ERDKINDER STUDENT HANDBOOK

This handbook is a general guide for students and parents of Erdkinder adolescents. For details on Casa-elementary policies, a separate handbook is provided.

“The purpose of education must be to elevate the individual; Otherwise education would be of no use. This must be the goal of education. We must wish to love humanity, instead of merely wanting to apply a preconceived plan.”

Maria Montessori
- The 1946 London Lectures-
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Dear Families,

The Erdkinder (“Children of the earth”) serves as the final step of the Abba’s Orchard School’s vision to develop Christ-centered individuals who would become outstanding adults in our society’s future. In order to meet such a goal, it must be understood that the curriculum should strive for more than merely academic excellence, but for excellence of the whole person. To use the Bible as a reference, the last verse that records Jesus’ adolescence says this: “And Jesus grew in wisdom and stature, in favor with God and man.” (Luke 2:52)

Jesus’ example illustrates the goal of the school in one simple sentence, to develop our adolescent students academically (in wisdom), physically (and stature), spiritually (in favor with God), and socially (and man). A dynamic farm-based high school program was conceived for this purpose; a curriculum that gives a high academic standard of learning yet also provides activities designed to develop the teen into the first-rate, service-oriented citizen that our country desperately needs.

In order for us to achieve these standards, the policies, rules, and standards contained in this handbook must be respected and followed. It is of utmost importance that both student and parent read this book, as the information contained herein would be of great value in helping the student and the parent community adjust to the unique nature of the Erdkinder environment. Peruse it to be adequately informed.

Thank you.

Mr. Chris and Teacher Ann
Founding Directors
The Abba’s Orchard

The Big Picture

The Abba’s Orchard envisions children who love learning, who love others, and who love God.

The Vocation

Here at The Abba’s Orchard, We see ourselves as gardeners. We tend to the children with utmost care, cultivating their potentials so that they become their chosen roles.

Non-Discriminatory Policy
The Abba’s Orchard School does not discriminate against any person in admission, employment, or otherwise on the basis of race, color, religious creed, gender, age, national origin, ancestry, marital status, physical or mental disability (unless such disability prevents performance of the work involved), or in any other prohibited by law.
INTRODUCTION

The Abba’s Orchard School abides and is guided by universal values exemplified in a biblical Christian faith. This is what ultimately serves as our moral and ethical compass when creating policies and guidelines for the community.

Here we see adolescents as the adults they can become. Dr. Montessori writes, “She (the trained adult) sees man as he ought to be: the worker who never tires, because what drives him on is a perennial enthusiasm... one who seeks out the greatest efforts because his constant aspiration is to make himself superior to difficulties; he is a person who really tries to help the weak, because in his heart there is the true charity which knows what is meant by respect for others, and that respect for a person's spiritual efforts is the water that nourishes the roots of his soul.”

Therefore, social rules and regulations in the community are grounded in the idea of respect for the individual, for the community and for the environment.

FOR THE AOS

ADOLESCENT PARENT COMMUNITY

What Is Expected of The Abba’s Orchard School (AOS) Adolescent Families

Informed and Engaged Parents
All members, including the parents of our adolescent community must remain committed to the safety policies and procedures listed herein and in future communications and updates to help keep students, staff, and faculty safe.

Montessori Principles
Your adolescent will benefit most from his or her experience here at AOS if you make room for the principles and spirit of Montessori within your home. Attending Parent Education events such as Parent Orientations, Back to School Meetings, reading Parent Notices, Monthly Reports, and checking our website for additional resources will teach you many valuable and practical ways to “bring Montessori home” and enhance your adolescent’s development. You will see the benefits as your adolescent continues to grow in independence, self- motivation, responsibility, and respect for others.

Ambassadors for Admissions
You are our most effective advocates for spreading Montessori to the community. As families in our community, we ask that you help us promote our school events (including Parent Orientations, Open Houses, and Unboxing Montessori).
AOS Parent Notice
Along with providing pedagogical offerings, our Parent Notice, which will be sent through email and text blast, is the essential link between AOS and parents for upcoming school events, procedural changes, volunteer opportunities, and more. We ask parents to make a point of reading and giving prompt acknowledgments and responses.

School Calendar
The online calendar will be an active source for listing school events, activities, holidays, vacations, etc. Please check our online calendar often to ensure everything has stayed the same. Any changes to the calendar will be made known via a Parent Notice. The calendar is available via our school website here: https://www.theabbasorchard.com/calendar.

Respectful Behavior and Communication
As staff, we strive to live the “Grace and Courtesy” lessons modeled for and practiced by the adolescents in our environments. We commit to being proactive and maintaining open and respectful communication with you. We ask that you commit to doing the same with us. We also ask that you keep grace and be courteous when interacting with or talking about fellow members of our community. Lively and vibrant discussions or differences of opinion are signs of an engaged community, but please be mindful when discussions cross over into behaviors such as gossiping, rumor spreading, etc. These are behaviors that will not be tolerated in our school community.

The school reserves the right to unilaterally terminate the enrolment of any adolescent who, in its judgment, is not benefiting from the school and /or, after due process, has gravely violated the universal standards of moral excellence the school espouses. When the school terminates enrolment, fees are prorated through the last day of attendance.

The school also reserves the right to unilaterally terminate the enrolment and/or refuse the re-enrolment of any adolescent whose parents and/or guardians are inharmonious, uncooperative, unresponsive, and/or offensive to the student development practices of the school to the detriment of the adolescent and/or who are unreasonably verbally or physically abusive to the school faculty and/or staff and/or other school students, displaying offensively wrong modeling to the impressionable community of learners.

This supports the Child Protection Policy of the Department of Education under DepEd Order No. 4 s.2012 and Republic Act 10627, a.k.a. Anti-Bullying Act.

Parent Communication
The Campus Admin Officer is happy to accept your calls and direct your questions between 8:00 a.m. and 5:30 p.m. every day that school is in session. You may reach us by phone or by email. We check our email throughout the day, but if you do not receive a prompt response, please call to be sure the message was received.

During drop-off, relaying oral messages is unreliable as staff are occupied with children. You may, however, email the campus admin officer. We value frequent, timely, open communication with you about your adolescent. We will use various media to communicate with you, including phone, email, written notes, conferences, parent meetings, etc. Each guide will let you know how best to contact her or him.
Emergency calls should be routed through the main office.

Parents and Teachers
Teachers can speak on the phone after classes and will return messages as promptly as possible. Please respect the morning and afternoon work cycles. Additionally, please respect the faculty and administration’s privacy and leisure time. Since the guides work through lunch with the children and cannot answer phone calls, you may ask your adolescent’s guide about their availability and contact them through the school phone or their email.

Please be sure to contact your adolescent’s guide if there are significant changes at home. These changes may be temporary (for example, one parent is away on an extended business trip) or profound (for example, the death of a loved one). When guides are informed, they can support your adolescent and understand changes in behavior.

Be sure to inform the guide of your preferred mode of communication. You are welcome to schedule a time to talk to your adolescent’s guide whenever you think it is necessary. Simply call the Admin Office or speak directly with the guide to arrange a time.

School-Home Partnership
The school recognizes the importance of the partnership between the home and the school. To be on the same page regarding your adolescent’s development and progress, we highly encourage the parents to be present in the following activities:

- Parent Orientation
- Back-to-School Meeting (BTSM)
- Unboxing Montessori
- Adolescent Erdkinder Overview (AEO) for old students who are incoming Erdkinder students
- Parent Observation Week
- Open House
- Foundation Day
- Family Fun Day/Mother & Child Day/Father & Child Camp (optional)
- Moving up Ceremony/Graduation Ceremony

Conferences
Parent-Student-Teacher Conferences are an opportunity for you and your adolescent’s guide to discuss your observations on your adolescent’s development at home and their progress in school. The PSTC occurs at the end of every trimester or thrice a year for the lower adolescent group, Level 3. PSTC for the senior high adolescent groups and/or Level 4 are at the end of every semester. Guides or parents may request additional meetings when necessary. There are no regular classes on PSTC days. The parents will receive a detailed schedule from the guide only after obtaining clearance by the admin office.

Social Media Policy
With mission-appropriate content, the Abba’s Orchard School uses social networking/media to connect with our community, share educational pedagogy, and promote the AOS experience. We encourage you to “Like” our pages and share our posts with families and friends. Please inform the admin officer if you wish not to include your adolescent in any of its social media accounts. AOS reserves the right to delete or block any person engaging in behavior deemed inappropriate or behavior that conflicts with the values or mission of the school.
Emergency Notifications
There are times when we will need to contact you without delay (i.e., unexpected weather conditions, health emergencies). We must have an active phone number to reliably and immediately contact you. Please make sure your emergency contact information is always up to date. If you are traveling or will be farther from school than usual, please let the school know who your backup contact will be in the event of an emergency.

School Cancellations due to Weather Conditions
Based on the local government’s advisory, weather alerts will be posted via text blast from your respective guides or the Campus Admin Officer. The school will schedule make-up classes for canceled sessions due to inclement weather.

Email
AOS communicates school and classroom news to families via Mailchimp. To receive this important and valuable information, each family must always have at least one active email address in the school database.

Updating Your Contact Information
Please be advised that we contact families by mobile phone and email using the information provided at the beginning of each school year. Should any changes to your information occur (i.e., a move or separation of parents), please get in touch with the Admin Office so we can update your child’s file accordingly. Updates can only be made by direct parent notification to the Admin Office.

Communicating with other AOS Families
Parents communicating with AOS families collectively about school-related activities or concerns, must route all communications through the official email. This practice ensures that:

1. Parents are contacted at the email address(es) and mobile numbers they specified for school communications,

2. Office staff remain up-to-date on school business, and

3. The school maintains consistent, professional, high-quality parent communications.

Parents wishing to share the news with the AOS parent community about significant educational, cultural, recreational, family services, or community service opportunities should email the Erdkinder Campus Head or Coordinator or Head of School.

Procedures for Parents to Observe

Driving
The campus speed limit is 20 kph. Take your role as a driver seriously and refrain from speeding and using your cell phone. The parents of adolescents on campus thank you in advance for caring about their child’s safety.

Adolescents allowed by their families to drive are required to have a license. Accompanying adults are needed when adolescents only have student permits.
Regular Arrival Times
Erdkinder starts at 7:30 a.m. We strongly encourage a prompt arrival since work at the farm and morning socratic devotions start our day and impact how the rest of the day will go. If an adolescent is late, it may affect his or her contribution to his function group, and it can be difficult for the entire community if a member is tardy.

Guides will speak directly to parents about late arrivals. If there is no progress, the guides are then expected to inform the administration when tardies are excessive. Three tardies incurred is equivalent to one absence in the child’s records.

Greetings
For regular drop-off, please stay in line. For the safety of the children, do not overtake other cars.

Have your adolescent ready to leave the car as soon as you pull up to the driveway/entrance of the school.

Campus Dismissal
Stay in line. For the safety of the children, do not overtake other cars.

- Parents do not engage staff in conversation during dismissal. Instead, ask the guide to call or email you or call the office to schedule an appointment.
- If an adult unfamiliar with AOS staff is picking up your adolescent, please ensure that:
  - You inform the school beforehand in an email or call, giving the name of the person and a description of his or her car.
- The adult brings an official ID.
- The adult is aware of all pick-up procedures.
- If you need to pick up your adolescent early, please call the Admin Office.

Late Pick-Up Fees
Late Pick-Up Fees apply to students NOT fetched within one hour from official dismissal time.

A fee of Php 1,000.00 for the first hour and Php 500.00 for every hour after that (a fraction of the hour is considered a full hour) per student applies to students not fetched after their dismissal times. The fees are meant to discourage the practice of very late pick-up time that requires school staff to render more hours than usual to accompany children who are still in school.

Charges apply only when the student is picked up after 4:15 p.m.

Releasing Students to Authorized Adults
The parents will submit the online Authorization to Pick Up Form during enrollment. All AOS staff have the right to refuse unauthorized pick-up for security purposes. Parents are requested to call the Campus Admin Office before the adolescent’s dismissal if the fetcher is not listed in the Authorization to Pick Up Form.

AOS staff will not release children to individuals whom they suspect are under the influence of alcohol or drugs or who display behavior that has the potential to put any child in danger.

Security
A security guard is stationed at the school’s entrance on all campuses. Please respect the rules regarding limited entry. The AOS safety
policy is not to allow entry to any individual we do not recognize.

**Speed Limit**
Please observe the 20 kph speed limit while on campus. All campus staff reserves the right to call the attention of persons involved if warnings to unsafe driving go unheeded.

**Parking**
Do not leave your car unattended in front of the campus anytime, as this may block other vehicles.
GENERAL ACADEMIC RULES AND REGULATIONS

“If different individuals are to live harmoniously in one society, with a common aim, there must be a set of rules which we call morality... Therefore morality and social life are very closely united.

But in order that individual action should be free and useful at the same time, it must be restricted within certain limits and rules that give necessary guidance.”

The adolescents are striving to become adults who will take their place in society. In the Erdkinder, rules and guidelines for behavior are present in order to support their individual and social development.

Rules for physical and psychological safety help protect them from their natural risk-taking behavior as well as their occasional lapses in judgment. This behavior is normal for adolescents as they go through puberty. Guidelines in every area of activity support the safety and well-being of all involved.

There are also limits that support their moral and social development. These limits support harmonious living in the community and adapting to living and working with others.

For adolescents, making choices is important and essential as they develop. Rules and guidelines are established to ensure that they are able to make choices freely but within defined limits, accepting the responsibilities that go with those choices.

SOCIAL INTERACTION AND COMMUNICATION

1. Respectful face-to-face interaction
Social interaction and communication are very important to adolescents, and make up an essential place in their development. Rules and guidelines support safe, healthy, and productive communication between all members of the community. The language of respect is assimilated in all forms of communication (verbal and non-verbal) and in all vernaculars.

Adolescents are still in the process of learning and developing social skills and behaviors. In a world of burgeoning social media, adolescents are encouraged to have face-to-face interactions. Students are expected to interact with community members and visitors with civility and respect. Hurtful teasing, harassment, gossip, and bullying are violations of this expectation. When situations like these arise, students are expected to resolve them peacefully and, if need be, with guidance from the adult.

2. Early Exclusive Relationships
Exclusive relationships (romantic or otherwise), which separate participants from the larger community can form an obstacle to other aspects of social development, are not permitted. The exploration of romantic and sexual interest is a normal part of adolescent development. However, sexual activity is not appropriate at this age nor in the Erdkinder environment and therefore is not allowed.

Sexual activity encompasses public displays of affection (PDA) which include, but are not limited to, kissing, holding hands, touching as well as more explicitly sexual acts. Students will be held responsible for sexually compromising
situations, as determined by an adult, even when the extent of the intimacy is not clearly established. In some contexts, couples or potential romantic partners being alone together will constitute a sexually compromising situation.

Appropriate, public, non-romantic physical expressions of friendship (such as hugging) are acceptable as long as the behavior does not extend into romantic or sexual territory or does not unduly affect the comfort level of the community, as determined by adults.

This policy stems from the principles that were outlined by Mr. Chris in his Parent Notice about Early Exclusive Boy-Girl Relationships (EEBGR) which is attached here as Appendix A.

SELF-DISCIPLINE LEADING TO INDEPENDENCE

An orderly environment is also key for harmonious development since external order helps develop internal, psychological order. Also, the orderliness of the environment will aid the smooth functioning of the community. The Erdkinder community is specially designed to ensure opportunities for individual, social, emotional, and intellectual growth in a social setting similar to a real society.

Responsibility is greatly developed in the farm that provides practical endeavors of tending to livestock, growing & harvesting crops, and managing businesses. Adolescents experience the immediate results of hard work, industry, service, and leadership.

Independence is developed in the kitchen and occupations where adolescents experience real adult practical work which through repetition provides confidence in skills. Independence is also supported by time management tools such as journal and tickler notebooks for organization and productivity.

Accountability is further harnessed through record keeping for businesses and kitchen expenses and through the community of both adults and adolescents who work in an atmosphere of mutual respect and support. Each individual strives to be a contributing member of the community. Weekly meetings and gatherings are held to maintain community values.

In this regard, there are guidelines on schedules, standards of cleanliness, and established routines and procedures that serve to support the development of self-control and self-discipline. Students who demonstrate growing self-discipline will experience greater independence and freedom.

1. Official class hours

Official class hours start at 7:30 am and end at 4pm. Adolescents begin their day with daily devotions and then their functions. They end their day after their functions have been accomplished.

2. Attendance: Absences

Students are responsible to attend all school classes and events unless legitimately excused.

As a safety measure, the school, through the class advisor, needs to be informed before 7:00 a.m. on the day of the absence. It will be considered excused if it complies with the guidelines set below. A student with excused or unexcused absence shall be required to comply with any missed school work.
Excused or unexcused absences will be documented as “Absent” in the official school record. Regular absences without prior notice will be considered under absenteeism.

The Department of Education (DepEd) requires a minimum of eighty percent (80%) attendance for each school year. (See DepEd Order No. 11, s. 2011, Section 157.1)

The following reasons are considered valid and acceptable for excused absences:

1. Personal illness/es requiring a doctor’s care. A medical certificate bearing the doctor’s license number and signature is required.
2. Death and funeral of members of the household and family
3. Religious observances
4. Medical or dental appointments that must be scheduled during the school hours. Documentation from the doctor is required. Home should inform the class adviser at least one (1) day prior to the said appointment.

In case the adolescent is not present in school, the class advisor of the adolescent shall promptly notify the parents/guardian of the absence.

Students will not be permitted to leave school before dismissal without prior permission from the classroom advisor in the form of a signed approval. An adolescent who leaves the building without the school’s knowledge will be considered “cutting classes” and will be marked “absent” for the periods missed.

Procedure for Absences

1. An absenteeism report will be sent to the home if a student reaches 3 unexcused absences.
2. If the total absences of the student reach at least 10% of the school days, whether excused or unexcused, a special Parent-Student-Teacher Conference (PSTC) shall be called for by the school.
3. DepEd limits the total allowable absences to 20% of the total number of school days. The families whose adolescents are approaching this limit will be contacted for a conference. (See DepEd Order No. 11, s. 2011, Section 157.1)

3. Attendance: Tardiness

Unless otherwise specified, school starts officially at 7:30. If a student arrives at school after 7:30, the student will be marked “tardy.”

Tardy Procedures

1. A student who is in school but is 5 minutes late for any scheduled activity such as, but not limited to, functions, National Standard (NS) and Occupations Projects (OP) classes, is likewise considered tardy and can only be excused if another guide justifies the tardiness (example: extension of previous classes or exploration period).
2. A tardiness report will be sent to the home if a student reaches 3 unexcused tardiness.
3. A PSTC will be held for frequent tardiness issues. See Appendix C.
ACADEMIC EXPECTATIONS

Students are expected to maintain a high level of engagement in their academics. Any student who is having difficulties in any aspect of their academic work can approach and discuss options with guides and staff. All guides and staff are ready and willing to work out ways to support any student who needs assistance.

It is not acceptable for a student to simply not hand in or do the required academic work. A student who avoids academic work or repeatedly fails to complete or turn in work, despite continuous guide, staff accommodations, and support will be subject to academic deliberation with the erdkinder campus head, head of school and the erdkinder program head. This deliberation will be the basis for any academic decision.

Students are expected to take responsibility for their own education and fulfill their academic requirements. Appropriate consequences to unresolved academic issues will be determined by the Erdkinder Campus Head together with the Head of School.

1. Student Journals

Each Erdkinder student is to keep a journal and write entries into it on a daily basis. It should be submitted on or before dismissal time.

A. Daily Journal Entries

Each student journalizes his or her thoughts on the day’s activities, particularly one’s reflection on the Morning Socratic Devotions (MSD). This activity encourages the adolescent to think critically and reflectively. It also provides daily writing practice.

B. Language Discovery Notebook

Every day the Erdkinder student reads a book for English Literature, they choose five new words for their Language Discovery Notebook (LDN) every week. In addition, the student shall include two idiomatic expressions from any references. The reason for having an LDN is threefold: to make the passage of the book clearer, to increase vocabulary, and to develop discipline. Each LDN entry will have the following:

1. The LDN word
2. The source of the word in MLA citation format
3. The part of speech
4. The definition (note that many words have several different definitions) the student should pick is the one that meets the context of the sentence used in the book.
5. The book sentence
6. The student’s own sentence
7. The idiomatic expression, its definition and the student’s own sentence.

2. Grading system

Level 3 (Ages 12-15)

The school follows its own Grade Point Averaging (GPA) system. The grade for every learning area will be computed as follows:
50% - National Standards (or “NS,” based on K-12 Curriculum)
50% - Occupations Projects (or “OP”)

Occupations Projects can be Farm Occupations Projects (FOP), Science Projects/Studies (SPS), or Humanities Projects/Studies (HPS).

To further emphasize this, an OP (FOP/SOP/HOP) grade is given to each subject, making up 50% of the final grade. This OP grade consists of the OP activities that require application from a particular learning area. The adolescent fails the subject if he fails the OP component, even if the OP grade makes up only 50% of the GPA.

The final grade is determined by the average of the grades in each learning area every trimester.

Level 4 (Ages 15-18)
The school follows a cumulative grading system. The grade of the student for the present trimester will be computed as follows:

80% - present trimester
20% - previous trimester

The grade in the third trimester will also be the final grade of the student.

Further, the academic grade will be based on the following measures of evaluation:

30% - chapter mastery checks and final mastery check
70% - others (short mastery checks, seat works, laboratory reports, activities, etc.)

The passing grade is 75% for all learning areas (in a base-40 grading system). This means that if an adolescent gets 60 out of 100 points, the adolescent gets 76% using the base-40 system. The computation is as follows:

\[(60/100) \times .60 + .40.\]

Failure in four (4) subjects at the end of the term may be grounds for expulsion.

The performance and attendance of the adolescents in the daily functions would be graded by the Farm Occupations Projects (FOP) guide and by peers.

3. The Academic Incident Report (A.I.R.) form
The school (in the Erdkinder program) institutes the use of Academic Incident Report (A.I.R.) to address the need of parents to be informed with the academic standing of their adolescent/s. In informing the home through the use of A.I.R., the guidelines are as follows:

1. After the third failed Mastery Check (MC) or Seat Work (SW) for any learning area (academic subject);
2. After the failed Long Mastery Check (LMC); and,
3. Non-submission of written work or unaccomplished assigned activity a week after the deadline and non-compliance of great works (e.g., dramatis, Socratic seminars).

The said A.I.R. form is prepared by the guide in 3 copies: one for the home, one for the guide and for class adviser. Two copies (for the guide and
the school admin) should be signed by the parents. See Appendix B.

4. Summer Classes & Retention Procedures

A. SUMMER CLASSES

The Summer Class Program is recommended when:

1. The student fails one (1) Learning Area (LA);
2. The student fails one (1) component in a Learning Area (e.g., Grammar/Literature components in English);
3. The student fails two (2) LAs.

B. RETENTION

The student will be retained on the same year level when the student fails three (3) Learning Areas (LAs).
COMMUNITY LIFE

“The school where the children live... we might call it a “school of experience in the elements of social life.”

The work of the adolescent is to develop into an adult who will take his or her place in society. We support this development by preparing a community in which they are able to experience the elements of social life in a safe and supportive environment with others who are striving to develop in the same manner. The Erdkinder Community, like any community, requires work of many kinds to function. Sharing this work is an essential element of adolescent development. Work in a social context allows adolescents to directly experience the value of their individual contributions to the well-being of the group. Students who miss academic classes during these activities are responsible for informing their teachers about missed assignments and lessons.

1. The Erdkinder Farm

“Work on the land is an introduction both to nature and to civilization and gives a limitless field for scientific and historic studies... We have called these children the “Erdkinder” because they are learning about civilization through its origin in agriculture.”

At The Abba’s Orchard, the farm provides adolescents with a prepared environment with optimal conditions for exploring social life elements. The essence of this social life is work. The farm becomes a progenitor of work and production by creating Occupations. Beyond providing a peaceful and tranquil environment for the youth, the farm presents a setting where the adolescent can experience the fruit of his labor resulting in the valorization of his personality.

The farm aims to provide the youth with as much social life experiences as possible in production and exchange (buying and selling), division of labor, and opportunities for academic learning via scientific and historical studies emanating from the farm. All of these provisions aim to give the adolescent a lifelong learning experience through real-life activities in the prepared environment of the farm.

The farm is divided into specific objectives accommodating the different plant and animal components. These components include but are not limited to, the Pig Feed Garden, Free-Range Chicken, Deep Bedding Poultry Houses, Pig Shed, Goat Shed, Herb and Vegetable Garden, Aquaponics, and Duck Pond. Designated areas are also provided for each year level’s Farm Occupations Project (FOP) per school year.

The farm curriculum aims to produce fresh and naturally grown vegetables and meat for the consumption of the Erdkinder community and even outside its community through commerce. The Kitchen team buys produce at a reasonable price to adopt the need to experience real-life production and exchange. With these produce, the students are trained to pursue a healthy lifestyle and make nutritionally balanced food choices.

The farm is run by the adolescents working side-by-side with the Farm Occupations guide. Campuses where a full farm is not possible will still have a farm component that delivers the benefits of a farm as much as possible. This usually entails a small space for
gardening and for organically raising a few farm animals.

A. Farm Conduct
The farm is one of the components in the adolescents' prepared environment that promotes productive learning. Like any prepared environment, it is a place that should promote physical and psychological safety for all. The following behavior is observed:

1. Playing around on the farm is prohibited.
2. Care of the environment is expected from everyone: plants, livestock, farm structures, tools, equipment, materials, and other farm appointments must be cared for with extraordinary diligence.
3. Animals must not be disturbed unnecessarily.
4. Farm resources must be consciously conserved at all times. Use of water, animal feeds, seeds, composts and other farm inputs must be made and or utilized wisely and efficiently. Rules in using these resources must be followed.
5. Littering is prohibited.

B. Farm Rules
1. Farm Functions/Responsibilities
   Individual farm function assignments will be posted. Each student is responsible for knowing his work assignment. The effect of unawareness of work assignment will affect the whole farm operation Thus, consciousness of each one’s contribution is important.

   Harvesting farm produce unless allowed by the farm guide is not allowed.

2. Farm Work
   a. The adolescents will be oriented regarding their farm responsibilities.
   b. Each adolescent assigned to do a farm function is expected to be in the farm working by 7:30 AM.

C. Attendance
   An adolescent is expected to report to the farm punctually.

D. Personal Farm Gear and Farm Tools
   Adolescents must come to the farm in complete farm gear with the required farm tools. The following are the required farm gear and tools:

   a. Wide-brimmed hat
   b. Boots
   c. Long-sleeved shirt
   d. Gloves
   e. Hand Trowel
   f. Watering Can

   For a complete list of Materials, please see Appendix D.

E. Communal Farm Equipment
   All farm equipment must be returned to the tool room after use. Unused farm materials and inputs (compost, seeds, EM, and other concoctions) should be set aside in their proper places.

F. Farm Occupations Project (FOP) Grading System
   In keeping with the interdisciplinary nature of Montessori education, the Farm Occupations Project entails the usage of skills from nearly
all learning areas - from weighing animals' live weight and estimating carcass weight, to using the concept of area in building plots and the effects of the water PH, etc. The activities invite the application of knowledge in Math and the Natural and Applied Sciences. Research on the practices and history of a certain project is very relevant to the Humanities learning area. Composing business letters and preparing for investor or creditor or market presentations require a good command of English grammar.

The grading components are as follows:

- Final Mastery Check
- Peer Evaluation
- Performance Evaluation from the Guides
- Self-Evaluation

2. The Kitchen

“All work is noble.
The only ignoble thing
is to live without working.”

The Erdkinder kitchen program aims to cater to the adolescents’ developing sense of justice and dignity. The Erdkinder community, which sustains different kinds of human and social relationships, is also the secret to building camaraderie among members. The kitchen environment sets this up for the social adolescents to interact with each other in tasks and responsibilities while enjoying their creativity in serving the expectant community as a whole. Moreover, the job of the kitchen function teacher is only to guide and make sure that rules and roles are taken and filled by the young initiators.

Students who will be assigned to do the kitchen functions for the week will now form the kitchen crew.

A. General Guidelines for ALL students

1. Payment for lunch for the succeeding week must be turned in to the FOP group member-in-charge by Friday.
2. Official lunch time is at 12 noon.
3. After eating, proper waste disposal must be observed by each student. Biodegradable, non-biodegradable and recyclable waste should be segregated accordingly. Washing of dishes will be done individually. Each student must wash his plate and utensils using his own soap, clean up his own area, and put everything back in their proper places.

B. General Guidelines for all Kitchen Crew Members

1. All kitchen crew members must participate in the planning and marketing sessions of the team.
2. The kitchen crew is subdivided into groupings in which each is expected to do assigned jobs and cooperate with the team.
3. Kitchen crew members should always be in their proper and complete uniform of hairnet and apron upon entry to the kitchen premises.
4. The kitchen is strictly NO ENTRY for non-kitchen crew members unless authorized by the kitchen guide.
5. Cleanliness and hygiene must always be observed in all stages of food preparation.
6. Kitchen trash must be segregated as: COMPOSTABLE, NON-BIODEGRADABLE, AND RECYCLABLE.

7. The Erdkinder strives to prepare healthy, well-balanced meals. The considerations for each week’s meal will follow this principle.

8. Kitchen Crew cleaners must do general cleaning weekly. This includes cleaning the refrigerator, shelves, and kitchen floor.

9. Collection of meal payments must be done on Wednesday before his/her group’s turn.

10. An accounting of groceries must be updated on a weekly basis and turned over by the assigned student accountant to the teacher-in-charge before the end of the week.

C. Kitchen Set-up and Schedule
The kitchen crew is composed of a group who are rotated to different kinds of kitchen tasks on a daily basis. The following are the kitchen tasks arranged also into stages:

1. Planning with the Crew
The kitchen team, headed by the student leaders, plans before the kitchen week. A budget and meal plan for the week is made by coming up with a complete list of things or ingredients that need to be bought. Kitchen tasks and rotation schedule will also be assigned and decided during this stage.

The team is updated on the kitchen inventory by coordinating with the function guide. The budget is reviewed and adjusted accordingly. Then the group collects all the payments from the community.

When finalizing the meal plans, it is necessary for the crew to bear in mind that the meals that they will serve are nutritiously complete as consisting of organic meat, green and leafy vegetables, and fresh fruits. Fruits and vegetables should comprise the bulk of the meal (70-75%).

2. Purchasing
The crew, accompanied by the function guide, meet to go to the wet market and/or grocery and buy the needed ingredients for the week.

This is an important experience for all adolescents to understand the social role of money to common individuals and to the economy and the adolescents’ roles in contributing to their immediate community.

3. Ingredients Preparation
One secret to efficient ingredient preparation is the completeness of the ingredients. Note that two ingredient components should be prepared: viand and dessert (often a fruit dessert) or beverages, if any. The team is encouraged to buy all the necessary ingredients enough for 3 days of cooking to ensure freshness. All pots and wares used during the ingredients preparation must be washed clean at the end of this stage before the cooking team comes in to take over.
4. Cooking and Dessert Preparation

The cooking team comes in when all necessary ingredients are sliced and chopped. It is advisable to cook the rice an hour before lunch break to be served hot. Viand, however, can be reheated to maintain its desired serving temperature.

5. Table Preparation and Washing

Cleanliness is the key to this stage. Table preparation may include cleaning, wiping, and arranging tables before the cooking team is finished. All utensils must be thoroughly cleaned and wiped dry.

6. Serving of Food

Another way of serving the community is by serving them food. ALL kitchen crew members are expected to participate at this stage. It is important that each crew member wears proper gear, has clean hands, and most importantly, has the attitude of a servant when serving the community. The crew observes proper portioning and use their discretion so that everyone gets served.

The lunch is begun with a prayer of thanksgiving commonly led by a designated member of the kitchen crew.

7. Final Cleaning

Final cleaning of the kitchen is the responsibility of the cleaning team and must immediately proceed after cleaning all pots and kitchen utensils.

8. Daily Accounting and Final Accounting

All the things bought are accounted for by the senior student and documented in an Excel sheet, which will be submitted to the guide at the end of the week or on a Friday. Values and some discrepancies might occur but must be reconciled before submitting the report to the guide. The weekly accounting report should consist of the following:

- Excel file inventory sheet (soft copy and printed)
- Complete compilation of all receipts pasted on short bond papers and fastened in a folder
- Ending balance of the money must tally with the actual fund on hand

After getting the accounting for the week from the crew, the function guide consolidates it with the previous accounting reports and the printed weekly updated reports which will all be compiled.

To sum up, the work in the kitchen supports the adolescent’s development in the following areas:

- **Life Preparation**: Kitchen work in Erdkinder prepares adolescents for life beyond the classroom. It equips them with indispensable life skills. As they learn to plan, shop for ingredients, and cook nutritious meals, they gain practical knowledge they will use daily as they transition into adulthood.

- **Creativity and Self-Expression**: Cooking allows for artistic expression as adolescents
Experiment with flavors, presentation, and recipe adaptations. Encouraging their creativity not only results in delectable dishes but also boosts their confidence and self-esteem.

- **Applied Academics:** Kitchen work is an opportunity to apply academic knowledge practically. Math comes alive when they measure ingredients and scientific principles manifest as they witness raw material transformations in the cooking process. Reading and interpreting recipes further refine their language and comprehension skills.

- **Collaboration and Communication:** The kitchen is a space that naturally encourages collaboration. Preparing meals together requires effective communication, task delegation, and teamwork. These interpersonal skills are vital for healthy relationships and future professional environments.

- **Healthy Lifestyle Choices:** Adolescence is a period of growth, and nutritional choices impact their development. Through kitchen work, they gain insights into balanced diets, food groups, and mindful eating. This knowledge empowers them to make informed decisions about their health.

- **Preparation for Adulthood:** The kitchen serves as a microcosm of life's challenges and rewards. From failures to successes, adolescents experience a range of emotions. These moments provide valuable lessons in resilience, adaptability, and learning from mistakes.

3. **Dress Code**

Erdkinder students are expected to dress in a manner supportive of a positive learning environment free of distractions. The school believes that there is a direct relationship between a student’s manner of dressing and behavior. Students are expected to dress appropriately for school, school activities, and community life. Clothing should fit and be functional and enable the student to participate in all aspects of school life. Students who come to school in unacceptable clothing will not be allowed entry but will instead be asked to come up with a workable solution to the situation on hand.

A. **General Rules**

- Outer clothing that resembles loungewear, pajamas or underwear is prohibited.
- Fads and styles that differ extremely from conventionally accepted standards are prohibited.
- Any clothing viewed as distracting because of extremes in style, fit, color, pattern fabric, etc., shall not be permitted.

B. **Specific Rules**

- Blouses and shirts must cover the top of the shoulder and be fitted under the arms. Thus, no halter tops, spaghetti straps, or bare-shouldered tops are allowed.
- Blouses that expose any portion of the belly or hip are not allowed.
- Low-cut necklines that reveal cleavage, see-through fabric, backless, or tube tops are likewise considered inappropriate.
- Any clothing that is slashed or has holes is prohibited.
• Any clothing with inappropriate writing or artwork, such as offensive words and designs, violence, sex and pornographic symbols, hate groups, tobacco products, drugs, and alcohol, are not allowed.
• Skirts and shorts must be 4 inches above the knee or just above the knee.
• Male students are not allowed to wear earrings.
• Male students are discouraged from wearing their hair long.
• Crossdressing or wearing the clothes of the opposite sex, including the use of makeup for males, is prohibited unless otherwise authorized for a legitimate purpose (Ex. in a play or a similar activity), and only during the said activity.
• Female students are not allowed to wear ornaments other than earrings. Piercings in other exposed body parts as in the nose, lips, tongue, eyebrows, etc., are not allowed unless for religious and / or cultural purposes.
• Caps/hats and sunglasses must be removed when indoors unless authorized for a legitimate purpose (e.g. in a play or similar activity)
• Body tattoos are generally discouraged. The school discourages over-use or dramatic use of cosmetics, make-up, and any markings on the skin (by pencil, pen, marker, etc.). Adolescents, with home guidance, can decide on long-term body modification procedures later in their maturing journey to adulthood. Piercing, tattooing, or other forms of permanent body art, including long-term hair-dying, may not be undertaken while on campus or on any school trip.

C. Smart Casual Day

Once a week, students are expected to dress appropriately for this particular day: for ladies, blouse and skirt; for men, slacks and polo with buttons.

4. Conduct During Out-of-School Activities

Every out-of-school activity is an opportunity for adolescents to develop independence, resourcefulness, and self-confidence. Simple acts of proper conduct and behavior, such as below, contribute to a harmonious, orderly and safe environment while outside of the school.

1. Being polite and courteous to teachers, drivers, younger adolescents, and fellow Erdkinder adolescents.
2. Being responsible with one’s own litter, and always practicing CLAYGO (Clean as You Go).
3. Respecting the space and being polite to all pedestrians and commuters. Being the model of respectful behavior.
4. Keeping noise level to a minimum.
5. Being patient with each other. Each adolescent should wait for his/her turn.
6. Being attentive to one’s personal belongings. With respect to public spaces, limiting the space one occupies.
7. Ensuring cell phones, gaming devices, tablets, etc. are NOT in use while in group transit and while attending the out-of-school activity.

For special instructions regarding the activities, each adolescent must listen and follow the instructions of the supervising guide or staff.
5. Classroom Policies
The Erdkinder classroom must be kept clean at all times. The principle of “Clean As You Go” must be practiced by all students at all times. Chairs and tables must be properly aligned throughout the school day. Bags and other student paraphernalia must be kept inside the lockers if not needed during a particular class period. Frequently used items may be kept in the drawer or on the table. At the end of each day and before leaving, all desks must be cleaned and with nothing on top except the inverted chairs.

In addition to the Erdkinder culture of orderliness, students are expected to file their academic works in their respective portfolios.

6. Celebration of Life (Birthdays)
Each community has its own respectful way to celebrate birthdays. Your adolescent may choose to bring food to share with his or her classmates. A simple treat like an individually-packed pastry or a healthy snack is suggested. Any part of the celebration that does not abide by AOS policies will be turned away. The best time to hold a Celebration of Life in the classroom is 30 minutes before class dismissal of the adolescents.

7. Computer/Gadget/Internet usage
Adolescents are naturally interested in technological forms of communication such as cell phones, email, Internet chat, etc. However, because virtual communication lacks the directness, nuance, and immediacy of face-to-face activity, and can tend to pull students away from community life, limits are set in the use of electronic communication channels.

The use of personal laptops/devices and the school computer is primarily for educational purposes. Likewise, internet access may be granted by the guide for any school-related activities that may include, but is not limited to:

- online classes (for unified subjects)
- research work
- class presentations that require internet access
- email access

This privilege may be revoked by the guides or administrators at any time for abusive or inappropriate conduct. Such conduct would include, but is not limited to, playing online games, scrolling through any form of social media, placing of harmful information on or through the computer system, accessing another person's files or e-mail, and using of obscene, abusive, offensive, or objectionable language or images in either public or private files or messages.

**General Rules on Computer/Gadget/Internet use:**

1. Mobile phones are not allowed in the classrooms. Homes who wish to allow their adolescents to bring mobile phones to school for the reason of having the ability to communicate with the adolescent in cases of emergencies are advised to instead reach out to the school administration office phone numbers.

2. Should the home still allow mobile phones to be brought to school, the adolescent shall surrender the same turned off to the guide before classes start who in turn shall store them in one location for the rest of the school day. All surrendered mobile phones shall be returned to the adolescent at dismissal time. (A more detailed document on Mobile Phone usage can be found in Appendix F)
3. Accessing social network accounts while at school is strictly prohibited. In the event this occurs, a verbal response will be communicated to the adolescent. However, if this is observed to be a habitual practice, the guide will resort to confiscating the device/s or disallowing the use of computers while at school.

4. Deletion, examination, copying, or modification of files and/or data belonging to other users without their prior consent is prohibited.

5. Students may not install software on any school computer. Students may not copy or download executable files to their My Documents folder or the local hard drive without explicit authorization from school personnel. Only authorized school personnel may install software.

6. Students may not save personal files on the local hard disk unless directed to do so by the school personnel-in-charge. They may save their materials to a data disk, or to the personal My Documents Folder.

7. Any unauthorized, deliberate action which damages or disrupts a computing system (including the willful introduction of computer "viruses" or other disruptive/destructive programs), alters its normal performance, or causes it to malfunction is prohibited. Intentional attempts to "crash" network systems or programs are punishable disciplinary offenses.

8. Any device-based activities deemed by the school to be non-educational are not allowed. Downloading, installing or playing unauthorized games of any kind is strictly forbidden. Students may only use the Internet to visit sites that are educationally relevant.

The school reserves the right to inspect any material stored in files to which users have access to and will edit or remove any material which the school, in its sole discretion, believes to be objectionable. Users of the computers/Internet will not use their account to obtain, view, download, or gain access to potentially objectionable materials. This includes text materials, video images, or sound files that may be considered objectionable.

8. Laboratory Equipment and Activity Area Rules

The laboratory equipment and activity areas are designed to enhance learning. Each adolescent is encouraged to use the materials for exploration and inquiry after they have been oriented on their proper care and use. They are available for use during Science class and exploration time.

1. Permission from the Science guide must be secured if one wants to use any material for exploration and other activities.

2. The Material and Equipment Use Logbook must be filled in before using any material and equipment.

3. All materials and equipment must be cleaned and returned before the end of the school day.

4. Playing with materials is prohibited.
5. The Laboratory Safety Rules (see Appendix E) discussed by the guide at the beginning of the school year must be taken into heart and followed conscientiously.

6. Proper behavior in the activity areas must be observed at all times.

7. Distracting other groups during activity periods is prohibited.

8. The activity area must be cleaned after each one is done.

9. Locker and Drawer rules

Adolescents are responsible for the lockers, desks and drawers provided and assigned to them. They are to help adolescents manage their things and keep them orderly. Diligence in preserving tidy lockers and drawers contributes to a greater sense of order in the adolescent psyche which in turn contributes to the sense of orderliness in the classroom and in the school. The following are helpful pointers:

1. Make sure all things in the lockers and drawers are arranged. Keep lockers and drawers clean at all times.

2. Make sure all the things required in the checklist of materials are there. To avoid delays in lessons, the students should have these educational materials beforehand.

3. There should be nothing on top of the lockers.

4. Lockers should be locked at all times. While the school will help in investigating losses, any losses in the lockers are not the responsibility of the school.

5. Lockers will be inspected on a daily basis. The cleanliness of the lockers will be one of the bases for dismissal.

6. In no way must lockers be used as storage for prohibited materials in school.

7. Lockers can be personalized in their internal walls but not on their external walls. Anyone can be creative as it is one’s personal alcove but placing / sticking anything permanent in the locker is prohibited.

8. At the end of the year, the adolescent is responsible for restoring the locker to its original condition.
CODE OF DISCIPLINE

He who ignores discipline comes to poverty and shame, but whoever heeds correction is honored. (Proverbs 13:18)

Adults in the community strive to earn respect and instill order. Behaviors of insubordination, lack of respect or improper conduct on the part of the adolescent are not tolerated. Such conduct will result in disciplinary action and may lead to suspension or expulsion. Adults are expected to extend to adolescents the same respect and courtesy.

Cutting or reducing adolescent grades is not an acceptable form of disciplinary action.

Adolescents are charged with the responsibility of abiding with the code of conduct in the following scenarios:

- While on school property;
- While participating or engaging in any school function or activity outside the school campus;
- While taking a communal means of transportation with other adolescents in going to or coming from a school activity outside the campus.

The ultimate aim of Montessori education, the development of a healthy, moral, spiritual human is directed from within, which gives human beings the deepest satisfaction. Thus, adolescents who engage in activities which harm the self and / or the community will go through a disciplinary process.

1. Sequence of Discipline Measures (SDM)

The following Sequence of Discipline Measures (SDM) and their corresponding codes will be used by the school:

A. Verbal Response (V)

The first step taken when a violation of the rules happens is a conversation between the concerned student/s and the guide and/or the staff, and in more serious cases, with the parents.

The conversation will include a statement of the offense, a reiteration of the rules of the community, and the processing with the student to lead the student to a sincere realization of a personal mistake leading to a resolute repentance and restitution in cases of injuries to property and/or person so that further incidents may be avoided.

B. Issuance of Memorandum (M)

A conference will be called by the Erdkinder adviser together with the Erdkinder Campus Head, and with parents if deemed necessary, to discuss the offense in the same manner and objectives of Section A above and seek possible solutions that both the home and the school can work out in support of the adolescent.

C. Suspension (1,3,5,..)

This means denial of attendance (other than for the balance of the immediate class) at any single subject or class, or any full schedule of subjects or classes, for a stated period of time. A suspension also may include a denial of admission to or entry upon real or personal property that is owned or controlled by the school. 1 means one-day suspension, 3 means 3-day suspension, and so on and so forth.
D. Expulsion (E)
This means the denial of attendance at any single subject or class or any full schedule of subjects or classes, for an indefinite time period. An expulsion also may include a denial of admission to or entry upon real and personal property that is owned or controlled by the school.

E. Emergency Removal (ER)
A student may be removed immediately from a class, subject or activity by a guide or administrator if the guide or administrator has good and sufficient reason to believe that the student’s presence poses an immediate and continuing danger to the student, to other students, to school personnel and to school property.

2. Discipline Effectiveness
Two types of Discipline Effectiveness (DE) shall be applied:

A. Clean Slate (CS): These are minor infractions which lose weight in terms of gauging future infractions. The student will have a clean slate in the succeeding school year. This means a future infraction will not be aggravated by past “clean slate” infraction/s.

B. No Clean Slate (NCS): These are major infractions which a student may commit, and the weight of the offense is carried over to the succeeding years and will stay for long as the student is enrolled with the school.

3. Definition of Terms

Adolescent - Any person enrolled in The Abba’s Orchard Erdkinder Program

Bullying - Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. Behavior is repeated or has the potential to be repeated, over time, which makes other people feel uncomfortable, distressed, or threatened, whether intentionally or not. It can be the action of one or different students on different occasions.

To be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power**: Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even involving the same people.

- **Repetition**: Bullying behaviors happen more than once or have the potential to happen more than once. Bullying includes making threats, spreading rumors, attacking someone physically or verbally, and intentionally excluding someone from a group.

**Acts of Bullying**
1. Threats to inflict a wrong upon the person, honor, or property;
2. Stalking or constantly following or pursuing a person in his or her daily
activities with unwanted and obsessive attention;
3. Taking of property;
4. Public humiliation, or public and malicious imputation of a crime or a vice of defect, whether real or imaginary, or any act, omission, condition, status, or circumstance tending to cause dishonor, discredit or expose a person to contempt;
5. Deliberate destruction or defacement of, or damage to the child’s property;
6. Physical violence committed upon the student may or may not result in harm or injury, with or without a weapon. Such violence may be in the form of mauling, hitting, punching, kicking, throwing things at the student, pinching, spanking, or other similar acts;
7. Demanding or requiring sexual or monetary favors, or exacting money or property, from a student; and
8. Restraining the liberty and freedom of a student.

Source: DepEd Order No. 40, s. 2012

Delinquency - Neglect of one's responsibility

Discipline - A system of behavior management directed toward the control of a student(s) and toward development of student responsibility for self-control.

Discipline Committee - The committee composed of school personnel established for the purpose of conducting hearings of student misconduct.

Discipline Report - Written reports to be submitted in all instances for major disciplinary actions discharged to a student.

Disrespect - Actions which show a lack of respect for others, rudeness, lack of courtesy; action which is directed toward school personnel or other students in an attempt to destroy a teacher or school staff’s control and/or to belittle or make fun of another person. Disrespect can be shown through a person’s verbal and/or body language or by means of deliberate and directed physical actions.

Drugs - Any substance other than air, water, or food that by its chemical nature affects the body structure or function and can produce adverse changes in a person's physical, emotional or mental states.

Drug Abuse - The persistent and/or excessive self-administration of any drug which may result in psychological or physiological dependency

Due Process - Constitutional process that provides an opportunity for a student's defense against charges of misconduct which may lead to disciplinary action

Expulsion - The denial of attendance or removal from attendance of a student in The Abba’s Orchard school system by the Discipline Committee.

Firearms and Deadly Weapons - (A) any weapon which will or is designed to or may readily be converted to expel a projectile; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; (D) any sharp, pointed, and/or bladed object, or
(E) any destructive device. (The term "destructive device" means any explosive, incendiary, or poison gasses)

**Floating** - Term used for students who are idle and not productive

**Harassment** - Harassment includes conduct whether verbal, written, graphic, or physical relating to a student's disability or sex, race or national origin that is sufficiently severe, pervasive or persistent.

**Incident Reports** - Written reports required by the school in all instances of student infractions.

**Insubordination/Willful Disobedience** - Refusal of a student to honor or submit to a reasonable request by an authority (teacher, school staff, or student leader). Insubordination may be an overt act or communicated by passive behavior. Any open or bold resistance to authority, harassment, or intimidation, verbal or non-verbal, which challenges an authority’s position or control and causes disruption or obstruction of any function or process.

**Loitering** - The act of a person being on, in, or around school premises or public property, including in parked vehicles, to be idle, wandering, lingering, playing, or dawdling without some lawful business therein or thereabouts or in connection with the school or school employees.

**Parent(s)/Guardian(s)** - The person(s) having legal custody of the student.

**Plagiarism** - Using someone else’s work without giving them proper credit

**Profanity/swear words** - Use of profane and/or obscene language (written, oral, or gestures)

**Vandalism** - Intentionally causing damage, and/or under the lawful control of another without that person’s consent
4. Misconduct/Disobedience

The following types of student conduct are examples of behavior that need discipline and may lead to expulsion subject to procedures by the Discipline Committee. The disciplinary actions outlined below serve as guidelines and may change according to the severity of the offense committed.

Persons to handle and follow up reports of misconduct/disobedience:
- Homeroom adviser - Minor incidents and issues
- Erdkinder Campus Head & Heads of School - Serious incidents
- Heads of School Committee - Incidents requiring suspension or expulsion

A. OFFENSES COMMITTED AGAINST SELF

<table>
<thead>
<tr>
<th>TYPE OF MISCONDUCT/INFRACTION</th>
<th>DISCIPLINARY ACTION</th>
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<tbody>
<tr>
<td>1 Improper Attire</td>
<td>VVMM35 CS</td>
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<tr>
<td>2 Incomplete gear in the kitchen and farm</td>
<td>VVMM35 CS</td>
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<tr>
<td>3 Use of cellphones and media players during class hours for games, videos and the like</td>
<td>VVMM35 CS</td>
</tr>
<tr>
<td>4 Playing games (including but not limited to) on the computer or internet, watching unauthorized videos or any computer-based activity which is not deemed educational, or without prior approval of the guide</td>
<td>VVMM35 CS</td>
</tr>
<tr>
<td>5 Bringing or consuming of “junk” food such as but not limited to chips, soft drinks / carbonated beverage, instant/processed foods.</td>
<td>VVMM35 CS</td>
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<tr>
<td>6 Loitering on or off school grounds</td>
<td>VVMM35 CS</td>
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<td>7 Insubordination by failing to comply with reasonable directions of teachers during any period of time on or off school grounds when the student is under teacher supervision and when the insubordination may constitute an interference with school purposes.</td>
<td>VVMM35 CS</td>
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<tr>
<td>8 Plagiarism</td>
<td>VM35E NCS</td>
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<tr>
<td>9 Cheating</td>
<td>35E NCS</td>
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<tr>
<td>10 Possessing, using, selling, transmitting, or being under the influence of any drug, alcohol, intoxicant of any kind, or tobacco on or off school grounds while under supervision of school authorities. (Use of a prescribed drug authorized by a medical prescription from a registered physician will not be a violation of this rule.)</td>
<td>E NCS</td>
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</tbody>
</table>
### B. OFFENSES COMMITTED AGAINST OTHERS

<table>
<thead>
<tr>
<th>TYPE OF MISCONDUCT/INFRACTION</th>
<th>DISCIPLINARY ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Delinquency in kitchen and farm payment</td>
<td>SDM VVMM35 DE CS</td>
</tr>
<tr>
<td>2. Delinquency in performing chores and assigned responsibilities when part of a group</td>
<td>SDM VVMM35 DE CS</td>
</tr>
<tr>
<td>3. Improper conduct for out-of-school activities (noisy, playing around, etc.)</td>
<td>SDM VVMM35 DE CS</td>
</tr>
<tr>
<td>4. Non-observance of Practical Life Exercises</td>
<td>SDM VVMM35 DE CS</td>
</tr>
<tr>
<td>5. Cursing, using profanity or vulgar language.</td>
<td>SDM VVMM35 DE CS</td>
</tr>
<tr>
<td>6. Invasion of privacy such as (1) reading other people’s journals, (2) placement of obnoxious materials and other trash on others’ lockers, (3) video recording, and (4) taking photos for purposes of humiliation and defamation.</td>
<td>SDM VM35E DE NCS</td>
</tr>
<tr>
<td>7. Physical contact of students of the same sex in the context of a homosexual attraction</td>
<td>SDM M35E DE NCS</td>
</tr>
<tr>
<td>8. Any form of inappropriate physical contact with the opposite sex in the campus unless authorized by the school (i.e. school plays, dance, dramatis personae, etc.)</td>
<td>SDM M35E DE NCS</td>
</tr>
<tr>
<td>9. Intimidation of any person with threat of bodily harm.</td>
<td>SDM M35E DE NCS</td>
</tr>
<tr>
<td>10. Intentionally causing or attempting to cause physical injury or behaving in such a way as to cause physical injury to any student or school employee on school grounds or off school grounds at an educational function or event.</td>
<td>SDM M35E DE NCS</td>
</tr>
<tr>
<td>11. Defamation of another person’s reputation in a public setting verbally of any form of media</td>
<td>SDM M35E DE NCS</td>
</tr>
<tr>
<td>12. Violation against relationships between teachers and students, and staff</td>
<td>SDM M35E DE NCS</td>
</tr>
<tr>
<td>13. Looking into teachers’ records and private academic materials for whatever purpose</td>
<td>SDM M35E DE NCS</td>
</tr>
<tr>
<td>14. Posting on the internet in whatever form that may cause damage to the good reputation of the school, its students, and staff</td>
<td>SDM M35E DE NCS</td>
</tr>
<tr>
<td>15. Fighting (physical altercation) on or off school grounds while under the supervision of school authorities.</td>
<td>SDM M35E DE NCS</td>
</tr>
<tr>
<td>16. Invasion of personal private spaces like comfort rooms, dressing rooms, etc.</td>
<td>SDM 35E DE NCS</td>
</tr>
</tbody>
</table>

*Attachment: EEBGR Memo per CNB dated December 3, 2012. See Appendix A.*
<table>
<thead>
<tr>
<th>TYPE OF MISCONDUCT/INFRACTION</th>
<th>DISCIPLINARY ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SDM</td>
</tr>
<tr>
<td>17 Use of violence, force, noise, threat, passive resistance, or other conduct that interferes with educational activities organized by school officials.</td>
<td>35E NCS</td>
</tr>
<tr>
<td>18 Extortion by means of force or threat to obtain money or property from another student</td>
<td>35E NCS</td>
</tr>
<tr>
<td>19 Possessing, handling, or transmitting any object, which may be reasonably considered a weapon, on or off school grounds at any educational function or school event.</td>
<td>E NCS</td>
</tr>
<tr>
<td>20 Hazing another student to perform a humiliating or unnecessary task(s) by using fear of mental or physical abuse or activities</td>
<td>E NCS</td>
</tr>
<tr>
<td>21 Any action committed on school grounds that violates any existing local laws</td>
<td>E* NCS</td>
</tr>
</tbody>
</table>

*subject to the penalty imposed by local laws

**C. OFFENSES COMMITTED AGAINST PROPERTY**

<table>
<thead>
<tr>
<th>TYPE OF MISCONDUCT/INFRACTION</th>
<th>DISCIPLINARY ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SDM</td>
</tr>
<tr>
<td>1 Lack of care of the environment (e.g.: neglect of farm tools, messy lockers, scaring the farm animals, etc.)</td>
<td>VVMM35 CS</td>
</tr>
<tr>
<td>2 Littering, whether on school premises, school activities or inside the bus</td>
<td>VVMM35 CS</td>
</tr>
<tr>
<td>3 Defacing or injuring any property in school, whether it belongs to the school, a school staff, or to another student. i.e.: vandalism</td>
<td>M35E NCS</td>
</tr>
<tr>
<td>4 Causing or attempting to cause damage to school property.</td>
<td>M35E NCS</td>
</tr>
<tr>
<td>5 Causing or attempting to cause damage to private property on or off school grounds when the student is involved in a school activity or event.</td>
<td>M35E NCS</td>
</tr>
<tr>
<td>6 Unauthorized, deliberate action which damages or disrupts a computing system (including the willful introduction of computer &quot;viruses&quot; or other disruptive/destructive programs), alters its normal performance, or causes it to malfunction; Intentional attempts to &quot;crash&quot; network systems or programs are punishable disciplinary offenses.</td>
<td>35E NCS</td>
</tr>
<tr>
<td>7 Stealing or attempting to steal school property.</td>
<td>35E NCS</td>
</tr>
<tr>
<td>8 Stealing or attempting to steal private property on school grounds or private property during an educational function or event off school grounds.</td>
<td>35E NCS</td>
</tr>
</tbody>
</table>
5. Suspension Procedures
Suspension becomes necessary after serious offenses have threatened the peace and order in the community. When verbal responses and the issuance of memorandum are deemed ineffective, suspension procedures will be conducted by the Discipline Committee (Adviser, ECH and HoS) to process suspension.

1. A meeting will be held prior to the suspension of any student. At this meeting the adolescent and the guardians/parents will be entitled to:
   a. a written or oral statement of the charges to notify the adolescent and the guardians/parents;
   b. if the adolescent denies the charges, a summary of the evidence against the adolescent will be presented; and,
   c. an opportunity to explain his or her conduct.

2. The meeting shall precede suspension of the adolescent except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible following the date of the suspension.

3. Following the suspension, the parent/s or guardian of a suspended student will be notified in writing. The notification will include the dates of the suspension, description of the adolescent's misconduct, and the action taken by the school director.

6. Expulsion Procedures
If misconduct/disobedience continues after suspension, then the adolescent may be subjected to expulsion.

1. The school director may conduct an expulsion meeting, or may appoint one of the following persons to conduct the expulsion meeting:
   a. legal counsel
   b. a member of the administrative staff who did not expel the student and was not involved in the events giving rise to the expulsion.

2. An expulsion will not take place until the student and the student's parent/s or guardian are asked to appear at an expulsion meeting conducted by the school director or the person designated above. Failure by a student or a student's parent/s or guardian to appear at this meeting will be deemed a waiver of rights administratively to contest the expulsion.

3. The request to appear at the expulsion meeting will be in writing, delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the date, time, place, and purpose of the meeting.

4. At the expulsion meeting, the school director will present evidence to support the charges against the student. The student or parent will have the opportunity to answer the charges against the student, and to present evidence to support the student's position.

5. If an expulsion meeting is held, the person conducting the expulsion meeting will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student and the student's parent/s.

---------------- nothing follows -------------
APPENDIX A: Excerpt from the Parent Notice of December 3, 2012 by Mr. Chris on Early Exclusive Boy-Girl Relationships

The Abba’s Orchard - All Campuses
PARENT NOTICE
03 December 2012

Dear Parents,

...

**Early Exclusive Boy-Girl Relationship**

One of the items that is sanctioned in the Erdkinder Student Handbook is Public Display of Affection (PDA). While we did not expressly sanction against exclusive boy-girl relationships, we are clear about PDA.

The reason there was no express sanction against exclusive boy-girl relationships (or EEBGR, as I will now coin an acronym) is because I still personally subscribe to guiding adolescents to come to a decision by and for themselves.

Owning the decision to forego an early EEBGR to a future time of readiness is still the better option than a summary sanction against EEBGR in school, a stance that can possibly just encourage those into EBGRs to go underground and lose guidance from enlightened adults.

This present stance, however, is being challenged today as the number of adolescent enrolment increases in all campuses. The school’s present stance is a clear sanction against PDA, but it is quiet on EEBGR. This stance is leading now to an interpretation by some students that EBGRs at this age are tolerated, or even encouraged, for so long as no PDA happens in school.

Given this, the school faces the possibility, however remote, of a contagion of EEBGRs, especially in an age where an encouraging social media and social network become the norm. Homes who find challenge in putting time to mentor the adolescent will find that the adolescents are being mentored by the social media (more of this below).

To arrest a possible contagion of EEBGRs, where the students’ focus can be distracted away from what their main occupation is which is to study (root word of the word ‘student’), the school,
effective January 1, 2013, is making a clear stand against early Exclusive Boy Girl Relationships. I am giving those who are into EEBGRs time this December month to counsel and be counseled by their homes.

Students who are engaged in EEBGRs as can be confirmed by the home and the school will be warned once in writing and receive counseling. Insisting to proceed with an EEBGR after the warning has been issued will constrain the school to issue termination of enrollment.

The possible dangers of early or teenage EEBGRs are documented: 1) distraction from studies, 2) isolation from friends, 3) isolation from family, 4) exposure to emotional trauma, 5) premarital sex, and 6) teenage pregnancies.

Allow me to share my readings about adolescent physiological development:

The brain has three ‘brains’ wired together: 1) the brainstem, which controls largely the unconscious physiological functions like breathing and heartbeat; 2) the limbic brain, which is the seat of emotion, and 3) the cortex, or the gray matter, which is the seat of conscious thought and reason, and counts as a major component the prefrontal cortex, or PFC.

The limbic system has several parts but I will mention two major ones which find relevance in adolescent development: 1) the amygdala, the seat of fear and anger and 2) the hypothalamus, the control center for hormones.

However the hypothalamus is triggered, it tells the glands to produce the growth hormones in a big way for the adolescent, the main ones are testosterone for boys and estrogen and progesterone for girls.

In the studies conducted, science tells us the amygdala has receptors for the hormones. Because of hormonal surge, this seat of fear and anger is often overstimulated, explaining the often observed erratic and moody behavior of the adolescent.

Present in boys and girls, but more in boys, testosterone is also responsible for the awakening of sexual interest and drive. The feeling of “falling in love” usually comes in during this time, explaining the adolescent tendency to early exclusive boy-girl relationship.

While hormonal activity ramps up, the portion of the brain that is designed to manage emotions and weigh consequences is, unfortunately, only developing. This is the prefrontal cortex (PFC), the brain’s CEO.
Interestingly, research tells us that the experience of “falling in love” is short because the adolescent brain “cannot sustain the level of hormonal fireworks, as exhilarating as ‘falling is love’ is … The average length of infatuation for an adolescent is three to four months.”

In summary, we have the adolescent with raging growth hormones causing an overstimulated amygdala and getting awakened for the first time sexually, but does not yet have a complete CEO in place to manage all these.

The solution is really an enlightened adult guide, a mentor-model, someone who will walk them through, and apply the brakes when necessary. Primarily, these are the parents.

For parent equipping, I also recommend the book “Why Do They Act That Way” by Dr David Walsh.

The book offers practical help in communicating with and guiding the adolescent. In the same book, he provokes the reading parent to look inwardly at parenting styles and has recommended a structured style. He says “A parent using a structured style will cut adolescents slack, so that every transgression doesn’t turn into a battle, but will draw a line when it comes to unacceptable behavior.”

<table>
<thead>
<tr>
<th>PERMISSIVE</th>
<th>AUTHORITARIAN</th>
<th>STRUCTURED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few Rules</td>
<td>Rigid Rules</td>
<td>Firm Rules</td>
</tr>
<tr>
<td>Few Consequences</td>
<td>Strict Enforcement</td>
<td>Firm Enforcement</td>
</tr>
<tr>
<td>Endless Negotiation</td>
<td>No Negotiation</td>
<td>Limited Negotiation</td>
</tr>
<tr>
<td>Limited or Erratic Leadership</td>
<td>Autocratic Leadership</td>
<td>Stable Leadership</td>
</tr>
<tr>
<td>Emphasis on Individuality</td>
<td>Emphasis on Conformity</td>
<td>Balance</td>
</tr>
<tr>
<td>All opinions are equal</td>
<td>Only parents’ opinions count</td>
<td>Opinions respected</td>
</tr>
</tbody>
</table>

Before I close this subject, you will find communication is very key in raising adolescents. Keeping the love tank of your adolescent full is essential in ensuring open and honest communication. Invariably, this requires time. Disciplining adolescents and adolescents with a love tank running empty will only court resentment and rebellion.

To keep this love tank full, I recommend “The Five Languages of Love” by Dr Gary Chapman. He primarily wrote this for couples, but has since come up with a version for the adolescents. Either way, the book is a bestseller and has helped millions of families.
I am seeking the strong and close partnership of the home hence the recommended readings of the Grow Books to equip you in your active mentoring, not just on EEBGRs, but in the other areas as well: most importantly, spirituality; also personal and social development and sexuality.

Mr. Chris

Founding Director
APPENDIX B: Academic Incident Report FORM

ADOLESCENT PROGRAM ACADEMIC INCIDENT REPORT (AIR) FORM

Date of Incident: ______________
Student Involved: ______________
Learning Area: ______________

Details
This AIR form is sent to notify the home of the student’s inconsistency in submission. Please see the list below of the student’s unsubmitted work/s. Please note as well that I seek the assistance of the student’s adviser, __________, in following up the students of their submissions, especially backlogs.

<table>
<thead>
<tr>
<th>Activity Title</th>
<th>Original Deadline</th>
<th>Extended Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The student will still be able to submit the following work/s on or before ______________. Thank you.

________________________________________  ____________________________________
Name/Signature of Guide                     Name/Signature of Parent

Date Filed: ______________
Date Signed: ______________

For parents only
Action taken:
APPENDIX C: Absence/Tardiness Form

**TARDINESS REMINDER**

Dear ____________________,

Your adolescent, ____________________, has been tardy the following days:

1. 
2. 
3. 

Let us all help the child appreciate the value of punctuality.

Thank you for your cooperation.

Respectfully yours,  
Noted by:  

Teacher’s Name and Signature, Date  
Head of School

**Return Slip**

I read your Tardiness Reminder and will try our best to bring our child on time.

Parent’s Signature Over Printed Name and Date

---

**ABSENCES REMINDER**

Dear ____________________,

Your adolescent, ____________________, has been absent on the following days:

1. 
2. 
3. 

Let us all help your adolescent appreciate the value of attending school regularly.

Thank you for your cooperation.

Respectfully yours,  
Noted By:  

Head of School

Teacher’s Name and Signature, Date

---

**Return Slip**

I read your Absences Reminder and will try our best to encourage _________ to attend school regularly.

Parent’s Signature Over Printed Name and Date
APPENDIX D: List of Materials (for each adolescent)

THE ABBA’S ORCHARD ERDKINDER
SCHOOL YEAR 2023 - 2024

** Supplies Checklist **

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 pc</td>
<td>white binder **</td>
</tr>
<tr>
<td>1 pc</td>
<td>Erdkinder Planner</td>
</tr>
<tr>
<td>1 pc</td>
<td>Journal (any notebook of your child’s choice)</td>
</tr>
<tr>
<td>1 pc</td>
<td>Hardbound Record notebook (small) 200 pages</td>
</tr>
<tr>
<td>1 pc</td>
<td>scientific calculator</td>
</tr>
<tr>
<td>1 pc</td>
<td>black/blue balpen</td>
</tr>
<tr>
<td>1 pc</td>
<td>12” ruler</td>
</tr>
<tr>
<td>1 pc</td>
<td>half protractor</td>
</tr>
<tr>
<td>1 pair</td>
<td>paper scissors</td>
</tr>
<tr>
<td>1 pc</td>
<td>short Refillable clear book</td>
</tr>
<tr>
<td>1 pc</td>
<td>stapler</td>
</tr>
<tr>
<td>1 box</td>
<td>staple wire</td>
</tr>
<tr>
<td>1 pc</td>
<td>Scotch tape</td>
</tr>
<tr>
<td>1 bot</td>
<td>glue</td>
</tr>
<tr>
<td>10 pcs</td>
<td>subject notebooks</td>
</tr>
<tr>
<td>1 ream</td>
<td>bond paper (short)</td>
</tr>
<tr>
<td>1 pad</td>
<td>intermediate paper</td>
</tr>
<tr>
<td>1 pc</td>
<td>apron (dark blue in color)</td>
</tr>
<tr>
<td>1 pc</td>
<td>kitchen headcap</td>
</tr>
<tr>
<td>2 pcs</td>
<td>helmet</td>
</tr>
<tr>
<td>2 pcs</td>
<td>kitchen towel (white and another color)</td>
</tr>
<tr>
<td>2 pcs</td>
<td>white t-shirt</td>
</tr>
<tr>
<td>25 pcs</td>
<td>surgical masks</td>
</tr>
<tr>
<td>25 pcs</td>
<td>surgical gloves latex</td>
</tr>
<tr>
<td>1 pc</td>
<td>laboratory gown</td>
</tr>
</tbody>
</table>

** Things to be left in the locker **

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 pc</td>
<td>toothbrush/toothpaste</td>
</tr>
<tr>
<td>1 pc</td>
<td>insect repellant</td>
</tr>
<tr>
<td>1 pc</td>
<td>shampoo</td>
</tr>
<tr>
<td>1 pc</td>
<td>bath soap/soap dish</td>
</tr>
<tr>
<td>3 pcs</td>
<td>roll of tissue/paper towels</td>
</tr>
<tr>
<td>1 pc</td>
<td>combination lock</td>
</tr>
<tr>
<td>1 pc</td>
<td>sunblock</td>
</tr>
<tr>
<td>1 pair</td>
<td>socks</td>
</tr>
<tr>
<td>1 pc</td>
<td>extra towel/face towel</td>
</tr>
<tr>
<td>1 pc</td>
<td>rubbing alcohol</td>
</tr>
<tr>
<td>1 pc</td>
<td>wide-brimmed hat</td>
</tr>
<tr>
<td>1 pair</td>
<td>rubber boots</td>
</tr>
<tr>
<td>1 par</td>
<td>pruning shears</td>
</tr>
<tr>
<td>1 pc</td>
<td>bolo (small)</td>
</tr>
<tr>
<td>1 par</td>
<td>rubberized cotton gloves</td>
</tr>
<tr>
<td>1 par</td>
<td>working clothes/</td>
</tr>
<tr>
<td>1 pc</td>
<td>extra shirt (long-sleeved)</td>
</tr>
<tr>
<td>1 pc</td>
<td>utensils storage box</td>
</tr>
<tr>
<td>1 set</td>
<td>plate, soup bowl, spoon and fork, glass, saucer,</td>
</tr>
<tr>
<td></td>
<td>table napkin, cup, placemat, knife**</td>
</tr>
</tbody>
</table>

* LIST may change every school year.

** These will be purchased by the school and will be billed to you at cost.

*** Old students may bring their utensils, headcap, apron, and white binder from previous school year back to school.
APPENDIX E: LABORATORY SAFETY RULES

SCIENCE LABORATORY SAFETY RULES

1. No experiment should be performed in the laboratory when the LABORATORY GUIDE is not around.
2. It's important to obtain the SCIENCE GUIDE's permission before mixing any chemicals.
3. It's important to wear appropriate protective attire in the laboratory at all times.
4. Handle laboratory equipment carefully.
5. Students are not allowed to eat food or drink any beverages in the laboratory.
6. Do not panic in case of accidents. Know what to do in case of fire.

WHAT TO DO IN CASE OF FIRE OR EXPLOSION IN THE LABORATORY:

1. Ensure your safety first and call emergency responders immediately for help.
2. If the fire is manageable, use the fire extinguisher in the room to put out the fire.
3. If possible, shut down the electric power before evacuating the area.
4. Use a wet towel to cover your mouth and nose as protection against heavy smoke.
5. Pull fire alarms and evacuate the building safely.

WHAT TO DO IN CASE OF A CHEMICAL SPILL DURING AN EXPERIMENT:

1. If the spill involves a flammable liquid, turn off all ignition sources if you can do so safely.
2. Alert people in the area and evacuate, closing all doors.
3. If someone has been splashed with chemicals, flush the affected area with water for at least 15 minutes.
APPENDIX F: AOS Mobile Phone/Gadget Use Policy

This policy aims to create an environment that fosters focus, engagement, and safety for our adolescent community. By minimizing mobile phone usage within the community premises, we can promote effective communication, reduce distractions, and uphold the study and work quality for which our community strives.

Policy Guidelines:

1. **Restricted Use During School Hours:**
   Adolescents are strongly discouraged from bringing mobile phones to school. If students need to bring phones to school, they must store them in the agreed upon designated areas. Phones are to be handed to the guides or advisers and deposited in a mobile phone rack. Phones should not be accessed during work hours.

   Mobile phones should be turned off or switched to silent mode before turning them over to the guides. In cases of emergencies, parents/guardians can contact the school office or the adolescent’s adviser.

2. **Purposeful Exceptions:**
   Exceptions may be made for emergencies or work purposes, under the guidance of an adult guide. Adolescents should seek permission from the guides before using their phones for work purposes i.e. project documentation, filmmaking projects, experiments, etc.

3. **Discouraging Distractions:**
   The use of mobile phones for non-work purposes, including but not limited to, social media, gaming, texting, and browsing, is strictly prohibited while in school or school-related events. Violation of this policy may result in the confiscation of the phone.

4. **Responsibility of Parents/Guardians:**
   Parents/guardians are encouraged to support the Erdkinder community policy by minimizing phone-related distractions at home and reinforcing the importance of focused learning and work.

5. **Safety and Security:**
   Adolescents should prioritize their safety by keeping their phones secure and refrain from sharing personal information with strangers. The school will not be responsible for lost, stolen, or damaged phones.
6. **Enforcement and Consequences:**
Faculty and staff will enforce this policy to maintain a distraction-free work environment. Violations will be addressed progressively, which may include warnings, temporary phone confiscation, or involving parents/guardians.

7. **Educational Awareness:**
The school will continue to inform the Erdkinder community about responsible mobile phone usage and the benefits of reduced phone distractions via Parent Orientation, Back to School Meetings (BTSM) for parents and Orientation Week, Entry Camp, and Council Meetings for adolescents.

8. **Regular Policy Review:**
The policy will be reviewed periodically to ensure its effectiveness in maintaining an environment conducive to learning and personal growth.
By adhering to this policy, we believe that adolescents will experience enhanced concentration, improved interpersonal interactions, and a higher level of productivity. Your cooperation is essential in creating an environment where the focus is on learning and harmonious human development.

**NOTE:** Excerpts from Back to School Meeting (BTSM) 2023 re Gadget Use
1. UNESCO calls for a ban on phones in school:

2. Studies in Belgium, Spain, and the United Kingdom cited in the report found that students’ learning outcomes improved when phones were removed from the classroom, especially for students who were already struggling.

3. “Children who handwrote notes had greater conceptual understanding one week after viewing their lesson, compared to those who typed notes.”

4. “Students are talking to each other face-to-face rather than texting and they’re not distracted from their work during class - overall those schools are much happier and more connected places.”
   (Sue Ellery 2019 WA Education Minister,)