

PAREF-WESTBRIDGE SCHOOL, INC.

STUDENT'S

MANUAL



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Revised 2014

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**THE PAREF
WESTBRIDGE
SCHOOL**



CHAPTER I THE PAREF WESTBRIDGE SCHOOL

School History

In 1992, a group of parents, well-aware of their mission as the principal educators of their sons, came together with some teachers to set up the PAREF-Westbridge School.

Through the academic institution, Paref-Westbridge School, Inc., professional teachers collaborate with the parents in their mission, by providing a balanced and demanding academic and personal formation for their sons.

Through the community of parents and its formative activities, the parents want to become excellent educators of their sons. The school has the following features:

- Solid character formation program
- Personal formation mentor for each student
- Demanding academic standards
- Home-school collaboration
- Plan of formation for parents, teachers, and non-teaching staff
- Fidelity to the teachings of the Catholic Church

Educating the Person in Responsible Freedom

PAREF has a personal approach to education. Each student is seen as a unique person, gifted with intelligence and free will, the capacity to shape his life and to be ultimately responsible for it. It is he who is the main agent of his own learning and formation.

Thus, an essential feature of the PAREF system of education is the mentoring chat, by which each student is assigned a personal formation mentor for his character development and to guide him to become wise – aware of himself and of what is right, of his freedom and his responsibility for total personal development.

Family Atmosphere

Westbridge is an extension of the family. That is why the school's environment is that of a bright and cheerful home, which is both demanding and understanding. The atmosphere of serious study, work and discipline combines with a family spirit of generous self-giving, sincerity, trust, friendship and care.

Christian Inspiration

The founders of the Parents for Education Foundation, Inc., or PAREF, were inspired by the teachings of Saint Josemaría Escrivá. Faithful to the teaching office of the Catholic Church, the founder of Opus Dei taught that all men are called to sanctity, a combination of human excellence and supernatural greatness. Thus, the ultimate goal of educators in Westbridge is that the students live according to the Christian ideal.

Parents and Teachers: Educating Themselves First

Saint Josemaría also provided the foundation of the educational philosophy of PAREF: parents first, teachers second, students last. Children learn and develop most where the parents and teachers together strive to form themselves to become effective educators and inspiring examples of love of learning and virtue. Thus, another essential feature of PAREF schools is the close, friendly collaboration between home and school, between parents and teachers.

Westbridge and Society

Bound together by a passion for unity, the Westbridge community of parents, teachers, officers, administrative staff, students and alumni realizes that its best contribution to society are:

- the total formation of its students, whom Westbridge envisions to become models and leaders, and
- the formation of parents so that they build truly Christian families, cells of a great society.

WESTBRIDGE SCHOOL PHILOSOPHY

1. We believe that education is a life-long process of holistic formation of the human person.
2. We believe that the learner is a human person composed of a body and spiritual soul, endowed with intelligence and free will and has the dignity of a son of God.
3. We believe that the school is the whole community of persons composed of the parents, teachers, students, staff, and alumni who form, as it were, one family.
4. We believe that the school has the task of providing the means for its students to achieve holistic formation as a result of close home-school collaboration.



5. We believe that parents are the primary educators of their children. They should be inspiring models of love and virtues.
6. We believe that teachers act in loco parentis (in place of the parents) in the education of children. They should be exemplary models of life-long learners.
7. We believe that the formation of the parents, teachers and staff is essential in the students' total development.
8. We believe that fidelity to the principles of the natural law and the Magisterium of the Catholic Church are the key foundations of education.
9. We believe that single-gender education is vital for the holistic formation of our students since boys and girls mature at different paces and are unique from each other physically, emotionally, intellectually and psychologically.
10. We believe that work well-done is a proof of the primacy of the person over material things and is a means of developing oneself holistically, and obtaining his own personal good and that of others.
11. We believe that freedom and responsibility must go hand in hand in a life of dedicated service to God and others, especially the needy, for the common good of society in general, and Filipino society in particular.
12. We believe that the school's best contribution to the community, the country and the world is the gift of men of integrity.

VISION-MISSION STATEMENT

OUR VISION

“Homini Integritatis,” - Men of Integrity

We envision our graduates to be MEN OF INTEGRITY; holistically formed, true men of character who contribute to the common good of society.

MISSION STATEMENT

We, the Westbridge family of parents, teachers, staff, students, and alumni are dedicated to fulfill our Vision.

1. We strengthen and unite the family as an institution of society, enabling the parents to exercise their role as primary educators of their sons, with the teachers as their active partners.
2. We equip our teachers with the means to become respected authorities in their fields.

3. We provide training and formation to our administrative staff so that they become respected professionals and models of excellence in service.
4. We provide a balanced and demanding academic and personal formation for our students so that they live according to the Christian ideal.
5. We provide opportunities for continuing formation for our alumni.
6. We keep our campus elegant, outstandingly clean and orderly, faithful to our spirit of Christian poverty, as part of the necessary means to achieve excellence.

We, the Westbridge family, trusting in God's grace, move as one body, work as one team, act as one family, to make our vision a reality.

The PAREF Westbridge School Vision

Our school environment is that of a bright and cheerful home, where parents, teachers, students and staff treat each other as members of a Christian family. Older students are role models to the younger ones. Everybody lives responsible freedom. This family spirit - of generous self-giving, mutual trust, friendship and care - is within an atmosphere of serious study, work and discipline.

Our parents are first and foremost parents. Their home is the first school. They participate in formative activities, which help them to live as models of wisdom and virtue to combine understanding with firmness. In communion with all Westbridge parents, they build Christian homes, cells of a great society.

Our teachers are respected authorities in their field. They seek continual professional and personal development. As extensions of Christian parents, they are attuned to the needs of their students. They form in values, broaden horizons, and energize students towards higher levels of achievement. As role models, they teach above all by the consistency of their lives.

Our administrators are professionals. They integrate the efforts of the whole Westbridge family towards academic and operational excellence through principled management and synergy from diversity.

Our support staff perform formative role. As respected professionals, they always strive to improve as models of excellence in service. As caring members of the Westbridge community, they help create a home atmosphere by serving diligently, efficiently and cheerfully.

Our students are gentlemen: pious and with a sporting spirit, honed in the sciences and the arts, and equipped with leadership and interpersonal skills. They serve others, especially the less fortunate. Their zest for learning and



virtue is driven by a personal vision of their role in the community, which stems from love of God and a sense of responsibility for the gifts they have received.

Our alumni are role models and leaders. They enter the best institutions of higher learning that enable them to maximize their God-given talents. As respected professionals in their chosen fields, they are productive and responsible citizens. Imbued with Christian wisdom, they continuously pursue total personal development. Their greatest passions are excellence and service. The years deepen their love for their alma mater, making them advocates of the PAREF philosophy and active members of the Westbridge community.

SCHOOL SEAL AND MOTTO



Westbridge Seal

Vinta: The vinta, a sturdy Filipino boat, is the PAREF symbol. It stands for the educational philosophy shared by all the schools that belong to the PAREF system.

Three Stars: These represent the three sets of major players in the school: the parents, the teachers and the students.



Three Wavy Lines: These signify the three foundation virtues that the school shall try to instill in every WESTBRIDGE student:

COMPETENCE - every WESTBRIDGE student should aspire to acquire the necessary competence in every aspect of his formative years with our school: intellectually competent, well-informed and resourceful.

INTEGRITY - WESTBRIDGE differs from many other schools in that we intend to provide our students with a total formation that transcends merely intellectual development. We want every WESTBRIDGE student to undergo a thorough preparation to lead a moral life, a life that is upright and virtuous, with direction and correct orientation.

SPIRIT OF SERVICE - concern for the welfare of the others and the desire to be of help to one's neighbors shall be fostered among our students. Only in this way can we be true to our name of being a BRIDGE to the others. Every WESTBRIDGE student should aspire to transmit whatever good he has received from the school to those around him.

Fish: The lower part of the seal, which is in green, holds a fish. This signifies the way by which WESTBRIDGE shall provide formation to you. Just as fish is caught "by the head", we also intend to form our students to become "virtuous persons" by going to the head - providing them with all the necessary preparations and giving them solid doctrinal criteria.

WESTBRIDGE MOTTO

The school's motto is written at the bottom of the seal. It is in Latin: *Duc In Altum*, which means "Launch out into the deep" (Luke 5:4). In consonance with the three foundational virtues, WESTBRIDGE shall form you intellectually (competence) and morally (integrity). But more than just acquiring these good qualities, students are expected to LAUNCH OUT and reach out to others (service).

WESTBRIDGE GOALS OF EDUCATION

The Westbridge Goals of Education follows the 4 Core Goals of Education of the PAREF Educational System. These goals aim to mold students into:



Self-determined thinkers

Students will:

1. Reflect on human experience and events in the light of universal values.
2. Research, analyze and evaluate information from sound sources.
3. Synthesize and formulate with precision valid arguments in reaching conclusions.
4. Form judgments based on universal truths (truth, goodness and beauty) or on what is true information and develop intellectual humility to withhold judgments when the evidence and reasons are insufficient.
5. Discern the good and direct themselves freely towards its fulfillment.
6. Make and own his decision after well-thought plans of action but with capacity to change mind as it he receives additional data from others.
7. Identify, define and solve quantitative and qualitative problems creatively.
8. Acquire mastery of the core content, skills and values essential to the different learning disciplines.

Effective communicators (communication skills)

Students will:

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

Responsible citizens (civic virtues)

Students will:

1. Have knowledge of and a respect for the dignity of the human person and the conviction that he can work with others in defending and uplifting it.
2. Engage themselves in activities, co- and extra-curricular, that involves helping the less privileged members of society, fostering compassion for others.
3. Use their knowledge and skills to analyze current issues, local and international, and come up with their personal action plan regarding the matter.
4. Show interest in the different fields of knowledge by keeping themselves up to date with the latest in science and technology, arts, the social sciences, math, local and foreign literature.
5. Foster the responsibility for and the care of his environment.
6. Appreciate, empathize, and understand a range of cultures and religions, having respect and consideration for other people guided by values of truth, honesty, fairness, equality, and integrity.

Life-long learners

Students will:

1. Recognize that their studies are an important contribution to society, and tries to work with possible human perfection.
2. See school and non-school activities (hidden curriculum) as opportunities for learning and personal growth.
3. Take responsibility for their own learning seen in their effectiveness to motivate, direct, monitor their learning and to manage and organize their study time, as well as participation in a range of learning opportunities.
4. Maintain & develop a sense of wonder, being open minded and intellectually curious which will lead them to become a lifelong learner.
5. Acquire a sportive spirit, which will make them flexible to various situations or environments and resilient in the face of failures and difficulties as well as learning from their mistakes.



“ Don't let your life be sterile. Be useful. Blaze a trail. Shine forth with the light of your faith and of your love.

With your apostolic life wipe out the slimy and filthy mark by the impure sowers of hatred. And light up all the ways of the earth with the fire of Christ that you carry in your heart.”

(St. Josemaria Escriva - *The Way*, 1)

ACADEMIC

FORMATION

PROGRAM

CHAPTER II

ACADEMIC FORMATION PROGRAM

Section A

SUBJECT GOALS

English, through the various listening, speaking, reading, and writing activities, aims at more than just functional fluency. Especially through the reading of the great authors such as Lewis, Tolkien, Homer and Shakespeare, the subjects aim for the learners to have a profound grasp of the human condition and man's struggles. Through essay-writing, literary analyses, thesis writing, debate, group discussions, individual and group presentations, the learners develop their mastery of the spoken and written language.

Layunin ng **Filipino** na malinang ang kasanayang pangkomunikatibo, pagpapahalagang pampanitikan, kamalayang pambansa at global, pagmamahal sa bayan, mapanuring pag-iisip at pagpapahayag ng kaisipan at damdamin ng mga mag-aaral na may kapaki-pakinabang na literasi; maisasakatuparan ang mga ito sa pamamagitan ng pagbasa, pagsasalita, pagsulat, pakikinig at pananaliksik.

The **Social Studies** Program aims to hone Westbridge learners who have the sense of identity as Filipinos. It also aims to develop one's understanding of the present by looking at the past and to help them know and understand their roles and responsibilities as Filipinos contributing in the protection of the environment, sanctity of the family, and promotion of the common good in the society, country, and the world anchored on the basic teachings of the Catholic Church. The program will also enable the students to appreciate and respect other peoples, civilizations, and cultures across the different time periods and the history and culture of his locality. At the end of the school year, the students should have acquired the basic skills in the study of different disciplines and areas of Social Studies including inquiry, analysis and interpretation of data and information, research, communication, and following of ethical standards.

The **Mathematics** program aims to develop learners' mathematical habits of mind for them to be able to think independently and collaboratively, express themselves in a clear and logical manner - translating these to solve real-world problems, and make sound judgment in accordance with the teachings of the Catholic Church.

Science aims to stimulate wonder at and respect for the physical world and its laws. It seeks to develop a methodic mindset in the approach



to problems; an informed approach to Science-related issues; and sensitivity to new ideas and processes, while equipping students with effective research skills. The program also aims to foster the awareness of Science as an activity governed by Ethics.

The **Religion** program aims at helping students deepen their communion with God through personal faith in Jesus Christ and through obedience to the prompting of the Holy Spirit. Through its fidelity to the Magisterium of the Roman Catholic Church, the program promotes an understanding of the Faith through the study of the Creed, the Sacraments, the Decalogue, and the Liturgy. Imbued with a lay spirituality, the program promotes the sanctification of ordinary work.

Section B

Student Assessment and Evaluation

B1. Tests

Quizzes and Feedback Assessment

Quizzes are short summative tests and activities for a particular lesson that has been explained, clarified and understood by the majority of the class. These are always graded and may be unannounced. Feedback Assessments are activities that are given in order to provide practice, and monitor the learning immediately after instruction. Seatwork, homework, drills, recitation and laboratory work are some examples of feedback assessment. Quizzes and Feedback Assessment form 30% of the quarterly grade.

Unit tests

These are long summative tests or assigned tasks which cover related lessons or topics in a quarter. Unit tests form 30% of the quarterly grade.

Quarterly test

This is a written summative test that covers all units in a quarter. The quarterly test forms 20% of the quarterly grade.

Performance Tasks

Real-life application of understanding as evidenced by the student's performance of authentic tasks. This forms 20% of the quarterly grade.



All evaluative tests follow the formula of transmutation given below:

$$R = \text{Raw Score}$$
$$T = \text{Total Items of the Test}$$

$$R/T \times 83.33 + 16.67 = \text{Final Grade}$$

Passing Grade for all tests is 75% as transmuted.

B2. Skipping Tests

If students miss a test because of a school field trip, sporting event or other commitment which is known in advance, they **MUST** inform the teacher at the earliest possible date and make alternative arrangements.

B3. Notification for Tests

If students miss a test without prior notification, the teacher will automatically assign a mark of zero. In the event of a valid absence, e.g. illness, they should provide a note from home explaining the absence and must speak to the teacher to make alternative arrangements. The school reserves the right to determine the validity of an absence.

B4. Actions on Missed Tests

Provided that students have discharged their responsibilities as prescribed, the teacher will take one of the following actions:

1. permit the students to take the same test that was taken by the class;
2. permit the students to take a modified version or completely different version of the test taken by the class;
3. give the students an oral test; or
4. disregard the test and use a modified weighing scheme.

B5. Homework/Assignment

A reasonable amount of homework is necessary for the students' intellectual and personal betterment. The teachers have arranged for everyone to receive a sufficient amount of work to complement his class lessons - no more and no less. Work which students do on their own is one of the best means for their growth in maturity. They must learn through practice how to organize their time and present their thoughts clearly and intelligently. In short the school values students' work highly, and expects them to do the same. (If the student finds himself putting



in many extra hours regularly, he should speak about his difficulty with the teacher and adviser or mentor.)

B6. When to submit homework

Unless prevented by some serious concerns, all students are expected to complete every home assignment - to complete it thoroughly, neatly and professionally. Their assignments are due:

For grade school: at the beginning of each class on the date for which the lessons are assigned.

For high school: at the beginning of the day (before the start of the first period for the day) for which the lessons are assigned.

Anyone who has not completed his homework by this time gets a mark of zero and receives sanctions determined by the department.

B7. Unsatisfactory School Work

Unsatisfactory school work is any work done for school that can be described in any of the following ways: incomplete, sloppy, creased, smudged or stained, filled with erasures, not following the correct format or done on the wrong kind of paper, or not following instructions. Such work is unacceptable.

Students who have submitted unsatisfactory work may be asked to redo it. They may also be sanctioned for it. These two possible consequences, however, are left to the teacher's discretion. What is clear is that unsatisfactory schoolwork is the equivalent of no school work.

B8. Cheating on Homework or Assignment

Copying homework is equivalent to cheating and will be treated as such. This pertains to both parties involved. Students should not, therefore, lend their works to anyone for copying. This is tantamount to disservice.

Section C **Examination Policies**

During Quizzes, Unit tests and Quarterly tests students should always have pencil or pen and pre-cut paper to be able to take the quiz or test.



No student should ask for paper, ballpen, etc. from seatmates/classmates. They can help their fellow students grow in responsibility by not giving or lending these things when he does not have them.

Only students who have presented a duly signed examination permit can take the quarter examination. Examination permits shall be given by the Business Office at least a week before the exam schedule.

On cheating: Students caught cheating during quizzes and exams shall be given the lowest possible grade (0) and/or a suspension.

Section D The Grading System

D1. Calculation of Report Card Marks

Letter Grades in Westbridge

Subjects in Westbridge are given the following letter grades with their corresponding numeric equivalents:

A+	- Excellent	- 96 – 100%
A	- Advanced	- 90 – 95%
P	- Proficient	- 85 – 89%
AP	- Approaching Proficiency	- 80 – 84%
D	- Developing	- 75 – 79%
B	- Beginning	- 74% & Below

Only the letter grades appear on the card but there are number equivalents of these in the school records.

GRADING SYSTEM

A. Components of a Quarter Grade for each subject.

- 30% - Quizzes, Homework, Recitation
- 30% - Unit Tests
- 20% - Quarter Test
- 20% - Performance Task

B. Transmutation for Assessments such as Quizzes, Unit Tests and Quarter Test

$$\text{Formula: } (\text{Raw Score} / \text{Total Number of items}) \times 83.33 + 16.67 = \text{Final Assessment Grade}$$

- C. Performance Tasks will be graded according to the Criteria / Rubrics provided by the teacher.
- D. Final Grade for all Subjects at the End of the School Year will be the Average of the Four Quarters.

General Description of the Grade Components

The **Quarterly Exam** is a summative assessment of the student's learning all the lessons taken up for the entire quarter in paper and pen format. This component will also assess the student's level of mastery of the knowledge, concepts, and skills for each quarter. The type and scope of a quarterly exam vary depending on the subject area.

Unit Tests are summative assessments of students' lessons taken after a specific period within a quarter. This is administered periodically, ideally after two to three weeks into the quarter. A minimum of 2 unit tests should be administered each quarter. The type and scope of a unit test vary depending on the subject area.

Quizzes are a summative assessment of students' learning at the end of the lesson. It is a selected-response or short-answer test (oral or written) where the sole purpose is to assess for discrete knowledge and skill. A quiz given for formative purposes is not considered in the computation of the students' grade but is a basis for making decisions whether to proceed to the next lesson or to reteach. A minimum number of quizzes is administered each quarter.

Laboratory is a form of assessment that measures students' ability to manipulate laboratory instruments, observe and record data, formulate hypotheses, collect evidence, make inferences, conclusions and predictions and discuss their findings in a formal laboratory report. A minimum number of experiments is given in a quarter.

Performance Tasks are forms of assessment that uses students' knowledge to effectively act or bring to fruition a complex product in which their knowledge and experience are revealed. In a performance task, students will simulate or replicate important real world challenges, such as asking them to use knowledge in contexts where the purposes, audiences and situational variables are genuine.

Here a student will use his judgment as well as his knowledge. The task may be a product, performance or extended written response to a question that requires students to apply critical thinking. Some example



of performance assessment tasks include written compositions, speeches, works of art, science fair projects, research projects, musical performances, open-ended math problems and analysis and interpretation of a story the student has read.

Writing Assessments are students' ongoing record of expressions, experiences and reflections on a given topic. Two general types of writing assessments are usually considered: one in which students are to write, with minimal direction, what they are thinking and/or feeling; the second requires the students to complete a specific written assignment and establishes restrictions and guidelines necessary to accurately complete the assignment.

Class Participation refers to students' level of engagement in the learning process in class, attendance, promptness, attention in class, comportment and class preparation.

Class work includes work or activities usually done outside the classroom in preparation for the next lesson and may involve an application or extension of student learning (Homework) or work or activities, practice exercises and drills to ensure mastery of skills and knowledge learned in class (Seatwork).

Section E

Promotions Criteria

E1. General Rules on Promotion

Any grade lower than 75% (D) is a failure. Students who earn a passing grade in all subjects are promoted to the next level. No student can be promoted to the next year level with failing subjects at the end of the school year. In other words, promotion means that students must pass all subjects of that level at the end of the school year or after attending extended school year classes during summer.

For retention in the school rolls, a student can only repeat the same year level once.

E2. Grade School Promotion

Students having a final grade of 72% to 74% will be given a Remedial Test. On the other hand, a Validation Test is given to students who get a final grade lower than 72% or fail the Remedial Tests twice.

E3. High School Promotion

Students who fail one or more Component Subjects at the end of the school year will take a validation test. Students who fail one or two Major Subjects at the end of the school year will take the Extended School Year.

Students who fail three (3) or more Major Subjects will repeat the year.

Mid-Quarter Status

The mid-quarter status, as the term implies, is students' academic status at the middle of each quarter which takes into consideration their academic status in the previous quarters. With the exception of the first quarter, this is computed by averaging the mid-quarter grades of the current quarter with the quarterly grades of the previous quarters. This mid-quarter status report is released on the fifth or sixth week of a quarter.

Current Status

The current status is a student's academic status at the end of each quarter which likewise takes into consideration his academic status in the previous quarters. With the exception of the first quarter, this is computed by averaging the quarterly grades to date. The current status is reflected in the report cards which also contain the numerical grades issued at the end of every quarter. The current status determines passing or failing of subjects at the end of the school year.

BIDORY / BIDONGOT

A student may be in danger of repeating the year if he has a failing current status in at least two (2) subjects. In this case his name is included in, the BIDORY (Boys In Danger of Repeating the Year) list. A Grade Six or High School senior is in danger of not graduating on time if he has a failing current status in at least one (1) subject. In this case his name is included in the BIDONGOT (Boys In Danger of Not Graduating On Time) list. The parents of a student in either list will be informed via a phone call or chat that their son is in danger of failing certain subjects.



Section F Honors and Awards

The Student Excellence Award

The Student Excellence Award is the highest recognition that Westbridge confers upon her graduating students. It is an award for effort exerted according to your aptitude and ability. Unlike the honor certificates and the other academic awards, the Student Excellence Award is not given solely for high grades although oftentimes, it happens that a student's hard work and dedication to duty result in attaining good marks. This is Westbridge way of stressing that studies are a tool for character formation. A student can receive a Student Excellence Award if:

1. he has shown consistency and constancy in effort in his studies shown in his active participation in class activities, neatness, quality of work and punctuality in meeting deadlines for assignments;
2. he has maintained a grade of at least A in all major subjects during the four quarters and has no D grade for the entire school year;
3. he has passed all his subjects - academic and non-academic - at the end of the year. **Students who pass all their subjects but have deteriorated are disqualified.** This observation is determined by comparing his current year performance with his previous performance. A student whose effort has declined during the year but recovers by the end of the year is not automatically disqualified from being a nominee;
4. he has shown exemplary conduct inside and outside the campus during the school year by exercising the virtues proper to a Westbridge Gentleman, which is worthy of emulation by his fellow students; and,
5. he has not committed any grave or major offense.

Every quarter, teachers deliberate on possible recipients of the award. A week after the 4th Quarter Examinations, the nominations made throughout the year are tallied and all the teachers in the class vote on who the recipients will be. There is no limit to the number of students in a batch that may receive the award.

The award is conferred upon deserving graduating students during the Grade 6 and High School graduation rites.



Quarterly Recognition

A student can receive a **First Honors** certificate at the end of a quarter if the average of his quarterly grades in all the academic subjects is at least 96; his quarterly grade in all the academic subjects is at least 80; and he is passing in all his non-academic subjects.

A student can receive a **Second Honors** certificate at the end of a quarter if the average of his quarterly grades in all the academic subjects is at least 90; his quarterly grade in all the academic subjects is at least 80; and he is passing in all his non-academic subjects.

A student can be included in the **Director's List** at the end of a quarter if the average of his quarterly grades in all the academic subjects is at least 85; his quarterly grade in all the academic subjects is at least 80; and he is passing in all his non-academic subjects.

Components in the English subjects will be considered as one academic subject each.

The recipients of these honors are recognized during the Student Assembly.

End of the Year Recognition

A student can receive an **Academic Improvement Award** at the end of a school year if his 4th quarter grades in majority of his academic subjects of the current school year have improved compared to his end-of-the-year performance in the same academic subjects the previous year and he has maintained his passing current status in the rest of his subjects.

A student can receive a **First Honors** Gold Medal at the end of the year if the average of his final grades in all the academic subjects is at least 96; his final grades in all the academic subjects is at least 80; and he is passing in all his non-academic subjects.

A student can receive a **Second Honors** Silver Medal at the end of a quarter if the average of his final grades in all the academic subjects is at least 90; his final grade in all the academic subjects is at least 80; and he is passing in all his non-academic subjects.



A student can receive a **Director's List** Bronze Medal at the end of the year if the average of his final grades in all the academic subjects is at least 85; his final grades in all the academic subjects is at least 80; and he is passing in all his non-academic subjects.

The undergraduates receive these honors during the Recognition Day Ceremony. The Grade 6 and Fourth Year students receive these honors during their respective graduation ceremonies.

Graduation Awards

A student can receive a **Subject Excellence Medallion** if among the candidates for graduation he has shown to be the best in the following criteria:

A student can receive the **MATHEMATICS EXCELLENCE MEDALLION** if he manifested the specific skills needed in Mathematics class. These are:

1. **MASTERY** – This is shown when the student has acquired mathematical skills necessary to interpret and apply algebraic concepts and methods to solve real life problems. He can recognize the connections among mathematical topics and become competent in the selection and application of appropriate mathematical tools.
2. **ACCURACY** – This is manifested when the student shows precision and correctness in his computation most of the time if not, at all times.
3. **SPEED** – This is demonstrated when student can solve and analyze a problem situation with the efficient use of his time. He has developed mental mathematics skills that enable him to solve practical situations under time pressure.

A student must also maintain an **average grade of 90%** and above from first year to fourth year for High School and grades 4 to 6 for Elementary.

The student must have been involved in **extracurricular activities** in Mathematics and represented the school for a competition.



This can be summarized by the percentages given to each criterion.

MASTERY	15%
ACCURACY	15%
SPEED	15%
EXTRA CURRICULAR	15%
GRADE	40%
Total	100%

Take note that the grade is given much weight than the rest for the reason that it is total effort of the student that has shown since he was in grade 4 or first year high school.

A graduating student both in elementary and high school may receive the **ENGLISH EXCELLENCE MEDALLION** if he meets the following criteria:

1. **Fluency and Proficiency** - The student should have demonstrated fluency in English. This should be evident both in speaking and in writing.
2. **Content of Writing Projects** - Ideas contained in his writing projects should be deep and highly commendable - always consistent with the Philosophy of the School.
3. **Participation in Contests** both inside and outside the School- It is best if the candidate has joined contests such as declamation, oration, extemporaneous, etc.
4. **Grade in English** - The candidate's grade in English for the first three years in high school in any quarter should be at least P. His grade in any quarter in his senior year should be at least A. If the candidate is in grade 6, his grade in English for the first two years in the intermediate level (grades 4 and 5) in any quarter should be at least P. His grade in any quarter in his last year in elementary (grade 6) should be at least A.

A graduating student both in elementary and high school may receive the **FILIPINO EXCELLENCE MEDALLION** if he meets the following criteria:

1. An average grade of **A** in Filipino from First Year to Fourth Year for High School and Grades Four to Six for Elementary;



2. A participant or representative of the class/school to any Filipino related contest either in school or outside the school;
3. Is proficient in the use of the language both written and oral; and,
4. Has published a literary work either in prose or poetry in the school paper, a newspaper or magazine.

A graduating student both in elementary and high school may receive the **SCIENCE EXCELLENCE MEDALLION** if he meets the following criteria:

1. An average grade of **A** in Science from First Year to Fourth Year for High School and Grades Four to Six for Elementary.
2. A participant or representative of the class/school to any Science related contest either in school or outside the school.
3. He has a special aptitude for Science shown in his interest in Scientific research.

A graduating student both in elementary and high school may receive the **SOCIAL STUDIES EXCELLENCE MEDALLION** if he meets the following criteria:

1. He has an average grade of **A** in Social Studies from First Year to Fourth Year for High School and Grades Four to Six for Elementary.
2. He is also a participant or representative of the class/school to any Social Science related contest either in school or outside the school.
3. He has a special aptitude in Social Science shown in his interest in Geography, History and Current Events.

The **RELIGION EXCELLENCE MEDALLION** puts a premium in the way a student has assimilated the Knowledge he has acquired through good Behavior reflecting the main virtues emphasized in the Religion classes.

1. **Self Discipline** – good class behavior and never been involved in a major disciplinary action.
2. **Study** – at least a Director’s list student and shows exemplary effort in mastering the truths of the Faith as discussed in the Religion classes
3. **Charity** – has initiatives in the area of helping others: classmates, teachers, the school and the community

4. **Piety** - shows respect and reverence to matters pertaining to worship & the sacraments
5. **Fortitude** - as shown in his hard work, sporting spirit and positive attitude to difficulties

A high school graduating student may receive the **LEADERSHIP MEDALLION** if he has shown his leadership capabilities through the various activities inside and outside the campus. He should also been head of any one of the major student organizations of the school during his high school year. He has earned the respect and confidence of his subordinates and has shown initiatives in promoting the philosophy of the school through the organization he leads.

A high school graduating student may receive the **JOURNALISM MEDALLION** if he has been exemplary in the field of Journalism. He should be a member of the school paper staff and has also distinguished himself in the field by garnering honors for the school in journalism competitions.

You can receive the **ATHLETE OF THE YEAR AWARD** if among the candidates for graduation you have earned the highest number of points for participating in the following levels of competition:

- 15 points for international competitions (SEA, ASEAN)
- 10 points for national competitions (Palaro, etc.)
- 7 points for regional competitions (Regional Meet, etc.)
- 5 points for provincial competitions (Integrated Meet, etc.)
- 3 points for district competitions (PRISAA, Pasarrelle, etc.)
- 1 point for school competitions

Additional points are given for the following achievements in competitions whether individual or in a team:

- 3 points for first place
- 2 points for second place
- 1 point for third place

You can receive the **WORK EDUCATION AWARD** if in the quarterly assessment of your Work Ed teachers you have manifested specific virtues needed in a Work Education class. These virtues are:

1. **personal order** - manifested above all in being in proper and complete attire and having all tools available;
2. **order at work** - refers to the cleanliness of your working area;
3. **punctuality** - shown in your prompt submission of projects;



4. **respect for others** - manifested in obeying classroom rules to ensure concentration at work;
5. **poverty** - shown above all in your care for the tools and facilities.

You can receive the **PHYSICAL EDUCATION AWARD** if in the quarterly assessment of your PE teachers you have manifested specific virtues needed in a Physical Education class. These virtues are:

1. **leadership** - includes the ability to get others to pursue an objective;
2. **docility** - to make as one's own the indications of the team captain;
3. **personal order** - manifested above all in being in proper and complete P.E. attire and putting order in ones personal things;
4. **poverty** - shown in the care and proper use of sports equipment;
5. **sporting spirit** - the attitude of playing to the best of one's abilities whether winning or losing in the game or competition;
6. **sportsmanship** - the practice of friendship, humility and camaraderie among one's teammates and opponents whether winning or losing in a game or competition.

You can receive the **MUSIC AWARD** if you have shown exemplary performance and aptitude in the art of Music. You can be conferred this award if you have manifested the following traits as well as qualifications:

1. **Performance** - refers to the practical manifestation of musicianship through musical performance done, either as an individual or within a group presentation. This would include the quantity and quality of performance.
2. **Musical Aptitude** - this refers to the persons innate musical capability and talent. Also includes capability to create music, play a musical instrument and higher learning capacity for musical performance.
3. **Leadership** - refers to the ability to lead others to pursue an objective in any musical activity.
4. **Musicality** - refers to the attitude of the individual to master the art of music through the virtue of hard work, patience and practice.

Section G

Academic Policies and Praxes

STUDY TIME. Study is your first priority. This occurs mainly at school and at home. Westbridge requires regular study time in the grade school, this should be about an hour and a half to two hours daily; in the high school, about two to three hours. A regular time (sooner rather than later), a conducive place, and time for study and review (in addition to written assignments) help develop the habits of mind necessary to academic success.

DEPORTMENT. It is your responsibility to be materially, physically, and mentally prepared for study and homework. You are expected to bring pens, pencils, notebooks, textbooks and any other required materials to class. You need regular amounts of sleep, breakfast and lunch to be able to concentrate, your outward appearance in dress and posture and your punctuality are signs of your inward attitude.

PEER MENTORING. Peer mentoring begins in the second quarter. It is voluntary for both mentor and tutee who should come from the same class.

INTELLECTUAL HONESTY. Students commit an injustice against others and harm themselves when fraud replaces honest effort. An offense against intellectual honesty is committed by cheating on a quiz or test, copying another student's homework, plagiarism or the unacknowledged borrowing of the work of an author, and using unauthorized aids.

ACADEMIC TUTORIALS. Westbridge teachers cannot give tutorial classes to any Westbridge student for a fee.

REMEDIAL CLASSES. After the first quarter examinations, the class adviser may deem it necessary to schedule remedial classes for students who need more help. These are scheduled after the last class of the day.

POSTPONED UNIT TESTS AND QUARTERLY EXAMS. When classes do not begin on time or are suspended during an examination week, your unit tests or quarterly exams for that day are automatically scheduled for the next day. The same principle is followed no matter which day or how many days are declared non-class days.

REPORT CARDS. The report cards are normally released on the second Friday after the quarterly exam. You must return the card a week after it is given duly signed by your parents and mentor.



“It also hurts a great deal to see millions of people – including many Christians... - who are going through life without any fixed direction or purpose, like chaff which the wind sweeps away (Ps 1:4), indifferent to the merciful plans of our Father God, who wants all men to be saved (cf 1 Tim 2:4) but who, at the same time, counts on each person’s free cooperation.”

**-Blessed Alvaro, In a letter, 1-XI-1990
Beatification Day
Sept. 27, 2014**



PERSONAL
FORMATION



CHAPTER III

PERSONAL FORMATION

Section A

Goals and Means of Formation

Personal Formation Goals

Personal formation refers to the entire education that students receive in Westbridge. The academic program, mentoring, spiritual means of formation, sports and even the facilities contribute to their formation as a person with an intellect and will. Everything in Westbridge fosters the total personal development of the students.

A more specific way of understanding personal formation, however, is to distinguish it from academic or intellectual formation. Taken in this context, personal formation is the work of specific agents to form students, such that the latter pursue wisdom and the other virtues. Wisdom is the knowledge a human being must have to be happy in this life and in the next. Virtues are habits that make a human being good.

The personal formation program consists of means of formation vis-à-vis over the academic program that aim for the students' integral development. These means of formation endeavor to lead them to a greater self-knowledge that will prepare them for life here and hereafter. Moreover, personal formation involves a deliberate and systematic program of character formation that is founded on the academic program considered as the primary venue for forming character directed to all the students in a personalized manner permeated by a Catholic ethos and the lay spirituality of Opus Dei carried out through the collaboration of the parents (who are helped to become first and foremost parents) and the teachers (who are trained to become agents of formation).

The Means of Formation

The mentoring system is where the goals of wisdom and virtue are personalized. The mentor guides the student in attaining all the goals of education although he spends more time teaching one of them — virtue. While the teacher educates formally in the classroom, the mentor educates informally through his conversation with the mentee. The mentor deliberately seeks the help of the mentee's parents. In fact, he works on the premise that the goals of wisdom and virtue are primarily



the concern of the parents. The mentoring system is the school's strongest instrument for personal formation.

The Westbridge family of parents, teachers, administrative staff and students strive to live the twelve Virtues of the Westbridge Gentleman. Each fundamental virtue covers several others and is the source and cause of many other virtues that comprise the Virtue of the Month (VOM) line-up in the different departments. The selection of the 12 virtues is based on a Christian understanding of man as handed down through the ages and enriched by the lay spirituality and clear Christian doctrine taught by Saint Josemaria Escriva. Ultimately, the goal is to live the virtues that Jesus Christ lived, the example of perfect manhood.

Three components make up the school's spiritual formation program: religious instruction, the sacraments, and spiritual direction. The program helps the students grow in the faith by helping them develop a stable life of piety, a big help in facing the changes that adolescence brings. Moreover, the program Christianizes the human formation that they are receiving. Students do not get all they could from Westbridge if they do not take advantage of all the components of spiritual formation offered them in school. Without spiritual formation, the education they receive in Westbridge is not what the founding parents wanted it to be.

There are other institutional means of character formation that will be discussed in the next sections.

Section B

Personal Formation Mentoring

The Personal Formation Mentor

In Westbridge, personal guidance is carried out through a monthly one-on-one conversation between a student and his personal formation mentor. The mentor is tasked to act as the student's alter ego, guide, mentor, coach, older brother, mature friend, or father in school.

The mentor's job is not to enter into intimate terms with the student in order to replace his will, telling him what to do in each case. On the contrary, he is there to help the student use his freedom well. More than resolving the student's problems, the mentor is concerned with making the former reflect, find the solution and make the opportune decisions. Formation of the student's criteria is a foremost concern of the mentor. It is also the mentor's objective to help the mentee accept responsibility for the latter's actions.



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

The fact that you talk about worries, problems, responsibilities in the chat may give the impression that the mentoring is carried out in an atmosphere of gravity. This is not so. Your conversation with your mentor may have all the seriousness human life may require at times, but it also takes place in an atmosphere of cheerfulness.

Parent-Mentor Conference

The periodic parent-mentor conference, more than a report about you, is a conversation on how your mentor and parents can collaborate to help you develop specific virtues. This conference takes place at least twice in a school year.

In the spontaneous atmosphere of the family, you would frequently behave differently from the way you act in school. In this sense, the feedback from your parents can help your mentor attain a more profound knowledge of you. Your mentor, in turn, can inform your parents of how you are in school —your character, studies, relations with classmates, aptitudes, etc. What your mentor relates to your parents is information known by your teachers and classmates, never matters you have related to him in confidence.

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

Consultation with Teachers

Your mentor also takes into account data that the other teachers give him about you either informally or in meetings of teachers. At times, your mentor talks to your teachers for an exchange of impressions in order to determine criteria for action in some concrete cases.

Silence of Office

The professional silence of the mentor means that data from the chat will be used only by persons who have been professionally

entrusted with your formation, i.e. your teachers, school officers, and your parents. Moreover, If you wish that something be kept confidential, your mentor is obliged to respect your desire. Matters of conscience (those that pertain to your spiritual life and struggles) are covered strictly by this rule. In some cases, your mentor could propose the advisability of bringing up the matter to others (e.g., parents, school officers, teachers). If he volunteers to do it himself, he can do so only with your expressed consent. The rule on silence of office, however, is rescinded when the information involved poses a danger to yourself, others or the common good.

Topics for Chat

Mentoring is done above all through a private conversation where you touch on the following concerns:

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

Special Concerns in Mentoring

The following are concrete points of struggle that you and your mentor can tackle in the course of your mentoring dealings:

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



Mentoring Policies and Praxes

Frequency and Length of Chats. A chat normally lasts for half an hour and ends with concrete resolution/s that you will work on until your next meeting with your mentor. Your mentor is required to meet you at least twice a month or twenty times a year. Chats are held in the chat hut or any place in campus that is conducive to a private conversation.

Schedule of Chats. You can have a mentoring chat any time during class hours. You are allowed to miss a class for a mentoring chat. If you wish a chat re-scheduled because of a quiz or a test, you could advise your mentor of your preferred time. Normally, your mentor goes to your classroom to call you out. You can request for a chat any time you feel it necessary; you do not have to wait for the following month.

Academic Tutorials. It is a policy of the school that Westbridge Teachers cannot give Academic Tutorial services for a fee to any Westbridge student. This is to avoid any conflict of interest situations. Academic tutorials maybe obtained from other institutions offering these services.

Section C

Virtues of the Westbridge Gentleman

The Virtues of the Westbridge Gentleman (VWG) envision excellent and happy human beings which every member of the Westbridge family strives to become. The twelve virtues that comprise the list are taken from natural philosophy (cardinal virtues), Old Testament revelation (10 Commandments) and revelation from the New Testament (8 Beatitudes).

The cardinal virtues first formulated by Plato refer to the perfection of all the main faculties of the human being and to the perfecting elements of all virtues. The 10 Commandments form the basic structure of human morality and therefore of all moral virtues. “They teach us the true humanity of man. They bring to light the essential duties, and therefore, the fundamental rights inherent in the nature of the human person” (Catechism of the Catholic Church 2070). The beatitudes offer a description of the fundamental qualities of personal excellence, for they “depict the countenance of Jesus Christ and portray his charity” (CCC 1717). They “contain in embryo, the whole program of Christian perfection” (Navarre Bible, Commentary on Matthew 5,2).

Section D
Virtue of the Month (VOM)

Below is a list of the VOM, the designated month for each, and the subordinate or related virtues and values under each one:

June: Study

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

July: Order

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

August: Truthfulness

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

September: Charity

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

October: Generosity

magnanimity, high mindedness, hospitality, munificence, passion for excellence, strong desire for holiness, thoroughness, assiduousness, care for details (etiquette, elegance)

November: Obedience

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

December: Love for God

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

**January: Fortitude**

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

February: Self-discipline

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

March: Cheerfulness

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

April: Loyalty

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

May: Responsibility

dependability, reliability, commitment, being proactive, social responsibility, preferential love for the poor, respect, considerateness, courtesy, politeness, fairness

Student Assembly

A student assembly is a formal gathering of the students and teachers of a department where a speaker explains the Virtue of the Month (VOM) and suggests practical ways of growing in the virtue. It is held on the first week of each month and is presided by the Principal or any designated person in case of his absence.

Praxis: You are expected to wear your gala uniform during a student assembly. On this day, a haircut inspection is conducted. You must stand up when the Principal goes on stage, sit up straight and listen attentively all throughout the assembly, sing reverently the school hymn, talk only if and when recognized by the speaker, applaud properly in the case of an awarding ceremony, and exit in single file by row maintaining the line up to the classroom.

Section E

Spiritual Means of Formation

Spiritual formation in Westbridge is education in the doctrine of faith and formation in the virtue of faith. Without the virtue of faith,

Religion classes do not make sense. Without faith, the Christian meaning of certain topics is never grasped. Without the right disposition, Westbridge education would be reduced to an education with Christian trimmings. And to have right dispositions, we need to open ourselves to God's grace with prayer and the worthy reception of the sacraments.

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

Religious Instruction

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

The program wants you to internalize a Catholic culture. Memorizing the catechism is an indispensable way to achieve this. The program ranges over the Old and New Testaments, liturgy, lives of saints, religious customs, Church history, practical problems in prayer, ways to make the most of the sacraments, and moral cases. If in later life you do not end up with an infallible recollection of catechism answers — and normally you will not — at least you should end up with clear ideas about faith and morals based on memories of other components of the Religion classes.

Sacraments

Being in the state of grace or at least struggling to be in it is important for Christian education to make sense. Hence the means to grow in the state of grace or to recover it are made available through regular and frequent Confession and the weekday attendance to Holy Mass. The rite of **Confirmation** is held yearly for Grade 4 students and older students who have not received it yet.

Confession. Each level has a scheduled confession day every week. On the day itself, a teacher brings a form to your classroom first thing in the morning. The form is passed around. Those who want to see the priest



sign up and wait to be called. The first three students are called; the first to see the Chaplain gives him the list. As soon as one penitent comes back to the classroom, he tells the next student in the list to proceed to the chapel. Only three students at any given moment wait for their turn. While waiting, you can spend the time preparing for confession or, if you have already done so, reading a spiritual reading book.

Holy Mass. Mass is celebrated daily at 7:45 A.M. in the Chapel. It coincides with the study period. You are encouraged to attend Mass during the study period especially if your class is sponsoring it. Levels take turns each week in sponsoring a Mass. Members of the sponsoring classes attend the mass and act as readers, commentator, servers, etc.

General Student Masses are celebrated for the opening of the school year, on the Solemnity of the Immaculate Conception (December 8), Christmas Outreach Day, Foundation Day (around February 14), and Ash Wednesday. Other special Masses are held on the occasion of the First Communion, Confirmation, and the death of a member of the Westbridge community (parents, teachers, students) or that of his immediate relatives.

Praxis. Be present in the chapel before the Mass starts. Enter quietly and look for a vacant seat. If you arrive late for the Mass and if it is not a day of obligation, you can still receive communion. When crossing the nave and the Mass is going on, always genuflect even if the Blessed Sacrament is not yet present. If you wish to receive communion, you should be in the state of grace and should have observed the required one-hour Eucharistic fast. To receive communion is a privilege; it is not an obligation. Before communion time, those in the front pew stand at the center front, allowing enough room for the priest to distribute communion. Do not push when queuing for communion. After the final blessing, wait for the priest to enter the sacristy. Do not leave your place until the priest enter the sacristy. Do not run nor stroll on your way out. It is advisable to spend some moments in thanksgiving after the Mass.

Spiritual Direction

Spiritual direction is that regular, friendly conversation with the priest which is extra-sacramental and extra-academic in character. It helps you acquire a real Christian formation and grow in spiritual maturity.

It helps you know yourself better: your weaknesses, defects as well as your good points and special qualities. Without true self-knowledge, you cannot struggle. And without struggle, there is no sanctity.

Pride, laziness, sensuality and the other passions that are more manifest in adolescence tend to deform reality. It is necessary that you know the truth clearly. You can go through periods of blindness during which you need the help of the priest who can lead you and open your eyes to the truth. It is also in adolescence that you are most prone to suffer interior hurts and wounds of considerable depth. These wounds and hurts take time to heal. They need a close follow-up and very often, a quick cure would not be sufficient.

Praxis. Outside of the weekly confession schedule of your class, you can always approach any of the chaplains for spiritual direction. A priest makes himself available to anyone before the 7:45 Mass, and during the mid-morning and lunch breaks.

Other Spiritual Means of Formation

The **meditation** is a personal conversation with Our Lord directed by a priest who does his own prayer aloud aided by specific considerations from the gospel. It is given monthly to every year level in high school and it is held in the chapel.

Praxis. Kneel down during the introductory prayers. You may sit down after the introductory prayer for the duration of the meditation. Kneel down again for the closing prayer. The class goes out of the chapel only after the final aspiration 'Holy Mary Our Hope, Seat of Wisdom' to which you respond 'Pray for us'. The teacher-in-charge prepares the meditation table, chair, and microphone every morning for the meditation of the day and puts them away in the evening. There is no need for a student to leave his class early to prepare the place materially.

The **recollection-seminar** is a day of personal examination of conscience. The various activities of the recollection are an aid for each student to review the different aspects of the Christian life. The seminar component follows a plan of formation that has objectives varying from class unity, leadership, social concern, etc.

Praxis. This is organized for the third and fourth year classes once a year. External silence is observed during the recollection to allow each one to pray. It is held out-of-town. The fourth year recollection seminar is a requirement for graduation.



Other Means of Character Formation

Job Assignment

You are given the opportunity to carry out tasks other than those required by the curriculum. Job assignments are means to develop a sense of responsibility, to eliminate señoritismo, to live the spirit of service, and to break the routine of regular school work. The general areas for job assignments are the classroom, cafeteria, and the campus.

Classroom job assignments can be any of the following: errands, door, beadle, desk alignment, time keeper, lockers, litter, windows, ledge, teacher's table, diary, blackboard, repairs, cleaners for the day, lost and found, lights and fans. The distribution of job assignments is ordinarily made by your class adviser although he can delegate this to the class officers. The class officers can also be tasked to monitor the performance of the assignments which are quarterly.

Section F **Policies and Praxes**

Chapel Norms of Conduct

Piety has its good manners. We observe the following praxes to show our respect and veneration to Our Lord who deserves the best we can offer:

When entering the chapel, always make the Sign of the Cross with holy water at the entrance. There is no need to make the Sign of the Cross when leaving.

Before entering a pew, leaving it, or when you pass in front of the Blessed Sacrament (in the tabernacle), execute a proper genuflection which is done with the right knee touching the floor, the back should be straight like that of a soldier.

In making visits or in attending liturgical ceremonies (e.g., Mass, meditation), always be as neat and proper as possible. Do not go inside the chapel in rubber shoes, shorts, collarless shirts or unbuttoned shirts. Make sure your shoes are not dirty with mud or dust, especially at the soles.

If the Blessed Sacrament is not present, whenever you cross the center aisle, bow before the altar.

In order to go from a sitting position to a kneeling position, stand up first and then kneel down. The same procedure is followed in going from the kneeling position to the sitting position.

When inside the chapel, never cross your legs, slouch, look around, joke, giggle, or talk unnecessarily. Whenever you have to speak, do it in a low voice or in a whisper. Silence should already be maintained as soon as you enter the chapel.

No one is allowed to enter the sacristy or to go up into the sanctuary area (where the altar is) except the server/s of the day.

Maintain the proper posture when standing up. Do not rest on the front pew or stand on one leg. Do not place your feet on the kneelers. Do not bang the chapel, or confessional doors.

Westbridge and Non-Catholic Students

Westbridge is open to students of all religions, baptized or non-baptized, who wish to avail of the PAREF education. Their freedom of conscience is respected. They are not required to participate in acts of worship which they may consider contrary to their beliefs in activities such as Masses, rosary, pilgrimages or benedictions. However, during these periods, they must use their time well by studying, for example.

They are expected to attend Religion classes and pass the subject as any other knowledge subject. This is so because a knowledge of God and of the truths of Catholic doctrine is deemed an essential part of the PAREF education. They must also attend the meditations as this constitutes part of their formation in asceticism.

The spreading of materials containing ideas of a non-Catholic nature contravenes one of the basic reasons for the school's existence which is the formation of students in the principles of Catholic doctrine.

Junior and Senior Prom

The school does not organize a junior and senior prom and similar social activities. The development of social graces and relationships with the opposite sex is clearly within the competence of the parents and is best handled within the family setting. A junior-senior prom and other similar social activities do not contribute to PAREF's objective of providing holistic personal formation to its students. While the activity may contribute to the development of some skills, social graces and a



sense of responsibility in the students especially the organizers, these positive points can be achieved in other ways like membership in school organizations and clubs. Students are guided to organize social activities which will provide greater exposure to the needs of larger society and foster generosity with their time and material resources.

The notable drawbacks of a junior-senior prom include peer pressure imposed on those students who are not yet ready to go on a formal one-to-one date, unlike some others who may be more comfortable in their dealings with the opposite sex. Moreover, the prom results in disproportionately high expenditures for food, venue, apparel and other amenities. Students are also unduly distracted from their main responsibility, which is to study.

Finally, after-prom activities which are harder to monitor and control pose possible moral dangers to those who are not accustomed to these activities. These drawbacks easily offset any advantage the activity may hold.

The school premises may not be used for any activity to support a junior-senior prom and other similar activities. Teachers, staff, and school officials do not take part in any of these.

Communication of Concerns to the Proper School Officials

Ordinary Concerns. Difficulties in your school work are best brought to the attention of the subject teacher concerned. Problems in your relations with your classmates and teachers are best brought to the attention of either your class adviser or, in the case of a teacher, his Principal. Personal problems or matters that require involvement of your parents are best discussed with your mentor. When something or someone in school or at home keeps you from learning fully, do not hesitate to approach the people tasked to attend to your concerns. You do not have to wait for your next mentoring chat to bring up urgent matters.

School-wide Concerns. If your concerns affect or can benefit the whole department or even the whole school, do not hesitate to bring them up with your Principal or the school's Executive Director. You can either request for a conference or write a letter. Letters should always be signed. If you wish your identity withheld from other people, you can advise the officer concerned to do so. You may also seek the help of your own Class Officers or the Student Council to intercede or liaise for you.

Calling Up Homes of the Faculty. Parents and students are requested not to call up nor visit the homes of school officers, teachers, or mentors. School-related matters are best taken up in school during office hours, either in person or by phone, and preferably with an appointment.

Order

and

Discipline

CHAPTER IV

Order and Discipline

Section A

Norms of Conduct

Westbridge is an educational family. It emphasizes interpersonal relations and the practice of values like respect, service and charity. Thus, certain norms of conduct are necessary for it to maintain the cordial family atmosphere in school.

Veneration Towards God and Sacred Things

God is the main source of the unity in Westbridge. Everybody tries to fulfill the acts of piety and activities of spiritual formation done in school with due reverence (prayer before and after classes, singing of hymns, Masses, confessions, and meditations). All the students know that the Westbridge mission moves them to live according to the Christian ideal.

It is then unbecoming of Westbridge students, for example:

- to disregard the oratory norms of conduct;
- to lack veneration for the priests and liturgy; and,
- to give little importance to the Religion classes.

Loyalty to the School, Its Mission, and Values

Westbridge students are expected to value the institution taking care of them. They try to live according to the school mission and ideals inside and outside the school. They live unity of life. They try to foster among their classmates a strong loyalty to the principles and activities of the school. They strive to fulfill all the rules and regulations which have been established for their personal growth.

It is then unbecoming of students, for example:

- to deliberately absent themselves from school activities;
- to wear non-prescribed uniform in school without reason;
- to misbehave outside the school (e.g. vandalism, engaging in fights, excessive drinking of alcoholic beverages, drug related activities, etc.); and,
- to spread rumors or gossip, creating a negative atmosphere within the Westbridge family.



Respect and Affection for All Authorities

Westbridge students know that all authority comes from God. They always listen to the indications of whoever leads them: their own parents, school officers, teachers, administrative leaders, etc. They know how to be friendly with them. Westbridge students want to be good citizens who follow the laws of the land.

It is then unbecoming of Westbridge students, for example:

- to disrespect or fear unnecessarily any person in authority;
- to disregard or disobey indications (e.g., not to do a sanction meted out to them);
- to be untruthful towards their elders; and,
- to take the flag ceremony lightly.

Respect and Service Towards Schoolmates

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

It is then unbecoming of Westbridge students, for example:

- to be indifferent to the plight of others, especially the needy;
- not to correct privately another student who habitually does wrong things
- to use foul language;
- to tease, bully, provoke, threaten, fight, or gossip about any member of the Westbridge Family;
- to be involved in violence (like hazing) or with violent groups (like fraternities); and,
- to bring or use any harmful things (e.g., drugs and pornographic materials) within the school. The law itself prohibits the carrying of deadly weapons.

Diligence in Study and Other Educational Work

Westbridge students know the formative value of working and studying hard. They attend classes punctually and regularly and they do their activities (class and homework, job assignments, extracurricular



activities, house chores) with maximum perfection. They participate wholeheartedly in the programs laid out to them by the Westbridge family.

It is then unbecoming of Westbridge students, for example:

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

Care for the Property of the School and of Others

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

It is then unbecoming of Westbridge students, for example:

- not to help in making the school cleaner, more orderly, and better looking;
- to litter the school grounds; and,
- to vandalize and steal.

Section B

Norms of Discipline

How Students are Helped to Have Self-discipline

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

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

Another important help for the students to grow in self-discipline is the corrections given by teachers. These corrections can take the form of sanctions or punishments for wrongdoing. In Westbridge, corrections are regarded as one of the best signs of affection.

Principles and Characteristics of Sanctions

Sanctions in Westbridge help the students go up the inclined plane of formation. They are meant to aid the student begin and try anew to be a cooperative member of the Westbridge family. They are usually meted out soon after the offense, so that the student learns positively from the experience. Sanctions are thought out so that they are fair and proportional to the gravity of one's wrong actions.

Teacher-Formulated Sanctions

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

Institutional Sanctions (more details are discussed in Section C)

Detention and Extra Work. This requires a student to stay in the classroom or any other part of the school to carry out additional tasks. The usual detention periods are lunch break, after class dismissal and Saturday morning. Detention may be meted out for such minor offenses as failure to submit homework assignments, non-submission of reply slips, disruptive behavior, incomplete uniform, improper haircut, disobedience, and dereliction of duty. Failure to report for detention could increase detention time or lead to suspension from school.

In-Campus Suspension. This refers to the temporary separation of a student from the school or from the activities of the class and the rest of the academic community for a minimum of one class day and maximum of 20% of the total number of school days. This requires the fulfillment of manual work assigned by the Department's Discipline Committee.



A student may be suspended for the following reasons:

1. the commission of a mitigated grave offense;
2. the commission of a major offense (e.g., vandalism, plagiarism, minor theft, disrespect towards authorities and school staff, flagrant disobedience, bringing of pornographic materials);
3. the prolonged prevention of the attainment of the school's academic and personal formation goals after several warnings or the persistent, incorrigible commission of a minor offense (e.g., constant disruptive behavior in class despite warnings, chronic bullying, prolonged non-submission of diary and reply slips).

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

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

Dropping from the rolls. Dismissal with all the credentials necessary for mid-year transfer. This sanction could be replaced by non-readmission for the following school year. A student may be dropped from the rolls for the following reasons:

the commission of a grave offense (e.g., assaulting any school authority, grave theft, gross vandalism, carrying deadly weapons, possession and/or use of prohibited drugs, public scandalous actions, involvement in hazing)

1. the repeated commission of a major offense
2. the commission of a major offense while under probation
3. the school deems that another school would be better for the student.

Who Handles the Sanctions? (more details are discussed in Section E)

Cases meriting detention and other minor sanctions are handled by the teacher concerned. Appeals at this level will be heard by the Department's discipline committee or any of its members.

Cases sanctioned with suspension and placing on probation are handled by the Department's discipline committee. Appeals at this level will be heard by the Management Staff. Cases sanctioned with dropping from the rolls or non-readmission are decided by the Management Staff with the approval of the School Board. Appeals at this level will be heard by the School Board.

The school will take necessary measures to advise the parents in writing of such sanctions as suspension or dropping from the rolls. This, however, shall not prejudice the immediate execution of the sanction if deemed advisable by the administrative body concerned.

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

Institutional Procedure for Bullying Case

1. The department's Discipline Committee will investigate the case.
2. The Discipline Committee will guarantee that the victim, the bully, and the bystander/s will have fair treatment and undergo due process.
3. The guidance coordinator will arrange a dialogue between the victim and the bully, the victim and the bystander/s to verify facts gathered by the CEC during investigation and possible resolutions for the conflict between parties.
4. The victim, bully, and the bystander/s will be chatted by the respective mentors.
5. The parents of the victim, bully, and the bystander/s will be chatted by their respective mentors.
6. The principal, mentors, class advisers and parents of the victim, bully and bystanders will come up with goals to help the latter and prevent bullying in the future.
7. Depending on the results of the investigation, the sanctions for the bully are indicated in Section C.

Section C

Types of Offenses and their Corresponding Sanctions

The following is a list of possible offenses where it is by no means exhaustive such that there may be other acts not expressly enumerated below. In the event of such misdemeanors, the school will impose the appropriate disciplinary sanctions. The offenses are classified into Grave, Major, and Minor.



C1. Grave Offenses

These are acts that result in serious damage to one's person, property, honor and dignity as a human being and to the school. The acts under this category may include the following:

1. Smoking/possession of marijuana; use or possession of other prohibited drugs.
2. Entering the school or participating in any recognized student activity while under the influence of or smelling of liquor, wine or prohibited/restricted drugs.
3. Bringing deadly weapons, explosives, alcoholic beverages, drugs, pornographic materials and contraceptive paraphernalia to school or any recognized school activity held outside the school.
4. Hooliganism.
5. Membership in an organization whose aims are contrary to the school's, e.g. fraternity. (as per DepEd Order no. 20, s. 1991).
6. Destroying, defacing, stealing and/or vandalizing school property or the property of others.
7. Assault or serious threat against or gross disrespect towards a person in authority, or causing him undue vexation during classes.
8. Defiance of authority and refusal to accept disciplinary action.
9. Engaging in wild, indecent, obscene or immoral conduct in campus or in any off-campus recognized student activity.
10. Committing any action which would cast aspersion against teachers or school administrators whether it is done inside or outside the campus.
11. Hazing by making a student undergo some form of torment or torture in order for him to be part of a group of "tough guys."
12. Extortion by threatening another student with torture or some embarrassment.
13. Misappropriation of class or club funds or collections.
14. Gambling on campus or mere possession of gambling paraphernalia in campus or in any official activity outside the campus.
15. Participating in actual gambling activity including internet gambling and betting. Entering a casino or any gambling venue.
16. Instigating or leading illegal strikes or similar concerted activities leading to disruption or stoppage of classes.
17. Preventing or threatening any pupil, student or school personnel from entering the school premises, attending classes or discharging their duties.
18. Forging or tampering with official school records or school forms.
19. Securing or using forged school records, forms and documents. (Manual of Private Schools, MPS, pp. 395-396).
20. Attempting to bribe a school authority (for example a teacher)
21. Any other offense which is similar or analogous to the above mentioned offenses.

Sanctions for grave offenses

1. Suspension which can be from 3 days to the end of the school year. Suspension can be in school or off campus (when contact with the school body is not advisable). When in school, it can be on a weekday or Saturday, with supervised manual labor.
2. Non-participation in the Commencement Exercises for graduating students.
3. Non-readmission, dismissal, exclusion (dropping from the rolls) or expulsion.
4. Disqualification of Student Excellence Award.

Based on the gravity of the offense, the penalty for the commission of any of these offenses is usually determined by the Discipline Committee but may be subject to the laws of the country if the case so requires. Depending on the merits of the case and as an additional corrective penalty, the Management Committee or the School Board as the case may be, may opt to grant the offender(s) certain number of hours to be devoted to community service both within the campus and/ or in community centers duly accredited by the school.

C2. Major Offenses

These are acts that result in considerable damage to one's person property, honor, and dignity as a human being and to the school. The acts under this category may include the following:

1. Bullying in any form (as per DepEd Order No. 55, s. 2013, RA No. 10627 or Anti-Bullying Act of 2013 - see Appendix A for details).
2. Fighting inside the school campus or its immediate vicinity, or in any place where the approved student activity is held.
3. Behaving and/or engaging in activities that would result to physical injury to others.
4. Posting, publishing or making announcements in the form of posters, the use of public address system or writing on bulletin boards without authorization.
5. Willful or deliberate non-attendance in school assemblies, and student activities without justifiable reasons.
6. Truancy - pretending to go to school but actually going somewhere else (while the parents are all the while under the impression that their son is in school) or leaving the school campus during the respective class hours without express permission from the Class Adviser (CA) or Principal.
7. Smoking or mere possession of cigarettes (real or electronic) in campus and its immediate vicinity (1 block) or in any official activity outside the school campus.



8. Cutting classes, i.e. academic or guidance classes, by staying in the canteen, clinic, LRC, offices, comfort room, in the oratory, or in other areas within or outside the campus during class hours and without expressed permission from a school authority.
9. Dishonesty in the report of absences, tardiness and cutting classes.
10. Lending I.D. or other non-transferable documents to fellow students or outsider.
11. Non-presentation or refusal to present the school I.D. upon reasonable demand by a school authority.
12. Tampering/falsification of school documents such as Report Cards and other non-transferable documents, forgery of the signature of a person in authority or parents in official communication.
13. Academic Dishonesty.
 - a) Cheating during unit tests or quarter examination by copying or glancing at another student's test paper.
 - b) Allowing somebody else to glance at his test paper; use or possession of "codigos"; exchanging examination papers; passing examination leakages; display of unnecessary movements and/or use of coded messages/signals/ symbols and similar forms of communication.
 - c) Use of crib notes which may be written on paper, chair, handkerchief and on the student's body parts (e.g. hands, thighs, etc.)
 - d) Writing answers on another student's paper
 - e) Holding up one's test paper for others to see
 - g) Submitting work/project which is not one's own doing
 - h) Having another take the examination for the student (both students will be held liable)
 - i) Violation of Examination Rules
 - j) Keeping within reach any test-related item/material
 - k) Talking with classmates during exams
 - f) Plagiarism (including unedited copying of information from the Internet or other publications).
14. Disrupting classes and barricading the school entrance.
15. Assaulting students and officials of another school.
16. Falsely accusing another student.
17. Lying during the investigation on the charges against the student himself.
18. Refusing to identify the student/s who violated a school regulation despite his personal knowledge.
19. Delivery of an offensively lewd and indecent speech containing sexual metaphors (MPS, pp. 403-405).
20. Accumulated minor offenses (e.g. improper uniform, non-submission of requirements etc.)
21. Entering the school using the ID of another student (both students will be held liable if investigation has established culpability of the one who allowed his ID to be used by the offender).

22. Wearing tattoos or body piercing.
23. Any other offense which is similar or analogous to the above mentioned offense.

Sanctions for major offenses

1. Suspension can be for one (1) day or more depending on the seriousness of the offense. Suspension can be in school or off-campus (when contact with the school body is not advisable). When in school, it can be on a weekday or Saturday, with supervised manual labor.
2. In cases of cheating, a grade of 0% is given to the student in the particular test or examination he cheated in.
3. Disqualification of Student Excellence Award.

The penalty for the commission of any of these offenses is determined by the Discipline Committee. Depending on the merits of the case and as an additional corrective penalty, the Management Committee may opt to grant the offender(s) certain number of hours to be devoted to community service both within the campus and/or in community centers duly accredited by the school.

C3. Minor Offenses

These are violations of some school regulations, which may not seem very significant but which need to be followed to maintain a proper teaching-learning atmosphere and for the protection/safety of students. Violations of such regulations fall under this category. The following are examples of minor offenses:

1. Loud, destructive or disruptive noise in classes, corridors, comfort room, other school facilities and/or school offices.
2. Foul, vulgar or abusive language.
3. Non-observance of the school's rule on uniform, haircut and proper grooming.
4. Talking out of turn, giving comment or remarks during class discussions without proper recognition from a teacher.
5. Cheating during quizzes and copying homeworks from classmates.
6. Running/chasing one another inside the classroom or along corridors.
7. Loitering such as going out of classroom without permission, entering the faculty office without authorization, and going to the gym during breaks.
8. Eating in the classroom during class hours or eating in other areas not allowed by school authorities.



9. Improper decorum during Masses, assemblies, student activities within or outside the campus.
10. Not wearing or improper wearing, defacing, putting unnecessary stickers or marks, and using unprescribed straps for ID.
11. Making threats against the person, honor, and property of another.
12. Tardiness (if a student enters the classroom after 7:30 am for the first activity, or after any class has begun, without a valid excuse slip signed by a parent). Those who leave classroom for chats, Confession, clinic, etc. should return with a slip.

TARDINESS

A student is considered late when:

- a. He arrives after the flag ceremony on Mondays.
- b. He arrives after the 7:30 a.m. bell on Tuesdays, Wednesdays, Thursdays, and Fridays.

A student who misses two subjects without valid reasons in a session (a.m. or p.m.) will be considered absent for the whole session.

Excused tardiness: there are no excused tardiness, except:

1. when an announcement was made from the school authorities due to unavoidable circumstances (for example inclement weather conditions), and
2. when the excused letter with valid reason/s is properly signed by the parent or guardian.

Excused tardiness will be recorded by the class secretary on the Daily Attendance Sheet for records purposes only; however, said tardiness will not be recorded in the Summary of Attendance and Punctuality.

Note:

Traffic problems and waking up late are not valid reasons for tardiness.

Habitual Tardiness

When a student has already incurred at least four (for High School) or five (for Elementary), the class adviser must inform the parent or guardian through a formal notification and a phone call. This will serve as a warning.

A student is considered habitually late if he has accumulated seven (7) tardiness (for Elementary) and five (5) tardiness (for High School) per quarter merit one day in-campus suspension. However, 3 or more



accumulated tardiness merit either After School Detention (ASD) or School Community Service (SCS) on a Saturday and a conference between the parents and either the Class Adviser, School Principal, or Personal Formation Mentor.

The tardiness count will be re-set to zero at the start of each quarter

13. No homework and/or subjects requirements, unsigned diary, no reply slip, unsigned report card, unfinished job assignment.
14. Bringing of unnecessary electronic gadgets (e.g., cell phones, i-pods, laptops, tablets, play stations, toys, etc.). These will be confiscated. On its first offense, a parent can retrieve them anytime. A second violation will mean that the student can only get back the confiscated e- gadget or toy at the end of the week. However, a third violation merits one day in-campus suspension. Cell phones can be brought to school if a parent writes a brief note citing important reasons for doing so. However, the units must be surrendered to the Principal or Class Adviser upon arrival, and retrieved after dismissal.
15. Unauthorized solicitations using the name of the school.
16. Playing in the gym and soccer field without the prescribed attire.
17. Leaving the canteen area messy or dirty (not observing “clean as you go” policy).
18. Any other offense which is similar or analogous to the above mentioned offenses.

Sanctions for Minor Offenses

The sanction may range from recorded verbal reprimand or written reprimand, after class detention to a half-day detention. A verbal warning for first offenders, especially for new students is allowed. An accumulated eight (8) minor offenses merit a half-day detention. The next eight minor offenses committed within the same semester merit a one-day suspension.

Moreover, the sanctions below will be applied for the following offenses:

Incomplete or improper P.E. or Work Education attire (without excuse letter from parents): absence for the period. Detention and extra work after an accumulation of three absences, reckoned per quarter.

Incomplete or improper gala attire (without excuse letter from the parents): students are asked to wear gala attire the following class day for the whole day. Detention and extra work after the second offense, reckoned per quarter.



Non-submission of homework, projects, and other subject requirements: a grade of zero (0) for the requirement itself. Detention and extra work on the second offense.

Bringing out during class hours material unrelated to the class, such as magazines, comic books, books and the like during class hours for other subjects: confiscation for redemption after one week.

Section D

APPLICATION OF SANCTIONS

Minor offenses are handled by the teacher concerned.

Three (3) minor offenses of the same kind or five (5) Incident Reports (IR) of various offences are treated as a major offence meriting a Violation Report (VR). Detention & Extra Work (DEW) may be meted (for grade 4 up) for minor offenses.

Grave and major offenses are handled by the Discipline Committee in coordination with the Class Adviser (CA) and with advice to the Mentor.

The following procedures apply:

For obvious offenses, the teacher sends a Violation Report to the parents via the CA (Class Adviser). For cases that are not clear cut, an investigation will be conducted. The CA promptly informs the parents (by phone, if the parents cannot come), and in writing that their son is being investigated for an offence, but that no final decision will be made until the Discipline Committee has finished its study. Written testimonies of the student under investigation and the witnesses are obtained. The Discipline Committee studies the testimonies, writes its findings, and submits the report to the Management Committee.

PROBATION

A student who is found to have committed a grave or major offense is placed under probation, which could be disciplinary probation (DP), Strict Disciplinary Probation (SDP), or Very Strict Disciplinary Probation (VSDP), according to the gravity of the offense. The student and his parents are asked to sign a document which explains the nature of his offence, his probationary status, and the consequence of incurring more offences.

Probation may be 30, 60, or 90 days depending on the gravity of the offence. New students are automatically put under VSDP for one year. The School has the right to deny readmission if the new student commits a major or grave offense. Students who cheat are directly put under VSDP. The commission of any major offense while under VSDP is sufficient ground to drop the student from the rolls.

APPEALS

For minor offences, appeals may be made to the teacher concerned, then to the Discipline Committee who will make the necessary recommendations to the Principal.

For grave and major offenses, appeals are made to the Management Committee, the PAREF Central MANCOM, then to the School Board. For cases where the sanction is dropping from the rolls or non-readmission, the Management Committee has to approve the findings of the Discipline Committee and forward the case to the PAREF Central MANCOM for final decision. Appeals may be made to the School Board.

DUE PROCESS

Teachers will treat students with respect. They will explain why and what the students did was wrong, what the IR or VR is, and how to avoid committing the same offense again. If they so wish, students can avail of counsel while being investigated, but they should do so before the preliminary investigation is finished.

Sanctions are implemented only after the parents have been informed of the approved decision even if they do not agree (unless there is an appeal).

SURPRISE INSPECTIONS

These can be carried out anytime by at least 2 teachers or the Principal (including the CA). The teacher calls the owner of a bag, who is asked to open & empty it in front of the teacher and the witnesses.

Body searches - The teacher asks the student to empty his pockets. Teacher may frisk but avoid private parts. Students will not be asked to undress. The search and frisking must be seen by the other members of the class.

Drug testing will be undertaken in accordance with regulations of the government.

CRIMINAL ACTS

Not included in this list are violations against the State and public policy and order that are criminal acts in nature. Any such act is beyond the Grave Offenses stated herein. In cases of this nature, the school will adhere to due process before any appropriate sanction is meted out to the student. The services of a legal counsel will be used for this purpose. Students guilty of any act strictly forbidden by law shall be dealt with in accordance with the justice system of our country.

Defiance of School Authority/ Rules

Refusal to follow prescribed rules and regulations in the Student Handbook or to carry out an order of a school authority is subject to disciplinary action.

Section E

Gentlemanly Bearing

The Westbridge environment is one of serious study, work and discipline. Appropriate standards of dress and grooming are needed to maintain this desired environment. Common sense is an indispensable guide but the following specific guidelines apply:

School Uniform

The uniform has the following specifications:

- Plain khaki pants of brass twilled cotton material with appropriate size (neither too baggy nor skinny) - long pants for intermediate and high school and short pants for primary
- White cotton piqué shirt with collar, a placket with 2-3 buttons, knitted cuffs on short sleeves, and an embroidered school seal on the left chest; blue collar, cuffs and piping on the right sleeve for high school and green for elementary
- Black school shoes (preferably formal) with plain black socks for high school and plain white socks for elementary
- Shirt is tucked and pants must have a plain black belt

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

After school hours, students should still wear their complete school uniform in campus or they may change to sports attire if they wish to play sports.

Head gear (e.g., caps, hats, head bands, bandannas, etc.) and jewelry (e.g., earrings, bracelets, necklaces, expensive watches) are forbidden. Rubber-soled shoes are allowed when the rubber sole is not of a different color from the shoe itself. Your shoes should not be overly casual in style (e.g. suede shoes).

If you have a legitimate reason to be out of proper uniform, you must have a signed and currently dated note from your parents.

Gala Uniform

You are expected to wear your gala uniform on special occasions such as the monthly Student Assembly, Recognition Day, etc. Those who forget to bring their gala are asked to wear it the following day.

For the grade school:

- plain ecru shirt, long sleeves, light cotton fabric
- prescribed Westbridge tie
- navy blue pants of smooth material (not denim) for intermediate, shorts for primary
- plain black socks
- black shoes preferably with leather soles
- plain white undershirt
- shirt is tucked and pants must have a plain black belt

For the high school:

- White Long Sleeves Shirt
- prescribed Westbridge tie
- navy blue pants of smooth material (not denim)
- plain black socks
- black school shoes, preferably formal
- plain white undershirt
- shirt is tucked and pants must have a plain black belt

Other Uniforms

If you are improperly attired for PE and Work Education, you will not be allowed to join the day's activities and will be marked absent. If you plan to stay behind after class to play in the gym or soccer field, you should do so in proper sports attire.

PE Uniform

- prescribed PE T-shirt
- prescribed shorts
- white sports socks
- rubber shoes

Work Ed Uniform

- prescribed Work Ed T-shirt
- brown pants of the school uniform



Haircut. We follow the standards of the business world, not those of the entertainment industry. Strange or unusual hair styles (dyed hair, semi-skinheads, skinheads, undercut, Tomahawk, punk, etc.) violate the dress code. After combing down the hair in all directions, it should not touch the back collar of the polo shirt and the upper portion of the ear. The bangs should not exceed the eyebrows. Students must be clean shaven at all times. Haircut inspection is done during student assemblies.

Manners. When being introduced to someone: stand, offer a firm handshake, make eye contact, and address him in a friendly yet confident manner. When a visitor enters a classroom: stand to acknowledge his presence. When a visitor appears to be lost: approach him/her and offer your assistance. Greet every teacher politely and cheerfully. Hold doors for others. Always stay on the right side of a stairway.

HEAD-TO-TOE MORNING GROOMING CHECKLIST

head

- hair well brushed, well combed, well cut, clean
- face well washed
- ears clean/ neck washed

body

- tucked in plain white undershirt
- collars and cuffs checked for fraying
- body well washed
- deodorant applied
- underwear fresh
- uniform spot-free and well pressed
- no buttons missing
- clean handkerchief
- check for dandruff “fallout”

hands

- hands washed
- nails trimmed, clean and in good shape
- watchband in good shape

legs and feet

- clean socks pulled up high/ laces on shoes or tassels on shoe well polished and free of scuff marks
- shoe heels in good shape

Section F
Policies and Praxes

Absences. If unforeseeably you will be absent for a day, do inform your Department by phone or in writing that same day. A teacher of the Department will relay the information to your class adviser. If a call cannot be made or a note be sent, you must bring an excuse slip from your parents the day you report back to school. The diary has provisions for such slips.

If you get absent, you are expected to make up for the work you missed as soon as you reasonably can. The student must present a valid excuse letter to be allowed to take whatever he missed . . . otherwise, he gets a zero (0). Participation in varsity or any other school activity does not excuse him from academic responsibilities.

As per Department of Education policy, if you have been absent for more than 20% of prescribed class days, excused or unexcused, you will be dropped from the rolls.

Your class adviser will call your attention and that of your parents when you have reached 50%, 75%, or 90 % of the allowable number of absences in a school year. If you incur the absences in a specific subject only, you will get a failing mark in that subject but will not be dropped from the rolls. ()

Tardiness. A student who arrives after 7:35 a.m. is considered late with or without an excuse slip. If you arrive any time after the morning assembly or the advisory class has begun, you may join your class only after the assembly or advisory. Should you arrive during the first period, you must proceed to the library instead of the classroom. This is to ensure that you do not disturb the classes going on. You may proceed to your classroom only for the second period. Should you arrive any time after the second period has started, you must present an excuse slip signed by your parents. You need to report to your class adviser before attending your class.

Section G
Daily Schedule

Monday

7:30 - 7:50 am	Flag Ceremony
7:50 - 8:30	Holy Mass/Start of First Class

Tuesday - Friday

7:30 - 7:50	Advisory
7:50 - 8:30	Holy Mass/Start of First Class



On Mondays at 7:30 a.m., the school gathers for the Morning Assembly and Flag Ceremony. When the bell rings, students are expected to line up in an orderly way in their designated area. Bags should already be in the classroom; everyone stands at attention and listens attentively to the announcements; sing the anthem in time and in tune; recite audibly the Panunumpa sa Watawat ng Pilipinas and sing the Westbridge Hymn. On other days, the advisory period starts at 7:30 a.m.

DEAR Period. The **DEAR (Drop Everything And Read)** period takes place from 8:00 to 8:30 a.m. during days when Holy Mass is celebrated in the chapel. It is a time for quiet reading and studying, not for rushing work due that day. This must be a solid 30 minutes of productive activity done in silence. No other activity is allowed except the Holy Mass and mentoring chats. You are not allowed to go to the library, faculty room, business office, etc. during this period.

Early Dismissal. Appointments for doctors, dentists, therapists, etc., should be made outside school hours. If you have to leave school during the day, you must present a note to your class adviser during the advisory of that day. The note must be dated and signed by your parents and must indicate the reason for the request.

Typhoon Signals. The school abides by the announcement of authorized government agencies regarding suspension of classes on account of weather conditions and other exigencies. Classes in both the grade school and high school are automatically suspended when typhoon signal # 2 is raised.

The Diary. The diary is your personal assignment notebook, planner, directory, grade sheet as well as a daily reminder how to live the Virtue of the Month (VOM). It also serves as your parents' link with the school. Queries, appointments, announcements, excuse slips and ordinary correspondence are coursed through the diary. Your class adviser and your parents are expected to sign it daily.

Home-School Correspondence. You have the duty to make sure that your parents receive promptly all letters, memoranda, publications, etc. sent by the school through you. You are expected to jot down in your diary a list of materials sent by the school.

Allowance. You are discouraged from bringing more money than what you need for the day. Leave your extra allowance at home. Better still, put your savings in the bank.

Electronic Gadgets and Toys. Electronic gadgets (including Digital Audio players, mobile and smart phones, IPAD, PSPs, gameboys, etc.) and toys

(including playing cards and magic cards) are not appropriate in a school atmosphere. They cannot be brought to the campus or to any official school activity. These items tend to be a source of distraction and of envy. These items will be confiscated by any teacher and surrender to the office of the Principal or to any members of the Management Committee members. Confiscated items can be redeemed only by your parents from either your class adviser or the Office of the Principal.

Lost and Found Items. Deposit lost and found articles in the Business Office. You can take a look at and claim these items at the Business Office. Items unclaimed after one week in the lost and found storage can only be claimed for a fee.

Parking of Bags. Bags may be placed in the lockers located near the lobby, library and cafeteria. These lockers are provided so that bags will not clutter and block the corridors. Make sure that you place your bags properly in the lockers. Otherwise, you have to claim it from the Lost and Found Room. Steel lockers are made available for rent for the whole school year. You will need to provide your own padlock.

Student Drivers. You are discouraged from driving yourself to school if there is another way for you to be brought back and forth. If you bring a car to school, you must secure accreditation from the Management Staff after presenting a valid driver's license. The birth date that appears in your license should be the same as the one in your birth certificate.

Media Exposure. A student may be allowed participation/exposure in print, film, television, radio, advertisements, programs, contests, and other forms of media exposure on the following conditions:

- that the exposure is in keeping with the PAREF principles and philosophy on the promotion of Christian moral values, especially in the observance of decency and morality in dress and actuation;
- that such exposure will not interfere with the boy's studies;
- that prior consultation and approval be secured from the school's Management Committee, supplying them with pertinent information on the matter (e.g., media entity, product line, story board, etc.).

Field Trips. When you go on an educational trip as a class, your words and actions will reflect on Westbridge. Be attentive, courteous and friendly to guides, drivers, and other persons you come in contact with. Keeping the rules or guidelines of the place/s you visit will make you and Westbridge welcome in the next visit.

Drug Abuse Prevention Policy. Any member of the Westbridge community – student, teachers, staff or parent – who buys, sells, uses, is under the



influence of substances classified as dangerous drugs and/or abuses other non-narcotic substances within the Westbridge campus, its immediate vicinity or during school-related activities or trips shall be permanently dropped from the rolls or terminated on the first offense.

The violation of the above-mentioned policy shall be considered a grave offense. The alleged violator shall be suspended (when applicable) while the case is being investigated. Should the alleged violator be found guilty after due process, he shall be dismissed from the school.

The school takes the following preventive measures:

Drug testing. Medical tests will be conducted on a random and ad hoc basis. One who refuses to submit to testing will be suspended and may even be dismissed from the school.

Information campaign will be conducted on a regular basis to discuss the dangers of substance abuse and to clarify the school's drug prevention program.

Search and inspection. Vehicles and belongings of any person entering the campus or other locations as enumerated in the policy statement will be inspected and searched on a random basis.



Student **A**ffairs



CHAPTER V

Student Affairs

Student Government

Student Council. The following members are elected to the Student Council: President, Vice President, ten councilors. The Student Council is a proactive collaborator of the school. Through its activities and programs, the Council helps Westbridge achieve its vision for students. All students and pupils are constituents of the Student Council. Aside from their task of student government, the Council officers participate in various interscholastic leadership conferences as official representatives of the school. The council shall adopt a Constitution and by-laws that shall be implemented after its approval by all the members of the council and the school's management committee.

Qualifications: To vie for a position in the Student Council, you must be enrolled during the time of the election. You must not have had any failing grade in the 3rd quarter of the current school year. Lastly, you must not have been suspended or placed under probation during the school year prior to the elections and must not be under disciplinary investigation or disciplinary probation during the elections. The Chairmanship is open only to incoming juniors and seniors. The other positions, the Vice-Chairman and the 8 Councilors, are open to incoming Grade 5 to 4th year students.

Student Council elections are held before the end of a school year. The incoming Council officers are trained in leadership and project management during the summer. Campaign lasts for five class days capped by a Grand Rally. To win, a candidate must get majority or 50%+1 of the total number of votes cast.

Class Councils. The following elected officers of each class make up the Class Council: President, Vice President, Secretary, Treasurer, and Public Relations Officer (PRO). They are the Student Council's link with the different classes. Moreover, they facilitate the work of their advisers and teachers by taking care of order and discipline in the classroom. The Class Council welds the class into a solid team.

Qualifications: To vie for a position in a Class Council, you must be enrolled during the time of the election and must have been a student of Westbridge for two consecutive years immediately preceding the election. You must not have had any failing grade in the last quarter of the previous school year. Lastly, you must not have been suspended or placed under probation during the school year prior to the elections and must not be under disciplinary investigation or disciplinary probation during the elections.



Class Council elections are held on the first week of the school year. To win, a candidate must get 50% + 1 of the total number of votes cast.

Student Electoral Council (SEC). The SEC is an ad-hoc committee tasked to oversee the Student Council election. The Office of the Director appoints a Chairman and a representative from the classes in the Fourth Year. Part of the council's task is to educate the electorate. They oversee the conduct of the Student Council elections and other election-related activities (screening of candidates, campaign, Grand Rally, proclamation of winners, etc.). The committee is dissolved soon after the Council officers are inducted into office.

Institutional Student Organizations

Catechism Club. If you want to reach out to the needy and love teaching children, the Catechism Club is for you. Open to high school students, the club members teach kids from Magsaysay Village every Saturday and at Nabitasan Elementary School during weekdays on basic lessons on confession, Holy Eucharist, Blessed Virgin Mary, the 10 commandments, etc. Members undergo training during the Catechism seminars organized during the school year.

West Waves. This is the official student publication of Westbridge. If you have the talent for writing, the flair for art and photography, sign up for West Waves editorial exam given during the last quarter. West Waves is open to the Intermediate and High School Department students.

Varsity

Try-outs. The Sports Coordinator releases the schedule of try-outs for the different varsities early part of the first quarter. Scheduled after classes in the afternoon, the try-outs are open to all students. Those who are admitted to a team do not attend PE classes anymore. They are required to convert their PE time to a study period in the library. There are try-outs for 4 teams of different age groups for the following sports: soccer, basketball, volleyball, badminton and taekwondo.

Policy for Varsity Players. A varsity player shall be banned from all club activities and all games, and consequently removed from the team, whether a tournament is extended or non-extended, if he remains in the BIDORY list for two consecutive quarters. A player suspended for a major offense is also suspended from the team during the quarter of his suspension.

Coaches found guilty of violating this policy are given an official warning on the first instance. They are suspended from their respective assignment for the rest of the school year after the second instance.



“ Heroism, sanctity, daring, require a constant spiritual preparation. You can only ever give to others what you already have. And in order to give God to them you yourself need to get to know him, to live his Life, to serve him.”

(St. Josemaria Escriva - The Forge, 78)

Services

CHAPTER VI

Services

Library

Your library is undergoing constant upgrading to place at your disposal a wide variety of good home-reading and reference books. When availing of the library services you are expected to:

- deal with the librarian courteously.
- observe library rules and regulations on borrowing and returning books.
- observe silence while reading or studying there: the library is not a place for chit-chatting or playing.

Library Hours: The Library is open from 7:45 a.m. to 5:15 p.m. Monday to Friday.

Clinic

The clinic is only for the sick. Not feeling well does not necessarily mean that one is sick. You will not be allowed to stay in the clinic longer than the time it takes to swallow a pill. Exceptions to this would be a person running a fever, nursing sore eyes, with severe injuries, etc. In such exceptional cases, you must call to be picked up from school. Intermittent headaches, stomachaches, LBM, dizziness, and other ailments will not be cause for confinement in the clinic. Students suffering from these ailments are asked to go home. Medicines available in the clinic are only for oral or topical use. Injections will be used only in emergency situations like severe asthma attacks and allergic reactions.

Procedure: After a visit to the clinic, you must present an admit-to-class slip to your teacher from the nurse or school physician. In case you are advised to go home, you should inform your class adviser then call up your parents so that you can be picked up. You have to pass by the Office of the Principal to get an authorization slip which you have to surrender to the guard before leaving the campus.

Clinic Hours: Located near the Business Office, the clinic is open from 8:00 am. to 5:00 p.m., Monday to Friday. The school nurse directs the operation of the clinic. A nurse is always available to render basic medical services during regular school hours.

Cafeteria

The cafeteria is where you can consume your home-cooked meal or food sold by the concessionaire. It may also be used for special classes and meetings but never for playing. Line up properly when there is a need and ask the staff politely for the food or drink you want. Avoid



wasting food by getting only what you can finish. Observe table manners even when with friends.

After eating, each one should put the food scraps, utensils, glass, bottles, tetra packs, plates and trays in the appropriate ledge. Make sure that the table is fit for use by those who will occupy it after you. Vacate the table as soon as you are through to give way to others. Food and drinks cannot be taken out of the cafeteria to avoid spreading litter around the campus.

Printing Services

The Business Office entertains photocopying requests from students during the lunch break (from 11:30 a.m. to 1:30 p.m.) and from 3:00 to 4:30 p.m. The cost per page is P2.00. Aside from photocopying, it can print your personal files in black. You are requested to provide them a virus-free flash disk or CD.

Other Services

Student Records. Transcripts of records, certification of residency, ranking in the batch can be requested from the Registrars Office. Pending accounts can be verified with the Business Office. Certification of good moral character can be secured from the Records Office. Medical records and certificates can be requested from the Clinic. A minimum of 1 day for processing and a specified fee is required for each transaction.

Reserving Venues. If you wish to reserve a venue for a class or club activity, you will need to get a clearance from your Class Adviser who will authorize you to make the reservation. This is then submitted to the Business Office for clearing and reservation. The computer room, cafeteria and the gym may be used for student activities.

Making Phone Calls. You may use the phone in the main business office outside of school hours provided that you get an authorization slip from your class adviser to use this phone.

APPENDIX

Frequently Asked Questions

What are the PAREF schools?

Westbridge is under the jurisdiction of the Parents for Educational Foundation, Inc. (PAREF), an NGO composed of ordinary citizens. Its philosophy of education is that parents are the children's primary educators and the school is a collaborator in this development. The other PAREF schools that offer basic education are: Southridge in Muntinlupa City, Woodrose in Alabang, Northfield in Quezon City, Rosehill in Antipolo City, and Springdale and Southcrest in Cebu City. The PAREF schools that offer pre-school education are: Ridgefield in Muntinlupa City, Rosefield in Quezon City, Rosemont in Alabang, Rosehill in Antipolo City, Southdale in Cebu City, and Ridgefield in Iloilo City.

Who can be admitted to PAREF Schools?

PAREF schools are open to families who accept PAREF's philosophy of education and agree to make themselves available to the means of formation for parents, especially the mentoring chats. It is understood, however, that the parents are Catholics who are married in Church, or non-Catholics validly married in their church, or guardians of good moral standing who have legally-adopted children.

The parents who are admitted to the school are those who have a family situation consistent with the school's parent-intensive philosophy and its moral formation based on the natural law and the Magisterium of the Catholic Church.

Children who do not see their parents living in consonance with these teachings will be confused and find it extremely difficult to benefit from the PAREF educational system. It may be disturbing for the child. In these situations, other schools may best serve their specific needs.

Departure of Parents. The Westbridge family has its mission to continually help the parents strengthen their family and aid them to collaborate with the school. When the parents find themselves in a situation not in consonance with the PAREF admission criteria or with the PAREF Statement of Principles which they signed upon entry, or when they cannot cooperate with the school, the school has the right to deny readmission of the family the following school year.

How is Opus Dei related to Westbridge?

Opus Dei is a personal prelature of the Catholic Church whose mission is to spread the doctrine that all men are called to holiness through their ordinary daily duties.

The connection of Opus Dei with Westbridge can be summarized as follows:

The founding parents of the school were inspired by the teachings of Saint Josemaría Escrivá, the founder of Opus Dei. Thus, a lay spirituality is followed.

The school has a Chaplain who comes from the Prelature who provides spiritual formation and the sacraments. The Chaplain is a non-voting member of the Management Committee. The Prelature, however, has no jurisdiction over the running of the school.

Why isn't Westbridge listed among the Catholic schools when in fact Catholic religion is taught as an academic subject?

The founding parents are composed of ordinary Catholics who wanted their children to grow up in the same religion. However, it is not accurate to call Westbridge a Catholic school because the phrase is a juridical-technical term referring to schools officially and legally under the direction of a bishop or a religious order. Westbridge is under the jurisdiction of the Parents for Education Foundation, Inc. (PAREF), a group of ordinary citizens of the country with no official functions in the Church. Thus, the Westbridge family is like any normal, faithful Christian family.

Most schools founded in the last twenty years or so are co-educational. In fact, all schools in Iloilo City are currently co-educational. The notable exception is Westbridge School. What is the reason for this?

We believe that mixing boys and girls together is good only at the preschool and university levels. Boys and girls are so different physically, emotionally, intellectually, and psychologically. They also develop at different paces. A 15 year-old boy and a 15 year-old girl do not have the same degree of maturity. Boys and girls do not have the same motivations or degree of motivation. Those in favor of coeducation at the high school level cite some benefits, some of which we believe can be better achieved by some other means and in some other time and setting. An example is the socializing benefit.



Other benefits are exaggerated, such as the claim that a setting fosters better mutual understanding of the sexes. The one who would know the psychology, mindset, emotional make-up, motivations, etc. of boys would be someone who would know it from within, another male, but with the advantage of adulthood and the wisdom that it brings. The same would be true for girls and women. Boys would learn from men what it means to be a man and a gentleman; girls would learn from women what it means to be a woman and a lady.

Another advantage of an all-male staff could be that they, albeit to a limited extent, fill in the gap that is found in a typical Filipino family, where the father has limited presence and influence. Boys need good male role models, who would normally be their father, an older brother, or a teacher, not entertainment or sports figures.

Yet another advantage is for the mentoring relationship which sometimes calls for discussion of intimate matters, such as something on the child's conscience, something about relations with the opposite sex. Our experience is that this is best done with someone of the same sex.

School Songs

Hymn of the Magnificent Splendor (WB School Hymn)

Westbridgensis, Mater Amabilis
Offshoot we are of your noble aim
Sojourning brood of the Highest Order
Generous hands, joyful hearts, upright minds,
Intense zeal with determined will
To You, are our pledge, our oaths, our vows!

Family of parents, mentors and the young
Tri - star builder of the living home!
Passersby that leave behind furrows of goodwill
Launching into the deep of the End Divine!
Forgers of the nation towards a perfect union,
Beacon of truth to this Land and to the world.

Children, we are, of your magnificent splendor!
Westbridge, O amiable, Our Alma Mater.

Westbridgensis, Mater Amabilis
Offshoot we are of your noble aim
Sojourning brood of the Highest Order
Generous hands, joyful hearts, upright minds,
Intense zeal with determined will
To You, are our pledge, our oaths, our vows!

Gaudeamus Igitur

Gaudeamus igitur, juvenes dum sumus;
Gaudeamus igitur, juvenes dum sumus;
Post jucundam juventutem
Post molestam senectutem
Nos habebit humus, nos habebit humus.

Vivat academia, vivant professores!
Vivat academia, vivant professores!
Vivat membrum quod libet
Vivant membra quae libet
Semper sint in flore!
Semper sint in flore!

Westbrigensis floreat quae nos educavit!



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