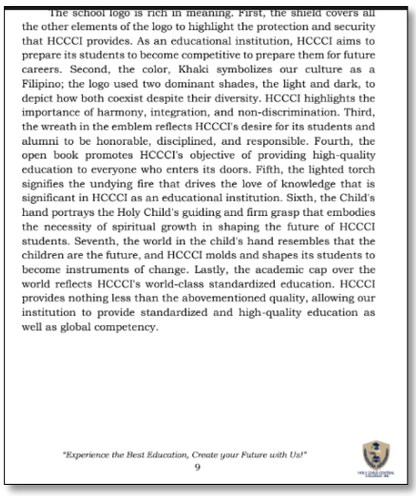
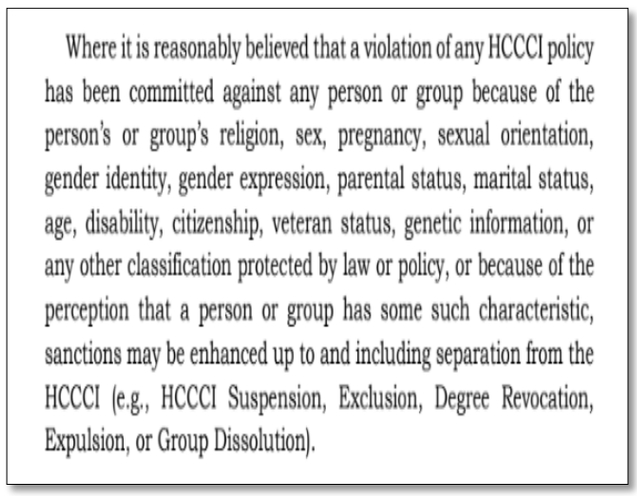
HCCCI Policy on Inclusive Access to Lifelong Learning Opportunities



The school logo is rich in meaning. First, the shield covers all the other elements of the logo to highlight the protection and security that HCCCI provides. As an educational institution, HCCCI aims to prepare its students to become competitive to prepare them for future careers. Second, the color, Khaki symbolizes our culture as a Filipino; the logo used two dominant shades, the light and dark, to depict how both coexist despite their diversity. HCCCI highlights the importance of harmony, integration, and non-discrimination. Third, the wreath in the emblem reflects HCCCI's desire for its students and alumni to be honorable, disciplined, and responsible. Fourth, the open book promotes HCCCI's objective of providing high-quality education to everyone who enters its doors. Fifth, the lighted torch signifies the undying fire that drives the love of knowledge that is significant in HCCCI as an educational institution. Sixth, the Child's hand portrays the Holy Child's guiding and firm grasp that embodies the necessity of spiritual growth in shaping the future of HCCCI students. Seventh, the world in the child's hand resembles that the children are the future, and HCCCI molds and shapes its students to become instruments of change. Lastly, the academic cap over the world reflects HCCCI's world-class standardized education. HCCCI provides nothing less than the abovementioned quality, allowing our institution to provide standardized and high-quality education as well as global competency.

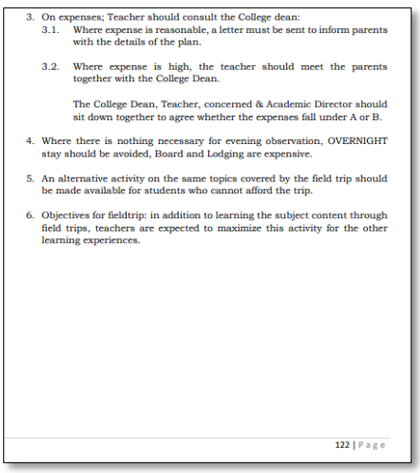
"Experience the Best Education, Create your Future with Us!"
9

***Figure 1. 2021 HCCCI College Student* Handbook (p. 9)**



Where it is reasonably believed that a violation of any HCCCI policy has been committed against any person or group because of the person's or group's religion, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship, veteran status, genetic information, or any other classification protected by law or policy, or because of the perception that a person or group has some such characteristic, sanctions may be enhanced up to and including separation from the HCCCI (e.g., HCCCI Suspension, Exclusion, Degree Revocation, Expulsion, or Group Dissolution).

Figure 2. 2021 HCCCI College Student Handbook (p. 67)

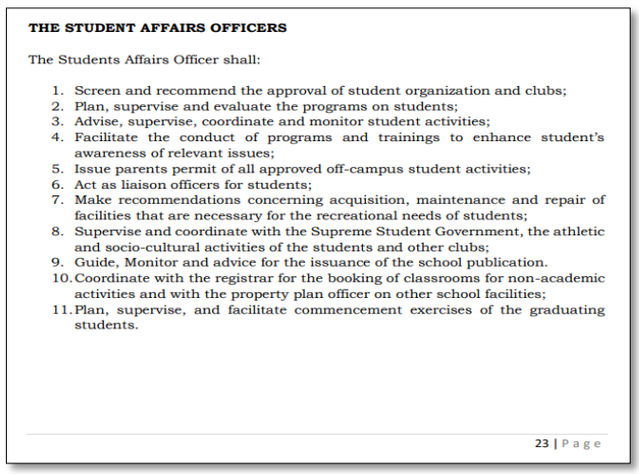


3. On expenses; Teacher should consult the College dean:
   3.1. Where expense is reasonable, a letter must be sent to inform parents with the details of the plan.
   3.2. Where expense is high, the teacher should meet the parents together with the College Dean.

   The College Dean, Teacher, concerned & Academic Director should sit down together to agree whether the expenses fall under A or B.
4. Where there is nothing necessary for evening observation, OVERNIGHT stay should be avoided, Board and Lodging are expensive.
5. An alternative activity on the same topics covered by the field trip should be made available for students who cannot afford the trip.
6. Objectives for fieldtrip: in addition to learning the subject content through field trips, teachers are expected to maximize this activity for the other learning experiences.

122 | Page

Figure 3. Manual's field-trip guidelines (p. 122)



THE STUDENT AFFAIRS OFFICERS

The Students Affairs Officer shall:

1. Screen and recommend the approval of student organization and clubs;
2. Plan, supervise and evaluate the programs on students;
3. Advise, supervise, coordinate and monitor student activities;
4. Facilitate the conduct of programs and trainings to enhance student's awareness of relevant issues;
5. Issue parents permit of all approved off-campus student activities;
6. Act as liaison officers for students;
7. Make recommendations concerning acquisition, maintenance and repair of facilities that are necessary for the recreational needs of students;
8. Supervise and coordinate with the Supreme Student Government, the athletic and socio-cultural activities of the students and other clubs;
9. Guide, Monitor and advice for the issuance of the school publication.
10. Coordinate with the registrar for the booking of classrooms for non-academic activities and with the property plan officer on other school facilities;
11. Plan, supervise, and facilitate commencement exercises of the graduating students.

23 | Page

Figure 4. 2025 HCCCI School Policy Manual (p. 23)

Holy Child Central Colleges, Inc. (HCCCI) demonstrates its commitment to inclusive education and lifelong learning through institutional principles and policies that promote nondiscrimination and support access to educational activities. The **2021 HCCCI College Student Handbook (p. 9)** emphasizes "harmony, integration, and non-discrimination" and expresses the institution's commitment to providing high-quality education to everyone who enters its doors.

Furthermore, the **Student Code of Conduct in the 2021 HCCCI College Student Handbook (p. 67)** identifies protected characteristics, including religion, sex, sexual orientation, gender identity, disability, and citizenship. These provisions reinforce the institution's commitment to addressing discrimination and promoting a respectful and inclusive school community.

Complementing these principles, the **2025 HCCCI School Policy Manual (p. 23)** assigns Student Affairs Officers responsibilities for planning, supervising, evaluating, and coordinating student programs and activities. Additionally, the manual's field-trip guidelines (p. 122) require an alternative activity covering the same topics for students who cannot afford to participate in a field trip. This provision helps ensure that financial constraints do not automatically prevent students from engaging with the learning content.

Collectively, these institutional provisions demonstrate HCCCI's efforts to promote nondiscrimination, inclusive participation, and equitable access to educational opportunities. By integrating nondiscrimination principles, student activity coordination, and alternative learning arrangements into its institutional practices, HCCCI supports the broader objectives of **SDG 4: Quality Education**, particularly the promotion of inclusive and equitable learning opportunities and lifelong learning.