St. Andrew’s School
475 Quirino Ave. La Huerta, Parañaque City

Student’s Handbook
STUDENT’S PROFILE

Name: ________________________________________________________
Address: _______________________________________________________
Phone no.: _______________________________________________________
Birthday: _________________________________________________________
Grade Level: _______________________________________________________
Class Adviser: ____________________________________________________
Father’s Name: ____________________________________________________
Occupation: _______________________________________________________
Mother’s Name: ____________________________________________________
Occupation: _______________________________________________________
Guardian: _________________________________________________________
Relationship: _______________________________________________________
Address: _________________________________________________________
Phone/Cell phone no.: ____________________________________________

Person to be contacted in case of emergency:
__________________________________________________________________

Phone/Cell phone number:
__________________________________________________________________
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Icon of the Apostle Andrew
Apostle, First-called
St. Andrew, Apostle

Born Early 1st Century AD/CE, Bethsaida
Died Mid-late 1st Century AD/CE, Patras, upon an X shaped cross
Venerated in All Christianity
Major shrine Church of St. Andreas at Patras, with his relics
Feast November 30
Attributes Old man with long beard (in the East often untidy) white hair and beard, holding the Gospel Book or scroll, sometimes leaning on a saltire
Patronage Scotland, Russia, Sicily, Greece, Romania, Amalfi, Luqa (Malta), Philippines and Prussia; Army Rangers, mariners, fishermen, fishmongers, rope-makers, singers and performers

The name “Andrew” (Gr., andrea, manhood, or valour), like other Greek names, appears to have been common among the Jews from the second or third century B.C.

St. Andrew, the Apostle, son of Jonah, or John (Matthew 16:17; John 1:42), was born in Bethsaida of Galilee (John 1:44). He was brother of Simon (Peter) (Matthew 10:2; John 1:40). Both were fishermen (Matthew 4:18; Mark 1:16), and at the beginning of Our Lord’s public life occupied the same house and at Capharnaum (Mark 1:21, 29).

From the forth Gospel we learn that Andrew was a disciple of the Baptist, whose testimony first led him and John the Evangelist to follow Jesus (John 1:35-40). Andrew the once recognized Jesus as the Messiah, and hastened to introduce Him to his brother, Peter, (John 1:41). Thenceforth the two brothers were disciples of Christ. On a subsequent occasion, prior to the final call to the apostolate, they were called to a closer companionship, and then they left all things to follow Jesus (Luke 5:11; Matthew 4:19-20; Mark 1:17-18).

Finally Andrew was chosen to be one of the Twelve; and in the various lists of Apostles given in the New Testament (Matthew 10:2-4; Mark 3:16-19; Luke 6:14-16; Acts 1:13) he is always numbered among the first four. The only other explicit reference to him in the Synoptists occurs in Mark 13:3, where we are told he joined with Peter, James and John in putting the question that led to Our Lord’s great eschatological discourse. In addition to this scanty information, we learn from the fourth Gospel that on the occasion of the miraculous feeding of the five-thousand, it was Andrew who said: “There is a boy here who has five barley loaves and two fishes: but what are these among so many?” (John 6:8-9); and when, a few days before Our Lord’s death, certain Greeks asked Philip that they might see Jesus, Philip referred the matter to Andrew as to one of greater authority, and then both told Christ (John 12:20-22). Like the majority of the twelve, Andrew is not named in the Acts except in the list of the Apostles, where the order of the first four is Peter, John, James, Andrew; nor have the Epistles or the Apocalypse any mention of him.

From what we know of the Apostles generally, we can, of course, supplement somewhat these few details. As one of the Twelve, Andrew was admitted to the closest familiarity with Our Lord during
His public life; he was present at the Last Supper; beheld the risen Lord; witnessed the Ascension; shared in the graces and the gifts of the first Pentecost, and helped, amid threats and persecution, to establish the Faith in Palestine.

When the Apostles went forth to preach to the Nations, Andrew seems to have taken an important part, but unfortunately we have no certainly as to the extent or place of his labours. Eusebios (Church History III.1), relying apparently, upon Origen, assigns Scythia as his mission field: Andras de [eilechen] ten Skythian; while St. Gregory of Nazianzus (Oration 33) mention Epirus; St. Jerome (Ep. Ad Marcell.) Achaia; and Theodoret (on Os. cxvi) Hellas. Probably these various accounts are correct, for Nicephorus (H.E. II:39), relying upon early writers, states that Andrew preached in Cappadocia, Galatia, and Bithynia, then in the land of the anthropophagi and the Scythian deserts, afterwards in Byzantium itself, where he appointed St. Stachys as its first bishop, and finally in Thrace, Macedonia, Thessaly, and Achaia. It is generally agreed that he was crucified by order of the Roman Governor, Aegeas or Aegeates, at Patrae in Achaia, and that he was bound, not nailed, to the cross in order to prolong his sufferings. The cross on which he suffered is commonly held to have been the decussate cross, now known as St. Andrew’s martyrdom took place during the reign of Nero, on 30 November as his feast.

St. Andrew’s relics were translated from Patrae to Constantinople, and deposited in the church of the Apostles there, about A.D. 357. When Constantinople was taken by the French, in the beginning of the thirteenth century, Cardinal Peter of Capua brought the relics to Italy and placed them in the Cathedral of Amalfi, where most of them still remain. St. Andrew is honoured as their chief of patron by Russia and Scotland.
PHILOSOPHY OF EDUCATION

As a Catholic institution of learning, St Andrew’s School believes in

1. **Quality and relevant education that**
   - focuses on the formation and integral development of the whole person: physical, intellectual, affective, socio-cultural, and spiritual;
   - provides a worldview that relates to the growth experience of the learners;
   - fosters excellence in curricular and co-curricular programs and activities; and
   - adopts insights and scientific learning in the development of the behavioral sciences and educational technology that cater to the specific needs of the learners according to the different stages of human development.

2. **Christian and missionary formation that is**
   - committed to the nurturance of the desire for all learners “to go and proclaim the Good News to the ends of the earth” in word and deed;
   - guided by the apostle St Andrew to draw people to Jesus Christ and become “fishers of men”; inspired by Our Lady of Buen Suceso who constantly loves and protects Christ’s flock;
   - called to be in solidarity with the poor, the underprivileged, and marginalized communities; and
   - dedicated to the care and sustenance of creation.

3. **Religion as core of the curriculum in which the course of all learning programs and activities**
   - complement the body of knowledge of the Catholic Faith, upholding her values and beliefs as the wellspring of knowledge and truth; and
   - serves as a paradigm of the student’s growth in “wisdom, knowledge, and grace” before God and humanity.
BRIEF HISTORY OF ST. ANDREW’S SCHOOL

St. Andrew’s School was founded by Rev. Joseph Van Runckelen, a member of the Congregatio Immaculati Cordis Marie (CICM), otherwise known as the Congregation of the Immaculate Heart of Mary. “Pare Jose”, as he was commonly called, established the school on June 27, 1917. Appointed parish priest of St. Andrew’s Church in 1915, after the Augustinian friars transferred the administration of the parish to the CICM community, Fr. Joseph named the school after the parish patron saint, St. Andrew the Apostle (the patron of fishermen) from whom the Augustinian fathers dedicated the church on May 11, 1580 in keeping with the livelihood then of the local residents. With the help of foreign donations from Belgium, the school was built offering primary and intermediate elementary grade levels for boys and girls. The elementary pupils were first housed in a modest building located across the parish church. In 1938, the school was transferred to its present site.

Fr. Van Runckelen expanded the school in 1932 by the opening the high school department, pioneered by 32 students (20 boys and 12 girls). Four years later, in 1936, the pioneer class was reduced to seven students (four boys and three girls). Those seven students were the first high school graduates dubbed as “Magnificent Seven.” A marked growth ensued in the succeeding years as St. Andrew’s school improved its quality of instruction.

St. Andrew’s School maintained its co-educational status until it was forced to close due to the outbreak of the Second World War in 1941, by then it enjoyed the reputation of being one of the best private secondary schools in the country. The high school was reestablished in 1945 as an exclusive school for boys with the opening the freshman year, culminating with its post-war graduation ceremonies in 1949.

Through the efforts and dedication of CICM directors spanning over seven decades, improvements were made in the school, from infrastructure to curriculum design, which made graduates proud of their humble beginnings. Such legacy was continued by diocesan directors during and after the transition of the parish and school administration from the religious to the diocesan clergy in 1994. Further positive changes followed over the years with the school gradually resuming its co-educational status in 1994 and the transferring of the school’s canonical jurisdiction to the new Diocese of Paranaque, headed by the Most Rev. Jesse E. Mercado, DD. Under the new dispensation, and based on the demands of the new social order, new infrastructure and new departments such as the Preschool, Alternative Learning System (ALS), Special Education (SPED) and the Center for Christian Formation, and a standardized curriculum aligned with the requirements of the Department of Education were all initiated. In keeping with its vision-mission and core values, St. Andrew’s School continues to be an excellent school, having received the coveted award in 2006 for being the Most Outstanding Catholic School for Boys in Paranaque.

As the oldest parochial school in Paranaque, St. Andrew’s School is known to deliver quality and relevant Catholic education to the youth, heeding the call of serving love and excellence through its curricular and co-curricular programs, including outreach and community involvement activities, ProDeo et Patria!
St. Andrew’s School logo represents the institution’s aspirations and hope that their product will always aim for excellence and honor not for their own glory but for God and country. That they will remain steadfast in their faith, no matter what obstacles come along as they pursue the way to success.
VISION

St. Andrew’s School of the Diocese of Parañaque envisions itself as a steward of quality and relevant Catholic Education in the service of the Church and society.

MISSION

St. Andrew’s School commits itself to the following:

- Evangelization and Christian formation of the youth
- Excellence in curricular and co-curricular programs
- Integral development of the human person
- Solidarity with the poor
- Faithful service to God and country (pro Deo et patria)

CORE VALUES

The Vision-Mission of St. Andrew’s School is rooted in the following core values that shape the school’s life and history:

- Integrity
- Discernment
- Growth in Christian Faith, Knowledge, and Virtue
- Community and the celebration of life
- Service and Nationalism
INTEGRATED BASIC EDUCATION DEPARTMENT
VISION-MISSION AND CORE VALUES

A. PRIMARY GRADE SCHOOL (Toddler, Nursery, Kinder, Grades 1 – 3)

VISION STATEMENT
In light of this philosophy of education, St. Andrew's School for Early Childhood Education Department envisions itself as a co-nurturer of 3 to 6 years old children's inner resources and human potentials.

MISSION STATEMENT
To realize this vision, we uphold the following:
- Active participation of parents and guardians in the growth-processes of their children or wards;
- Promote family-like environment;
- Responsive to the developmental stages of the children;
- Enhance the children's learning capabilities through singing, dancing, acting, drawing, and painting;
- Strengthen the spiritual and moral values of learners; and
- Foster concern for others

CORE VALUES
- Family solidarity
- Friendliness
- Love and concern for the less fortunate
- Creativeness
- Prayerfulness
- Self-worth
B. MIDDLE GRADE SCHOOL (Grades 4 – 6)

VISION STATEMENT

Being an integral part of St. Andrew’s School of the Diocese of Parañaque, the Grade School Department envisions itself as a community of educators and learners journeying together along the road of Christian faith and Basic Education.

MISSION STATEMENT

To realize this, the Elementary Department commits itself to the following:

- Unity and cooperation among its constituents
- Having an effective and efficient enablers of learning
- Openness and eagerness to discover and acquire knowledge
- Mutual accompaniment in the process of learning
- Be Christ centered and embracing Gospel values
- Total development of the pupil (6 years)

CORE VALUES

The Vision and Mission of the Elementary Department demand priority values that should guide and direct its life. They are as follows:

- Teamwork
- Initiative/ Self-direction
- Inquisitiveness/ Resourcefulness
- Mutual support
- Respect and concern for others
- Love
- Accepting one’s inner resources/ potential and giftedness
- Friendship
C. JUNIOR HIGH SCHOOL DEPARTMENT

VISION STATEMENT

Through the virtues of St. Andrew, the Apostle and the charisma of the missionary founders, the High School Department envisions itself as a formator of quality and highly competitive Andrean centered on Catholic teachings responding to the call of Service-being fishers of men.

MISSION STATEMENT

To realize the vision statement of the High School Department, we commit ourselves to the following:

- Inculcation of the virtues of St. Andrew, the Apostle and the missionary spirit,
- Promotion of excellence in academic and co-curricular activities,
- Enhancement of responsible leadership,
- Strengthen religion as the core of the curriculum,
- Involvement in reaching out to the less fortunate.
- Building strong family solidarity inspired by the Blessed Trinity.

CORE VALUES

To promote the mission statement of the High School Department, we adopt the following core values:

- Analytical and reflective thinking,
- Growth-orientation, self-reliance and determination to achieve a goal,
- Capacity for decision-making and sense of accountability,
- Knowledge and witnessing to Christian faith,
- Respect for human dignity and ecology,
- Commitment and dedication to service,
- Family Prayer and community involvement.
INTEGRATED BASIC EDUCATION DEPARTMENT
GENERAL OBJECTIVES

A. PRIMARY GRADE SCHOOL

1. To achieve full development of the child through variety carefully selected and meaningful experiences.
2. To mold the child with SAS core values for him/her to be God fearing and God believer.
3. To provide opportunities that will make a child realized his/her worth as God’s gift to his/her family’s school and community.
4. To use expertise approaches which will help him manifest psychomotor coordination for effective performance befitting his age.
5. To provide learning opportunities that will allow him to develop skills in reading in English and Filipino and skills in numeracy.

B. MIDDLE GRADE SCHOOL

1. To use experiential approaches which enable the child to acknowledge God as the Father and Creator, Jesus as the Brother and Redeemer, the Holy Spirit as Sanctifier with Mary as Mother and persons as brothers and sisters in the Lord.
2. To provide the basic knowledge and develop the foundational skills, attitudes and values, including their moral and spiritual dimensions essential to the child’s personal development and necessary for living in and contributing to a developing and changing social milieu;
3. To promote and intensify the child’s knowledge of identification with, and love for the nation and the people to which he belongs; and
4. To promote work experiences that develops and enhances the child’s orientation to the world of work and creativity in order to prepare him to engage in home and gainful work.

C. JUNIOR HIGH SCHOOL

1. Use experiential approaches that will allow him to witness in his daily life his dynamic love of God; a sense of personal worth and respect for others with preferential love of the poor that will enable him to relate harmoniously and effectively with his family, school, church and the country as a whole.
2. Enrich his life through an appreciation of the Filipino heritage and love of what is just, true and noble.
3. Foster intellectual curiosity, analytical and logical thinking, and develop interest and aptitudes necessary to succeed in college and choose a career wisely.
4. Encourage students to achieve academic excellence and to acquire skills, habits and desirable values to meet the demands of the changing society.
5. Help the students in identifying his vocational interest and develop them in order to become a worthy and effective member of the home and community.
6. Discover and enhance the different aptitudes and interests of the individual student so as to equip with skills for productive endeavors and thus prepare him for work in the real world and/or for further formal studies in higher education.
7. Help the students develop physical fitness, self-discipline and self-renewal in his day to day life.
ARTICLE I
ADMISSION REQUIREMENTS

ADMISSION REGULATIONS

The School gives entrance tests to incoming students. Admission depends upon the results of the entrance test, the average obtained in the previous curriculum level and the number of vacancies available.

A. FOR NEW STUDENTS

1. Have a preliminary interview with the Guidance Counselor.
2. Pay the entrance test fee to the Accounting Office.
3. Submit the following:
   3.1. Photocopy of NSO Birth Certificate
   3.2. Photocopy of Baptismal Certificate from the Roman Catholic Church.
   3.3. Photocopy of Parents’ marriage contract from the Roman Catholic Church.
   3.4. Photocopy of Immunization Record for ECE only
   3.5. Two (2) “1x1” identical pictures
   3.6. Accomplished SAS recommendation form
   3.7. Diagnosis / Assessment from Development Pediatrician for SPED program only
4. Take the SAS entrance examination in the Guidance Center.
5. Have a final interview with the School Principal
6. On enrolment date, secure Official Registration Form from the Registrar.
7. Accomplish the form and proceed to the Cashier’s Office to pay the Registration Fee.

B. FOREIGN STUDENTS

1. A Student may be admitted upon compliance with all requirements of the Bureau of Immigration and Deportation, Department of Foreign Affairs and the Department of Education.
2. He/She must submit the pertinent requirements in #1 Admission for New Students to the Registrar’s Office.

C. NON-ADMISSION

A Student may be refused for admission and re-admission to the school if:
- His/her parents continuously fail to pay his/her tuition and other school fees
- Cannot meet the standard of the school
- Has been a member of fraternity, sorority and other illegal organizations.

D. PAYMENT OF SCHOOL FEES

1. Fees are computed on a school year basis and are payable in cash or installment.
2. Company checks will be honored but not personal checks and postdated checks.
3. Reservation fee is non-refundable and non-transferable.
ARTICLE II
GENERAL REGULATIONS

Every student upon enrolment accepts the obligation to comply with the policies, regulations of the school:

SECTION 1: ATTENDANCE AND PUNCTUALITY

1.1 Regular and punctual attendance is mandatory. Students who fail to come before the official assembly time shall be considered late.

1.2 Each student must observe punctuality in school affairs, programs, ceremonies and other related activities.

1.3 Tardiness
   1.3.1 A student is considered late after the second bell in the morning, recess and lunch break.
   1.3.2 Tardiness affects the grade in conduct. This may be a basis for dismissal at the end of the school year after an official warning has been given during the school year.

SECTION 2: ABSENCES

2.1 When a student returns from his/her absence, the following are to be presented:
   2.1.1 An Excuse Letter duly signed by his/her parent or guardian to the class adviser.
   2.1.2 A Medical Certificate of a student who was hospitalized due to illness and an excuse letter from the Parent/Guardian to the school clinic for clearance

2.2 A student who is suspended from classes for violation of any of the School Rules and Regulations on Disciplinary measures shall be considered absent. The days of suspension will be counted against his/her attendance.

2.3 A student who incurs absences in excess of 20% of the total number of class days shall automatically be dropped.

SECTION 3: CUTTING CLASSES

A student cuts classes when he or she does not attend his/her classes even if he/she is already within the school premises.

3.1 At any scheduled time during class hours or during period intervals, a student who leaves the room and is out of 5 minutes or more without due permission shall have committed cutting classes.

3.2 A student who cuts class shall not be admitted the following class day unless accompanied by parent / guardian.
SECTION 4: SCHOOL UNIFORM

All pupils and students are required to wear complete school uniform with ID.

FOR BOYS:
- Blue short pants, black leather shoes and plain white socks. (Primary Grade School - Preschool to Grade 3)
- Blue long pants, black leather shoes and plain black socks. (Grades 4 to 10)
- White straight cut polo with the SAS insignia and name plate sewed on. (Preschool to Gr. 10)

P.E. UNIFORM
- Blue jogging pants with SAS logo for ECE
- Short pants with SAS logo for Grades 1 to 10
- White SAS t-shirt
- Plain white rubber shoes with white socks

FOR GIRLS:
- White blouse and Skirt (cut and material is available at the school stationery store)
- White short sleeved blouse with SAS insignia on the left breast and a name plate under it. With ribbon, a checkered skirt with a length of two inches below the knee.
- Plain white sando should be worn under the blouse and white panty let or shorts should be worn under the school skirt.
- Black shoes with plain white socks one inch above the ankle.
- Heels and boots are not allowed.

P.E. UNIFORM
- Blue jogging pants with SAS logo
- White SAS t-shirt
- Plain white rubber shoes with white socks

SECTION 5: PRESCRIBED HAIRCUT

FOR BOYS
5.1 Clean and neat haircut.
5.2 Haircut inspection every first Monday of the month.
5.3 Standing, punk hairstyle, undercut are not allowed including skin heads or semi-skin head.
5.4 Should not go beyond the eyebrows.
5.5 Should not touch the collar.
5.6 Hair dyes, gel, spray net, or any hair setting material are prohibited.

FOR GIRLS:
5.7 Hair must be well-kept. Hair must not interfere with sight.
5.8 Sensational or modern hairdo is not allowed.
5.9 Use of extravagant and colorful hair accessories and hair dyeing are prohibited.
5.10 Hairpins, headbands and ribbons must be black or white color.
5.11 Good grooming inspection every first Monday of the month.
SECTION 6: IDENTIFICATION CARD

The school observes the “No ID, No Entry” policy. (The School Security Guard will not allow any pupil/student to enter the school premises without an I.D.)

6.1 Identification cards should be worn properly at all times within the school premises.
6.2 A student without an ID or who does not wear his/her ID properly shall be dealt accordingly. Tampering of ID should be avoided. No stickers should be attached to it and must be worn solely. It should not be tampered with, decorated or altered in any way.
6.3 Lost, stolen, altered, damaged and defaced ID cards must be replaced immediately. There will be a fine to replace such. A student who does not have an ID for the reasons stated above may obtain a temporary ID from the Vice-Principal’s Office (for Christian Formation and Discipline).
6.4 The ID card is non-transferable (Borrowing or lending of ID card is an offense: it should not be lent or borrowed, or used for another school year). Official ID lanyards or necklaces are provided with the ID card and ID case. Students are not allowed to wear any other type of ID lanyard except the official one issued by the school.

SECTION 7: CLASSROOM BEHAVIOR

1.1 Prayer
Each class should begin and end with a short prayer. A prayer must only be said when everybody is standing at attention and when complete silence is attained. Say a prayer with reverence in a moderate pace.
   1.1.1 Respect the solemnity of prayers.
   1.1.2 Participate actively during masses and other religious services.

1.2 Respect For Teachers
Students are allowed to stand, speak or leave their seats only after the teacher has acknowledged their request.

1.3 Lesson Proper
Full attention is necessary at all times during classes. Courtesy must be observed while recitation is going on. There should be no raising of hands while somebody is reciting. Do not laugh at the mistakes of others. When called to recite, speak in an audiable clear voice. Always answer in a complete sentence. Never answer in chorus unless it is called for by the teacher. Sit properly in class. Observe correct reading and writing positions.

1.4 Care of Classroom
Cleanliness is next to Godliness. Students should share the responsibility of keeping the room neat and orderly. Throw waste paper into the trashcan provided for. Chalkboard/Whiteboard and erasers should always be cleaned before and after classes.

Take good care of windows, chairs and teacher’s table. Do not tamper with the bulletin board and pictures displayed in the classroom. Replace anything that has been damaged through carelessness.
SECTION 8: SCHOOL MATERIALS

All school materials necessary for class should be brought to school. Make it a habit to sharpen pencils at home, to prepare cut paper sheets for use in class and to arrange things neatly under the desk before classes start to avoid waste of time. Do not bring valuables and other expensive items such as cameras, toys and the like. Write your names on your things for easy identification in case you misplaced them. Books and Notebooks should be properly covered, with your name, grade and room number written on them. Books that are supposed to be kept in school must not be brought home without the teacher’s permission.
ARTICLE III
ACADEMIC REGULATIONS

SECTION 1: RULES ON EXAMINATIONS

1.1 The Accounting Office shall release examination permits three days before the first day of the examination. No Permit, No Examination Policy will be strictly implemented.

1.2 No students may occupy any seat not assigned to him/her without the prior approval of the class adviser or the proctor. Every student must follow seat plan prepared by the class adviser/proctor strictly.

1.3 All students must take the examination on the scheduled dates.

SECTION 2: GRADING SYSTEM

2.1 The K to 12 Integrated Basic Education Department uses a standards and competency-based grading system. All grades will be based on the weighted raw score of the learner’s summative assessments. The minimum grade needed to pass a specific learning area is 75. The lowest mark that can appear on the report card is 72 for Quarterly Grades and Final grades.

2.2 GRADE COMPONENTS PER LEARNING AREA

A. For Kindergarten
Checklists and anecdotal records are used. A portfolio is needed for the compilation of the learner’s output (writing samples, accomplished activity sheets, and art works).

B. For Grades 1-10 (DepEd Order No. 8 s. 2015)

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<th>Grades 1 to 10</th>
<th>Components</th>
<th>Languages / AP / EsP</th>
<th>Science / Math</th>
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### C. For Grades 11-12 (DepEd Order No. 8 s. 2015)

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<th>Academic Track</th>
<th>Technical – Vocational and Livelihood (TVL) / Sports / Arts and Design Track</th>
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<td>Work Immersion / Research / Business Enterprise Simulation / Exhibit / Performance</td>
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<tr>
<td>Quarterly Assessment</td>
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# GRADE TRANSMUTATION TABLE FOR K TO 12 BASIC EDUCATION PROGRAM

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</tr>
<tr>
<td>88.80 – 90.39</td>
<td>93</td>
<td>52.00 – 55.99</td>
<td>73</td>
</tr>
<tr>
<td>87.20 – 88.79</td>
<td>92</td>
<td>48.00 – 51.99</td>
<td>72</td>
</tr>
<tr>
<td>85.60 – 87.19</td>
<td>91</td>
<td>44.00 – 47.99</td>
<td>71</td>
</tr>
<tr>
<td>84.00 – 85.59</td>
<td>90</td>
<td>40.00 – 43.99</td>
<td>70</td>
</tr>
<tr>
<td>82.40 – 83.99</td>
<td>89</td>
<td>36.00 – 39.99</td>
<td>69</td>
</tr>
<tr>
<td>80.80 – 82.39</td>
<td>88</td>
<td>32.00 – 35.99</td>
<td>68</td>
</tr>
<tr>
<td>79.20 – 80.79</td>
<td>87</td>
<td>28.00 – 31.99</td>
<td>67</td>
</tr>
<tr>
<td>77.60 – 79.19</td>
<td>86</td>
<td>24.00 – 27.99</td>
<td>66</td>
</tr>
<tr>
<td>76.00 – 77.59</td>
<td>85</td>
<td>20.00 – 23.99</td>
<td>65</td>
</tr>
<tr>
<td>74.40 – 75.99</td>
<td>84</td>
<td>16.00 – 19.99</td>
<td>64</td>
</tr>
<tr>
<td>72.80 – 74.39</td>
<td>83</td>
<td>12.00 – 15.99</td>
<td>63</td>
</tr>
<tr>
<td>71.20 – 72.79</td>
<td>82</td>
<td>8.00 – 11.99</td>
<td>62</td>
</tr>
<tr>
<td>69.60 – 71.19</td>
<td>81</td>
<td>4.00 – 7.99</td>
<td>61</td>
</tr>
<tr>
<td>68.00 – 69.59</td>
<td>80</td>
<td>0 – 3.99</td>
<td>60</td>
</tr>
</tbody>
</table>

*(DepEd Order No. 8 s. 2015)*
2.3 Conduct Grade

Deduction for tardiness per quarter:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>= warning</td>
<td>10-11  = -5</td>
</tr>
<tr>
<td>2-3</td>
<td>= -1</td>
<td>12-13  = -6</td>
</tr>
<tr>
<td>4-5</td>
<td>= -2</td>
<td>14-15  = -7</td>
</tr>
<tr>
<td>6-7</td>
<td>= -3</td>
<td>16-17  = -8</td>
</tr>
</tbody>
</table>

Behavioral Indicators with Corresponding Letter Equivalent

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99</td>
<td>The student exemplifies to the highest degree of committing the Andrean Core Values and the Spirit of excellence.</td>
</tr>
<tr>
<td>A</td>
<td>95-98</td>
<td>The student complies with SAS rules and regulations, and shows clear manifestations of core values and behavioral expectations in key areas.</td>
</tr>
<tr>
<td>B+</td>
<td>90-94</td>
<td>The student complies with the SAS rules and regulations, however, still necessitates clear advocacy of core values, and behavioral expectations in key areas.</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
<td>The student complies with the SAS rules and regulations, however, has shown considerable manifestations of core values, and behavioral expectations in key areas.</td>
</tr>
<tr>
<td>C+</td>
<td>81-84</td>
<td>The student lacks initiative to comply with the SAS rules and regulations; has shown some manifestations of core values; and slightly meets behavioral expectations in key areas.</td>
</tr>
<tr>
<td>C</td>
<td>75-80</td>
<td>The student lacks the initiative to comply with the SAS rules and regulations; has shown marginal manifestations of core values and behavioral expectations in key areas.</td>
</tr>
<tr>
<td>D</td>
<td>72-74</td>
<td>The student has difficulty to comply with the SAS rules and regulations; has shown minimal manifestations of core values; and fallen short of meeting behavioral expectations in key areas.</td>
</tr>
</tbody>
</table>

***Total deductions will be deducted from 99, the highest grade in conduct***

2.4 Co-Curricular and Extra Curricular Grade

2.5 The highest grade possible is 99 and the lowest grade possible is 72. The passing mark in all subjects is 75.

2.6 The averaging system will be used in computing the final average.
SECTION 3: WITHDRAWALS

3.1 Official notification from parents should be submitted to the Principal’s Office on or before the last expected class attendance concerned. A clearance is secured from the Registrar’s Office and signed by the different offices such as Library, Canteen, Guidance, Prefect of Students, Finance, Class Adviser and Registrar and approved by the Principal before the report card will be released.

“A Student who drops or withdraws from the school is entitled to a refund for his tuition and other fees, in accordance with the rules provided in the MRSPS 8th Edition” (Manual of Regulations for Private Schools, Revised Edition Section 66 on Tuition Charges and Section 104 Refund of Tuition and other School Fees)

3.2 For those who have paid the pertinent tuition and other school fees in full or for any length longer than one (1) month, regardless of whether the student has actually attended classes or not, refund may be made provided that:

3.2.1 There is a 10% charge of the total amount of school fees if he/she withdraws within the first week of classes, regardless of whether or not he has actually attended classes.

3.2.2 There is 20% charge of the total amount of school fees if he/she withdraws within the second week of classes, regardless of whether or not he has actually attended classes.

3.2.3 A student may be charged all the school fees in full if he/she withdraws any time after the second week of classes.

3.2.4 Surcharge for return check is P 1,000.00

SECTION 4: SCHOLASTIC OFFERING

4.1 SCHOLASTIC REGULATIONS

4.2 EVALUATION REQUIREMENTS

4.2.1 PROMOTION

In Grade School Department, promotion is based on the general average of the student, which is computed as follows:

Add the final ratings in all subjects including Religion and divide the sum by the number of subjects.

A student whose general average is less than 75 is retained in the same grade level.

4.2 ACADEMIC HONORS AND AWARDS FOR UNDERGRADUATE

HONOR AND MERIT CARDS

(GIVEN DURING THE HONORS CONVOCATION PROGRAM)

To qualify for an HONOR and a MERIT CARD at the end of the grading period, (from the First Quarter to the Fourth Quarter), the following rules will be considered.

4.3.1 MERIT CARD
The top 5 students from each section will be determined by the Class Adviser by ranking their general average based on the following criteria.

<table>
<thead>
<tr>
<th>90%</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Co-Curricular</td>
</tr>
</tbody>
</table>

Each of them will receive a MERIT CARD.

4.3.2 HONORS

The Class Advisers in the same grade level will rank the general average of all the top 5 students per section to determine the five honor students in their respective levels.

1. The students who is highest in rank is the First Honor provided that he/she has no grade below 88 in all academic subjects and a grade of 90 or above in conduct.
2. The student who is second in rank is the Second Honor provided that he/she has no grade below 87 in all academic subjects and a grade of 88 or above in Conduct.
3. The student who is third in rank is the Third Honor provided that he/she has no grade below 86 in all academic subjects and a grade of 86 or above in Conduct.
4. The student who rank fourth and fifth are the Fourth and Fifth Honors respectively, provided that they have no grade below 85 in all academic subjects and a grade of 85 or above in Conduct.

4.3.3 ACADEMIC AWARDS AT THE END OF THE SCHOOL YEAR FOR THE UNDERGRADUATES

Ranking at the end of the school year will be based on the following:

- 90% of the final average of the 6 academic subjects
- 10% of the final average of the co-curricular grade

First Honor
Second Honor
Third Honor
First Honorable Mention
Second Honorable Mention

A student who has incomplete grades in any quarter is disqualified from any of the above-mentioned awards. Medals and Certificates will be awarded during the Fourth Quarter Honors Convocation Program.

4.4 AWARDS FOR THE GRADUATING STUDENTS

*(TO BE AWARDED DURING THE GRADUATION CEREMONIES)*

4.4.1 ACADEMIC AWARDS

Any member of the graduating class is eligible to be a candidate for honors if he/she meets the following requirements.

1. He/she should have taken the last two curriculum years of the department in St. Andrew’s School and has completed the entire years of the course within the prescribed number of curriculum years.
2. Ranking for the ACADEMIC AWARDS will be based on the following criteria:

\[ \frac{2}{3} \text{ of the Total of the Grade 6 General Average} \]
(Per quarter from 1st Qtr. to 4th Qtr.)
1/3 of the Total of the Grade 5 General Average
(Per quarter from 1st Qtr. to 4th Qtr)

Academic Awards are as follows:
Valedictorian
Salutatorian
First Honorable Mention
Second Honorable Mention
Third honorable Mention

SECTION 5: SPECIAL AWARDS

5.1 BEST IN ACADEMIC SUBJECTS
This award is given to the students who excel in Filipino, English, Science, Mathematics, MAKABAYAN and Religion/Theology subjects. They will be chosen by a committee headed by the Subject Area Chairpersons with the teachers in that particular department as members.

5.2 DEPORTMENT AWARDEES
This award is given to all the students who got 99 in Conduct. At the end of the school year, this award will be given to the students whose final average in Conduct is 99.

5.3 ANDREAN OF THE YEAR
A Gold Medal is awarded to the students who meet the following criteria:
1. He/she must have no grade in Conduct lower than 90.
2. He/she must have no failing grade in any subject in any quarter.
3. He/she must be generous in devoting time, presence, work and talent to the school and community where he/she belongs.
4. He/she must have exhibited exemplary behavior to the whole student by personifying the following Andrean values:
   a. Honesty, Transparency, Justice
   b. Growth-Oriented and Critical Awareness
   c. Prayerfulness and Discernment
   d. Knowledge of the Catholic Faith
   e. Capacity for Decision-Making and Sense of Accountability
   f. Respect for others, especially the Disadvantaged and Less Fortunate
   g. Spirit of Nationalism
   h. Leading others to Christ and the Church through Involvement and Humble Service.
   i. Celebrating the Giftedness of others.

SECTION 6: SCHOLARSHIP GRANTS
ARTICLE IV
STUDENT ORGANIZATION

1. STUDENT ORGANIZATION

A student organization is any association, society or group of students organized for purposes not contrary to law, or school rules and regulations. No student organization shall exist, hold, manage or promote any activity, directly or indirectly with the school or use its name unless such student organization has been duly organized in accordance with the rules and regulations of the school and the Department of Education.

STUDENT ACTIVITY PROGRAM
A. Elementary Department

RATIONALE

The pupils Activity Program provides for the total development of the students through individual and group activities to meet their spiritual, intellectual, social, emotional and physical needs.

Initiative, leadership, creativity and responsibility are encouraged under the supervision of the club moderators and subject teachers.

OBJECTIVES

1. Develop self-confidence through exposure to realities of life, thus express their experiences through various activities.
2. Enhance the multi-intelligence skills of students through co-curricular and extra-curricular activities.
3. Identify and develop the potentials of the students and provide them activities that will help achieve their goals.
4. Explore the students’ abilities to exercise responsibilities and leadership.
5. Encourage students to develop/enhance their talents by performing varied assigned tasks.
6. Provide students worthwhile leisure time and recreational activities.
7. Provide varied outreach activities that will serve and get to know community.
8. Utilize the various activities that foster and develop the students’ total personality.
9. Serve the school and community through active participation in varied activities.
10. Inculcate moral, spiritual, social and cultural values.

A. STUDENT GOVERNMENT

This is the highest organization of the Grade School Department. Its officers are elected by the Gr. 3-6 pupils. It acts as representative of the student body to the administration.

Objectives:

1. Be an instrument in the implementation of the school projects and policies.
2. Instill in the students the ideals of the school.
3. Develop right attitude in school matters so as to bring student involvement in school and community development.

B. SAS-MGS CURIER

C. RELIGIOUS CLUBS

C.1 KNIGHTS OF THE ALTAR

A Knight of the Altar is a religious club designed to curricular offering of Religion as a subject in Middle Grade School. The organization's main duty is to serve the priest's at the Holy Sacrifice of the Mass, the renewal of Jesus' sacrifice at Calvary. In this sense, a knight's goal is to preserve the true teachings of the Church and maintain Catholic tradition. This wonderful grace and privilege should not be taken for granted.
Objectives
1. Give men the ability to have a better connection to the Mass and really appreciate its significance.
2. form a worthy guard of honor to our Divine Eucharistic King in whose service we willingly assume the dignity and honor;
3. render faithful, reverent and edifying service to God by assisting His visible representatives, the Bishops and Priests, in offering the Holy Sacrifice of the Mass and in all other liturgical and devotional functions; and
4. Enkindle in the hearts of the faithful whom we represent at the altar, greater piety and devotion by reverently performing the duties of our holy office and by giving good example in our daily lives.

C.2 EUCHARISTIC CRUSADERS

Eucharistic Crusaders members develop their talents as venue of services in the church and discovering their strength at the same time. Primarily, they will be ushered to love and appreciate Christ in the Eucharist and in the Blessed Sacrament.

Eucharistic Crusaders engaged primarily on Eucharistic religious events and other interrelated affairs. It dreams to inspire the youth in rekindling their spirit at the same time gaining extra knowledge about our Catholic faith. It expects its members to do their best in serving God & Church.

Objectives
1. propagate voluntary service in both liturgical and extra-liturgical areas of Christian Dimension;
2. enhance responsiveness among members through involvement in different activities;
3. train them to be effective evangelizers in any kind of circumstances;
4. motivate them in integrating moral values among themselves through their obligations as catholic youth; and
5. Encourage them for active participation in their parishes and dioceses.

C.3 MARIAN CHOIR

The Marian Choir is a group of selected students from PGS and MGS who have potential and interest in signing. The children are taught basic techniques in singing both for individual and group performance they perform in various school related activities such as Convocations, Programs, and Eucharistic Celebrations as well as outside performances through special invitations.

Objectives
1. praise and thank the Lord through music during Convocations, Programs, and Eucharistic Celebrations.
2. discover one’s musical inclination;
3. develop musical skills and provide opportunity to be involved in group action and performance;
4. achieve harmony, friendship and excellence musicianship;
5. instil an awareness and liking towards the right type of music;
6. acquire emotional sensitivity;
7. awaken the sense of creativeness that will provide an avenue of self-expression; and stimulate growth of character through cooperative effort, self-discipline, responsibility, patience, attention to detail and desire for excellence.

D. ACADEMIC CLUBS
D.1 **PRODUCTIVE MATH (PRO-MATH CIRCLE)**

**Rationale**

PRO-MATH (Productive Math) CIRCLE is a circle of grade pupils who are willing to live their school life productively in MATH. PRO-MATH will direct members to relate and apply Mathematics in their everyday life.

**Objectives:**

- a. Promote productive Mathematics to the whole SAS community.
- b. Enhance and strengthen one’s mathematical foundation.
- c. Help other non-members who have difficulty in Math by peer teaching.
- d. Lead students to conclude that Math is fun and enjoyable.

D.2 **EARTHLINGS SOCIETY**

Earthlings Society is a group organized to develop the members’ awareness of the importance of science to life. It also sustains their interests in acquiring more scientific knowledge and to develop their skills for the betterment of our country’s technology.

**Objectives**

1. arouse deeper and wider interest of its members in the Natural Sciences and science-oriented activities while integrating Christian values as well; and
2. develop the student’s scientific attitude that will mark them resourceful, analytical and caring for the earth and environment.

D.3 **YOUNG READERS CLUB**

Young Readers Club is a club whose members have common interest in reading books and other printed materials. It develops in the students’ appreciation and love for good books. It provides members with activities that improve their skills in listening and reading.

**Objectives**

1. promote reading as a hobby;
2. serve as a catalyst for the intellectual growth and creativity of its members; and
3. serve as an instrument in developing their social consciousness.

D.4 **BATANG PINOY**

Ang Batang Pinoy ay isang samahang pang-mag-aaral na ang layunin ay hubugin pa ang kakayahang pangkomunikatibo ng mga mag-aaral tulad ng pagbasa, pagsulat, pakikining, pagsasalita at panonood.

**Layunin**

Naisin ng samahang ito na:

Hubugin ang isang indibidwal na may kahusayan, katalinuhan, kasanayan at kabalingang magagamit niya sa pagpapaunlad ng sarili, may pananagutan at may kakayahang tumugon at mapagtagumpayang ang mga pagbabagong nagaganap sa lipunan kanyang kinabibilangan sa pamamagitan ng paggamit ng wikang Filipino.
D.5 JUNIOR SMAP (SAMAHAN NG MGA MAG_AARAL SA ARALING PANLIPUNAN)

Junior SMAP is an accredited club which is designed to complement the curricular offerings in Araling Panlipunan subject and is open to all grades 3 and 6 students.

Objectives
Develop and sustain interest and fascination about the Philippines – our ancestors, our history, culture, traditions, beliefs and government as well as keeping them updated with what is happening around the country and the world.

E. INTEREST CLUBS

E.1 STAR/GIRL/KAB/BOY SCOUTS

Rationale
Being a part of the Scouting Movement opens many doors to adventures and freedom for the young and growing Filipino. With sincere dedication, the new scouts have a chance to live experiences useful to themselves and others, learn more about the world and gain insights into their own selves.

Objectives:
1. Show love of God by respecting and talking care of his creations.
2. Participate in the activities that promote responsible citizenship and leadership.
3. Make wise choices and decisions.
4. Practice desirable social, cultural, moral and spiritual values.
5. Show love, respect and appreciation for one’s family and persons of authority in the community and society.
6. Participate in various activities to promote value formation.
7. Engage in hobbies and practical skills that will be beneficial in their growing up.
8. Join outdoors activities that develop physical fitness, skills for self-reliance and resourcefulness.
9. Communicate with other scouts to promote World Brotherhood.
10. Join interesting and meaningful activities that will satisfy their needs and nurture their capabilities for hiking, camping and other scouting activities.
11. Participate in nature conservation, environmental hygiene and preservation of the natural resources of our country and other community service projects.

E.2 DRUM AND LYRE BAND

Rationale
It has stimulated a great deal of interest in music. It brings participation of students and promotes a healthy relationship between the school and community. The students’ physical, social, emotional and intellectual development is well suited to this ensemble with its colorful uniform, marching, prominence in school and community, and its variety of activities. It has become an integral part of school life.

Objectives:
1. Develop musical talents and social awareness.
2. Serve the school and community through the participation in school and community activities.
3. Develop camaraderie among themselves, which in turn will create a friendly and harmonious relationship.
4. Establish good working skills so as to develop self-esteem and boost confidence among students.

**E.3 DANCE TROUPE**

**Rationale**
It is an organization which provides activities that will develop the students’ dancing process as well as their self-confidence, spirit of camaraderie and cooperation.

**Objectives:**
1. Promote cultural development through the art of dancing.
2. Learn folk and foreign dances that will enhance grace, agility and rhythm in their movement.
3. Development proper poise and grace needed by the students.
4. Unfold the students’ talent in the field of dancing.
5. Appreciate the Philippine Dances.

**E.4 SPORTS**

**Rationale**
The members will gain knowledge and understanding of sports as form of human activity. It teaches the different mechanics, rules and regulations of the sports of their choice and experience competing individually or as a team.

**Objectives:**
- Develop the value of sportsmanship.
  1. Create a harmonious relationship among the members and competitors.
  2. Appreciate and enjoy the different sports activities.
  3. Assist the students attain a life with direction, change and challenge to win in any field of competition.

**E.5 COMPUTER CLUB**

This club will tap students who have potentials to become computer wizards. This will enable the students to deepen their knowledge of the different things they learn with the use of the computer. Their exposure to technology will hone the talent to become globally-competitive.

**Objectives**

**A. HIGH SCHOOL DEPARTMENT**

1. **Right to Organize**
   Every student shall have the right to form, establish, join and participate in organizations and societies recognized by the school to foster his/her intellectual, cultural, spiritual, physical, moral, growth and development, or to form, establish and maintain organization or societies for purposes not contrary to law.
2. **Grant Recognition**

Recognition shall be extended to any student upon approval of its application by the Principal. The application shall be accompanied by two copies of its constitution and its by-laws, containing the purpose or purposes, the organizers and the name of the faculty adviser. The organization shall promote educational, scientific, civic, moral, spiritual, physical and cultural values.

The Principal has the right to revoke such recognition granted to student organization if it does not fulfill the schools requirements and regulations and if it is not in line with the school’s vision-mission.

3. **Meeting and Gatherings**

a. Any meeting or activity of the recognized organization cannot be held without the endorsement of Vice Principal for Student Affairs and approval of the Principal. The Secretary should file a letter of request addressed to the Principal thru the Vice Principal for Student Affairs noted by the Club President and the Adviser of the organization.

b. The name of the school should never be used to push through private gatherings without the consent of the Principal.

c. Observe proper decorum in assemblies or other school gatherings at all times.

d. Maintain silence and listen attentively to the speaker. Applaud properly at the proper time. Shouting and yelling are not allowed.

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A. **ORGANIZATIONS**

A.1 **Student Government**

**Rationale**

The Student Government is an organization formed to promote school spirit, communication between student, teacher, administrator, parent and community. The organization is dedicated to community service and service to fellow students at St. Andrew’s School. The organization’s main role is to increase participation in school events and activities, improve and streamline communication with their constituents and teachers, improve understanding of the SAS-SG Officer positions.

**Objectives**

1. Serves as umbrella of all organizations and clubs in St. Andrew’s School;
2. Exercise the rights, privileges as well as duties and responsibilities of students therein as student organization as provided by the Philippine Constitution;
3. Work with the school administration, clubs and other organizations for the welfare and development of the students and the school;
4. Foster harmonious relationship among students, teachers and administration;
5. Enhance social awareness and promote social consciousness among students and
6. Undertake projects and activities that are beneficial to students.
A.2 CORO ANDREANO

Rationale
The Coro Andreano is an organization for students who display an inclination towards music. The Coro members are selected through an application process through audition and test of some general music concepts, including melody, rhythm, harmony, tempo and pitch.

Objectives
1. discover one’s musical inclination;
2. develop musical skills and provide opportunity to be involved in group action and performance;
3. achieve harmony, friendship and excellence musicianship;
4. instil an awareness and liking towards the right type of music;
5. acquire emotional sensitivity;
6. awaken the sense of creativeness that will provide an avenue of self-expression;
7. stimulate growth of character through cooperative effort, self-discipline, responsibility, patience, attention to detail and desire for excellence
8. Praise and thank the Lord through music.

A.3 SAS COURIER

Rationale
SAS Currier is an organization in St. Andrew’s School in charge of the publication of The Currier, the official school paper.

This organization is a support program for the curriculum of communication arts in SAS. Through the activities of this organization, students are trained to write for the school publication. They are specifically trained to write news and literally piece, prose and poetry articles. They are made aware of the truth and facts and are trained to accurately report all these to the whole school community.

Through writing, each member of the SAS Currier is given the freedom to express him/herself and develop his/her God given talents which would prepare him/her to face far more challenging experiences.

Objectives
1. develop among the members of the St. Andrew’s School Community a greater sense of identity as Andreans by;
   a. informing them of events and activities involving the school and encouraging greater participation from among the school’s faculty, students and non-teaching personnel in these activities.
   b. making them aware of issues and problems affecting the school and encouraging the expression of individual news relative to these.
   c. promoting genuine Christian values and teaching which St. Andrew’s School as a Catholic school upholds, and strives to impart these to its faculty, students and non-teaching personnel.
2. make the members of the St. Andrew’s School community more aware of their respective roles in Philippine Society and in the world by helping them formulate informed perspectives of local, national and global issues and problems; and
3. support the school’s academic program by providing students with opportunities for the discovery and development of their God-given talents and skills in writing.

B. RELIGIOUS CLUBS

B.1 Student Catholic Action (SCA)

Rationale
Student Catholic Action is the oldest club existing since the regime of the CICM Fathers. SCA engaged primarily on Eucharistic religious events and other interrelated affairs. The club has now expanded itself in reaching out to different communities especially the people who are physically, mentally, financially and morally challenged. SCA dreams to inspire the youth in rekindling their spirit at the same time gaining extra knowledge about our Catholic faith. It expects its members to do their best in serving God & Church.

Objectives:
1. propagate voluntary service in both liturgical and extra-liturgical areas of Christian Dimension;
2. enhance responsiveness among members through involvement in different activities;
3. train them to be effective evangelizers in any kind of circumstances;
4. motivate them in integrating moral values among themselves through their obligations as catholic youth; and
5. encourage them for active participation in their parishes and dioceses.

B.2 Knights of the Altar

Rationale
A Knight of the Altar is a religious club designed to curricular offering of Religion as a subject. The organization's main duty is to serve the priest's at the Holy Sacrifice of the Mass, the renewal of Jesus' sacrifice at Calvary. In this sense, a knight's goal is to preserve the true teachings of the Church and maintain Catholic tradition. This wonderful grace and privilege should not be taken for granted.

Objectives
1. Give men the ability to have a better connection to the Mass and really appreciate its significance.
2. form a worthy guard of honor to our Divine Eucharistic King in whose service we willingly assume the dignity and honor;
3. render faithful, reverent and edifying service to God by assisting His visible representatives, the Bishops and Priests, in offering the Holy Sacrifice of the Mass and in all other liturgical and devotional functions; and
4. Enkindle in the hearts of the faithful whom we represent at the altar, greater piety and devotion by reverently performing the duties of our holy office and by giving good example in our daily lives.

B.3 Marian Choir

Rationale
The Marian Choir is a group of selected students from JHS who have potential and interest in signing. The children are taught basic techniques in singing both for individual and group performance they perform in various school related activities such as Convocations, Programs, and Eucharistic Celebrations as well as outside performances through special invitations.

Objectives
1. Praise and thank the Lord through music during Convocations, Programs, and Eucharistic Celebrations.
2. discover one’s musical inclination;
3. develop musical skills and provide opportunity to be involved in group action and performance;
4. achieve harmony, friendship and excellence musicianship;
5. instil an awareness and liking towards the right type of music;
6. acquire emotional sensitivity;
7. awaken the sense of creativeness that will provide an avenue of self-expression;and
8. Stimulate growth of character through cooperative effort, self-discipline, responsibility, patience, attention to detail and desire for excellence.

C. ACADEMIC CLUBS

C.1 ENGLISH AND CREATIVE ARTS SOCIETY (ECAS)

Rationale:
English and Creative Arts Society is an organization in the Junior High School Department that is composed of students from all grade levels.

This is a club that will enhance student’s interests, talents, skill and potentials in the field of speaking, writing and creative arts and using English as a medium of communication.

Objectives:
1. Provide varied activities that will enhance the oral and written communication skills of the students.
2. Develop and share one’s talents, skills, and potentials through varied activities and outreach programs.
3. Develop self-confidence, leadership and responsibility.
4. Promote the Speak English Campaign through interesting activities.

C.2 INNER CIRCLE CLUB

Rationale
This is an organization of the mathematically-gifted Andreans who want to develop their skills and share talents in Mathematics to those who need their help whether inside or outside of the SAS community.

Objectives
1. enhance the students love for Mathematics through sharing of talents, games and friendly competitions;
2. instill the value of service by tutoring those who lack the needed mathematical skills and by joining the outreach;
3. uplift the mathematical standards of the school; and
4. Make Mathematics enjoyable and appealing to the students.

C.3 EUREKA SOCIETY
Rationale

The Eureka Society is the official Science Junior High School Club of St. Andrew’s School. It is established to harness untapped talents, skills and potentials of its member; develop students’ love and knowledge for science and to enrich students’ awareness and concern for the environment.

Objectives

1. Intensify students’ interest in scientific learning and love for environment;
2. Enhance social consciousness, awareness on various health programs;
3. Participate actively in school and community activities;
4. Establish rapport among members and teachers;
5. Further develop one’s scientific potentials and skills;
6. Encourage participation in the school’s mission to help the school; and
7. Appreciate the beauty of God’s creation around us.

C.4 ANINO CLUB

Paglalarawan:

Ito ay isang samahan na magbibigay ng mga kawili-wiling karanasan at gawain tungo sa kasanayang komunikatibo gaya ng pakikining, pagsasalita, pagsusulat at pagkilos. Dito maipamamalas ang galing ng mga Andreans hindi lamang sa larangan ng entablado kundi pati na rin sa pakikidaupang-palad sa mga kapus-palad.

Mga Layunin:

1. Malinang at maibahagi ang kaalaman, kasanayan at kakayahan sa iba’t ibang Gawain na bigay ng Poong Maykapal;
2. Mahasa ang kasanayan para sa epektibong pakikipagtalastasan at pakikilahok sa iba’t ibang programa, paligsahan at gawain.
3. Magkaroon ng tiwala sa sarili, responsibilidad, pamumuno at wastong pakikisalamuha sa bawat kasapi ng samahan.
4. Makikiisa sa mga gawaing pampaaralan at pangkomunidad.

C.5 SAMAHAN NG mga MAG-AARAL SA ARALING PANLIPUNAN (SMAP)

Paglalarawan

Ang Samahan ng mga Mag-aaral sa Araling Panlipunan o SMAP ay samahan ng mga mag-aaral mula ika-7 hanggang ikaapat na antas sa mataas na paaralan ng San Andres. Ito ay bukas pasa sa mga mag-aaral ng kasaysayan at mga napapanahong isyu sa bansa. Ito ay naglalayong makatulong sa mga mag-aaral upang magkaroon ng mas bukas na kamalayan sa mga bagay-bagay sa paligid. Ang ay magmumulat din sa mga mag-aaral sa kahalagahan ng edukasyon para sa pagtataguyod ng kaunlaran sa ating bansa.

Mga Layunin

Sa pangkalahatang konteksto, layunin ng samahang ito na:

1. magkaroon ng kamalayan ang mga mag-aaral sa mga napapanahong isyu;
2. makialam sa mga isyung may kaunlaran sa pag-unlad ng sarili at ng bansa sa kabuuan; at
3. maisulong ng mga proyektong may kaunlaran sapaglutas ng isyung panlipunan.
D. INTEREST CLUBS

D.1 LIKHANG SINING CLUB

Rationale

Aesthetic education is one of the important areas in the total development of the child. It aims to instil in children an appreciation of the beauty of God reflected in nature. Through the study of the arts and other means of human expression the quality of human life can be enriched.

To achieve this, Likhang Sining Club gives the basic art contents and techniques that can cultivate the students’ intuitive perceptions and creative drives. It also provides an opportunity and appreciation to contribute more fully to the practical applications in his/her daily life or work. It also takes into consideration the child’s creative growth as it relates to his/her physical, emotional and intellectual development.

The art club is organized to enhance the art offerings in the classroom and to give further opportunities for the child to develop his artistic skills to the fullest.

Objectives

1. become aware of the beauty of God’s creation around us;
2. explore and experiment on this beauty through their art work;
3. grow through art at one’s own pace;
4. provide opportunities and encouragement to express oneself freely;
5. be an active participant or be more directly involved in drawing a composition;
6. develop a deep and lasting enjoyment of art that will carry over into adult life and exert a positive influence on Filipino culture;
7. accept and respect the work of others;
8. develop pupils’ independence, interest and resourcefulness in the use of ideas, materials, tools and techniques; and
9. appraise every piece of art.

D.2 PANLAYAG DANCE TROUPE

Rationale

St. Andrew’s School-Palanyag Dance Troupe (SAS-PDT) is designed to complement the curricular offerings in Music, Arts, Health and Physical Education. SAS-PDT provides a context for aesthetic and artistic experience and the opportunity to develop personally and physically through participation in dance in an enjoyable environment.

Objectives

In the context of the general objectives, this club also aims to:

1. appreciate the skills given by God;
2. develop skilful, creative mastery of the body in a dance context;
3. enhance knowledge and understanding of dance as an aesthetic and artistic experience; and
4. enrich personal and social development while interacting with others in a variety of structured contexts.
D.3 BOY SCOUT OF THE PHILIPPINES

Rationale
Boy Scouting, one of the traditional membership divisions of BSP, is available to boys who want to be a member of SAS BSP. The program achieves the BSP’s objectives of developing character, citizenship, and personal fitness. SAS-BSP adheres to the mission to be the leading provider of progressive outdoor-based non-formal education committed to develop morally straight, disciplined, concerned, self-reliant citizens in the best tradition of World Scouting.

Objectives
1. Build Character - Scouting is proven to be successful in developing self-reliance, self-discipline, self-confidence, and self-respect. Under adult supervision, the Scouts run the program and assume as much responsibility for the Troop’s program as possible. Mistakes are made, but as we know, experience is the best teacher
2. Foster Citizenship - The Scouting program emphasizes citizenship in terms of the duties, obligations, privileges, and functions of a citizen. Citizenship activities are required at all ranks and three required merit badges for the rank of Eagle are citizenship merit badges (Community, Nation, and World)
3. Promote Fitness - Requirements for several ranks include physical fitness activities. It is not the intent of scouting to develop superior athletic skills, but general well being and good health habits are the focus.
4. Develop Leadership and Teamwork Skills - To obtain the later ranks of Star, Life and Eagle, each Scout must serve in some role of leadership and responsibility.

D.4 SPORTS CLUB

Rationale
Sports Club is designed to complement the curricular offering of Physical Education. The Sports Club provides activities to develop athletics skills through an appropriate mix of skill development activity learning and competition based programs for Junior High School students. The opportunity for the social interaction of children and adults alike is also encouraged through active participation by all whilst promoting healthy lifestyle choices.

Objectives
1. provide events that allow for competition whilst fostering fun and participation;
2. facilitate skill development for students through a non-competitive environment;
3. encourage athlete participation in activities designed to develop motor skills and technique that lead to personal achievement and high levels of personal satisfaction;
4. facilitate team competition;
5. promote Sun Smart, Smoke Free and Healthy Eating lifestyle choices; and
6. promote entry into established varsity teams

D.5 DRUM AND LYRE BAND

Rationale
St. Andrew’s School Drum and Lyre Band is a marching ensemble consisting of strictly percussion instruments and a color guard section. Lyre sections consist of bell lyres, the glockenspiels, is a set of tuned metal bars arranged on a tray or in a frame in keyboard fashion for marching band as well as vibraphones and marimbas. The students’ physical, social, emotional and
intellectual development is well suited to this ensemble with its colorful uniform, marching, prominence in school and community, and its variety of activities. It has become an integral part of school life.

Objectives
In the context of the general objectives, this club also aims to:

1. Provide a superb musical and artistic experience for every one of our members so as to make a meaningful contribution to their lives in terms of ability, character, and esprit de corps.
2. Translate this experience into a high quality, competitive field show that demonstrates our superiority in musicianship, showmanship, and marching, which result in superior ratings at competition.
3. Add our unique energy and skills to SAS sporting events, including halftime shows and pep band performances.

D.6 CULINARY ARTS CLUB

Rationale
The Culinary Arts Club exists as a meeting place to expose the minds of all students to the world of culinary arts through bonding activities of community service. It promotes the appreciation of food on campus by teaching students how to cook, and exploring a wide range of foods through cultural culinary events, fine cuisine field trips, and much more.

Objectives
In the context of the general objectives, this club also aims to:

1. provide students with interactive examples of kitchen safety, kitchen etiquette, recipe preparation and food presentation techniques; and
2. provide many culinary based activities and events for its members and SAS community.

SOCIAL ADVOCACY CLUB

D.7 RED CROSS YOUTH

Rationale
The Red Cross Youth is one of the major services of the Philippine Red Cross. Its mission is to educate and empower the children and youth in the spirit of Red Cross through constructive trainings and effective leadership and provide opportunities for directing and harnessing their energy and idealism into worthwhile humanitarian activities within the framework of the organization such as team building, leadership training and first aid.

Objectives
In the context of the general objectives, this club also aims to:

1. advocate and inculcate humanitarian values and character building;
2. protect life and promote community health;
3. develop service and solidarity;
4. develop national/international friendship, understanding and education for peace and
5. disseminate Red Cross Seven Fundamental Principles and IHL

D.7 ENVIRONMENTAL ADVOCACY CLUB
ARTICLE V
CODE OF DISCIPLINE

RATIONALE

Discipline is not punishment. It is teaching children new skills and new way of behaving children do the same troubling things over and over again because they do not know the proper way of behaving or doing things.

Every school is required by government regulations to maintain discipline and to issue disciplinary rules for strict compliance. They are designed to develop among the students the highest standards of decency, morality and good behavior. This Code of Discipline prescribes a set of rules and regulations which govern student behavior on or off campus and which hopefully would create and foster personal growth.

Positive discipline begins with setting long-term goals that we want to have on students’ adult lives by using everyday situations and challenges as opportunities to teach life-long skills and values to students. The school, as a zone of peace, must then provide the special environment for the formal, physical, mental, emotional and moral growth of the young.

Every student shall be given due process if found guilty of violating any disciplinary rule, shall face the consequences in accordance with the provision specified in the handbook. The school shall keep records of the proceedings taken in relation thereto.

All matters pertaining to external order and discipline are under the jurisdiction of the office of the Prefect of Students. The Office of the Prefect of Students implements the code of Discipline and imposes proper sanctions, and submits to higher school authorities recommendations on matters pertaining to discipline, order and improvements in the observance of school rules and regulations.

OBJECTIVES

- Achieve appropriate student behavior in accordance with the core values of the school.
- Establish a safe, caring, supportive and positive learning environment with increased student responsibility
- Develop in the students acceptance of responsibility for their own behavior
- Equip students in making the best possible choices by providing them opportunities to develop decision-making skills
- Acknowledge that all individuals must be valued and respected. Preserving the child’s dignity is always the school’s priority.
- Realize that consequences for misbehavior aim not to punish, but rather to help student regain respect, foster reconciliation and restoration of relationships.

ASSEMBLIES AND PROGRAMS

MORNING ASSEMBLY

The morning assembly is done every day. The ringing of bells must be strictly observed:
1st bell - all students must proceed to their respective classrooms
2nd bell - Morning Praise
National Anthem
Pledge of Allegiance to the Philippine Flag
School Hymn
Vision-Mission – every Monday
Prayer to St. Andrew – Tuesdays to Fridays

I. SCHOOL PREMISES

1.1. A student must allow the school guard on duty to inspect his/her bags or belongings upon entrance or exit.

1.2. No student without proper permission shall be allowed to leave the school premises during class hours and or school activities, unless with written note from the office of the Principal or Prefect of Students or Medical-Dental Staff.

1.3. A student who feels ill during class hours must ask permission from his/her subject teacher to see the School Physician. The attending school physician or nurse shall then issue a clinic pass, which shall indicate the time of arrival and departure of the student from the clinic. The student shall then present the clinic pass to the subject teacher upon reporting back to the classroom.

1.4. If a student is advised to go home, the school nurse or physician shall issue notice to parents approved by the Principal or Prefect of Students. The same shall be presented to the subject teacher and adviser by the school nurse.

1.5. Upon receipt of the notice, a parent/guardian must fetch his/her child who is sent home due to illness.

1.6. Students who are late in the line formation during Flag Ceremonies or late after recess or after lunch must secure an admit slip from the Prefect of Students.

1.7. Student who needs to be pulled out from the class must be issued a call slip duly signed by the concerned office.

1.8. Vandalism is strictly prohibited.

1.9. Visitors of any student shall be allowed to enter the school premises upon the approval of the office concerned.

1.10. Printed materials other than those listed in the academic programs and other media are not to be brought to school.

1.11. Corridors, Stairwells, Classrooms, Laboratories and other rooms designated for particular purposes are used only for the purposes indicated.

1.12. Students shall be responsible for their personal belongings. The school assumes no responsibility for lost articles.
1.13. Courtesy is expected from students at all times.

1.14. Conflicts and troubles are settled in a Christian Way. Pupils/Students or Parents do not take the law into their own hands. They call on their teacher with the Prefect of Students to settle the conflict.

2. **CLASSROOMS AND CORRIDORS**

4.6 Students are expected to attend classes regularly and punctually.

4.7 Posting of Official announcements inside the classroom shall be done by the Teacher/Adviser. Any alterations should be authorized by the same.

4.8 Strict silence shall always be observed.. The “KEEP RIGHT” rule shall be observed when passing through stairwells and corridors.

4.9 Chewing gum is not allowed.

4.10 Eating should be done only during break time and in designated areas.

4.11 Throw waste materials into the trash can provided for.

5 **OFFICIAL SCHOOL ACTIVITIES**

3.1 Every student is required to attend all school activities held within and outside the school.

3.2 Activities held inside and outside of the school including weekends or holidays shall be preceded by a circular approved by the Principal or his/her authorized representative. Activities without prior notice to the parents are not recognized or sanctioned by the school.

3.3 The school encourages students to participate in local or inter-scholastic contests which have academic and cultural values as well as Parish and Archdiocesan activities. However, the Principal should be informed prior to the said activity.

3.8 Results, Awards and Prizes received by the student or group of student representing the school should be presented to the Principal and School Director.

6 **DISCIPLINARY MEASURES**

A. **Rationale**

2) To enable the school and the students to attain the goals of the Grade School and High School Departments.

3) To prevent the pupils and students from repeated violation.

4) To correct, guide and strengthen the character of the pupils/students such as respect for others especially the disadvantaged and less fortunate.

5) To protect the student body and the good name of the school.

Minor Breaches:

a. Failure to observe/follow rules on uniform, haircut and grooming.

b. Entering off limits area.

c. Using of elevator
d. Misbehavior, which shall include talking lengthily and loudly, giggling, and other similar violations.
e. Littering
f. Eating and chewing gum during class hour and other related activities.
g. Failure to submit on time a letter of excuse/notice for absences, reply slips and other official school correspondence.
h. Deliberately tardiness.
i. Bringing of print and non-print materials other than those academically required.
j. Use of cellular phones and other gadgets inside the campus. The school is not responsible for their loss.
k. Improper manner of sitting anywhere in the campus.
l. Non-participation in school programs.
m. Going out of the classroom without the teacher’s permission.

Any student who commits the above-mentioned minor conduct breach shall be subject to the following actions:

First Offense: Written Warning (Class Adviser)-conduct breach
Second Offense: Parent conference-conduct breach
Third Offense: Parent conference & Deduction in conduct grade –conduct breach
Repeated Offense: 72 in conduct grade-conduct breach

NOTE: Only Parent or Guardian may redeem any confiscated materials or items.

Major Breaches:
Classification A:

- Borrowing, lending or tampering of pass slip, ID, and borrower’s card. (a)
- On-attendance at retreats, recollections and other school activities without valid reasons. (a)
- Entering school premises repeatedly without ID card for at least three times. (a)

Any student who commits the above-mentioned major breaches (a) shall be subjected to the following action:

First Offense: Parent needed with respect agreement-conduct breach
Second Offense: Deduction in conduct grade-conduct breach
Third Offense: 72 in conduct grade-conduct breach

Classification B:

- Unruly behavior or misconduct during mass convocations, assemblies and other related school activities. (b)
- Damage, loss or misplacement of things/equipment borrowed from any office or department. (b)
- Vandalism
- Use of profane language as an expression of disgust. (b)
- Discourtesy to school authorities. (b)
- Unauthorized and forceful entrance to off limit areas. (b)
- Desecration of the chapel/prayer room including religious materials there in. (b)
- Cutting classes: loitering inside the campus during class hours. (b)
• Gambling in any form, betting or engaging in games of chance involving money or anything of value.
• Jeering, sneering or exchanging of verbal/written insults (indecent vulgar words) with schoolmates and other within the school ground or outside in a manner that is publicly scandalous. (b)
• Possession, reading and distribution of pornographic materials and other indecent publications. (b)
• Committing any act contrary to the school’s vision and mission. (b)
• Fighting or physically assaulting another by pulling hair, boxing, throwing objects of any form to another or otherwise causing injury to another in the height of anger, strong emotion. (b)
• Selling tickets, collecting contributions, soliciting subscriptions, selling any article or raising class funds without Principal’s approval. (b)
• Cheating. (b)
• Extortion
• Bringing cigarettes or smoking. (b)
• Damaging books or any library material. (b)
• Wearing of school uniform inside Internet Café (Brgy. Ordinance) (b)
• Giving or offering false testimony during school investigations. (b)
• Disrespect to school authorities, student and guests. (b)
• Disruption of classes, preventing or threatening faculty members or school authorities from discharging their duties. (b)
• Forgery and malversation of funds. (b)
• Proselytizing or attempting to convert a Catholic student to embrace another religion or any other practices contrary to Catholic religion. (b)

Any Student who commits the above-mentioned major offenses (b) shall be subjected to the following action:

First Offense: Parent conference with suspension of 1 days- & deduction in conduct grade-conduct breach
Second Offense: Parent conference, Deduction in conduct grades. & suspension of 2 days-conduct breach
Third Offense: 72 in conduct grade-conduct breach

Classification C:

• Repeated minor offenses. (c)
• Visiting indecent places. (c)
• Cheating (c)
• Tampering/ falsifying any official documents. (c)
• Truancy: missing classes without the knowledge of parents and school authorities and going elsewhere outside the campus. (c)
• Any scandalous act inside and outside the school campus. (c)
• Public display of affection (c)
• Reckless endangerment (c)
• Smoking (c)
• Possession, sale of dangerous or prohibited drugs. (c)
• Carrying deadly weapons and any form of explosives within the school. (c)
• Hazing in any form or in any illegal activity whether inside or outside school premises. ©
• Bullying inside and outside the classroom/school (c)

“Any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property, signed on September 12 the Republic Act No. 10627 otherwise known as the "Anti-Bullying Act of 2013."

• Bringing or drinking alcoholic beverages in school or during any school activity outside the school. (c)
• Stealing, shoplifting in and out of school. (c)
• Enlargement or maintenance of membership and/or participation in fraternities or sororities whether existing or established after the effectively of DECS Order No. 10 Series of 1991 which states: “Fraternities and Sororities are prohibited in Public and Private Elementary and Secondary Schools. Penalty from non-compliance is expulsion of students.”

Any Student who commits the above-mentioned major offenses (c) shall be automatically given 72 in conduct as reflected in his/her report card.

First Offense: Parent conference and community service (will vary with the number of hours)
Second Offense: Parent conference and community service (will vary with the number of hours)
Third Offense: Parent conference and will not be admitted to the next school year

7 Steps for Disciplinary Action

The class adviser shall handle routine disciplinary cases in his/her section and shall keep the Prefect of Students informed of the same. Likewise, the Class Adviser in coordination with the Prefect of Students shall deal with minor offenses. In all cases, the right to due process shall be observed. In particular, major offenses go through the following procedure:

• The student shall be called by the subject teacher/adviser to clarify reasons for the misbehavior.
• The adviser/teacher/personnel shall make a written report and submit it to the Prefect of Students.
• The Prefect of Students shall talk to the student and shall inform the parent in writing about the incident.
• The student has the right to answer the charges against him/her with the assistance of a Counsel if desired.
• The student together with his/her parents shall be informed of the evidence against them.
• The parents have the right to adduce evidence on the student’s behalf.
• The investigating committee or Prefect of Students shall consider all evidences presented in the hearing and investigation of the case.
• The Prefect of Students shall decide the case and shall give his/her recommendations to the Principal.
• The Principal shall inform the parents of the corresponding disciplinary action meted to the erring student. The incident report shall be signed by the parents, Prefect of Students and the Principal.

5.a Positive Approaches to Discipline

Theory
If a student who develops a disciplinary problem is treated as an adult who must solve a problem rather than as a child who must be punished, the student is more likely to respond positively and solve problem.

A Positive Approach to Discipline
The positive approach begins when the teacher/school authority identifies a “behavioral problem” – a difference between the performance/behavior wanted from a student and the behavior expected. After identifying the problem, the school authority counsels the student on the need to improve, and in addition, makes sure that:
1. The student is properly counseled.
2. No obstacle prevents the student from behaving properly.
3. The student receives feedback on his/her behavior.
4. The consequences of good behavior are not punishing or unpleasant.

If these strategies are not effective in producing an improvement, the school authority then takes formal disciplinary action aimed at convincing the student to decide to change and correct the problem. If disciplinary action produces a positive change, the teacher/school authority recognizes the improvement. If the disciplinary action does not produce a positive change, the student may ultimately be discharged from the school.

Due Process
SAS adheres to due process, not out of lip service to the law, but as a matter of principle. The school values fairness and impartiality, and has faith in students’ capacity to change.

5.b Taking Formal Disciplinary Action: Procedures

Discipline Steps
There are four formal actions in the SAS formal discipline process:
1. Oral Reminder (OR)
a friendly but serious manner to correct a performance or discipline problem by bringing it to the student’s attention.

2. Written Reminder (WR)
a formal conversation between the teacher/school authority and the student about the discipline or performance problem. The conversation is followed by writing a memo to the student summarizing the conversation by the teacher/school authority.
a repetition of the same offense for which the student was given an OR and a first occurrence of a more serious offense in the SAS Code of Conduct.

3. Decision Making Leave (DML)
a repetition of the same offense for which the student was given a WR and a first occurrence of an offense for which a “suspension” (of any number of days) is indicated in the Code of Conduct.

4. Exclusion/Expulsion (discharge, dismissal)
Legal reasons, unsatisfactory behavior/performance due to inefficiency and/or incompetence in the discharge of his/her behavior inside or outside the school campus and within or beyond school hours, and just based on the Code of Conduct.
The school shall furnish the student and parent a written notice containing the statement of the cause/s for dismissal. The decision is made by the school without prejudice to the right of the student to contest the validity or legality of the dismissal.

**REASONS FOR NOT READMITTING STUDENTS:**

a. Two (2) failures in **conduct grades** during the school year.
b. Frequent absences and late comings after due process. Failing grades in more than two subjects.
c. Membership in fraternizes within or outside the school.
d. Lack of cooperation with school regulations after an official warning.

**ARTICLE VI**

**STUDENT SERVICES**

1. **REGISTRAR’S OFFICE**
   
   This office provides information on course requirements, transfers and graduation, transcripts of records, certificates and diplomas, clearances and certification pertaining to academic records.

2. **GUIDANCE & ADMISSIONS CENTER**
   
   The Grade School and High School Departments have Guidance Counselors whose specific task is to be help student in solving academic, personal, vocational and religious problems. This includes assisting students develop in themselves a sense of direction and capacity for mature decision-making. The center also provides information on admission.

3. **PREFECT OF STUDENTS’ OFFICE**
   
   This office is responsible for facilitating the observance of proper behavior of the student body in the light of the goals and objectives of the institution. It has the following functions:
3.1 Looks after the implementation of school rules and regulations and the maintenance of student discipline, in and out of the school campus.
3.2 Monitors students’ attendance and follows up absences, tardiness and irregularities.
3.3 Oversees students’ behaviors in co-curricular and extra-curricular activities in and outside the school.
3.4 Mediates on conflicts or problems that may arise within the students’ populace.
3.5 Attends to disciplinary problems or misconduct of students.
3.6 Maintains order and discipline during student assemblies and activities.
3.7 Coordinates with Homeroom Advisers and Guidance Counselors regarding disciplinary problems of the students.
3.8 Recommends to the Principal disciplinary actions for offenses not stipulated in the Student Handbook.
3.9 Heads the Committee on Student Discipline.

4. CENTER FOR CHRISTIAN FORMATION
The Center for Christian Formation oversees the students’ participation in daily prayers, receiving of the sacraments (masses, confession, etc.), seminars, and outreach activities. It has three major areas: Religious Instruction, from which the Christian Living classes emanate, the Campus Ministry, which includes all religious events and activities (masses, processions, devotions, feast days, etc.), and the Outreach Ministry, which conducts Faith Sharing programs, among others to parish’s mission sites and other sectors that need support and assistance.

5. INSTRUCTIONAL MEDIA CENTER & LEARNING RESOURCE CENTER
The School Library is a place for study and research. It provides materials for all subjects in the curriculum. The library opens at 7:00 o’clock in the morning and closes at 6:00 p.m., Mondays to Fridays.

General Rules:
1. Observe silence in the library and its premises.
2. Eating, sleeping, talking and doing industrial, vocational works are not allowed.
3. Proper care of books, other reading materials and library equipment’s must be observed.
4. Always keep things in order. Chairs should be pushed back against the table before leaving the library.
5. Books are to be used properly. Leaning, writing on them or using them as writing boards are to be avoided.
6. Lost books must be reported at once and be replaced with similar item within a period of 30 days.
7. For overdue books, a fine of Php. 2.00 a day shall be charged to a borrower. Books should be returned on time.
8. The library should be kept clean.
9. Students should never commit violations such as hiding or stealing books or other library properties, tearing pages of books or periodicals.

6. HEALTH SERVICES
The school clinic gives emergency treatment and routine medical examination to the students and employees of St. Andrew’s School. The school health personnel is composed of the school physician, nurse and dentist.
1. Every student is required to undergo medical and dental check-up once a year.
2. Students who are sick and are advised to go home are given slip by the doctor/nurse and has to be signed by the Principal. This slip is then presented to the office assistant/secretary for the issuance of permit to go home.

7. SECURITY SERVICES
The school has 24-hours security personnel to safeguard and protect students while they are inside the school campus. Students are obliged to obey and respect them at all times.

8. CANTEEN
The school canteen provides nutritious snacks, meals and school supplies. Every student is expected to help keep the school canteen clean and sanitary and to observe the standards of good behavior.

No student is allowed to buy during class hours. Students are allowed to stay in the canteen during recess or lunch only when they are taking their meals there. Trays, plates, bowls, and utensils should be returned to the designated area located inside the canteen. Trash should be properly disposed. Loud talk and boisterous laughter are discouraged.

ARTICLE VII
SAFETY RULES

KNOW THE RULES
All students are required to familiarize themselves with the safety rules of the school to avoid injury or damage to life and property.

IN CASE OF EMERGENCY:

1. FIRE
1.1 When a fire alarm is sounded, all stand up and form a single line in each side.
1.2 There must be complete silence so that eventual instructions can be heard.
1.3 All books, bags, etc. are left in the room.
1.4 All shutters are closed and switches are turned off.
1.5 Students leave the classroom in a single file and the line waits at the door of the next room.
1.6 The class which is nearest to the stairways must move first, the n followed by the next section.
1.7 There will be no running, but one makes sure one is close to the student ahead.
1.8 The teacher is the last to leave the classroom.
1.9 All students line up in the plaza far away from the entrance and buildings.
1.10 Teachers stay with their students and wait for further instructions

2. EARTHQUAKE
2.1 It is safer to stay under a table or under an equipment or just stay in one’s seat than run down to the ground because earthquakes last only for a few seconds.
2.2 Keep away from falling objects or debris or from live electrical wire.
2.3 Stay near the strongest part of the building.
3. **BROWNOUTS**
   Turn off all lights and electric fans and keep faucets closed.

4. **USE OF PEDESTRIAN LANES**
   Students use the pedestrian lane when crossing the streets. They obey the traffic policemen at all times.

5. **LOITERING**
   Loitering along corridors and staircases is prohibited. The school is not responsible for those who loiter outside the school during break time.
   At the end of classes, students should leave the school premises, unless they have to engage in other recognized school activities that require their presence in the school premises. It is the duty of parents to promptly fetch their children, especially those of tender age at the end of school hours.

6. **USE OF STAIR WELLS**
   All Elementary and High School sections have staircases assigned to them. When using stairways or corridors, students shall always keep to the right to ensure an orderly and easy flow of human traffic. They should not joke or push others or do any act which will harm or tend to cause harm to themselves and to others.
   Lower grade level pupils must occupy the first or ground floor of the building.

7. **FLOODS AND TYPHOONS**
   When classes are suspended by order of competent authorities, students should leave the school only when it is safe to do so.
   In case of heavy rains, students may remain inside the rooms for recess/lunch. Teachers stay with the class.
   During inclement weather when typhoon signals are expected, parents/guardians should be guided by the following:
   a. Classes in the ECE are automatically suspended when typhoon signal number 1 is raised and signal number two for Elementary and High School.
   b. When the students are already in school because the typhoon signal was flashed late and the weather condition becomes worse, the Principal may permit parents/guardians to pick up their children before dismissal.
   c. No students will be allowed to go home alone unless parents call up the school or submit a written permission to the Principal that they allow their children to go home by themselves.

8. **AID AND ASSISTANCE**
   In case of imminent danger to life and property from any case, any student may ask for aid and assistance from any school personnel or use the school facilities. No school personnel shall deny or cause to be denied any such assistance unless by so doing unduly exposes himself to equal or greater danger.

9. **BUS OR CAR RIDES**
   Cars and school buses unload their passengers away from the entrance of the plaza or school building. Parking of cars are near the gate.
   When riding or getting off the bus in going to and returning from official off campus activity, all students are required to exercise extreme care to avoid any injury to themselves. They should get on or off the bus or car only if the vehicle has come to a complete stop and upon the instruction of the Class Adviser or Chaperon.
10. GYM
Students should refrain from entering and using the gymnasium when it is being used for P.E. classes or for other activities. Equipment particularly balls should be used solely for their intended purpose.

11. ELEVATOR USE
The SAS elevator is for emergencies and important matters use only. Students are not permitted to use the elevator unless for medical necessity or escorted by an adult. Students allowed on the elevator should carry the official pass, signed by the Nurse, the Prefect of Students, and the Principal or the Vice Principal.

ARTICLE VIII
POLICIES

A. CHILD PROTECTION PROGRAM

Rationale
The SAS Child Protection Program is created in adherence to the DepEd Child Protection Policy and in consonance with the school’s thrust of providing a healthy and peaceful learning environment for its learners which is founded in Christ and His Gospel. The program aims to promote zero tolerance to any act of child abuse, exploitation, violence, discrimination, bullying, and other forms of abuse, to remedy the damage caused by this abuse, to raise awareness of these problems, and to offer and implement positive solutions. It likewise provides guidance on the ways in which the home and the school can work together to safeguard and promote the welfare of children and young people.

Guiding Principles

- SAS shall provide an educational climate conducive to learning, and the children shall have the right to education free from fear.
- All children shall be protected from all forms of abuse and bullying to develop self-esteem and self-confidence.
- SAS shall advocate a positive and non-violent mode of disciplining children to foster self-discipline and improve self-esteem.
- Corporal punishment shall not be imposed on any child in school for the purpose of discipline, training, or control.
- SAS shall take steps to prevent bullying and ensure that the appropriate interventions and services are provided for the victims of abuse, violence, exploitation, discrimination and bullying.
- Parents shall be actively involved in all school activities or events that raise awareness on children’s rights, positive discipline, and the prevention of bullying.
- Pupils, students, or learners shall respect the rights of others and refrain from committing acts of bullying and peer violence.
Provisions

1. Establishment of the SAS Child Protection Committee

The School Director shall create the Child Protection Committee (CPC) which is tasked primarily to implement the Child Protection Program of the school.

1.1 CPC Composition

- Principal – Chairperson
- Vice Principal for Discipline & Christian Formation – Vice Chairperson
- Guidance Head
- Faculty Club Representative
- Parent Representative(s) from EPPAC and SASPAC
- Student Government Representative
- Representative from Community or Barangay

1.2 CPC Functions

- Plans and implements the school’s child protection and safety program;
- Initiates information dissemination programs and organize activities for the protection of children from all forms of abuse.
- Develops and implements a referral and monitoring system.
- Establishes a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs.
- Identifies, refers and, if appropriate, reports to appropriate offices cases involving child abuse, exploitation, violence, discrimination and bullying.
- Gives assistance to parents or guardians whenever necessary in securing expert guidance from appropriate offices or institutions.
- Coordinates with government agencies and non-government organizations, as may be appropriate.
- Monitors the implementation of the positive measures and effective procedures in providing the necessary support for the child and for those who care for the child.
- Ensures that the children’s rights to be heard are respected and upheld in all matters and procedures affecting their welfare.

2. Preventive Measures to Address Child Abuse, Exploitation, Violence, Discrimination and Bullying and Other Acts of Abuse

- Capacity-Building of School Officials, Personnel, Parents
- The school shall regularly conduct sessions, trainings and seminars on positive peer relationships and enhancement of social and emotional competence. Seminars and training modules shall include the following:
- Positive and Non-Violent Discipline in Classroom Management

- Visitors and guests of the school shall be oriented on the Child Protection Policy.
3. Child Protection Education

The aim of child protection education is to assist students in developing skills in recognizing and responding to unsafe situations, seeking assistance effectively and establishing and maintaining relationships, and strengthening attitudes and values related to equality, respect and responsibility. The curriculum provides materials to assist in developing student knowledge and understanding about child protection issues and skills in protective behaviors. The curriculum is integrated in the Values Education Program and the Guidance Program. Topics focus on the following areas:

- Recognizing Abuse
- Positive and Caring Relationships
- Protective Strategies

4. Protective and Remedial Measures to Address Child Abuse, Exploitation, Violence, Discrimination and Bullying and Other Acts of Abuse

- Procedures in Handling Bullying Incidents

The Code of Discipline as stated in the SAS Student Handbook contains standards of behavior that have been established to assist in building a learning community where the respect and dignity of everyone are an absolute priority. The code is designed to set high expectations for student behavior in support of learning and includes graduated sanctions for unacceptable and inappropriate behaviors as they increase in frequency, severity and/or duration. Bullying (in any form or medium) is a serious violation of the code.

Complaint for bullying or peer abuse, or upon notice of a school personnel or official, shall be acted upon by the school through the Student Discipline and Christian Formation Office in accordance with the Code of Discipline, following the requirements of due process.

The victim and the offending child shall be referred to the Child Protection Committee for appropriate interventions.

- Procedures in Handling Child Abuse, Exploitation, Violence and Discrimination Cases

Prohibited Acts

The following acts (as defined in DepEd Order 40 s.2012, Child Protection Policy) are prohibited and shall be penalized in administrative proceedings as Simple or Grave Misconduct depending on the gravity of the act and its consequences, under existing laws, rules and regulations:
Complaint against School Personnel or Official

Complaint for child abuse, violence, exploitation or discrimination shall be filed with the School Director, and shall be investigated/acted upon expeditiously in accordance with the school’s rules of procedure on administrative cases.

5. Referral and Assessment of Victims and Offenders and Other Children

The CPC shall record all cases involving child abuse, violence, exploitation, discrimination, bullying and other acts of abuse, and make the necessary assessment to determine the appropriate intervention. It may coordinate with the Local Social Welfare Development Office (LSWDO) in cases where victim and offender need to be immediately removed from the place of incident, if victim is determined to be at risk. The child’s family shall be informed of any action taken.

The CPC may also refer to the LSWDO other pupils, students or learners who are victims of abuse at home, children at risk, children in especially difficult circumstances, children with special needs, or those who are exhibiting signs of aggressive behavior, with a view to obtaining professional assessment, appropriate interventions and assistance from competent service providers.

6. Other Provisions

The school, through the CPC, shall undertake the following initial activities to promote program awareness:

- Launching of SAS’s Child Protection Program and its campaign on zero tolerance to child abuse (beginning of the school year)
- Series of orientation talks to the different sectors of the school community on the Child Protection Policy: teachers, parents, service personnel, pupils/students

**SAS Declaration of Policy**

In adherence to the Child Protection Policy of the Department of Education, St Andrew’s School declares zero tolerance to any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse.

SAS is committed to provide a learning environment where its students are free from fear and are protected from all forms of abuse to help them develop self-esteem and self-confidence. Furthermore, the school advocates a positive, non-violent, holistic approach to teaching that helps children develop appropriate thinking and behavior, and fosters self-discipline.
All members of the school community – teachers, administrators, staff, parents and students – are therefore enjoined to cooperate and exert conscious effort in making SAS a safe school where the children are educated, protected, valued and respected.

**B. SAS Bullying & Cyber Bullying Policy**

**I. Introduction**

All students have the right to attend schools that are safe and secure learning environments. It is the intent of the St. Andrew’s School to provide all students with an equitable opportunity to learn. To that end, SAS has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to the school environment and student learning, achievement and well-being. It interferes with the mission of the schools to educate students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

SAS do not intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, SAS does not condone and will take action in response to conduct that interferes with students’ opportunity to learn, the educational mission of St. Andrew’s School, and the operation of the school.

**II. Prohibited Behavior**

The following behaviors are prohibited:

1. Bullying;
2. Cyber bullying;
3. Harassment and Sexual Harassment;
4. Retaliation against those reporting such defined behaviors; and
5. Knowing and false accusations of bullying behavior.

Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to consequences.

**III. Bullying and Cyber bullying Defined**

A. “Bullying” includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

1. Has or a reasonable person would expect it to have, the effect of:
   a. Physically harming a student or damaging a student's property; or
   b. Placing a student in reasonable fear of physical harm or damage to the student's property;
2. Interferes with the rights of a student by:
   a. Creating an intimidating or hostile educational environment for the student; or
   b. Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school; or
3. Is based on a student’s actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student’s association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above.

Examples of conduct that may constitute bullying include, but are not limited to:

1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor;
2. Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
3. Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
4. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
5. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
6. Blocking access to school property or facilities;
7. Stealing or hiding books, backpacks, or other possessions;
8. Stalking; and
9. Physical contact or injury to another person or his/her property.

B. “Cyber bullying” means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Examples of conduct that may constitute cyber bullying include, but are not limited to:

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website or other online application;
2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the target;
3. Impersonating or representing another student through use of that other student’s electronic device or account to send e-mail, text messages, instant messages (IM), or phone calls;
4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target’s e-mail account, IM account, or cell phone; and
5. Using a camera phone or digital video camera to take and/or send embarrassing or “sexting” photographs of other students.

C. “Retaliation” means an act or gesture against a student for asserting or alleging an act of bullying. “Retaliation” also includes reporting an act of bullying when it is not made in good faith.

IV. Application of Policy
A. This policy applies to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy.

B. This policy applies to bullying that:

1. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. “School grounds” also includes school-related transportation vehicles.

2. Takes place while students are being transported to or from schools or school-sponsored events;

3. Takes place at any school-sponsored event, activity, function, program, instruction or training; or

4. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in this policy’s definition of bullying.

V. Reporting

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

A. School staff, coaches and advisers for extracurricular and co-curricular activities are required to report incidents of bullying to the school principal or other school personnel designated by the school director.

B. Students who have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.

C. Parents and other adults who are aware of incidents of bullying are encouraged to report this behavior to a staff member or school administrator.

D. Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. Any student who is determined to have falsely accused another of bullying shall be subject to disciplinary consequences.

VI. Responding

The school principal or any CPC will:

A. Promptly investigate and respond to allegations of bullying behavior;

B. Keep written documentation of all allegations of bullying behavior and outcomes of the investigations, and report substantiated incidents to the superintendent;

C. Apply disciplinary actions, which may include but are not limited to, imposing a series of graduated consequences that include alternative discipline. In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the type of behaviors, the frequency
and/or pattern of behaviors, and other relevant circumstances. Alternative discipline includes, but is not limited to:

1. Meeting with the student and the student's parents;
2. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
3. Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option;
4. Counseling;
5. Anger management;
6. Health counseling or intervention;
7. Mental health counseling;
8. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
9. Community service; and
10. In-school detention or suspension, which may take place during lunchtime, after school or on weekends.

D. Remediate any substantiated incident of bullying to counter the negative impact of the bullying and reduce the risk of future bullying incidents, which may include referring the victim, perpetrator or other involved persons to counseling or other appropriate services;

E. Communicate to the parent of a student who has been bullied the measures being taken to ensure the safety of the student who has been bullied and to prevent further acts of bullying;

F. Communicate with a local or state law enforcement agency if the school principal or the superintendent's designee believes that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be appropriate; and

G. Notify parents, guardians and students of the right to appeal a decision of a school principal or a superintendent's designee related to taking or not taking disciplinary action in accordance with this policy. The appeals procedure must be consistent with other appeals procedures established by the school board and may include an appeal to the school director.

VII. Assignment of Responsibility

A. The School Committee is responsible for:

1. Annually providing written versions of this policy and related procedures to students, parents, volunteers, administrators, teachers and school staff.
2. Posting this policy and related procedures on the school administrative unit's publicly accessible website.
3. Including in student handbooks a section that addresses in detail this policy and related procedures.
4. Providing professional development and staff training in the best practices in prevention of bullying and harassment and implementation of this policy.
5. Filing the policies to address bullying and cyber bullying with the Department of Education.

VIII. Agreement Form

ANTI-BULLYING AGREEMENT

We, the students of St. Andrew’s School agree to join together and stomp out bullying.

We believe that everybody should enjoy school equally by feeling safe, secure, and accepted regardless of color, race, gender, popularity, ability, intelligence, and/or religious preference.

Bullying can be, but is not limited to: pushing, shoving, hitting, spitting, name calling, picking on, making fun of, laughing at, and/or excluding someone or several people. Bullying causes pain and stress to victims and is never justified or excusable as “kids being kids,” “just teasing” or any other excuse. The victim is never responsible for being a target of bullying.

By signing this pledge, I/we agree to:

1. Value student’s differences and treat others with respect.
2. Not become involved in bullying incidents or be a bully.
3. Be aware of any school policies and support system with regard to bullying.
4. Acknowledge that whether I am being a bully or see someone being bullied, if I don’t report or stop the bullying, I am guilty of supporting bullying.
5. Be alert in places around the school where there is less adult supervision and bullying is more likely to occur.
6. Support students who have been or are subject to bullying.
7. Work with other students, teachers, and administrators to help the school deal with bullying effectively if it should occur.
8. Be a good role model by upholding my pledge in supporting zero tolerance toward bullying.

____________________________  ____________________  ____________________
Student’s Signature over Printed Name  Date  Parent’s Signature over Printed Name  Date

____________________________  ____________________  ____________________
Signature over Printed Name  Date

____________________________  ____________________  ____________________
Teacher’s Signature over Printed Name  Date

____________________________  ____________________  ____________________
Principal’s Signature over Printed Name  Date
C. ST. ANDREW’S SCHOOL DRUGS POLICY

RATIONALE

The Administration and Staff of St. Andrew’s School establishes the rule and policy that SAS pupils and students should not make use of prohibited or dangerous drugs in any circumstances, regardless of time or place.

Objectives

1. To maintain a drug-free community. It shall spare no effort to bar the use of prohibited regulated, or dangerous drugs, or the presence of any person under such influence on the SAS campus, its surrounding environments, and during school activities and events.

2. Prohibits the actual, frustrated, or attempted possession, sale, or transfer of prohibited or dangerous drugs or drug-related paraphernalia by any person at any time of the year on SAS campus, or its surrounding environments, or during activity, function, or event.

SAS Prohibited Dangerous Drugs

- Narcotic, stimulants, barbiturates, suppressants, hallucinogens, marijuana, amphetamines;
- Any pharmaceutical without a valid prescription and knowledge and permission of parents;
- Any abusive glue, aerosol, or any other chemical substance used by a student for inhalation; and
- Any intoxicating, or moo-changing, mind-altering, or behavior-altering substance or drugs.

Definition of terms

1. USE, whether active or passive, pertains to a student voluntarily introducing or tolerating, or allowing to be introduced, by any means, into his or her body, a prohibited or dangerous substance such that it is detectable by the student’s physical appearance, actions, speech, or chemical analysis.

2. POSSESSION is any conduct or combination of acts of a student evincing custody or control of or over a prohibited or dangerous substance.

3. SALE and TRANSFER refer to any conveyance from a student to any other person, natural or juridical, of a prohibited or dangerous substance for any consideration, whether valuable, pecuniary, gratuitous, or even out of mere liberality.

Policy

A screening and detection procedure utilizing urinalysis, hair follicle, saliva or other such drug detection test as determined by the administration, will be conducted on a random basis, or, where suspicion of use exists, selectively. Random selection may result in a student being selected for testing or screening more than once during the semester.

Breaches of the SAS policy on drug abuse are cumulative throughout the student’s tenure in SAS, and will result in the following Repercussions:

1. Any student who possesses, uses, buys, sells, gives, or traffic drugs on or off the school campus, its surrounding environments, or at any school-related activity, function, or event will be permanently withdrawn from school and permanently dropped from the rolls of SAS on the first conduct breach.
2. Positive detection of use through urinalysis, hair follicle, saliva, or other such drug detection test as determined by the administration, will result in the following consequences:

**FIRST CONDUCT BREACH**
- A pre- and post-suspension conference at which parent, student, counselor, and administrators are present;
- Suspension from school and all school-related activities for agreed number of days;
- During those days, at the initiative of the parents, a comprehensive evaluation of the student by a SAS recognized and approved professional shall be conducted. At least five, or as many as recommended by the school and/or the outside counselor, professional counseling sessions will be required with all relevant documentation to be forwarded to the school before readmission. The cost of this counseling will be borne by the parents. The school recommends strongly that the parents, too, avail themselves of specialist help.
- Prior to readmission, the student must present a written research paper – of a standard acceptable to the school and commensurate with the student’s age and academic ability – on drug use and abuse.
- The school has the prerogative to insist upon student participation in a drug rehabilitation course during and after the period of suspension. At least, a scheduled visit to such an institution may be required of the student by the school.
- As part of the reintegration process, the Principal has the prerogative to insist that the breaching student must participate in an organized school activity, to be determined in discussion with parents, students and Principal.
- Upon returning to school, the student will be placed on periodic, mandatory urinalysis, hair follicle, saliva or other such drug detection test as determined by the administration, the cost of which must be borne by the parents.
- Refusal to comply with the counseling or the periodic mandatory tests will result in the student being permanently dropped from the rolls of SAS.

**SECOND CONDUCT BREACH**
- The student will be permanently dropped from the rolls of SAS.
- The breach may be noted on the student’s official record if the school determines such is necessary for the protection of SAS’s interests.
- Any student who refuses to submit, upon request, to urinalysis, hair follicle, saliva or other such drug detection tests as determined by the administration, will be deemed to have failed said test and will be sanctioned accordingly. A second refusal will result to dismissal.
- Circumventing one’s own urinalysis, hair follicle, saliva or other such detection test as determined by the administration, or assisting another student in circumventing the process will result in the same consequences.
**Agreement Form**

I/we, the undersigned, have read the above statement and will abide by this Agreement as a condition for enrollment at SAS.

<table>
<thead>
<tr>
<th>Student’s Printed Name/Grade &amp; Section</th>
<th>Student’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent’s Printed Name</td>
<td>Parent’s Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

**E. SAS CHEATING POLICY**

**INTRODUCTION**

The focus of school discipline is the integral and total human formation of its students, which refers to the growth and development on the physical, intellectual, emotional, social, cultural, moral, and spiritual aspects of the individual. The reality of sin ruptures the relationship of an individual with God and alienates one from another. It has a significant role in shaping and forming the character of its students. It sees discipline as essential to learning.

**DEFINITION**

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Cheating occurs in relation to examination, test, quiz, including written requirements for submission.

The following acts shall constitute cheating:
1. Unauthorized possession of notes or any material during an examination, test or quiz whether the student uses it or not;
2. Buying and/or selling of test papers or any portion thereto;
3. Leaking examinations, tests and/or quizzes;
4. Copying from or allowing another to copy from one’s examination/ test papers. In the latter case, both parties are liable;
5. Deliberately glancing at a neighbor’s examination paper and/or looking around in disregard of an earlier warning or admonition;
6. Communicating with another student without permission from the teacher or the proctor during an examination/test;
7. Making unnecessary noise or calling the attention of others during an examination, test or quiz
8. Making reports, projects, and the like for others (in which case both shall be liable hereunder)
9. Any form of cheating will constitute a grade of 72 on the report card.

DISCIPLINARY ACTIONS AND PENALTIES
First Offense:
- Solicitude and student-teacher/adviser dialogue, guidance intervention, invitation for dialogue with parents (c/o adviser), with additional sanctions to be rendered by prefect of students, conduct D.
- Facultative 100% deduction in each component if it is a mid quarter exam, a quarter exam. Zero if it is a quiz or zero score in all the components.

Second Offense:
- Solicitude and student-teacher/adviser dialogue,
- Intensive guidance counseling, parent-adviser (teacher) conference, and Prefect of Discipline make decision: conduct D, zero score if it is a mid quarter exam, a quarter exam, and a quiz, and other forms of sanctions to be added

Third and subsequent Offenses:
- Solicitude and student-teacher/adviser dialogue, intensive guidance counseling, parent-adviser (teacher) conference, and Prefect of Discipline make decisions: mandatory conduct D and other forms of sanctions to be added.

F. SAS Health Services Policies

Health maintenance is primarily an individual’s responsibility. However, the school administrator, together with the health personnel has the distinct obligation to provide not only a safe environment, but also one that is conducive for both work and studies.

Some policies were formulated to ensure that the following goals may be attained:

1. To promote and maintain the physical as well as the mental well being of the school populace.
2. To prevent the occurrence of disease and injury.
3. To minimize the progression of disease and injury.
4. To maintain good health thru encouragement of healthy habits.

Policies being implemented:
1. A health Information sheet is given to be **signed by the parent/guardian** and returned to the clinic during enrolment and/or as soon as possible. This will ensure the right medication will be given to the child and any illnesses that hamper the child’s activities be known. **A medical certificate is REQUIRED for those students with known chronic illness that impede a child’s activity.** Such certificate is referred to as need arises. The Health Services may issue Medical Certificate that may use for any purpose (e.g. as a requirement for college) with a minimal fee of FORTY PESOS (PHP 40.00) to be paid at the Cashier.

2. Students undergo annual medical and dental check up and referral given for those who need evaluation and management. Such dental referral **must be returned after a month. Otherwise, the year end/ quarterly clearance will not be signed.**

3. Students who are sent home must present a medical certificate and/or return slip signed by the parents when they report back to school. (**Please present this to the clinic.)**

4. Students presenting themselves for consultation must **wear the clinic pass** before treatment is done.

5. Students who are ill and need rest may stay in the clinic for **20 minutes** only.

6. Students who need to go home and/or have an appointment with their family physician must be fetched by the parents. If the parents are not available, authorization letter made by the parents must be presented by the guardian/ relative to the clinic and Principal’s Office.

7. Coordination with the Prefect of Students Office in cases of unusual behavior during consultation and/or annual check-up is done.

8. In case of emergency or during break time, any student may seek consultation or treatment without the need of a clinic pass.

9. Students with **CONTAGIOUS/ COMMUNICABLE DISEASES** (e.g. Conjunctivitis, Mumps, Chicken pox, Measles) are no longer allowed to take any examination (mid quarter and quarter examinations) inside the school premises to prevent the spread of microorganisms that may worsen the scenario.

10. The Health Services Unit is encouraging the parents to report to the teacher – in – charge and/ or healthcare personnel if their child had CONTAGIOUS/ COMMUNICABLE DISEASE.

11. Student with **CONTAGIOUS/ COMMUNICABLE DISEASES** are allowed to go back to school after **14 – 21 days** with **MEDICAL CERTIFICATE provided by the Family Physician.**

12. In cases of **ACCIDENT OR SERIOUS INJURY** the following procedures is followed:
   a. First aid assessment and treatment is done and parents are informed of the child’s condition.
   b. Should there be any medication or hospital treatment done, please keep **medical certificate and all original receipt incurred.** The form for insurance reimbursement is secured from the clinic.
   c. For reimbursements original receipts, medical certificates and insurance forms should be accomplished/ given to the Health Services Unit within 30 days after the date of incident.
ACKNOWLEDGEMENT

I, ______________________________ a bonafide student of the Primary Grade/Middle Grade School/Junior High School Department of St. Andrew’s School and we, his/her parents, ______________________________ have thoroughly read and understood the contents of the School’s Student Handbook and agree to abide by all the rules, regulations and policies as contained in it.

___________________________
Signature of Mother

___________________________
Signature of Father

___________________________
Signature of Student

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Grade and Section
A STUDENT’S PRAYER TO ST. ANDREW

By; Msgr. Manny Gabriel

Dear St. Andrew, faithful “fisher of men”
we desire to follow Jesus, as you have done. . .
Lead us to Him, closer to His Heart
when we are lost and confused,
when we run away from difficulties
and end up weak and broken,
when we hurt those who care for us
and fall to forgive those who wronged us,
When we fall to pray, to call on you,
to thank you and discern your will. . .

Yes, draw us at the feet of Jesus
to direct our life according to His plan
to love one another as He has loved us,
to deny ourselves and carry our cross everyday,
to serve the least of His brethren,
the poor and the suffering,
to follow the road of excellence in our studies
and make the best of our talents,
and to pray and make prayer a daily habit. . .

St. Andrew, our dear patron Saint,
Instill in us the values of respect and responsibility
For the life we live, for the family we love,
For the community and school we belong to,
For the world that we need to transform,
And the mother earth that we must protect. . .

We offer this prayer, through your intercession
and that of the
Our Lady of Buen Suceso,
and in Jesus name now and forever. Amen
Our Father, Hail Mary, Glory Be