

STUDENT HANDBOOK

4th Edition



PAREF
Springdale School, Inc.



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*Springdale's History,
Mission, Philosophy*

Section 1. SPRINGDALE’S HISTORY, MISSION, PHILOSOPHY

1.1. Short History of the School

A group of Cebu-based families wanted for their children a school set up along the same educational thrusts and philosophy as the PAREF Schools in Metro Manila. In 1993, this group of parents, well aware of their mission as the primary educators of their children, came together with some teachers to set up PAREF Southcrest, the first PAREF school in Cebu. The boys from its first batch of pre-school graduates eventually needed a school of their own. And so, in June of 1996, PAREF School for Boys was established. It now stands as the only remaining all-boys school in Cebu with an all-male faculty and staff.

1.2. Our Vision

To be the leading school of character education in the South.

1.3. Our Mission

- Provide balanced and demanding academic and personal formation according to Christian ideals.
- Assist parents in exercising their role as primary educators of their sons, with the teachers as their committed partners.
- Provide formation to the teachers to be effective collaborators of the parents.
- Strengthen and unite the family as the basic unit of society.

1.4. Philosophy

1. Parents are the primary educators of their children, and teachers are their partners in this task. To be effective in forming the person of the child, parents and teachers strive to be themselves well-formed, and to collaborate closely with each other.

2. The single-sex approach to education is for us the more effective way to develop the potentials of our students, because boys differ from girls in their manner of growth and learning.

3. Religious instruction, faithful to Catholic teachings and delivered with respect for the freedom of consciences, is necessary for the formation of upright values.

1.5. School Houses: Vinta and Anchor

When a student arrives in Springdale, he is assigned to one of two Houses: Vinta or Anchor. He and his immediate family remain in that House and defend its joys and pride upon his entry and even after his graduation from the School.

The vinta, a sturdy Filipino boat, is taken from the taken from the PAREF symbol. It stands for the educational philosophy shared by all schools in the PAREF system. The stars above the Vinta signify that the PAREF school community is composed of the parents, teachers, and students.

The anchor is Springdale’s symbol. It stands for the values and principles that the School wishes to inculcate in its students.





Academic Program

Section 2. ACADEMIC PROGRAM

2.1. PAREF Academic Goals

Academic formation in the PAREF system are expected to produce students who will strive to the best of their given abilities to become:

2.1.1. Self-determined thinkers.

The student will:

1. Acquire mastery of the core content, skills and values of the different learning disciplines: languages, mathematics and science, humanities, social studies and history, religion and philosophy, literature, arts, music, technology, physical education and other special subjects.
2. Reflect on human experience and events in the light of universal values.
3. Form judgments based on universal truths (truth, goodness and beauty) or on what are true information and develop intellectual humility to withhold judgments when the evidence and reasons are insufficient.
 - 3.1. Research, analyze and evaluate critically information from sound sources.
 - 3.2. Synthesize and formulate with precision valid arguments to reach correct conclusions.
4. Discern the good and direct himself/herself freely towards its fulfillment.
5. Make and own one's decision after a thorough and critical evaluation of the situation but with the readiness to change one's mind when necessary.
6. Identify, define and solve quantitative and qualitative problems creatively.

2.1.2. Effective, sincere, and respectful communicators.

The student will:

1. Actively listen with objectivity and empathy; respond to communications by asking clarifying questions and by defining the terms.
2. Read a range of styles and genre, critically and analytically; experience beauty through the work of the masters.
3. Write clearly and confidently with substance and organization in various styles
4. Speak clearly and competently, engage in meaningful dialogue and sensitive to feedback, to others' feelings and level of knowledge; and be a sympathetic listener to opposing views.
5. Competently use a range of technologies to inform and communicate.

2.1.3. Knowledgeable and responsible citizens.

The student will:

1. Have knowledge of and a respect for the dignity of the human person and the conviction that he/she can work with others in defending and uplifting it.
2. Recognize his role as a member of the family where one is first initiated to serve the others.
3. Engage himself/herself in activities, co- and extra-curricular, that involve helping the less privileged members of society, fostering compassion for others.
4. Use his/her knowledge and skills to analyze current issues, local and international, and come up with their personal action plan regarding the matter and consequently develop his leadership qualities.
5. Show interest in the different fields of knowledge by keeping him/herself up to date



with the latest in science and technology, arts, the social studies, math, local and foreign literature.

6. Foster the responsibility for and the care of his environment.

7. Appreciate, empathize, and understand a range of cultures and religions, having respect and consideration for other people guided by values of truth, honesty, fairness, equality, and integrity.

2.1.4. Generous, hardworking and sportive life-long learners.

The student will:

1. Recognize that his/her studies are an important contribution to society, and try to work with possible human perfection.

2. See school and non-school activities (hidden curriculum) as opportunities for learning and personal growth.

3. Take responsibility for his/her own learning, seen in their effectiveness to motivate, direct, monitor his/her learning and to manage and organize his/her study time; participate in a range of learning opportunities.

4. Maintain and develop a sense of wonder, being open-minded and intellectually curious, which will lead him/her to become a lifelong learner.

5. Acquire a sportive spirit, which will make him/her flexible to various situations or environments and resilient in the face of failures and difficulties; and strive to learn from his mistakes.

2.2. Springdale Subject Goals

2.2.1. English

Through the reading of great authors of classic, modern and contemporary literature, the students will become

A. Self-determined thinkers who will thoroughly and critically evaluate situations prior to making decision.

B. Sincere, respectful and effective communicators by articulating ideas clearly and confidently.

C. Knowledgeable and responsible citizens who solve problems and arrive at good decisions through the practical application of communicative skills and critical literacy.

D. Generous, hardworking, and sportive life-long learners who take responsibility by maintaining a sense of wonder, an open mind, and intellectual curiosity.

2.2.2. Filipino

Through the teaching the Filipino language, the Filipino program aims to raise the students' awareness of Philippine culture and traditions, and to become

A. Self-determined thinkers.

Maipamamalas nila ang maayos at mapanuring pagtataya ng mga pangyayari at suliranin sa pagbuo ng angkop na pagpapasya.

B. Sincere, respectful and effective communicators.

Malinaw at maayos nilang naipapahayag ang mga kaisipan sa pagsasalita at pagsusulat. Sa pakikinig, napapanatili nilang mausisa, maunawain, at bukas ang isipan sa kanilang kausap.



C. Knowledgeable and responsible citizens.

Napapanagutan nila ang kanilang mga katungkulan sa pamilya at sa lipunan.

D. Generous, hardworking, and sportive life-long learners.

Nakalulutas sila ng mga suliranin at nakagagawa ng tamang pagpapasya gamit ang kakayahang pang-komunikatibo at kasanayan sa mapanuring kaisipan.

2.2.3. Mathematics

The mathematics program aims to develop:

A. Self-determined thinkers who use mathematical reasoning critically and analytically in reaching conclusions.

B. Sincere, respectful and effective communicators who communicate mathematical ideas clearly and confidently in oral and written and graphical form.

C. Knowledgeable and responsible citizens who solve problems and arrive at good decision through practical application of mathematical concepts.

D. Generous, hardworking, and sportive life-long learners who appreciate and sustain interest in mathematics by solving challenging problems independently.

2.2.4. Science

The Science program aims to develop students who are:

A. Self-determined thinkers by applying the scientific method and skills in solving problems and reaching a conclusion.

B. Sincere, respectful and effective communicators in explaining scientific ideas clearly and confidently in oral and written or graphical form.

C. Knowledgeable and responsible citizens who solve problems and arrive at good decisions through the practical application of science concepts and principles.

D. Generous, hardworking, and sportive life-long learners who appreciate and sustain interest in science by solving challenging problems independently.

2.2.5. Religion

The Religion program aims at helping students deepen their communion with God and become:

A. Self-determined thinkers who reflect on the life and teachings of Jesus Christ, which leads to judgment, based on the truth.

B. Sincere, respectful and effective communicators of moral and religious values based on natural and divine law, in fidelity to the Magisterium of the Roman Catholic Church.

C. Knowledgeable and responsible citizens who espouse respect for the dignity of the human person, values the role of the family in society, and practice leadership through service of others.

D. Generous, hardworking, and sportive life-long learners who take responsibility in the personal development of natural and supernatural virtues, especially through the sanctification of ordinary work.

2.2.6. Civics and Culture and Social Studies

To develop students with civic competence, the social studies program shall help them become:

A. Self-determined thinkers who reflect on documented human experience, and judge them in the light of a deep understanding of universal truths and morals.



B. Sincere, respectful and effective communicators who expound ideas with clarity and conviction, and with understanding and respect for persons of different cultures and even opposing views.

C. Knowledgeable and responsible citizens, patriots who will personally act to uphold the true good of persons and protect the family as the foundation of a healthy society.

D. Generous, hardworking, and sportive life-long learners who, inspired by historical accounts of successes and failures, perseveringly work for worthwhile goals.

2.2.7. Computer, Technology and Livelihood Education

This subject prepares students for life by providing them with basic work skills, attitudes, and knowledge. Thus, the school would have them become:

A. Self-determined thinkers who apply computer and work education methods or skills with values of the different learning disciplines.

B. Sincere, respectful and effective communicators who speak clearly and confidently and engage in meaningful dialogue in work environments and the internet.

C. Knowledgeable and responsible citizens who respect and value their work and fellow workers, and help in the uplift of their dignity in the family and society.

D. Generous, hardworking, and sportive life-long learners, who use manual and technical work to practice seeking perfection with perseverance and resilience.

2.2.8. Music

By developing aesthetic awareness and music performance and creation skills, the Music program will have students who are:

A. Self-determined thinkers who use the opportunities for creativity and expression, to develop listening skills, and engage in creative problem solving.

B. Sincere, respectful and effective communicators who perform music with others, and promote self-expression, team work and sensitive listening.

C. Knowledgeable and responsible citizens who value their own musical culture and that of others.

D. Generous, hardworking, and sportive life-long learners develop a certain level of mastery and discipline, appreciate beauty and enhance quality of life.

2.2.9. Arts

The Arts program aims to develop:

A. Self-determined thinkers who investigate artistic elements and processes through the artistic habits of mind — connecting and expanding, exploring and creating, reasoning and reflecting — to understand connections between the arts and human experience.

B. Sincere, respectful and effective communicators by promoting and documenting art— other artists and their own—and showcase it for the public to appreciate home-grown art.

C. Knowledgeable and responsible citizens who recognize the value of a variety of cultural perspectives and explore contemporary and historical art forms from their own identity and cultural heritage, as well as those from others.

D. Generous, hardworking, and sportive life-long learners who pursue a lifelong interest in the arts, with the confidence to create and contribute to the local art community as a budding artist.

2.2.10. Physical Education and Health

The P.E. & Health program will achieve the PAREF goals of education by producing:

- A. Self-determined thinkers who practice sports and fitness for the continual improvement of the body, mind and spirit, resisting weakness and pride and vanity.
- B. Sincere, respectful and effective communicators who use sports and games to reach out in joyful competition to teammates, opponents, or fellow spectators.
- C. Knowledgeable and responsible citizens who promote in their families and society truly good lifestyles, help control health risks and speak up against unhealthy behavior.
- D. Generous, hardworking, and sportive life-long learners who cultivate enduring positive attitudes to physical activity and maintain an active lifestyle for fitness and wellness.

2.3. Student Assessment and Evaluation

2.3.1. Levels of Proficiency and Numerical Equivalents

The performance of students shall be described according to the following levels of proficiency:

Beginning (B)	74%	
Developing (D)	75-79%	
Approaching Proficiency (AP)	80-84%	
Proficient (P)	85-89%	
Advanced (A)	A-	90-94%
	A	95%
	A+	96 - 100%

The passing grade in all subjects is “Developing”.

Following the policy of the Department of Education, the grades we release at the end of each quarter will be in the descriptive letter format, not numerical.

2.3.2. Computation of Subject Grades

The quarterly grade for each subject is based on 3 components: written work, performance tasks, and the quarterly assessment. The weight of each component varies per subject.

Grades 1 to 10			
Component	Subject		
	English, Filipino, Civics/ Social Studies, Religion	Science Math	Music, Arts, PE, TLE
Written Work	30%	40%	20%
Performance Tasks	50%	40%	60%
Quarterly Assessment	20%	20%	20%



Grades 11 and 12		
Component	Subject	
	Research, Business enterprise simulation, ICT	Others
Written Work	20%	25%
Performance Tasks	60%	50%
Quarterly Assessment	20%	25%

The **written work** component ensures that students are able to express skills and concepts in written form. It may include long quizzes, unit tests, essays, written reports and other written outputs. This component helps students strengthen their test-taking skills and practice for quarterly and other standardized assessments.

The **performance task** component allows our students to demonstrate how they transfer learned knowledge and skills to real-life situations. They may create or invent products or do performance-based tasks. Some samples of performance tasks are skills demonstrations, individual or group presentations, multimedia presentations and research projects.

The **quarterly assessment** component measures student learning at the end of the quarter. It may be in the form of written tests, performance-based assessments, or a combination of both.

2.3.3. Grade slips and Report Cards

Grade slips are usually released on the third Friday after the quarterly / semestral examination.

Report cards are released after the end of the school year.

2.4. Promotions Criteria

Promotion to the next grade is based on the end-of-the-year status obtained in the subjects and the General Average (GA) at the end of the school year. The GA is the average of the final grades in all the academic subjects. A student is promoted to the next higher level if he passes all his subjects, and his GA is at least 75% .

2.4.1. Grades 1 to 10

A student is promoted to the next higher level if his proficiency in every subject is Developing or better.

A student whose proficiency level in a subject is Beginning (B, or failed) at the end of a quarter shall be required to undergo remediation after class hours so that he can catch up as the class moves into the next grading period.

If a student fails in three or more subjects at the end of the year will be retained in the same grade level.

A student who fails one or two subjects will be given a validation examination for each subject. If he fails to pass any one validation examination, the student will be retained in the same grade level. All validation examinations will be administered 3 weeks after the last quarterly or semestral examinations, as the case may be.



2.4.2. Grades 11 and 12:

Subjects in the senior high school are delivered in semesters. If a student fails a subject that is a pre-requisite for a subject in the next semester, he will not be allowed to enroll in the higher-level subject. He must pass a validation examination for the failed subject or retake it in the next semester that it is offered.

2.5. Honors and Awards

2.5.1. Quarterly Recognition

After the grades have been computed at the end of each quarter, the Director's List will be posted on the school's bulletin board. To qualify for the Academic Awards, a student must have no major offense and have the following grade averages:

First Honors: **A** (95%) and no grade lower than **P** (85%).

Second Honors: **A-** (90%) and no grade lower than **P** (85%).

Third Honors: **P** (85%) and no grade lower than **P**

2.5.2. End of the Year Recognition

Athlete of the Year Award

A student can receive the Athlete of the Year Award if, in the quarterly assessments of a committee composed of his PE teachers, respective coaches, and sports/MAPE coordinator, he has manifested specific virtues needed in a Physical Education class and has been an outstanding representative of the School in local, national and international competition. The virtues to be considered are order, leadership balanced with docility, punctuality, poverty, and sportsmanship.

Work Education Student Award

A student can receive the Work Education Student Award if, in the quarterly assessments of a committee composed of his HELE or TLE teachers, TLE coordinator & head teacher a student has manifested specific virtues needed in a Work Education class. These virtues are:

- personal order, manifested above all in being in proper and complete attire and having all tools available;
- order at work, which refers to the cleanness of his working area;
- punctuality, shown in prompt submission of projects;
- respect for others, manifested in obeying classroom rules to ensure
- concentration at work;
- poverty, shown above all in care for tools and facilities.

Arts and/or Music Award

The Arts or Music Award is conferred on a student if he has been outstanding in the fields of visual arts or music. More often than not, such awards are given to those who have brought renown to the school in these humanistic fields through participation in competitions, recitals or exhibits.



2.5.3. Graduation Awards

Gold Medallion for Academic Excellence

A student can receive a Gold Medallion for Academic Excellence if:

- the average of his end-of-the-year current status in all academic subjects from Grade 4 to Grade 6 (in the case of the grade school graduate) or from Grade 7 to Grade 12 (in the case of the high school graduate) is at least 98% and
- he has not failed any of the non-academic subjects from Grade 4 to Grade 6 (in the case of the grade school graduate) or from Grade 7 to Grade 12 (in the case of the high school graduate).

Silver Medallion for Academic Excellence

A student can receive a Silver Medallion for Academic Excellence if:

- the average of his end-of-the-year current status in all academic subjects from Grade 4 to Grade 6 (in the case of the grade school graduates) or from Grade 7 to Grade 12 (in the case of the high school graduates) is at least 94% and
- he has not failed any of the non-academic subjects from Grade 4 to Grade 6 (in the case of the grade school graduate) or from Grade 7 to Grade 12 (in the case of the high school graduate).

Bronze Medallion for Academic Excellence

A student can receive a Bronze Medallion for Academic Excellence if:

- the average of his end-of-the-year current status in all academic subjects from Grade 4 to Grade 6 (in the case of the grade school graduate) or from Grade 7 to Grade 12 (in the case of the high school graduate) is at least 89% and
- he has not failed any of the non-academic subjects from Grade 4 to Grade 6 (in the case of the grade school graduate) or from Grade 7 to Grade 12 (in the case of the high school graduate).

Student Award

The Student Award is the highest recognition Springdale confers upon her students. It is an award for effort exerted according to aptitude and ability. Unlike the honor certificates and the other academic awards, the Student Award is not given solely for high grades, although it often happens that a student's hard work and dedication to duty result in attaining good marks. A student can receive a Student Award if:

- he has shown consistency and constancy shown in positive participation in class activities, neatness and quality of work, and punctuality in meeting deadlines in all assignments;
- he has maintained a grade of at least Proficient (**P**) in most of his subjects in his years of stay in the school. A student whose optimum effort merits an Approaching Proficiency (**AP**) can receive the award provided he has maintained this AP grade in most of his subjects during the years of his stay in the school;
- he has not been sanctioned for any major offense; and
- he manifests in a very high degree the Virtues of the Springdale Gentleman.

2.5.4. Additional Graduation Awards for High School

Subject Excellence Medallion

A student can receive a Subject Excellence Medallion if, among the candidates for graduation, he has the highest average in a particular subject. The end-of-the-year current status in academic subjects from Grade 7 to Grade 10 is used to determine the top student. Excellence medallions are given for English, Filipino, Social Studies, Mathematics, Science, and Religion. Although rare, it is possible to award the medallion to more than one recipient in a particular subject.



Loyalty Award

Parents receive a Loyalty Award if they had their son study in Springdale from Grade 1 to Grade 12. This is in recognition of their continued faith in the PAREF philosophy of education.

2.6. Academic Policies and Praxes

2.6.1. Study Time

Study takes first priority. This occurs mainly at school and at home. Springdale requires regular study time. By high school, it is recommended that a student studies at least two hours daily. A regular time slot, a conducive place, and sufficient review in addition to assigned work help develop the habits of mind necessary to academic success.

2.6.2. Preparedness

It is the student's responsibility to be materially, physically, and mentally prepared for study and homework. He is expected to bring pens, pencils, notebooks, textbooks and any other required materials to class. A student needs regular sleep, meals and exercise to be able to concentrate and maintain alertness. Punctuality, satisfactory appearance in dress and posture are signs of his inward dispositions.

2.6.3. Homework

Every homework is expected to be thorough, neat, and punctually submitted. Homework is due at the start of the advisory period which should be turned in to the class adviser. If a student neglects to complete his homework, he will be required to do or complete the assignment during detention, and may receive additional work or sanctions. Copying homework is equivalent to cheating and will be treated as such. Do not lend homework for anyone to copy.

2.6.4. Intellectual Honesty

Students commit an injustice against others and harm themselves when fraud replaces honest effort. An offense against intellectual honesty is committed by cheating on a quiz or test, copying another student's homework, plagiarism or the unacknowledged borrowing of the work of an author and using unauthorized aids. After due process, when a student participates in any form of academic dishonesty:

1. a zero will be assigned as a grade;
2. parents will be notified;
3. the School Principal will be notified;
4. disciplinary measures may be taken.

2.6.5. Unsatisfactory School Work

Unsatisfactory school work can be described in any of the following ways: incomplete, sloppy, creased, smudged or stained, filled with erasures, done in the wrong format or on the wrong kind of paper. Such work is unacceptable.

1. A student who has submitted unsatisfactory work will be asked to redo it. Unsatisfactory school work is equivalent to no school work.
2. Late submission of any school work will get a failing grade .
3. Non-submission of school work is rated zero.

2.6.6. Cancelled Class Days

When classes are suspended for whatever reason (e.g., calamities or major change in schedule), examinations for that day are automatically scheduled for the next class day or meeting (unless otherwise specified by the teacher). The submission of projects, homework, and the like; however, will be moved only if the students are prevented from working on the assigned work by a recognized reason.





Personal Formation

Section 3. PERSONAL FORMATION

3.1. Personal Formation Goals

Personal formation refers to the entirety of the education that is received in Springdale. The academic program, the mentoring, the spiritual means of formation of the student, sports and even the facilities contribute to the formation of the student as a person with an intellect and will. Everything in Springdale exists and is done for the sake of the total personal development of the students.

A more specific way of understanding personal formation, however, is to consider it in contradistinction to academic or intellectual formation. Taken in this context, it is understood to mean the efforts of specific agents to form the student such that he pursues wisdom and virtue. By wisdom is meant the knowledge a human being must have to be happy in this life and in the next. By virtue is meant those habits that make a human being good.

The personal formation program consists of means of formation that aim for integral development. These means of formation endeavor to bring the student to a greater self-knowledge, preparing him for life here and after. The program consists in a deliberate and systematic program of character formation that is:

- founded on the academic program which is considered the primary venue for forming character;
- directed to all the students in a personalized manner;
- permeated by a Catholic ethos and the lay spirituality of Opus Dei;
- carried out through the collaboration of the parents and the teachers

3.2. Virtues of a Springdale Gentleman

The Springdale family of parents, teachers, administrative staff, and students strive to live the twelve Virtues of the Springdale Gentleman. Each fundamental virtue covers several others and is the source and cause of many other virtues that comprise the lineup of the Virtue of the Month, or the V.O.M. (see the next section).

The selection of the 12 virtues is based on a Christian understanding of man as handed down through the ages and enriched by the lay spirituality and clear Christian doctrine taught by Saint Josemaria Escriva.

The Virtues of the Springdale Gentleman envision an excellent and happy human being which every member of the Springdale family strives to become. The twelve virtues that comprise the list are taken from natural philosophy (the cardinal virtues), Old Testament revelation (The Ten Commandments) and revelation from the New Testament (The Eight Beatitudes).

The cardinal virtues—first formulated by Plato—refer to the perfection of all the main faculties of the human being.

The Ten Commandments form the basic structure of human morality and, therefore, of all moral virtues. “They teach us the true humanity of man. They bring to light the essential duties, and therefore, the fundamental rights inherent in the nature of the human person (Catechism of the Catholic Church 2070).”

The Beatitudes offer a description of the fundamental qualities of personal excellence, for they “depict the countenance of Jesus Christ and portray his charity (Catechism of the Catholic Church 1717).” “They contain, in embryo, the whole program of Christian perfection.” (Navarre Bible, Commentary on Matthew 5, 2). Ultimately, the goal is to live the virtues lived by Jesus Christ, the example of perfect manhood.



Study

A Springdale Gentleman resolves to know what is right. He studies seriously, learns continually, and thinks in a Christian way.

Order

A Springdale Gentleman knows that virtues are forged in work. He puts everything in its place. For him, God is first, others second, himself last.

Truthfulness

A Springdale Gentleman seeks the truth, loves the truth, and humbly tells the truth. He knows himself and lets himself be known.

Charity

A Springdale Gentleman is caring, respectful, understanding, and refined. He serves others, especially the needy.

Magnanimity

A Springdale Gentleman gives his whole self to great and noble ideals. He strives to work as the best or better than the best.

Obedience

A Springdale Gentleman is one with his family, his community, his country, and all peoples. He obeys all authority, beginning with his elders and teachers.

Love for God

A Springdale Gentleman says “yes” to God’s call to be holy. He prays to know and to do the will of God at all times.

Fortitude

A Springdale Gentleman conquers all fear. He never gives up in the fight to do what is right.

Self-Discipline

A Springdale Gentleman is a master of himself and his feelings. He does not put his heart in material things.

Cheerfulness

A Springdale Gentleman is a confident son of God. He sows joy and peace wherever he is.

Loyalty

A Springdale Gentleman holds firmly to his principles and promises. He is dedicated to fulfill the School’s Mission.

Responsibility

A Springdale Gentleman gives each one his due. He takes charge of all his duties without fail.

3.3. Virtue of the Month (VOM)

Following is a list of the Virtues of a Springdale Gentleman, listed in the sequence that they would be tackled in the months of the school year, and the subordinate or related virtues, values and characteristics.

1. Study

planning, hindsight, foresight, providence, seeking counsel, caution, circumspection, mental agility; love for knowledge, learning, skills acquisition, culture; critical thinking, analysis, synthesis, common sense, sound judgment, discretion

2. Order

competence, efficiency, effectiveness, punctuality, neatness, urbanity, cleanliness, sense of priority, being methodical and systematic, serenity, composure, peace, creativity, productivity, professionalism, industriousness, diligence

3. Truthfulness

love for the truth, sincerity, honesty, integrity, simplicity, clarity, trustworthiness, unity of life, openness, candor, transparency, veracity, self-knowledge, selflessness, meekness

4. Charity

love of neighbor, understanding, mercy, compassion, friendship, caring, kindness, benevolence, thoughtfulness, considerateness, helpfulness, sensitivity, tolerance

5. Magnanimity

generosity, high-mindedness, hospitality, munificence, passion for excellence, zealous for holiness, thoroughness, assiduousness, care for details (etiquette, elegance)

6. Obedience

respect for authority, docility, unity, teamwork, cooperation, synergy, civic-mindedness, love for the common good, patriotism, sociability, fraternity, camaraderie

7. Love for God

divine filiation, religion, piety, self-sacrifice, abandonment, doing God's will, contrition, devotion to and love for Mary; knowledge of doctrine, sacraments, morals

8. Fortitude

courage, constant struggle, initiative, determination, self-reliance, daring, boldness, energy, painstaking effort, sporting spirit, resilience, endurance, persistence, patience, diligence

9. Self-discipline

temperance, moderation, sobriety, modesty, purity, self-mastery, self-control, self-dominion, Christian poverty, thrift, simplicity of life, mortification, penance

10. Cheerfulness

joy, optimism, positive outlook, confidence, verve, enthusiasm, good humor, trust in God, abandonment to divine providence

11. Loyalty

fidelity, commitment, dedication, devotion, filiation and fraternity, family togetherness, love for family members

3.3.1. Class Motto

The class motto is a weekly concrete reminder that specifies how the members of a class can live the VOM. It flows from the VOM Commentary of the Virtue of the Month. The motto is written on all quizzes, test papers, compositions, and on the daily sheets of the diary. It may also be displayed prominently in the classroom.



3.4. Mentoring

In Springdale, personal guidance is carried out through a regular conversation with the personal formation mentor. The mentor is tasked to act as the student's guide, coach, older brother, mature friend, father in school.

The mentoring system is where the goals of wisdom and virtue are personalized. Each mentor guides the mentee to attain all the goals of education, although they spend more time focusing on particular virtues. The mentoring system is the school's strongest instrument for personal formation.

3.4.1. The Mentor

While the teacher educates formally in the classroom, the mentor educates informally through his conversation.

The mentor is not an accountant or inspector who periodically examines grades. The mentor's job is not to enter into intimate terms, thereby replacing a student's personal will, telling him what to do in each case. On the contrary, the mentor is there to help the mentee to use his freedom well. More than resolving problems, the mentor is concerned with helping the mentee to reflect so that the mentee himself might find the solution and make the opportune decisions. Formation of criteria is a foremost concern of the mentor. It is also his objective to help the mentee accept responsibility for his actions.

The mentor is not someone who helps only when things go badly. He is rather a person who stimulates, animates, and encourages the mentee towards high objectives worth striving for. These are objectives which can refer just as much to studies and behavior in school as to Life in all its aspects.

The fact that the mentee talks about worries, problems, and responsibilities in the chat may give the impression that mentoring should always be carried out in a grave and earnest tone. This is not so. Conversation with the mentor may have all the seriousness that human life may require at times, but it also takes place in an atmosphere of cheerfulness.

3.4.2. Parents-Mentor Conference

The mentor deliberately seeks the help of parents. In fact, he works on the premise that the goals of wisdom and virtue are primarily the concern of parents.

The periodic parents-mentor conference, more than a report, is a conversation on how the mentor and parents can collaborate on helping a mentee develop specific virtues. This conference takes place at least thrice in a school year.

Through this conference, the home and the school work together to attain the same academic and personal formation goals.

In the spontaneous atmosphere of the family, students frequently behave differently from the way they act in school. In this sense, the feedback from parents can help the mentor attain a more complete knowledge of the mentee. The mentor, in turn, can inform parents of how his mentee acts in school—his character, studies, relations with classmates, aptitudes, etc. What the mentor relates to the mentee's parents is information known by teachers and classmates, never matters related to him by his mentee in confidence.

3.4.3. Silence of Office

The "professional silence" of the mentor means that whatever is said in the chat will be used only by persons who have been professionally entrusted with formation, i.e., specific teachers, school officers, and the mentee's parents. Moreover, if a mentee wishes that something be kept confidential, the mentor is obliged to respect that desire. Matters of conscience (those that pertain to spiritual life and struggles) are covered strictly by this rule. In some cases, the personal formation mentor could propose to his mentee the advisability of bringing up the matter with others (e.g., parents, school officers, teachers). If the mentor volunteers to do it himself, he can do so only with the mentee's express consent.

3.4.4. Topics for the Mentoring Chat

Mentoring is done above all through a one-on-one, private conversation where the following concerns are touched upon:

- Resolutions from the last chat
- Duties as a son: love for parents and siblings, obedience, household chores, acts of service, role as big brother
- Duties as a student: learning, listening in class, note-taking, studies at home, homework, preparations for college, extracurricular involvement/outreach
- Duties as a son of God: Sunday Mass, regular confession, daily prayers relations with classmates, teachers, friends: acts of service, charity of speech
- Practice of the VOM in school and at home; struggle to live other virtues

3.4.5. Special Concerns in Mentoring

The following are concrete points of struggle that can be tackled in the course of mentor-mentee dealings:

- struggle in fortitude through daily study hours, doing difficult things, conquering oneself, fighting against a señorito mentality, independence from maids, busy weekend
- sobriety in food, drink, leisure and entertainment; allowance and savings
- generosity with God and others, especially the less fortunate
- good manners: greeting people, saying “please” and “thank you”, table manners, blowing one’s nose noiselessly, not spitting, not picking one’s nose in public, gentlemanly consideration for ladies
- urbanity: clean nails, clean shoes, buttoned shirt, tucked in undershirt, handkerchief
- order in one’s belongings: school materials, bag, uniform, cubbyhole

3.4.6. Mentoring Policies and Praxes

Frequency and Length of Chats

A chat normally lasts for half an hour (for G5 to high school students) or less (for primary school to G4 students) and ends with some concrete resolutions that are worked on until the next meeting with the mentor. The mentor is required to meet the mentee at least twice a month. Chats are normally held in a chat room but can also take place anywhere in the campus that is conducive to a one-on-one, private conversation.

Schedule of Chats

Although it is preferable to have the chats during the Student Development Period or after class hours, mentoring can be scheduled at any time during class hours. A student is allowed to take time out of a class for a mentoring chat upon the mentor’s request and with the approval of the subject teacher. If the student wishes a chat rescheduled because of a quiz or a test, he can advise the mentor of a preferred time. Normally, the mentor goes to the classroom to call his mentee but he can be requested for a chat at any time that the mentee feels it necessary.

3.5. Student Assembly

A student assembly is a quarterly gathering of the students and teachers of a department where a speaker explains the virtues to be focused on during the quarter and suggests practical ways of growing in the virtue. It is also during the assembly that students’ accomplishments are given and announcements are relayed.

The student assembly is a formal gathering and students are expected to wear their gala uniform during a student assembly.



Section 4. SPIRITUAL FORMATION

Three components make up the spiritual formation program: religious instruction, the sacraments, and spiritual direction. The program helps each one grow in faith by helping him develop a stable life of piety, a big help in facing the changes that adolescence brings. Moreover, the program Christianizes the human formation that the student receives. A student does not get all he could from Springdale if he does not take advantage of all the components of spiritual formation offered him in the school. Without spiritual formation, the Springdale education is not what the founding parents wanted it to be.

4.1. Spiritual Means of Formation

Spiritual formation in Springdale is education in the faith and formation in faith. Without faith, Religion classes do not make sense. Without faith, the Christian meaning of certain subject matters is never grasped. Without the right disposition, Springdale education would be reduced to an education with Christian trimmings

Disposition towards the faith is formed at home. Parents have a crucial role in spiritual formation. In fact, spiritual formation is primarily their duty, and secondarily the school's.

The spiritual means of formation are carried out with utmost fidelity to the Church's Magisterium and with a lay spirituality. The first is manifest in the Religion classes; the second, in the spirituality imparted in the Religion classes, meditations, mentoring chats, liturgical services, and spiritual direction. The lay spirituality is likewise shown in the promotion of the sanctification of ordinary work. PAREF has entrusted the spiritual formation of her schools to the priests of the Opus Dei Prelature. The spiritual means of formation are a feature we share with Catholic schools. They are the Catholic component of Springdale education. These activities exist to achieve the ultimate goal of any Christian education – sanctity and apostolate.

4.2. Religious Instruction

In the process of forming a student in solid Catholic doctrine, the Religion classes aim to deepen communion with God through personal faith in Jesus Christ and through obedience to the prompting of the Holy Spirit.

The program aims for the student to internalize a Catholic culture. The program ranges over the Old and New Testaments, liturgy, lives of saints, religious customs, Church history, practical problems in prayer, ways to make the most of the sacraments, and moral cases. If in later life a person do not end up with an infallible recollection of catechism questions and answers – and normally he will not – at least he should end up with clear ideas about faith and morals based on memories of other components of Religion class. From that starting point he may once again progress in the knowledge and practice of his Faith.

4.3. Sacraments

Being in the state of grace, or at least struggling to be in it, is important for Christian education to make sense. Hence, the means to grow in the state of grace or to recover it are made available through confession and the Holy Mass. First Confession and First Communion is held yearly for Grade 2 students, while the rite of Confirmation is held for Grade 8 students. These sacraments are also offered to other students who have not received them yet and are willing to receive them after the necessary preparation.

4.4. Confession

Each class has a scheduled confession day every month which usually falls a day before their class sponsors the Mass. Those in the class who wish to see the priest sign up



on a list and take turns excusing themselves from class to go to confession. Aside from the class day of confession, students may also see the priest whenever they see the need for the sacrament or for spiritual direction.

4.5. Spiritual Direction

The school Chaplain is available for spiritual direction, which is essentially a friendly conversation with the priest, more or less on a regular basis. It is like the chat with the mentor, but its particular concern is the joyful relationship with God. Spiritual direction helps one acquire a real Christian formation and growth in spiritual maturity. It helps to know oneself better: weaknesses, defects as well as good points and special qualities. Without true self-knowledge, one cannot sincerely struggle. And without struggle, there is no sanctity.

All students, but in particular, the adolescents will benefit from this service of the school chaplaincy. Pride, laziness, sensuality and the other passions that are more manifest in adolescence tend to deform reality. In adolescence, one can go through periods of questionings and blindness. It is also in adolescence that students encounter new joys and hurts of the spirit. The effective outlet and remedy of all these is spiritual direction. Students, parents and teachers may approach the priest for appointments for spiritual direction.

4.6. Holy Mass

Mass is celebrated daily in the school chapel, typically during the Student Development Period. On certain occasions, the school Chaplaincy will also organize school-wide masses. Any parent, teacher or student who wishes to attend Mass may do so. It is the school's way of fostering the devotion to this highest form of worship available to the Christian community.

4.6.1. Sponsorship of the Mass

Classes rotate in sponsoring the school's daily Masses. Under the leadership of the class advisers and officers, the students care for the details involved in preparing for the celebration the mass.

A Mass sponsorship is also a wonderful opportunity to pray, together as a class, for specific intentions and needs of families and friends.

Students wear their regular school uniform during class-sponsored Mass.

4.6.2. Job Assignments of Sponsors of the Mass

Members of the sponsoring class take care of such details as the following:

- Lectors, prayer leaders, the commentator
- Alms collectors
- Offertory gifts
- Communion helpers
- Servers of the Mass.
- Mass songs

4.6.3. School-wide Masses

School-wide Masses are celebrated once a month on special occasions and feast days like the Feast of Our Lady of Mount Carmel (July 16), Assumption of Our Lady (August 15), the Nativity of the Blessed Virgin (September 8), Holy Rosary (October 7), Solemnity of the Immaculate Conception (December 8), St. Josemaria Escriva's feastday (June 26). Other special school-wide Masses may be held as the schedule permits and the need requires.

Students wear their gala uniform on these days.



4.7. First Thursday Exposition and Adoration of the Holy Eucharist

Eucharistic Adoration is the adoration of Jesus Christ present in the Holy Eucharist. In many Churches that have this adoration, the Eucharist is displayed in a special receptacle called a monstrance, and people come to pray and worship Jesus continually.

An exposition of the Holy Eucharist is to be held in school every First Thursday. It will end with in the afternoon with the benediction with the Blessed Sacrament.

During the exposition, classes are assigned to 15-minute slots which they spend adoring Jesus in the Blessed Sacrament. Other members of the school community are invited to join in the adoration.

4.8. Chapel Norms of Conduct

Piety has its good manners. We observe the following praxes to show respect and veneration to Our Lord, and to remind ourselves of his presence in the oratory.

1. When entering the oratory, make the sign of the Cross with the holy water at the entrance.
2. As a sign of veneration to Jesus in the tabernacle, greet him with a genuflection upon entering or leaving the chapel, or when passing in front of the Blessed Sacrament. In a proper genuflection, the right knee touches the floor, and the back is straight as a soldier's. If the Blessed Sacrament is not reserved in the tabernacle, bow to the altar instead; it represents the body of Jesus offered in sacrifice.
3. In making visits or in attending liturgical ceremonies (e.g., Mass, benediction, vigil, meditation), always be as neat and proper as possible. Shoes should be free of mud or dust, and kept off the kneelers.
4. In going from a sitting position to a kneeling position, stand up first and then kneel down. The same procedure is followed in going from the kneeling position to the sitting position.
5. Adopt a respectful posture inside the chapel. Avoid crossing your legs, slouching in your seat or over the pew while kneeling, looking around distractedly.
6. Respect the need for silence when praying. Speak only when necessary, and only in a low voice or whisper. Move about quietly, conscious of God's presence.
7. Respect the special sacredness of the sanctuary, the area around the altar. Go there only when necessary.

4.9. Springdale and Non-Catholics

Springdale is open to students of all religions, baptized or not, who wish to avail of a PAREF education. Their freedom of informed conscience is respected. They are not expected to participate in acts of worship such as Masses, the rosary, pilgrimages or benedictions, which are contrary to their conscience. However, they are expected to attend Religion classes and to pass it as they would any other subject in school.

The spreading of materials containing ideas of a non-Catholic nature is not allowed in the school as it would contravene one of the basic reasons for the school's existence, which is the formation of students in the principles of Catholic doctrine.

Non-Catholics are also welcome to the services of the chaplaincy.





School Discipline

Section 5. SCHOOL DISCIPLINE

Springdale is an educational family. It puts a lot of emphasis on interpersonal relations and the practice of values like respect, service and charity. Thus, certain norms of conduct are necessary to maintain the cordial family atmosphere that is in the school.

5.1. Basic Principles

5.1.1. Veneration Towards God and Sacred Things

God is the main source of the unity that we have in Springdale. Everybody tries to perform with due reverence the acts of piety and participate in the activities of spiritual formation done in school prayer before and after classes, singing of hymns to our Lady, masses, confessions, and meditations. All the students know that the Springdale mission moves them to live according to the Christian ideal.

It is then expected of students, for example:

- to abide by the chapel norms of conduct
- to show veneration for the priests and liturgy
- to give due importance to the Religion classes

5.1.2. Loyalty to the School, Its Mission, and Values

Springdale students value the institution taking care of them. They try to live according to the school mission and ideals inside and outside the school: they live a “unity of life.” They strive to fulfill all the rules and regulations which have been established for their personal growth. Furthermore, they try to foster among their schoolmates a strong loyalty to the principles and activities of the school.

It would then be unbecoming of students, for example:

- to deliberately absent themselves from school activities
- not to wear the prescribed uniform in school
- to misbehave outside the school
- to spread rumors or gossip, creating a negative atmosphere within the Springdale family

5.1.3. Gentlemanly Manners

Greet teachers and guest politely and cheerfully. Hold doors open for others.

When being introduced to someone, stand. Offer a firm handshake if you’re dealing with a man; if with a lady, wait for her to offer her hand. Make eye contact, and address him or her in a friendly and courteous manner.

When a visitor enters a classroom, stand to acknowledge his presence. When a visitor appears to be lost, approach him or her and offer assistance.

5.1.4. Respect and Affection for All Authorities

Springdale students know that all authority comes from God. They always listen to the indications of whoever leads them: their own parents, the school’s officers, teachers, and other personnel. They know how to show them friendly respect. They want to be good citizens who follow the laws of the land.

It is then unbecoming of students, for example:

- to disrespect or fear unnecessarily any person in authority
- to disregard or disobey indications
- to take the flag ceremony lightly



5.1.5. Respect and Service Towards Schoolmates

Springdale students want to treat others as they themselves want to be treated. They respect the ideas, the opinions, and the rights of the others and. More than that, they also do concrete acts of service to take care of the needs of their schoolmates, whether it be physical, academic, or spiritual concerns. They practice fraternal correction. Springdale students also know the importance of friendship and courtesy. They know how to greet others and use polite expressions like “Thank you” and “Please.”

It is then unbecoming of students, for example:

- to be indifferent to the plight of others, especially the needy
- not to correct privately another student who habitually does wrong things
- to use foul language
- to tease, provoke, threaten, fight, or gossip about any student, faculty, or school staff
- to be involved in any way with violence (like hazing) or violent groups
- to carry or use any harmful things (e.g., deadly weapons, drugs and pornographic materials).

5.1.6. Diligence in Study and Other Educational Work

Springdale students know the formative value of working and studying hard. They attend classes punctually and regularly, and they carry out their tasks (class and homework, job assignments, extracurricular activities, house chores) with maximum perfection. They participate wholeheartedly in the programs laid out for them by the school.

It is then unbecoming of students, for example:

- to be late for their classes
- to be absent from school without due reason
- to cheat, plagiarize, or copy homework done by others
- to distract others during classes and study time (by bringing in unrelated materials, playing, talking out of turn)
- to waste time and loiter during class hours

5.1.7. Care for Property

Springdale students know that all the material things they are using are gifts from God and from so many people, including their parents. They try to use the material things around them wisely by making them last. Springdale students take care not to dirty or damage anything within their second home. They are quick to report repairs that need to be done. They also know how to respect the property of their schoolmates.

It is then unbecoming of students, for example:

- not to help in making the school cleaner, more orderly, and better-looking
- to litter the school grounds
- to vandalize and steal
- to avoid the responsibility of reporting and helping out in repairs
- to tolerate long-standing malfunctions or inappropriate arrangement of material items

5.2. Norms of Discipline

Developing Self-discipline

All students strive to make the Springdale values and norms of conduct part of themselves. One ultimate goal of the School is that the students exercise self-discipline: they do what is right at all times and in all situations, not because they are forced by somebody else, but because they themselves know what is right and they want to do what is right.



5.2.1. Principles and Characteristics of Sanctions

Sanctions in Springdale help the students go up the inclined plane of formation. They are meant to assist the student to begin anew and be a constructive member of the Springdale family. They are usually meted out soon after the offense, so that the student learns positively from the experience. Sanctions are thought out so that they are fair and proportional to the gravity of the offense.

Teacher-formulated Sanctions

For ordinary minor infractions within the campus, teachers try to talk with the students. For this kind of infraction, teachers usually warn the students after a first offense, helping the students get to know why such actions are not good.

Thus, the teachers strive in many ways to make the students understand the reasons behind proper conduct. They talk to erring students and help them understand why some actions are good and why others are bad.

Corrections given by teachers to the students are other important aids for the students to grow in self-discipline. These corrections can take the form of sanctions or punishments for wrongdoing. In Springdale, corrections are regarded as an affirmative sign of affection, and not a punitive measure.

Institutional Sanctions

Detention

A detention may be assigned by a teachers for less than an hour or by the Discipline Committee for major offenses (i.e., Category C) for a minimum of one hour. This requires a student to stay in the classroom or any other part of the school to carry out prescribed tasks. Detention may be meted out for such minor offenses as failure to submit homework assignments, non-submission of reply slips, disruptive behavior, disobedience, and dereliction of duty. Failure to report for detention could lead to increased detention time or suspension from school.

Suspension

Suspension is the temporary separation of a student from the activities of the class or from the school and the rest of the academic community for a minimum of one class day and maximum of 20% of the total number of schooldays.

A student may be suspended for the following reasons:

1. the commission of a mitigated grave offense ;
2. the commission of a major offense;
3. the prolonged prevention of the attainment of the school's academic and personal formation goals after several warnings, or the persistent commission of a minor offense (e.g., constant disruptive behavior in class despite warnings, chronic bullying)

In-Campus suspension requires the performance of work assigned by the Discipline Committee.

Out-of-Campus suspension is usually meted out, among other reasons, when the student has become a hindrance to the common good. Parents are advised to make the time the student spends at home productive.

Preventive suspension is imposed when the student concerned is perceived as a threat to the common good and general welfare of the school community based on the gravity of his disciplinary offense. It can also be imposed when a student is recommended for exclusion or expulsion, pending the concurrence of the School Board and the consideration of appeals. In a case where the student is allowed to stay on as a student of Springdale, the absences incurred while under preventive suspension will be deemed unexcused and the student is therefore disqualified from academic make-up activities.



Probation

A student is placed under probation for one quarter to one semester depending on the nature of the offense. Commission of a major offense while on probation is sufficient cause to drop a student from the rolls or to deny him admission the following school year.

Dropping From The Rolls

Dismissal, with all the credentials necessary for midyear transfer: This sanction may be substituted by non-readmission for the following school year. A student may be dropped from the rolls for the following reasons:

- the commission of a grave offense (e.g., assaulting any school authority, gross vandalism, carrying deadly weapons, possession and/or use of prohibited drugs, public scandalous actions, involvement in hazing)
- the repeated commission of a major offense
- the commission of a major offense while under probation
- the school deems that another school would be better for the student

Categories of Offenses

Sanctions shall be imposed in accordance with the following categories of offenses, without prejudice to a lesser sanction if warranted by mitigating circumstances or humanitarian considerations as may be found by the Discipline Committee:

CATEGORY	OFFENSE COUNT	MAXIMUM SANCTION
A	First	Warning
	Second	Teacher-formulated sanction
	Third	Detention (less than an hour)
B	First	Teacher-formulated sanction
	Second	Detention (less than an hour)
	Third	Violation is considered Category C
C	First	Detention (minimum of one hour)
	Second	Detention (increased no. of hours)
	Third	Suspension
D	First	Detention (minimum of one hour)
	Second	Suspension (increased no. of days)
E		Suspension (increased no. of days); Probation; Dropping from the rolls



Counts of a student’s offenses are cumulative through the school year. The count reverts to zero at the start of the next school year.

5.3. Examples of Offenses

5.3.1. Acts against Loyalty to the School, Its Mission, and Values

OFFENSE	CATEGORY
1. Failure to wear proper school uniform (ordinary or gala)	A
2. Failure to wear gala attire on days required	B
3. Failure to wear school ID with its school ID sling	A
4. Lending or using someone else’s school ID	B
5. Failure to report punctually to school at the start of the day or to classes and assemblies (unexcused tardiness)	A
6. Failure to follow school safety rules and procedures.	A
7. Violating haircut guidelines and dress code appropriate to school activities	A
8. Defamation through whatever means, e.g., through social media	C
9. Forgery; alteration or misuse of school documents, records or credentials; furnishing false information or fraudulent document to the school	C
10. Engaging in any form of gambling within the premises of the School	C
11. Participating in or supporting any activity within the premises of the school that has no prior written permit from the school authorities	C
12. Posting or distributing literature, pamphlets, pictures, news items, or any announcement whatsoever without prior written permission from school authorities	C
13. Failure to observe proper decorum during official or special school activities held inside or outside the School thereby damaging the reputation of the school	C
14. Smoking at any time within school premises or during official school activities held outside the school	D
15. Improper and unauthorized solicitation of contributions from teachers, staff or fellow students	C
16. Malingering or feigning illness to avoid assigned tasks	C
17. Public scandal or any actuation from which serious damage may be caused to the School’s reputation.	E
18. Engaging in lewd, obscene, or immoral conduct within the premises of the School or during school activities	E
19. Bringing in and/or drinking liquor within the premises of the School or entering the school under the obvious influence of liquor	E

OFFENSE	CATEGORY
<p>20. Illegal possession of highly explosive or incendiary devices & substances, or of other deadly weapons. Whenever the need arises, the School through the Management Committee shall require the security guards to make searches on all vehicles and persons entering the premises of the School for possession and/or transport of deadly weapons, explosives, incendiary devices, prohibited drugs and other unlawful materials. Persons who refuse to cooperate in this respect and in any other emergency measures shall not be allowed entry into the School premises.</p>	E
<p>21. Possession, illegal use, or distribution of any prohibited drugs or chemicals within the premises of the School. Any member of the Springdale community who buys, sells, uses or is under the influence of substances classified as dangerous drugs (as described in the Dangerous Drugs Act) and/or abuses other non-narcotic substances within the Springdale campus, its immediate vicinity or during school-related activities or trips shall be permanently dropped from the rolls or terminated on the first offense. The alleged violator shall be suspended (when applicable) while the case is being investigated. Should the alleged violator be found guilty after due process, he shall be dismissed from the school.</p>	E
<p>22. Demonstration of all forms of student protest whose characteristics include physical force, violence, threat, and intimidation</p>	E
<p>23. Any other conduct that threatens, endangers, or adversely affects the health or safety of any person inside the School premises</p>	E

5.3.2. Acts against Respect and Affection for All Authorities

OFFENSE	CATEGORY
<p>1. Discourtesy towards any teacher, staff member, or other school personnel. This also includes discourtesy towards any other person within the school or during school activities held outside the school (i.e. name calling, insulting remarks, etc)</p>	D
<p>2. Deliberate disobedience of a reasonable order or instruction from any authorized person of the School (contempt for authority; insubordination)</p>	C
<p>3. Refusal to perform reasonable assigned tasks</p>	C
<p>4. Utterance of foul, profane, or obscene words and addressing them to a teacher, or any staff member of the School</p>	E
<p>5. Extortion; the acquiring of anything through the use of force or threat</p>	E
<p>6. Inflicting physical violence on a teacher, staff member, or officer of the School</p>	E
<p>7. Subjecting any person to serious psychological harm or to any ordeal which injured, degraded or disgraced, or that tended to injure, degrade, or disgrace any person in the School.</p>	E
<p>8. Subjecting a teacher or any personnel to any ordeal which injure, degrade, or disgrace with the use of cell phones, digital cameras or any electronic devices with multi-media capabilities, i.e., posting in the internet, file sharing, etc.</p>	E



5.3.3. Acts against Respect & Service Towards Schoolmates

OFFENSE	CATEGORY
1. Verbal quarreling between students within premises of the school	A
2. Impolite or foul language	A
3. Discourtesy towards any student (e. g., name calling, insulting remarks, etc.)	C
4. Physical violence against another student	D
5. Obstruction, coercion, or intimidation of other students to prevent them from participating in activities organized by the School	D
6. Utterance of foul, profane, or obscene words and addressing them to a student	D
7. Humiliating or exposing other students to humiliation (such as spitting on someone, pulling down his pants, or wedgie)	D
8. Unauthorized possession & use of firecrackers & other small explosives	D
9. Extortion, the acquiring of anything through the use of force or threat	E
10. Inflicting grave physical violence on another student, whether or not with his consent (e.g., hazing)	E
11. Bringing pornographic materials into the School	E
12. Obscene texts and lewd picture messages particularly with gadgets with multi-media services capability	E
13. Subjecting any person to serious psychological harm or to any ordeal which injured, degraded or disgraced, or that tended to injure, degrade, or disgrace any fellow student.	E
14. Bribery, giving or accepting of anything to persuade or induce bad behavior.	E

5.3.4. Acts against Diligence in Study and Other Educational Work

OFFENSE	CATEGORY
1. Inattention in the classroom or workshop	A
2. Loitering during class hours or activity periods	A
3. Sleeping inside the classroom during class hours	A
4. Disrupting class or disturbing others, making excessive noise within the school	A
5. Negligence of duty (such as not doing one's job assignment)	A
6. Making use of or bringing to class and / or school activities, whether inside or outside the campus, toys, instruments of sports and entertainment, electronic gadgets (e.g., mobile phones, cameras) without the proper clearance and permission from school authorities. Sanctioned as prescribed, aside from confiscation of item.	A
7. Use of mobile phones during classes and/ or school activities whether inside or outside the campus. Sanctioned as prescribed, aside from confiscation of item.	B



OFFENSE	CATEGORY
8. Cheating examinations; plagiarism or copying somebody else's work and passing it off as one's own or providing others to cheat. Aside from the prescribed sanction, the student who cheats in examinations gets a zero grade on the particular exam	D
9. Providing or leaking answers in an examination	D
10. Unjustified absence from class or school activities (cutting classes or being truant.)	C
11. Going out of the premises of the School without asking permission from authorized staff of the school	D

5.3.5. Act against Care for the Property of the School and of Others

OFFENSE	CATEGORY
1. Failure to keep the common areas of responsibility clean and safe	A
2. Failure to return borrowed utensils item from the canteen such as plates, spoon, fork, etc)	A
3. Littering	A
4. Theft	D
5. Forcible entry to School facilities; unauthorized use of its facilities	D
6. Vandalism or willful destruction of any property of the School that includes but is not limited to such acts as tearing off or defacing any library book or periodical; writing, drawing, posting unauthorized notices on the walls and pieces of furniture; breakage of glass windows, showcases, cabinet doors, and electrical and mechanical devices; unauthorized removal of official notices or posters from the bulletin boards and other similar acts	D
7. Sitting or lying down on cubby holes.	A

5.4. Disciplinary Process

The Disciplinary Procedure applies only to students of the Intermediate and High Schools. Situations that may apply to Primary School pupils are directly handled by the Class Adviser and the parents of the boy.

The school reserves the right to interpret, add to, or amend these norms as it deems proper. The school abides by the norms on school discipline as contained in the Manual of Regulation for Private Schools (8th edition).

5.4.1. Minor Offenses

Minor offenses (Category A and B) are handled directly by the teacher concerned and the Class Adviser of the student. Appeals at this level will be elevated to the Head Teacher.

5.4.2. Major Offenses

Major offenses (Category C & D) are handled directly by the Discipline Committee. The Discipline Committee is composed of the Head Teacher, Officer for Student Affairs, and either Class Adviser or a senior teacher. There may also be a Parent Delegate appointed by the school.



The student's parents shall be informed and updated on the progress of the inquiry. Due process shall be observed. The conclusions and recommendations of the committee shall be forwarded to the parents concerned.

Should the recommended sanctions include restitution, suspension, or probation, the committee will inform the boy's parents before the sanction is implemented.

Appeals at this level can be elevated to the Management Committee within five (5) school days after the decision is communicated to the parents. Otherwise, the decision becomes final and executory. After an appeal is made in writing to the Management Committee, an appointment with the Management Committee will then be scheduled by the administration. The Management Committee will send its decision by written notification within 5 school days after the appointment.

5.4.3. Grave Offenses

Grave offenses (Category E) are handled directly by the Discipline Committee. Parents shall be informed and updated on the progress of the investigation. Due process shall be observed. The conclusions and recommendations of the Committee shall be forwarded to the parents concerned.

The Committee will inform parents should the recommended sanctions include, restitution, suspension, or probation before the sanction is implemented.

Appeals at this level can be elevated to the Management Committee within five (5) school days after the decision is communicated to the parents concerned. Otherwise, the decision becomes final and executory. The school reserves the right, and shall do so if warranted, to file the appropriate legal charges against the student.

The School Board is the competent body that decides on cases sanctioned with dismissal or dropping from the rolls, as recommended by the Management Committee.

The Parents and the School Board Chairman shall be informed and updated on the progress of the inquiry. The conclusions and recommendations of such inquiry shall be forwarded to the parents and to the School Board. Appeals at this level can be elevated to the PAREF Board within ten (10) school days after the decision is communicated to the parents. Otherwise, the decision becomes final and executory.

5.5. Drug Testing

The School may at any time authorize the conduct of tests on students for substance abuse. Anyone who refuses to submit to drug testing may be subject to school sanctions. Information campaigns will be conducted on a regular basis to discuss the dangers of substance abuse and the ways that a young person can deal with its threats.

5.6. Search and Inspection

Vehicles and belongings of any person, including students, entering the campus or its extensions, may be inspected and searched on a random basis.





School Order

Section 6. SCHOOL ORDER

6.1. Gentlemanly Bearing

The Springdale approach to grooming and etiquette bespeaks good manners, modest elegance, and discipline. Appropriate attire and grooming are needed to maintain this desired standard. Common sense is an indispensable guide but the following specific guidelines apply.

6.1.1. Uniform

Regular Uniform

The uniform has the following specifications:

- Blue polo shirt with the Springdale logo, worn tucked in
- light-gray long pants of cotton twill fabric
- Plain black belt
- All-black leather shoes, preferably leather-soled
- Plain black socks for the high school or plain white socks for the grade school. These should go no lower than the ankle.

The following are not allowed:

- Head gear (caps, hats, head bands, bandannas, etc.),
- Jewelry (e.g., earrings, bracelets, expensive watches), necklaces and wristbands

The complete school uniform must be worn at all times during school hours with the following exceptions: PE, Work Education, and out-of-campus trips, unless the teacher-in-charge has specified other appropriate attire.

If a student has a legitimate reason to be out of proper uniform, he must have a note from his parents.

Gala Uniform

The gala attire has the following specifications:

- Prescribed light blue long-sleeved shirt, tucked in
- light gray long pants of cotton twill
- prescribed Springdale necktie
- plain black belt
- plain black socks, reaching higher than the ankles
- formal all-black shoes, preferably leather-soled.

On days of formal occasions such as the Student Assembly, School-wide Masses and Recognition Day, students are expected to wear their gala uniforms the entire time that they are in school.

Other Uniforms

Work Ed Uniform

- prescribed apron & white T-shirt
- the gray long pants of the school uniform

PE Uniform:

- prescribed PE T-shirt, blue or white, depending on the student's house
- prescribed PE short pants
- sports socks & rubber shoes

If a student is improperly attired for PE and Work Education, he will not be allowed to join the day's activities and will be sanctioned correspondingly.

If a student engages in sports after class hours, he should do so in proper sports attire.



6.1.2. Other Attire

When not required to wear their uniforms to any school activity or any school-related event outside of the school, students are expected to wear attire appropriate to the occasion. Students are expected to dress in clean, neat clothing in a manner which will not distract from the learning experience by attracting undue attention or being offensive to others. Students are also required to adhere to health and safety standards in their mode of dress.

The following are not to be worn in school by students or visitors:

- Hats, hoods, visors, sweatbands, bandannas, scarves, wave caps or any other headgear or apparel that could be interpreted as gang-related
- apparel that promotes or endorses illegal or unhealthy substances (i.e., drugs, alcohol or tobacco products)
- clothing that in the judgment of the administration depicts or suggests images of violence, sexual content, profanity or disrespect to any race, gender, or religion
- beachwear, tight exercise pants, or shorts designed to look like underwear
- sandals or slippers
- Jeans that are ripped in areas which could be considered inappropriate as judged by the administration
- Undergarments that are visible or worn as outerwear
- Pants and city shorts not fastened about the waist

Special announcements will be made concerning new styles and situations not covered above. Teachers chaperoning field trips will advise their groups of the appropriate attire for the field trip.

The school administration has the right to judge the appropriateness of dress and grooming on an individual basis. Students who fail to dress in an appropriate manner may be sent home to change.

6.1.3. Haircut and Facial Hair

We follow the standards of the business world, not those of the entertainment industry. Strange or unusual hair styles (dyed hair, skinheads, undercut, tomahawk, punk, etc.) violate the dress code. After combing down the hair in all directions, it should not touch the shirt collar, the upper portion of the ear, or the eyebrows. Students must be clean-shaven at all times.

Haircut inspection is scheduled on the first Mondays of the month after the Morning Assembly. Failure to pass inspection is a disciplinary infraction. A student who does not comply with the proper haircut will have it done in school by a barber contracted by the school and instructed to cut the student's hair uniformly in "barber style". The student pays the barber's fee. A student who has had to have his hair cut in school for the 3rd time will meted additional sanctions.

Hairstyle should comply with the standards at all times, not only during scheduled inspections.

6.2. Student ID

All students are required to wear their official school-issued Identification Card (ID) with the official sling while on school grounds.

Student IDs are the property of PAREF Springdale School. The ID card may not be altered or destroyed. IDs are required for

- entry to the campus
- borrowing books, materials, supplies from the school library, sports office or science laboratories
- use computers in the computer lab
- purchase lunch or snacks on credit (when applicable)



- use office telephones
- reserve venues for activities;
- join school-sponsored events;
- etc.

Students are not permitted, under any circumstances, to borrow, lend or exchange student IDs. Violation of this policy will result in disciplinary action as Category B offense. Students must wear their IDs when attending school-related activities.

A student who loses his ID must have his parents write a note in his diary and present it to the administrative office for processing of a replacement ID. Replacement IDs, slings or ID protectors are provided for a fee.

Students are expected to surrender their ID upon graduating or withdrawing from school.

6.3. Daily Schedule

At 7:30 AM the school gathers for the Morning Assembly and Flag Ceremony. When the bell rings, students are expected to line up in an orderly way in their designated areas. Everyone stands at attention and sings the anthem in time and in tune. Recite audibly the Panunumpa sa Watawat ng Pilipinas or the Oath of a Springdale Gentleman.

6.4. Attendance

6.4.1. Tardiness

Unexcused tardiness to the morning assembly or to any class is a disciplinary infraction and will be subject to sanctions.

A student may have his tardiness excused if he has a note in the diary from his parents if he was detained at home or at an appointment outside school, from his mentor if he came from a chat, the school nurse if he had to go to the clinic, or some other authorized school staff.

Class Cut: When a student is tardy and unexcused for twenty (20) minutes or more, he will be considered to have cut the class. Disciplinary sanctions shall be imposed accordingly.

6.4.2. Absences

Parents shall inform the School in writing of the reason for their child's absence from class, either through a letter or a note in the Student's Diary, in advance of the absence if it is foreseeable, or as soon as possible during or after the absence. The student's diary has blank excuse slips that may be used for this purpose.

Appointments for doctors, dentists, therapists, etc., should as much as possible be made outside school hours.

Action on absences: The school shall determine whether the absence will be excused or not.

Vacations within the school year are counted as unexcused absences. Other reasons for absence from school will be dealt with on a case to case basis.

Participation in sports or any other extra-curricular activity does not excuse him from academic responsibilities, unless it has otherwise been arranged, as is the case with members of the varsity teams.

Unexcused absence would mean that the student would be given a score of zero for missed written work and other activities, without opportunity for making up.

If a student's absence, whether excused or not, exceeds 20% of the prescribed class days, he shall be dropped from the rolls. The class adviser will discuss with the student and his parents the accumulating absences and the effects on his schooling.

Closed Campus: Students are not permitted to leave school grounds during school hours, including the lunch break.



6.5. Typhoon Signals

The school abides by the decision of authorized government agencies regarding suspensions of classes on account of weather conditions and other exigencies. Classes in both the grade school and high school are automatically suspended when Typhoon Signal no. 2 is raised.

6.6. Communications

6.6.1. The Diary

The diary is one's personal assignment planner, with daily reminders on living the Virtue of the Month (VOM). It also serves as the parents' link with the school. Queries, appointments, announcements, excuse slips, and ordinary correspondence are conveniently coursed through the diary. The student is expected to have his class adviser and parents read and sign it daily.

6.6.2. Home-School Correspondence

The student has the duty to make sure that his parents receive promptly all letters, memoranda, publications, etc. sent by the school. He is expected to jot down in the diary the documents sent home by the school, and letters reply slips and other communications from his parents. He is expected to present promptly his parents' acknowledgment of their receipt of those documents.

6.6.3. Ordinary Concerns and Consultations

Difficulties in school work are best brought to the attention of the subject teacher. A student may set an appointment with him for lengthy consultations. Parents may request for an appointment conveniently through the diary.

Problems in relations with classmates and teachers are best brought to the attention of either the Class Adviser or the Department Head. Private matters that are typically discussed with the boy's personal formation mentor.

When something or someone in school or at home is an obstacle to learning, do not hesitate to approach the people tasked to attend to these concerns. A student of his parents need not wait for the next mentoring chat to bring up urgent matters; do it as soon as possible.

Unless the matter is urgent, students are requested not to disturb teachers in the faculty rooms during the lunch break.

6.6.4. Other communications

If certain concerns affect the whole school department or school, do not hesitate to bring them up with the Head Teacher or the school's Executive Director. A student or parent can request for a conference or send email or write a letter.

Letters should always be signed. If someone wishes his identity withheld for valid reasons, he can advise the recipient to do so.

Anyone may request the assistance of the Class Council or of the Parent Coordinators.

Social media, judiciously used, can often be a great convenience. But be aware that it can and has been the cause of some harm when used impulsively and without sufficient reflection. It is a sound rule of behavior that matters be brought up only with those who are directly concerned with it. Otherwise, one might fall into gossip.

Calls to personal phones of faculty and staff: Parents and students are advised not to call on school officers, teachers, or mentors during their personal time. School-related matters are best taken up in school during office hours and by appointment so that the necessary time may be set aside to address your concerns.

6.7. Visitors to School

School policy allows only those individuals who have legitimate business to visit the school. Permission must be requested at least forty-eight (48) hours in advance.

Parents and guardians are always welcome to visit PAREF Springdale School. Parents and guardians are encouraged to arrange for an appointment with an administrator or teacher.

Visitors must present proper identification and register at the Security Guard's counter.

Dress Code: Visitors are expected to adhere to same guidelines for students' attire. Visitors, nannies, drivers, parents and guardians not dressed in an appropriate manner will not be allowed entry to the school.

For ladies, additional guidelines are as follows:

- Ladies may not wear strapless, see-through, one-shouldered, off-the-shoulder or halter tops
- Bustiers, tops with cut-outs or that expose the midriff when the arms are raised are not permitted
- Bra straps must be covered. Tops that have adjustable or lingerie-style straps are not permitted
- Shorts and skirts should not be shorter than mid-thigh.

6.8. Miscellaneous items

6.8.1. Electronic Gadgets, Toys, etc.

Mobile phones are allowed in school only for the purpose of necessary communication, and outside of class hours. A memorandum from the Department of Education (No. 83, series of 2003) has banned phones with multi-media services (MMS) capability as they can be a means of spreading of lewd and obscene picture messages.

Other electronic gadgets (music players, cameras, tablets, laptops), toys, playing and trading cards, comic books, etc. are not appropriate in a school atmosphere. They cannot be brought to the campus or to any official school activity as they tend to be a source of distraction and envy. Specific permission should be requested to bring certain electronic items to out-of-campus activities and camping trips.

Confiscated items will be passed on to the Class Adviser for logging, and then to the Business Office for safekeeping. Confiscated items can be redeemed after at least one week by the parent/guardian.

6.8.2. Posters in school

Advertisements in school must be approved and stamped by the administrator of the Business Office, and may be put up only in designated areas. They should be removed the day after the event by the responsible student or organization.

6.8.3. Lost-and-Found Items

Deposit any lost-and-found items at the Business Office. Items not claimed after ninety (90) days are raffled off among the auxiliary staff during Christmas and at the end of the school year. It is highly recommended that bags and other personal items be clearly labeled or tagged.

6.8.4. Allowance

Students are discouraged from bringing more money than what they need for the day. Leave extra allowance at home. Better still, deposit your extra money in a bank account.



6.8.5. Student Driver

A student who drives a car to school must obtain and submit the required application form available at the Business Office. This requires parental permission and a valid and legal driver's license of the student.

6.8.6. Field Trips

A student on field trip should remember that his words and actions represent the school and his schoolmates to other people. Aside from being appreciative of the hosts, a Springdale student should be courteous with guides, drivers, and other persons he encounters on the trip. And for safety and learning, students should be observant of persons and circumstances on the trip.

6.9. Media Exposure

Springdale would sanction a student's participation or exposure in print, film, television, radio, advertisements, programs, contests, and other forms of media on the following conditions:

- PAREF principles and philosophy on the promotion of Christian moral values are upheld, especially in the observance of decency and morality in dress and actuation.
- The student's academic work would not be compromised.
- Prior consultation is held with the school's management, supplying such pertinent information as the sponsoring entity, product, and story line.

6.10. In lieu of the Junior and Senior Prom...

Students and parents are discouraged from organizing a junior and senior prom. The development of social graces and relationships with the opposite sex is clearly within the competence of the parents and is best handled within the family setting. While a prom may provide the occasion for the development of certain attitudes and skills, those positive effects are achieved in better ways, such as membership in school organizations and clubs. The notable drawbacks of a junior-senior prom include expenditures that are disproportionately high, and the undesired peer pressure that may be imposed on those students who are still unconcerned with dating.

In lieu of the JS prom, students are guided to organize activities which will expose them to the needs of the larger community, joining other young people in benefitting the less privileged.





Student Affairs

7.1. Student Government

The guidelines below are based on the 2007 Constitution of the PAREF Springdale School Student Body Organization.

7.1.1. Supreme Student Council

The Supreme Student Council is the highest governing body of the Student Body Organization. It is composed of the following:

1. SBO Executive Committee (EXECOM), composed of the SBO President, SBO Vice-President, SBO Secretary, and SBO Treasurer.
2. the Liaison for Clubs, appointed by the SBO President, and
3. the chairmen of the Class Councils of Grades 4 to 12.

The Supreme Student Council is a proactive collaborator of the school. Through its activities and programs, the Council helps Springdale achieve its vision for students. Aside from their task of student government, the Student Council officers participate in various interscholastic leadership conferences as official representatives of the school.

Qualifications: To vie for a position in the EXECOM, a student must be an incoming Grade 4 to Grade 12 student in the next school year and who:

1. has no recorded major or grave offense during the preceding and current years;
2. has attained had at least an 82% grade point average and no failing grade in any subject during the preceding year;
3. had no failing grade in any subject from first to third quarter of the current year;
4. has attended a Leadership Training Seminar or an equivalent activity duly recognized by the Supreme Student Council.

Elections for the SBO EXECOM next school year are held on the last Friday of February of the current school year. To win, a candidate must be elected by a popular vote (50% + 1 of the total number of votes cast) of the incoming Grade 4 to Grade 12 school year.

7.1.2. Class Council

The following elected officers of each advisory class from Grade 4 to Grade 12 make up the Class Council: Chairman, Vice-Chairman, Secretary and Treasurer. They are the Student Council's link with the different classes. Moreover, they facilitate the work of their advisers and teachers by taking care of order and discipline in the classroom. The Class Council welds the class into a solid team.

Qualifications: To vie for a position in the Class Council, a student must

1. have attained had a general average of 82% and above without any failing grade in any subject during the preceding year;
2. not have had any recorded major or grave offense during the preceding year.

Class Council elections are held on the second Friday of the school year or if not possible, the first class day after the second Friday. To win, a candidate must get 50% + 1 of the total number of votes cast by voice vote. If position of Class Chairman is vacant, the Vice-Chairman becomes the Chairman. Any vacant positions may be filled in by another person through a special class election.

7.1.3. Electoral Tribunal

The electoral tribunal is an ad-hoc committee tasked to oversee the election of the members of the EXECOM. The Office of Student Affairs appoints three students with proven integrity and honesty to form the Commission on Elections (COMELEC). They elect among themselves a Chairman. Part of the tribunal's task is to educate the electorate. They oversee the conduct of the Student Council elections and other election-related activities (screening of candidates, campaign-related matters, Candidates' Hour, proclamation of winners, etc.).



7.2. School Clubs

The aim of the clubs is to complement the development of the students in leadership & responsibility by engaging them in activities within their interests. Every club is proactive as it will be run by the students with the teacher moderators and coaches providing them support. Members of the club elect their officers with the following positions or their equivalent: Club Head, Assistant Club Head, Scribe and Finance Officer.

Professionalism in running the clubs is the aim of training from coaches & teacher-instructors. The clubs must be self-sustaining in their activities, which include some social or community projects.

Clubs may accept members who are not Springdale students. They signify their commitment to abide by the regulations of the school in an agreement which they and their parents sign. Non-Springdale students may not, however; represent PAREF Springdale in any school-based or inter-school tournaments or competitions.

Students are allowed to join at most two clubs within a school year. The different school clubs are as follows:

Sports Clubs	Music Clubs	Others
Badminton	Guitar	Arts (Bughaw)
Basketball	Pipers	Class Council/Student Council
Chess	School Band	Debate
Football		Knights of the Altar
Scrabble		Paramedics
Table Tennis		Photography
Taekwando		School Paper (The Blue Print)

7.3. School Varsity

The Sports and Athletics Coordinator releases the schedule of try-outs for the different varsities in the early part of the first quarter. Try-outs are open to all high school students. The Sports and Athletics Coordinator authenticates/validates the varsity members for the school year from the initial listing of the different sports and games clubs and the PE classes. The varsity teams represent the school in school-based or inter-school sports, athletics and/or academic tournaments.

Those who are admitted to the varsity team are exempt from PE classes. They are required to convert their PE time to a study period in the library. They also get other academic and non-academic benefits, as stipulated in the *PAREF Springdale School: Titans Varsity Manual*.



Student Services



8.1. Library

The Library has a collection of books, periodicals and audiovisual materials which can help the student in his research and study work.

To avail of Library resources, you will need to present your school ID. You may borrow five (5) books at a time for home use for three days, and may renew their borrowing time if they are not in demand. Fiction books may be borrowed for one week. A fine for overdue books is charged per day.

The library follows the “No ID, No Entry” policy. As it is a place for study and research, talking aloud, eating, sleeping and loitering are strictly prohibited. After the third (3rd) warning bell, a student who continues to misbehave will be sent out of the library. Repeated offense may bar the student from availing the library services for some duration. Courtesy must be observed when dealing with the library staff.

Library Hours: Located at the second floor, the library is open from 7:45 AM to 5:00 PM., Monday to Friday.

8.2. Clinic

The school health program is designed to promote health and prevent illness. The school nurse will assess and evaluate student health records in order to make a preliminary diagnosis and establish appropriate follow-up. *It is extremely important that students return an accurately completed blue Health Card to the nurse as early as possible in the school year.*

In the event of an illness or an accident, parents will be contacted to arrange for medical care, or students may be allowed to rest for some moments in the clinic, then sent back to class upon recovery.

Medicines available in the clinic are only for oral or topical use. Injections will be used only in emergency situations like severe asthma attacks and allergic reactions.

If it is necessary for a student to take medication during school hours, the student may be allowed to carry the dosage needed during school hours and must have a note signed by the parent.

An Admit-to-Class slip will be issued by the nurse to students who wish to resume attending classes. In case the student is advised to go home, a Student Clearance Slip is issued by the nurse and authorized by the principal/ head teacher while the student calls up his parents so that he can be picked up. The Student Clearance Slip is surrendered to the guard before leaving the campus.

Students who need to be excused from gym must bring a note signed by their parent/ guardian and present the note to the nurse before 7:45 a.m. If the student needs an excuse for some length of time, the student must present a doctor’s certificate.

Any hospitalization, serious illness or accident should be reported to the nurse so that it can be appropriately noted on the student’s cumulative health record.

The nurse’s office monitors measurement of height and weight and the state-mandated immunization program. Physical examinations for athletes and new students are screened by the school nurse.

Clinic Hours: The Clinic, located on the first floor, is open from 7:15 AM to 4:20 PM, Monday to Friday. A nurse is always available to render basic medical services during regular school hours.

8.3. Canteen

Students are not permitted to leave the school during the lunch break. Students can opt to bring packed lunches, have their food delivered to school or avail of the meals served in the school cafeteria. Every student has one (1) assigned break period and one (1) lunch period and is only permitted to go to the canteen during these periods.



CANTEEN ETIQUETTE

The canteen is a place of refreshment, and it is to everyone's best interest to keep it a pleasant and restful place. Let us all follow these simple rules.

- Keep the canteen clean and neat.
 1. Dispose or drop off the following in their respective bins as labeled: leftovers, biodegradables (tissue, paper, and wooden sticks), non-biodegradables (plastic cups, plastic wrappers, and plastic glasses) and plastic bottles/recyclables.
 2. Place used items on their respective trays on the service shelf as labeled: utensils, used plates, and soft drink bottles in cases.
 3. As a courtesy to the next group of diners, clean the table. Arrange the table and the chairs.
 4. Avoid disarranging the tables and chairs.
 5. If you spilled food or liquid on the floor, borrow a mop or broom and dust pan from the canteen personnel and clean the floor yourself. If it was not your fault, kindly do the others a favor by cleaning it up.
- Be courteous.
 - Line up properly and wait patiently for your turn to be served.
 - Address the canteen personnel with courtesy. Use polite expressions such as "please" and "thank you".
 - Keep conversation and laughter to a reasonable level. Boisterous behavior in the canteen could result in disturbance, spills, accidents, etc.
 - Do not take out glasses, food trays, or utensils. That practice has resulted in several losses of canteen property in the past. If you intend to borrow any of those, courtesy demands that you first ask for permission from the owner of the canteen.

Dining Hours: The canteen opens at 8:30 AM to serve breakfast and closes at 5:00 PM, Monday to Friday. After 5 PM, the canteen is closed to facilitate cleaning.

8.4. Printing Services

The Business Office entertains photocopying and printing requests from students for a fee during office hours except during the lunch break (12:00 to 1:00 PM). Photocopying of notes from classmates is not allowed.

Printing hard copies of e-files are also available for a fee at the school library.

8.5. Student Records

Transcripts of records, certifications of residency, ranking in the batch (for seniors), certifications of good moral character, testing results and other personal records can be requested from the Registrar's Office. Pending accounts can be verified with the Business Office. Transactions with the Business Office are conducted between 8:00 AM to 4:00 PM only.

8.6. Reserving Venues

There are Reservation Forms to be filled out when requesting for the use of an activity venue in school. It must be endorsed by the class adviser or relevant subject teacher. Transactions are directed and processed in the Business Office.

8.7. Making Phone Calls

Pay phones may be used along the entrance hallway outside of school hours. If the pay phones are out of order, you may request to use the phone at the Information Desk in the Business Office. An authorization slip from the class adviser will be required.

Upon presentation of the student ID, students can use the phone in the Guard House and the Business Office after 5 PM, or after office hours.





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