. Dismissal

Learners are not allowed to leave the school premises on their own. Upon dismissal, the gate opens for the preschool and elementary learners. Release Card/Gate Pass will be given to the parents/guardian who will pick up their child.

A strict **NO GATE PASS, NO ENTRY** policy is imposed upon entering the school premises. Parents, guardians, and caregivers will be provided with only one gate pass per child duly signed by the parent. In case of loss, the bearer of the gate pass should immediately report to BED office for the replacement of a new gate pass. A replacement fee of Php 50.00 will be charged.

Gate Passes

- **RED PASS** will be issued to Grade 4 to 6 learners who wish to leave the school premises by themselves. Parents must secure a waiver to the department allowing their child to leave the school premises independently. A Red Pass shall be issued only to secondary learners who are children of employees of Iloilo Doctors' College (IDC) or Iloilo Doctors' Hospital (IDH). No other secondary learner shall be eligible for the issuance of a Red Pass unless otherwise approved by the school administration under exceptional circumstances.
- **YELLOW PASS** will be issued to the parents of preschool learners. They will be allowed to enter the school premises to assist and fetch their children from the classroom.
- **BLUE PASS** will be issued to the parents of elementary learners. They will be allowed to enter the school premises to assist and fetch their children in school.
- **NO PARENTS** of junior high school and senior high school students are

allowed to enter the school premises unless an appointment is set for them for official transactions.

D. Consultation Time

Parents or guardians who wish to consult with a teacher must set an appointment through the Iloilo Doctors' College – Basic Education Department (IDC-BED) Secretary prior to the meeting.

All consultations shall be conducted within the BED Office during the teacher's designated consultation hours, to ensure order, privacy, and proper documentation.

E. Attendance

Regularity and punctuality of attendance are required in classes. Perennial tardiness of 5 per term shall be equivalent to 1 official absence.

A learner who returns to class after an absence must present a written explanation noted by the parents or guardian. A learner who fails to pass an explanation letter will not be allowed to take the missed quiz given during his absence.

A learner is ineligible for honors if he incurs absences over 20% (40 days) of the total number of class days.

A recurrent absence caused by illness supported by a doctor's certificate and a written statement of excuse signed by the parent or guardian will be given considerations.

Learners are responsible for all assignments given during their absence. They should comply the missed tasks and assignments taken up in the class during his absence.

F. Learners Drop Off and Pick Up Time

IDC BED Campus is a No Parking Zone. Learners should be dropped off within 10-15 seconds and picked up at the designated areas only.

G. Lunch Break Rule for Junior and Senior High School Students

Lunch is available for purchase at the school canteen. Learners are also encouraged to bring their own packed lunch to school. To promote safety, security, and proper supervision, Junior and Senior High School

learners are expected to remain on campus during the lunch break unless they have been granted permission in accordance with school policies.

H. School Parents - Teachers Association

The School Parents-Teachers Association (SPTA) officers shall hold office for a term of one (1) school year.

The SPTA serves as a support body that collaborates with the school in promoting the welfare of learners and assisting in school-related programs and activities that contribute to a positive learning environment.

I. Flag Ceremony

The flag ceremony is conducted every Monday and Tuesday at 7:20 a.m. All learners are required to attend and are expected to observe proper decorum, including showing respect to the Philippine flag and participating in the singing of the National Anthem. Learners will not be admitted to the school premises while the flag ceremony is in progress. This is to maintain the solemnity of the event and instill discipline and patriotism among the students.

J. Exit Pass

Students who need to leave the school premises during class hours shall be required to secure an Exit Pass, which shall be issued only for emergency cases or other valid reasons. The student must accomplish the prescribed Exit Pass Form and obtain the approval of the Class Adviser, the Student In-Charge, and the Principal. The approved Exit Pass must be presented to the security guard before exiting the school premises.

K. Policies for Parents, Guardians, and Caregivers

To ensure a safe, respectful, and orderly school environment, all parents, guardians, and caregivers are expected to observe the following policies:

- Parents must comply with announcements posted on official bulletin boards, and information communicated through the assignment notebook, Facebook page, or Messenger app of the Iloilo Doctors' College – Basic Education Department.
- All payments must be made exclusively at the Business Office.

- Teachers are strictly prohibited from accepting any form of payment.
- Preschool and elementary parents/guardians must strictly follow the designated pick-up and drop-off times.
- In case a child will be picked up late or by someone other than the parent/guardian, prior notice must be given to the school.
- No waiting area is provided for parents and guardians.
- They are not allowed to remain within the campus during class hours.
- Preschool learners are allowed a five-day separation adjustment period.
- After this period, parents, guardians, and caregivers are no longer allowed inside the classroom.
- Parents and caregivers must wear proper and decent attire when entering or assisting their children at school.
- Sando, sleeveless tops, tube tops, mini skirts, and shorts are not allowed.
- Gambling is strictly prohibited within the school premises.
- IDC-BED is a public area - the school is not liable for any loss or damage of personal belongings.
- Vendors are not allowed inside the IDC-BED premises.
- The IDC campus is a No Parking Zone.
- All parents, guardians, and caregivers are expected to observe proper decorum and conduct themselves respectfully at all times while inside the campus.

CHAPTER 9
REVISED GUIDELINES ON THE SUSPENSION OF CLASSES
DURING DISASTERS AND EMERGENCIES

A. Typhoons and Tropical Cyclones

The suspension of classes due to typhoons and tropical cyclones will follow PAGASA's Tropical Cyclone Wind Signals (TCWS) and Executive Order No. 66, s. 2012.

PAGASA Tropical Cyclone Wind Signal	Suspension
Tropical Cyclone Wind Signal Number 1	Classes for Preschool shall be automatically suspended
Tropical Cyclone Wind Signal Number 2	Face to face Classes for Preschool and Elementary to Junior High School (JHS) or Grade 10 in shall be automatically suspended; provided that Elementary and JHS will shift to modular distance learning, performance tasks, projects, or make-up classes based on their Learning and Service Continuity Plan (LSCP) to ensure that learning competencies are met.
Tropical Cyclone Wind Signal Number 3 or above	Classes and work in all levels in the affected area shall be automatically suspended.

Table 12. Class Suspension Guidelines Based on PAGASA Tropical Cyclone Wind Signals

If the TCWS is issued at a time when classes have already begun, the school shall immediately suspend the classes and work and send everyone home, if it is safe to do so. However, the school is obligated to keep the students and personnel safe in school if traveling has become unsafe.

B. Heavy Rainfall and Flood

Suspension of classes for heavy rainfall will depend on the Rainfall Warning by the Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAGASA).

PAGASA Rainfall or Flooding Warning	Suspension
Yellow Rainfall Warning Alarm Water Level (Flooding)	For areas in the province/city/municipality with torrential rains/ flooding and based on the assessment of the school, the learners and personnel are still exposed to various risks, the Schools Division Superintendent (SDS) or the School Administration shall coordinate with the local government unit (LGU) for localized school suspensions. The Local Chief Executive (LCE) shall decide on the suspension of face to face classes, and work in school, provided that the school will shift to modular distance learning, performance tasks, projects, or make-up classes based on the Learning and Service Continuity Plan (LSCP) to ensure that learning competencies are met.
Orange Rainfall Warning or Red Rainfall Warning Critical Water Level (Flooding) <i>at a time when classes have already begun for the day</i>	The school head/authority shall immediately suspend classes and work from Preschool to Grade 12 and send everyone home if it is safe to do so. However, the school is obligated to keep the learners and personnel safely in school if traveling has become unsafe.
Orange Rainfall Warning or Red Rainfall Warning Critical Water Level (Flooding) <i>at a time when classes have not yet started for the day</i>	Classes and work from Preschool to Grade 12 are automatically suspended in the school.

Table 13. Class Suspension Guidelines Based on PAGASA Rainfall Warnings and Flooding Conditions

C. Earthquakes

Suspension of classes and work due to earthquakes will depend on the earthquake intensity as reported by the Philippine Institute of Volcanology and Seismology (PHIVOLCS).

If an earthquake of Intensity VI or higher occurs, the school head shall request from competent authorities (Department of Public Works and Highways [DPWH], local building officials, division engineers, and other competent professionals) to assess the school buildings before allowing students and personnel to return.

PHIVOLCS Intensity	Suspension
Intensity V and below	The LCE shall decide on the suspension of face to face classes and work. For localized school suspensions, the SDS/School Administration shall coordinate with the LGUs, provided that the school will shift to modular distance learning, performance tasks, projects, or make-up classes based on their LSCP to ensure that learning competencies are met.
Intensity VI and above	Classes and work in all levels are automatically suspended. In cases where an earthquake happens while learners are in school, safety procedures shall initially be undertaken, before sending everyone home. However, the school is obligated to keep the learners and personnel safely in school if traveling has become unsafe.

Table 14. Class Suspension Guidelines Based on PHIVOLCS Earthquake Intensity

D. Extreme Heat Conditions

There will be no automatic suspension of classes due to Extreme Heat Conditions. However, in case of unbearable heat, the LCE may still exercise its authority to facilitate localized class suspension based on the situation in their localities. The SDS/School Administration shall coordinate with the LGUs for localized school suspensions, provided that the school will shift to modular distance learning, performance tasks, projects, or make-up classes to ensure that learning competencies are met.

E. Low Air Quality / Vog (Volcanic Fog)

Suspension of classes for Low Air Quality and Volcanic Fog will depend on the Particle Matter (PM) 2.5 Air Quality Index as reported by the Environment Management Bureau (EMB) of the Department of Environment and Natural Resources (DENR).

Air Quality Index	Suspension
Acutely Unhealthy (Purple) PM 2.5 between 55.1 - 90	The LCE shall decide on the suspension of face to face classes. The SDS/School Administration shall coordinate with the LGUs for localized school suspensions, provided that the school will shift to modular distance learning, performance tasks, projects, or make-up classes based on their LSCP to ensure that learning competencies are met.
Emergency (Maroon) PM 2.5 level is greater than 91	Classes and work in all levels are automatically suspended.

Table 15. Class Suspension Guidelines Based on Air Quality Index (AQI)

F. Other Emergencies and Hazards

In cases of other calamities, emergencies, and hazards not enumerated above that may threaten the welfare and safety of learners and school personnel, the school heads/administration may suspend classes, and work as may be appropriate; provided that there is the necessary co-ordination with the LCE and SDS.

G. Localized/Granular Suspensions

In case there is no automatic suspension of classes and in the absence of a declaration from the LGU, the school head or the administration may suspend classes and work in the cases listed below, and when applicable, schools will shift to modular distance learning, performance tasks, projects, or make-up classes based on their LSCP to ensure that learning competencies are met:

- i. In case of torrential rain, flooding, and risk of landslides and storm surges;
- ii. In case of localized and specific flooding in the area of the school premises; or when flooding affects a large part of the student and personnel population of the school;
- iii. In case of earthquake, at any intensity if in their assessment, the buildings and other structures within their facilities are deemed to be in danger of collapsing or are found to have major damage. The

school head shall request from competent authorities (DPWH, local building officials, division engineers, and other competent professionals) to assess the school buildings before allowing students and personnel to return;

- iv. In case power outages or interruptions last more than half a school day, making classrooms uncomfortable or unsafe for students and teachers;
- v. In case the temperature in classrooms or learning spaces is not conducive to learning and affects the health and safety of the learners and teachers;
- vi. In case the air quality or vog levels in the area are poor and could harm students' health or hinder learning; and
- vii. In case other calamities, emergencies, and hazards not enumerated above threaten the safety of students and school personnel.

H. Suspension of Classes in Special Cases

- 1. Announcement by the DepEd Secretary – as a matter of policy, the suspension, cancellation, and/or postponement of classes in a particular region, if it is region wide, shall be announced by the Regional Director after consultation with superintendents and local government officials.
- 2. Announcement by the School Heads/Principals - in case where conditions endanger the lives and safety of pupils, learners, teachers, and other school personnel, School Heads/Principals are enjoined to use their best judgment in this regard.
- 3. Announcement by Local Government Officials – in extreme cases, such as floods, high tide, *lahar*, earthquakes etc., the chief executive of the local government concerned may cancel classes in their particular area and later on, inform the highest school officials in the said area.

I. Learning Continuity Framework (DO 14, s. 2026)

The Learning Continuity Framework institutionalizes a levels-based decision-making system that guides the school in determining appropriate learning priorities, responses, and supports based on the circumstances experienced by teachers and learners. The learning continuity levels shall be

based on the automatic or localized suspension of classes consistent with previously issued and upcoming policies.

The policy shall be enacted once the school head, Local Chief Executive (LCE), or other relevant government agencies declare suspension. School heads shall exercise sound professional judgment in determining level of learning continuity during class suspensions.

Level	Learner Circumstances and Status of Well-Being	Learning Priorities	Minimum Standards for Learning Resources and Learning Experiences
Hayo (Continue)	Ideal circumstances where learners and teachers are physically safe, emotionally regulated, and cognitively ready to engage in sustained learning. Families and communities function normally.	Schools continue regular in-person teaching and learning activities. Teachers use full lesson guides, ensuring full curriculum delivery and engagement.	All learning experiences can be used by all learners. Remediation programs are delivered
Hinay (Ease In)	Minor to moderate disruptions to in-person classes where learners experience mild stress or uncertainty. Routines are disrupted and access to learning spaces or support at home is uneven.	Learning continues but is intentionally slowed down to lessen pressure on teachers and learners. There is flexibility and adjustments to pacing to manage stress from changes experienced by stakeholders. Parents/Guardians receive Family Kits to facilitate learning at home.	Teachers may engage learners in any of the following: online synchronous class, digital modules, broadcast materials, print modules, or learning packets. Formative assessments shall be limited to essential core competencies. The number of subjects scheduled per day shall be reduced, and the duration of learning activities shall be appropriately shortened.

Level	Learner Circumstances and Status of Well-Being	Learning Priorities	Minimum Standards for Learning Resources and Learning Experiences
Hinga (Check-in)	Learners experience heightened stress due to the impact of emergencies, crises, or disasters. Community recovery is ongoing.	Academic demands are heavily reduced and well-being is prioritized. Instructional activities focus on physical, psychological, and social-emotional well-being checks and recovery. Parents/Guardians receive Family Kits for home-based support.	Teachers invite learners to use broadcast materials, learning packets, check-in guides, and other trauma-informed, simplified learning resources. Learning Resources shall focus on reviewing concepts from the previous lessons. Formative assessments are optional and low-stakes. Offline resources are prioritized.
Hinto (Stop)	Learners' safety and basic needs are at risk; distress or displacement is highly likely. Extremely unsafe conditions within the community or family.	Academic learning is halted completely. Full attention is given to the protection, emergency response, and basic needs of learners. School heads activate crisis management protocols and coordinate relief initiatives with the Local Government Units (LGU) and the Schools Division Office (SDO). Provision of Mental Health and Psychosocial Support Services (MHPSS) to affected teachers and learners shall be ensured	Teachers may engage learners in check-ins or other forms of MHPSS as needed. Learning Resources are focused on psychological safety and check-ins on well-being.

Table 16. Learning Continuity Guide

Parents or legal guardians retain the ultimate responsibility for determining whether their children should attend classes in consideration of their physical and/or mental health during disasters and calamities. This applies even if no order for suspension of classes has been issued. Nonetheless, it shall also be the responsibility of the parents or guardians to ensure that their child is able to catch up with the needed competencies the learner should master. Actions taken in good faith and in compliance with the policy shall not subject school heads or teachers to personal liability.

The framework shall not be used to automatically suspend classes, reduce academic expectations, or substitute lighter learning resources when learners are demonstrably safe and cognitively ready to engage in the regular curriculum.

CHAPTER 10

ADHERENCE TO THE 2010 REVISED MANUAL OF REGULATION FOR PRIVATE SCHOOLS IN BASIC EDUCATION

Iloilo Doctors' College – Basic Education Department adheres to, and adopt as part of the Code of Discipline Sections of the 2010 Revised Manual of Regulation for Private Schools in Basic Education.

Section 131. Responsibility on Student Discipline; Limitation. The administration of each private school shall be responsible for the maintenance of good discipline among learners in the school campus, as well as outside the school premises whenever they are engaged in authorized school activities.

No physically harmful punishment shall be applied. No disciplinary sanction shall be imposed upon any learner except for valid causes as defined in the school rules and regulations, and in accordance with the due process as provided for in this manual or its implementing as promulgated by the secretary.

Section 132. Authority to Promulgate School Rules. Each private school shall have the authority and prerogative to promulgate such reasonable norms, rules and regulations as it may deem necessary for the maintenance of good discipline, which shall be effective as of the date of their promulgation, unless otherwise specified. The school rules governing learner discipline and the corresponding sanctions therefore must be clearly specified and defined in writing and made available to the learners, or their learners or guardians.

Section 133. Student Absences . A learner who incurs absences more than twenty (20%) percent of the prescribed by the number of class or laboratory periods during the school year or term should be given a failing grade and given no credit for the course or the subject. However, a school may adopt an attendance policy to govern absences of its learners who belong to the upper half of their respective classes.

Section 134. Action on Minor Offenses. A teaching personnel or school officials, in the exercise of is right as substitute parent in relation to his learners shall have the authority to impose appropriate and disciplinary measures in the interest of the good order and discipline in case of minor offenses committed in his presence. When the offense committed is serious, the teaching personnel or school officials shall submit a report concerning the violation to the school head who may cause the

institution to appropriate action against the erring learner, if warranted of the circumstances of the case.

Section 135. Filing of Disciplinary Administrative Action. When the offense committed is serious and circumstances so warrant, the school head shall cause the filing of the corresponding administrative action against the erring student. No disciplinary sanction shall be applied upon any student except for the cause as defined in the rules and regulations of the school or in this manual, and after due process shall have been observed. The punishment shall be commensurate with the nature and gravity of the offense.

Section 136. Categories of Administrative Penalties. The three categories of disciplinary administrative sanctions for serious offenses or violation of school rules and regulations which may be applied upon erring student are; Suspension, Exclusion and Expulsion.

a. Suspension. Suspension is a penalty in which the school is allowed to deny or deprive an erring student of attendance in classes for a period not exceeding twenty (20%) percent of the prescribed class days of the school year.

The decision of the school in every case involving the penalty of suspension which exceeds twenty (20%) percent of the prescribed school days for a school year shall be forwarded to the Regional Office concerned within ten days from the termination of the investigation of each case for its information.

b. Preventive Suspension. A student under investigation of a case involving the penalty of expulsion may be preventively suspended from entering the school premises if the evidence of guilt is strong and the school head is morally convinced that the continued stay of the student during the period of the investigation constitutes a distraction to the normal operations of the school or poses a risk or danger to the life of persons and property in the school.

c. Exclusion. Exclusion is a penalty in which a school is allowed to exclude or drop the name of the erring student from the school rolls from being undesirable, and transfer credentials immediately issued. A summary investigation shall have been conducted, and no prior approval by the Department is required in the imposition of the penalty.

The decision of the school in every case involving the penalty of exclusion from the rolls, together with all the pertinent papers therefore shall be filed in the school for a period of one year in order to afford the

Department the opportunity to review the case in the event an appeal is taken by the party concerned.

d. Expulsion. Expulsion is an extreme penalty on an erring student consisting of is exclusion from admission to any public or private school in the Philippines and which requires the prior approval of the Secretary. The penalty may be imposed for acts or offenses constituting gross misconduct, dishonesty, hazing, carrying deadly weapons, immorality. Selling and/or possession of prohibited drugs, drug dependency, drunkenness, hooliganism, vandalism and other serious school offenses such as assaulting a student of another student or school personnel, instigating or leading illegal strikes or similar concerted activities resulting in the stoppage of classes, preventing or threatening any student or school personnel from entering the school premises or attending classes or discharging their duties, forging or tampering with school records or school forms, and securing or using forged school records, forms and documents.

e. The decision of the school on every case involving the penalty of expulsion, together with the supporting papers shall be forwarded to the Regional Office concerned within ten days from the termination of the investigation of each case.

Anti-Harassment Policy

The school believes in the intrinsic value of every human being. It is, moreover, committed to the dignified participation of all its members in the educational endeavor it fosters. Accordingly, the school prohibits harassment of any kind by school officials, teaching and non-teaching personnel, and students. However, the school also believes in free expression and advocacy of ideas, and it is for this reason that harassment is defined herein with great caution.

Definition of Terms

- a. Harassment is any physical conduct intentionally inflicting injury on the person or property of another, or any intentional threat of such conduct, or any hostile, intentional and persistent badgering addressed directly at another, or small group of others, that is intended to intimidate its victim(s) from any school activity, or any verbal attack intended to provoke the victim to immediate physical retaliation.
- b. Discriminatory harassment is, in addition to the definition given above, accompanied by intentional demeaning expressions concerning the race, gender, religion, age, sexual orientation or disability of a person.

- c. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature
1. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of education, employment, or participation in school activities;
 2. Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic personnel decisions affecting the individual; or
 3. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive school environment.

Procedure:

- a. Any incident of harassment by a student toward any other student or toward school officials, teaching or non-teaching personnel, and the complainant cannot or does not desire to resolve the issue directly with the alleged harasser, should be reported to the Office of the Student Affairs. Any alleged incident of harassment by a student will be handled in accordance with the disciplinary procedures of the school as contained in this handbook.
- b. Any incident of harassment by a school official, teaching or non-teaching personnel toward a student, and the complainant cannot or does not desire to resolve the issue directly with the alleged harasser, should initially be reported to the department head of the school official, teaching or non-teaching personnel concerned. The student shall file written and signed complaints, which shall contain the name of the alleged harasser, the department of the alleged harasser, and a detailed description of the incident, to the (1) respective department head and (2) to the Office of the Student Affairs.

Upon receipt of the written and signed complaints, the department head concerned shall immediately issue a memorandum to the alleged harasser, attaching therewith a copy of the complaint. Thereafter, the alleged harasser shall be given time to file his written and signed reply to the aforementioned complaint. After the expiration of the time given to the alleged harasser to file his reply, the department shall conduct an investigation. The investigation may include oral interviews and may require the submission of written statements from the complainant, the alleged harasser, and any witness(es), to ascertain the truth behind the controversy.

Thereafter, the department head, and the Office of the Human Resources or the Office of the Student Affairs, shall resolve the incident.

If the complaint is determined to be unfounded and without merit, the complaint will be dismissed. If the complaint is determined to be meritorious and founded on legal and factual grounds, the alleged harasser's head and/or supervisor, in conjunction with the Office of the Human Resources, shall take the appropriate disciplinary action.

The Office of the Student Affairs shall be furnished a copy of the resolutions of any and all complaints.

CHAPTER 11

CO-CURRICULAR ACTIVITIES

A. School Activities

The development of the individual to become a total person calls for his participation in activities that enhances his development in personal, social and cultural aspects. The school has a program of these activities wherein students may participate for their holistic development.

However, students are advised to exercise good judgment in their choice of co-curricular activities. It must be remembered that students are in school primary for their academic studies, therefore, academic work should be given priority at all times.

As a rule, there shall be no student activities one week before any major examination. Also, no student may stay overnight in the campus.

In the light of the IDC Basic Education Department mission and vision, student activities would be more effective if:

- they complement classroom instruction or enhance academic learning;
- develop social interaction;
- provide for a profitable use of leisure time; and
- encourage better values of higher standards

B. Guidelines and Procedures for Student Activities

1. Student activities of the respective department should be properly channeled and coordinated through the Head Co-curricular Programs and Activities.
2. Student activities should be approved by the Dean of Students, Dean of Academics, and Administrator.
3. Pertinent documents and budget proposal for student activities should be submitted to the Office of the Student Affairs a month prior to any activity.
4. Coordinate with the Head, Maintenance and Grounds Services Office for the use of IDC facilities.

5. Coordinate with the Head, Safety and Security Services for security, safety and crises preparedness.
6. There shall be no student activities one week before to any prior examination.
7. Evaluation forms for the assessment and evaluation of student activities should be provided by each school after an activity for the students to assess and evaluate.
8. A week after each student activity, summary of evaluation and assessment should be submitted to the Head, Co-curricular Programs and Activities, Office of Dean of Students.

CHAPTER 12

SCHOOL FACILITIES

A. Library

The School Library is located at the 3rd floor, left wing of the new administration building. The area caters library sections according to its services. It has Circulation/Reader's Section (consists of general circulated books), Reference Section (consists of encyclopedia, dictionaries, handbooks, atlases, directories and other general references), *Filipiniana* Section (consists of Rizaliana books, books authored and published in the Philippines, National and Local books and other collections; theses and dissertations, local newspapers, clippings and models) Periodical Section (consist of scholarly journals, magazines and news either foreign or national), Multimedia Section (consist of stored multimedia materials and sets of e-connected computers for latest and update scholarly information for research studies), and library Technical Sectional (consist of books purchased to be classify and catalog).

IDC-BED Library is a facility provided especially for students of the department. A wide range of materials starting from baby story books to reference materials, audio-video materials and special book sets provide sources for the students to supplement their lessons gained inside the classroom. The sue of the facility is headed by the department librarian.

B. Audio-Visual and Conference Room

The school has a fully air-conditioned Audio-Visual Room situated at the second floor of the Administration Building that can comfortably accommodate 150-200 students and a Conference Room situated at the main campus. Both serve as the venue for orientation programs, acquaintance parties, cultural presentations, and other school activities. The audio-visual room has equipment and is used for seminars, workshop and other similar activities.

C. Gymnasium and Sports Facilities

The school has two Gymnasiums; in the Dentistry Campus and in the BED Campus. The Gymnasium in the Dentistry Campus could accommodate 1,200 persons. It has a wooden floor and is used as a basketball court. This could also be converted into a volleyball court. At the back of the Gymnasium, there is a swimming pool that is available for use by the

students. The other Gymnasium, which is located at the West Campus, can be used as a basketball court and volleyball court, and has a multi-purpose hall for orientation, graduation, and other school functions and activities.

D. Laboratory

Iloilo Doctors' College through the College of Medical Laboratory Science operates a Clinical Laboratory that offers services such as Urinalysis, Microbiological, Serological, Hematological Assays, Blood Chemistries such as blood sugar, cholesterol, etc. This laboratory caters to the general public and charges very minimal fees for their services.

E. School Health Services

The School has its own Physicians, Dentists, and Nurse. Students can avail themselves of the following Services:

1. Medical Services

- a. Physical Examination
- b. Consultation and treatment of common ailments

2. Dental Services

- a. Oral Examination
- b. Consultation and treatment of simple dental ailments.

F. Guidance Services Office and Center for Psychological Testing

The heart and center of the guidance services is designed to help a student attain maximum self-realization and development in order to become a fully integrated mature and responsible person through individual or group session.

G. Office of the Registrar

The Registrar's Office is a repository of all records pertaining to the academic requirements and academic performance of the students. The office sees to it that the School operates within the prescribed requirements of the Department of Education (DepEd) such as the number of units given to a subject, among others. It is the office that closely coordinates with DepEd. As the repository of academic records the Registrar's Office facilitates the registration or transfer of students. The office also certifies the eligibility of candidates for graduation and for honors.

H. Auxiliary Services

The Auxiliary Services Office is responsible in maintaining accounting records of transactions entered into the office; takes orders, issues books, school uniforms, P.E. uniforms etc.

CHAPTER 13

LEARNER'S RIGHTS AND RESPONSIBILITIES

Iloilo Doctors' College - Basic Education Department believes in the respect of human life and dignity. It therefore recognizes the fact that each student has rights that should be respected as well. As citizens of the Republic of the Philippines, students carry with them the Bill of Rights afforded to them by law inclusive here are the rights and responsibilities mandated by the Education Act 1982 which can be enjoyed even outside the campus and by the society at large. Because of the broad scope and goals of the Republic, it follows that the rights given to its citizens are also broad. The school, being a small and specialized unit of the society has its own narrowly drawn goals and specific objectives in line with its Mission and Vision. These goals however, can at times be damaged by action that is tolerated by the larger society. Therefore, the students of IDC-BED can and will enjoy the rights afforded to them by law provided the exercise thereof should not be in conflict with the rights, goals, and values of the school as an institution. It follows then that only those who agree with the values and goals of the school will be allowed to enroll.

A. Learner's Rights

1. To receive proper and satisfactory instruction in the program he/she is enrolled;
2. To be respected in his rights, and be reasonably and fairly treated as a student and as a person consistent with human dignity;
3. To form, join, or lead in such student organizations or associations as may be recognized or authorized to operate by the school;
4. To avail of the use of school facilities for his curricular as well as co-curricular activities as may be authorized by the school;
5. To be formally apprised of any complaint against him, to be heard by himself or counsel, to present evidence for his defense, to confront and cross-examine witnesses, to be informed of the decision on his case, and to appeal the decision to proper authorities, when appropriate;
6. To access their own school records, the confidentiality of which the school shall maintain and preserve;
7. To publish the issuance of official certificates, diploma, School Form 9, grades, transfer credentials, and other similar documents within thirty days from request; and

8. To free expansion of opinions, views, and suggestions on matters affecting their interest and welfare as student through effective channels of communication with appropriate academic and administrative bodies of the school.

B. Learner's Responsibilities

1. To obey and observe all laws and prescribed school rules and regulations;
2. To uphold academic excellence and abide by the rules and regulations governing their academic responsibilities and moral integrity;
3. To abide by, comply with, and maintain the prescribed academic standards his school;
4. To promote and maintain the peace and tranquility of the school, have harmonious relationship with fellow students, teachers and school personnel;
5. To observe at all times, inside or outside the classroom or school campus the accepted principles of proper decorum and good behavior; and
6. To meet promptly his financial and property obligations to the school.

ILOILO DOCTORS' COLLEGE
BASIC EDUCATION DEPARTMENT

West Avenue, Molo, Iloilo City

STUDENT HANDBOOK
PARENT'S AGREEMENT FORM

I, _____, parent/guardian of
_____, a learner enrolled in
_____ at Iloilo Doctors' College - Basic Education
Department (IDC-BED) for the school year 2026 -2027, fully understand that
my child is a minor and, as such, I take full responsibility of his/her actions.
Therefore, I hereby agree to the following terms and conditions:

- I shall abide by the existing rules and regulations of the school, as well as any policies that may be issued or updated by the school from time to time.
- If my child or I violate any of the school rules and/or standards embodied in the IDC-BED Student Handbook, or any updates issued henceforth, I bind myself to respect and accept whatever disciplinary action the school may reasonably impose.
- I shall guide my child to maintain good moral character and ensure that he/she conducts himself/herself in a proper and irreproachable manner in relation to school authorities, personnel, and fellow IDCians.
- I am fully aware of the provisions of the Data Privacy Act. I understand that IDC-BED may take photographs and/or videos of my child during school events, and these images, videos, and names may be published in print (e.g., school papers, posters, brochures) or on official online platforms (e.g., IDC and IDC-BED social media accounts, official website) for marketing, promotional, and reporting purposes.

Please check one:

- ☐ YES, I grant permission for my child's photos, videos, and name to be used for school promotions, publications, and official social media posts.
- ☐ NO, I do not grant permission for my child's photos or videos to be used for school promotions or online postings.

CONFORME:

Parent/Guardian's Printed Name and Signature

Date

IDC HYMN

We from the IDC
We combine all our efforts true
For the goal that is full of hope
And belief that holds the truth
With devotion and loyalty
Sacrifices and love we give thee
Our IDC, we love so dear,
To you we give our thanks.

We promise to hold thee up high
And keep thy teachings ever
And to hold our firm belief
That we're here to learn and serve;
To be able to open the way
For the future days to come
We call on you, dear IDCians
To serve God and men.

We call on you, dear IDCians
To serve God and men.



ILOILO DOCTORS' COLLEGE - BASIC EDUCATION DEPARTMENT
STUDENT HANDBOOK

S.Y. 2026-2027

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