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Dear Lower School Students and Parents,

Welcome to another exciting year at Brent International School Manila! Attending our school makes you part of the Brent Family. Our highly qualified, well-prepared, and enthusiastic professional educators are eager to work with both students and parents to make this a very successful year for everyone. It is a great privilege to be working with the young leaders of tomorrow. Together with you, the students and parents, we look forward to enjoying a positive and productive school year.

Many of you may be new to our Brent School community, and we would like to give you a helping hand. This Student-Parent Handbook serves as a tool for you to understand our Lower School programs and campus life. It contains important information on rules and discipline, details on student activities, grades and grading, guidelines for participation in sports, emergency procedures, and other general school topics. Please take time to read it carefully so that you are well informed.

We encourage all students and parents to ask questions. Get to know your fellow students, teachers, and administrators. Let us know when and how we might help you as new students and parents transitioning into our school, or as returning “veteran” students and family members who may need further clarification on a certain issue. In all cases, we are here to help!

We personally would like to offer our best wishes to everyone for the challenging year ahead. May your time with us here at Brent International School Manila be engaging, fulfilling and positive.

God bless you all!

Mr. Jason Atkins
Headmaster
A MESSAGE FROM THE PRINCIPAL

ELC and LS Parents and Students,

Here’s to another fantastic year at Brent Lower School as we welcome S.Y. 2018-2019!

Every year we look forward to providing our students life-changing and character-molding experiences both inside and outside the classroom that always prove to be memorable, not only for them, but for the whole family. We pride ourselves in developing each student into a well-rounded individual that is strong academically,emotionally and socially, as guided by our Expected Schoolwide Learning Results (ESLRs). Furthermore, as a Christian school, we ensure that our students grow spiritually in knowing God and His unfailing love for us. Yearly, we achieve that by instilling in them positive traits and values and this year, we further enhance that through our Chapel theme, “Be Healthy in Mind, Body and Spirit”.

I present to you our Lower School Student-Parent Handbook. Let this be your guide in knowing more about our guidelines and policies in Lower School, and Brent as a whole. As we grow as a school in the global scholastic environment we belong to, we constantly look at practices that will further enhance the learning experience of our students. Do take the time to read through each chapter, particularly our Academic Program, Student Life and Behavior Expectations, Discipline, Recognition and Awards. These programs and practices are fundamentally what make Brent International School Manila the place to be.

If you have any questions or concerns, please do not hesitate to let your respective school office know.

May Godspeed,

Michelle R. Jingco
Lower School Principal

“I can do all things through Christ who strengthens me.”
Philippians 4:13
## ELC/LS FACULTY LINE-UP
**S.Y. 2018-2019**

### HOMEROOM:

<table>
<thead>
<tr>
<th>Grade/Subject</th>
<th>Teacher</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Anna Rosa</td>
<td>E-102</td>
</tr>
<tr>
<td>PreKA</td>
<td>Diana Michaelsen</td>
<td>E-103</td>
</tr>
<tr>
<td>PreKE</td>
<td>Margherita Sadhwani</td>
<td>E-104</td>
</tr>
<tr>
<td>KA</td>
<td>Catie McKenna</td>
<td>E-106</td>
</tr>
<tr>
<td>KE</td>
<td>Karen Madrid</td>
<td>E-105</td>
</tr>
<tr>
<td>1A</td>
<td>Lenore Baldwin</td>
<td>E-205</td>
</tr>
<tr>
<td>1E</td>
<td>Emily Turner-Williams</td>
<td>E-206</td>
</tr>
<tr>
<td>1N</td>
<td>Nilda Avecilla</td>
<td>E-207</td>
</tr>
<tr>
<td>2A</td>
<td>Rachelle Leatherman</td>
<td>E-201</td>
</tr>
<tr>
<td>2E</td>
<td>Haley Osbourne</td>
<td>E-203</td>
</tr>
<tr>
<td>2N</td>
<td>Brittany Stapley</td>
<td>E-204</td>
</tr>
<tr>
<td>3A</td>
<td>Jessica Weber</td>
<td>S-105</td>
</tr>
<tr>
<td>3E</td>
<td>Tanya Naude</td>
<td>S-106</td>
</tr>
<tr>
<td>3N</td>
<td>Janelle Keddy</td>
<td>S-104</td>
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<tr>
<td>3O</td>
<td>Sarah Fogle</td>
<td>S-101</td>
</tr>
<tr>
<td>4A</td>
<td>Ben Turner-Williams</td>
<td>L-201</td>
</tr>
<tr>
<td>4E</td>
<td>Bryan Gonano</td>
<td>L-202</td>
</tr>
<tr>
<td>4N</td>
<td>Natasha Ballantyne</td>
<td>L-203</td>
</tr>
<tr>
<td>4O</td>
<td>Blaire Alexandra Harrison</td>
<td>L-204</td>
</tr>
<tr>
<td>5A</td>
<td>Simon Ballantyne</td>
<td>L-301</td>
</tr>
<tr>
<td>5E</td>
<td>Rosa Hardarson</td>
<td>L-302</td>
</tr>
<tr>
<td>5N</td>
<td>Kyle Harrison</td>
<td>L-303</td>
</tr>
<tr>
<td>5O</td>
<td>Elizabeth Maahs</td>
<td>L-304</td>
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### GRADE LEVEL TEACHER AIDES:

<table>
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<th>Grade/Subject</th>
<th>Teacher</th>
</tr>
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<tbody>
<tr>
<td>Nursery Level Aide (N-A)</td>
<td>Sophia Laurilla</td>
</tr>
<tr>
<td>Pre-K Level Aide (PK-A)</td>
<td>Aiza Cometa-Sonido</td>
</tr>
<tr>
<td>Pre-K Level Aide (PK-E)</td>
<td>Rochelle Fidel</td>
</tr>
<tr>
<td>Kinder Level Aide (K-A)</td>
<td>Joyce Bernardo</td>
</tr>
<tr>
<td>Kinder Level Aide (K-E)</td>
<td>Elijah Dela Cruz</td>
</tr>
<tr>
<td>Gr. 1 Level Aide</td>
<td>Rachelle Antonio-Margaja</td>
</tr>
<tr>
<td>Gr. 2 Level Aide</td>
<td>Klarisse Monje</td>
</tr>
<tr>
<td>Gr. 3 Level Aide</td>
<td>Florence ‘Boo’ Manlulo</td>
</tr>
<tr>
<td>Gr. 4 Level Aide</td>
<td>Ana Maria Zavalla</td>
</tr>
<tr>
<td>Gr. 5 Level Aide</td>
<td>Regine Diocaresa-Sajol</td>
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### SPECIALISTS:

<table>
<thead>
<tr>
<th>Grade/Subject</th>
<th>Teacher</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL (ELC)</td>
<td>Carmen Jingco</td>
<td>ESL Room</td>
</tr>
<tr>
<td>K-2 Reading Intervention Specialist</td>
<td>Dulce Baldoria</td>
<td>Resource Room</td>
</tr>
<tr>
<td>N-2 Art</td>
<td>Camille Mariano</td>
<td>Art Room</td>
</tr>
<tr>
<td>N-2 Music</td>
<td>Laarni Resuera-Leggatt</td>
<td>Music/PE Room</td>
</tr>
<tr>
<td>N-2 Computer</td>
<td>Fernan Omangay</td>
<td>DDC</td>
</tr>
<tr>
<td>N-2 Religious Studies</td>
<td>Cheryl Lontoc</td>
<td>RS Room</td>
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<tr>
<td>N-2 PE</td>
<td>Christina Maniego</td>
<td>Music/PE Room</td>
</tr>
<tr>
<td>N-2 Library</td>
<td>Roxanne Constantino</td>
<td>ELC Library</td>
</tr>
<tr>
<td>ELC Full Time Sub</td>
<td>Judith Godito</td>
<td>Resource Room</td>
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### LS

<table>
<thead>
<tr>
<th>Grade/Subject</th>
<th>Teacher</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL (LS)</td>
<td>Mia Whalley</td>
<td>S-102</td>
</tr>
<tr>
<td>ESL (LS)</td>
<td>Sheena Elman-Caballero</td>
<td>S-103</td>
</tr>
<tr>
<td>3-5 Art</td>
<td>Rodrigo Barrera</td>
<td>S-107</td>
</tr>
<tr>
<td>3-5 Music</td>
<td>Joy Inion</td>
<td>S-108</td>
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<tr>
<td>5 Strings</td>
<td>Joshua Legaspi</td>
<td>S-116</td>
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<tr>
<td>5 Band</td>
<td>Sandy Leggatt</td>
<td>S-400</td>
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<tr>
<td>3-5 Computer</td>
<td>Diana Engwa</td>
<td>S-207</td>
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<tr>
<td>3-5 Religious Studies</td>
<td>Sharon Van Bezooijen</td>
<td>L-101</td>
</tr>
<tr>
<td>3-5 PE</td>
<td>Gwen Manas</td>
<td>PE Office</td>
</tr>
<tr>
<td>3-5 PE</td>
<td>Alfred Amponin</td>
<td>PE Office</td>
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<tr>
<td>3-5 Library</td>
<td>Tericel Tamayao</td>
<td>3-5 Library</td>
</tr>
<tr>
<td>ELC/LS Guidance Counselor</td>
<td>Marisol Maranan</td>
<td>LS Guidance</td>
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### STUDENT SERVICES TEAM:

<table>
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<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>SST Coordinator</td>
<td>Patti Valley</td>
</tr>
<tr>
<td>SST – Speech</td>
<td>Angela ‘Treena’ Cruz</td>
</tr>
<tr>
<td>SST Teaching Assistant</td>
<td>Angeline Angeles</td>
</tr>
<tr>
<td>SST Teaching Assistant</td>
<td>Julie Mapua</td>
</tr>
<tr>
<td>SST Teaching Assistant</td>
<td>Mexieca Fidel</td>
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<tr>
<td>SST Teaching Assistant</td>
<td>Clarice Abique</td>
</tr>
<tr>
<td>SST Teaching Assistant</td>
<td>Precious Riva</td>
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<tr>
<td>SST Teaching Assistant</td>
<td>Leah Ramos</td>
</tr>
<tr>
<td>SST One-on-One Teacher</td>
<td>Aileen Tolentino</td>
</tr>
<tr>
<td>SST One-on-One Teacher</td>
<td>Celeste Nava</td>
</tr>
<tr>
<td>SST One-on-One Teacher</td>
<td>Evaros Dela Cruz</td>
</tr>
</tbody>
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CHAPTER I

INTRODUCTION

"Human strength is of a threefold character- physical, mental, spiritual. Each aspect of strength is more or less dependent upon and sensitive to the condition of the other two. A sound mind asks for a sound body as the normal medium of expression; and mind and body at their best form a feeble alliance unless a noble spirit animates both."

Bishop Charles Henry Brent

PHILOSOPHY AND GOALS

Mission Statement of All Brent Schools

Brent Schools, in a Christian ecumenical environment in the Philippines, are committed to develop individual students as responsible global citizens and leaders in their respective communities, with a multicultural and international perspective, and equipped for entry to colleges and universities throughout the world.

Brent International School Manila is an international co-educational college preparatory day school, Nursery - 12, affiliated with the Central Diocese of the Episcopal Church in the Philippines.

Brent School is a community in which the love of God is fostered and which is characterized by the Gospel ideals.

Brent School aspires to be a living International School community, where young people from different nationalities, cultures, religions and family backgrounds, educate one another by mutual understanding and respect, openness of mind in dialogue, acceptance of the uniqueness and limitations of each, growth in the spirit of service and the practice of justice and charity.

Brent School aims at every level to be characterized by quality education, a truly professional spirit, and genuine service to students and society. Programs and teaching methods are continually revised, in the light of modern educational developments, to meet the needs of the times.

Brent School is concerned to develop critical minds, sensitivity to important issues and the ability to form judgements. This is important in a society in which discernment in the use of mass media is required to maintain one's personal liberty in the face of all undesirable influences.
Brent School's philosophy is summarized in the Expected Schoolwide Learning Results (ESLRs) which state that the school, in a Christian environment prepares its students to be:

1. **Responsible Citizens who:**
   a. exercise leadership;
   b. work effectively with others in diverse settings;
   c. resolve conflicts productively and peacefully;
   d. demonstrate a sense of civic awareness;
   e. contribute responsibly to the community.

2. **Critical Thinkers who:**
   a. distinguish between facts and opinions, judgments and inferences;
   b. construct and recognize the structure of arguments, and adequately support arguments;
   c. define, analyze, and devise solutions for problems and issues;
   d. sort, organize, classify, correlate, and analyze materials and data;
   e. integrate information and see relationships;
   f. evaluate information, materials and data by drawing inferences, and arriving at reasonable and informed conclusions;
   g. apply understanding and knowledge to new and different problems;
   h. examine new information, methods, values and beliefs with an open mind.

3. **Technologically Literate Individuals who:**
   a. demonstrate basic technology skills;
   b. apply technology ethically and productively;
   c. communicate using technology;
   d. conduct research using technology;
   e. use technology to enhance critical thinking.

4. **Healthy Individuals who:**
   a. understand and demonstrate physical, mental, and spiritual health;
   b. develop life-long health and fitness goals;
   c. understand substance abuse, its effects and consequences.

5. **Tolerant Individuals who:**
   a. respect themselves and others;
   b. understand and appreciate the diversity and interdependence of all people;
   c. deal effectively with conflict caused by diversity of opinions and beliefs;
   d. respect the role of gender, religion, culture and ethnicity in the world.

6. **Effective Communicators who:**
   a. articulate thoughts clearly;
   b. demonstrate an understanding of their audience;
   c. take responsibility for their message;
d. demonstrate the ability to listen actively;
e. use a variety of communication skills.

7. **Life-long Learners who:**
   
a. demonstrate intellectual curiosity;
b. are self-directed;
c. integrate and apply what they learn to improve their own lives;
d. recognize that continual learning is vital to making informed choices;
e. reflect on and evaluate their learning for the purpose of self improvement;
f. use a range of learning strategies and time management skills to enhance learning.
HISTORY

Charles Henry Brent, the school's founder, was born in Canada in 1862. After his ordination in the Anglican Church of Canada, he came to the United States and in 1901 was elected Missionary Bishop of the Philippines for the Protestant Episcopal Church.

From the beginning, Bishop Brent’s ministry was marked by three major themes: education, the eradication of drugs, and Christian unity. In the Philippines, he began a crusade against opium traffic, which he expanded to the continent of Asia. He became President of the Opium Conference in Shanghai in 1909, the same year that Brent School Baguio was founded, and later represented the United States on the League of Nations Narcotics Committee.

After leaving the Philippines, Brent was elected Bishop of Western New York. Christian unity became the central focus of his life and ministry. He attended the World Missionary Conference in Edinburgh in 1910, where he led the Episcopal Church in the movement that culminated in the first World Conference on Faith and Order held in Switzerland in 1927, and over which he presided. He died in Switzerland in 1929. He is now recognized as the outstanding figure of the Episcopal Church on the world stage of his time.

The Bishop founded Brent School Baguio in 1909. Originally a boarding school for the sons of American families stationed in the Philippines, Brent School Baguio is now a co-educational boarding and day school with international student population.

In 1984, the Board of Trustees established Brent School Manila, at the University of Life Complex in Pasig. The new school assumed the traditions, the style, and the educational system of its mother school and graduated its first twelve students in 1986. In 1988 Brent Manila ceased to function as a branch of the Baguio school and became autonomous. In September 1994, the Board of Trustees accepted an invitation from the Chairman of the Subic Bay Metropolitan Authority, to open a third Brent school in Subic for children of foreign investors and those of the local community.

In 1997 the three schools were incorporated separately, and each now has its own Board of Trustees under the Corporation.

In the same year, Brent Manila began the construction of an entirely new campus in Mamplasan, Biñan, south of Manila. The campus, with a capacity for 1500 students, was opened in 1999. By June 2018, the campus in Pasig finally closed, and all the operations were moved to the main campus in Binan, Laguna.
HOW THE BRENT SCHOOLS ARE GOVERNED

Brent Schools, Inc., is a private, non-profit, non-stock corporation. The School has the exclusive and sole right, as recognized by its incorporation in 1954, and in 1997 (for Brent Manila) to determine all matters pertaining to its welfare as well as its direction. The President serves as the Chief Executive Officer of all Brent Schools.

Brent School’s international status was recognized in 1977 and was reaffirmed by Presidential Decree No. 2022, issued in January 1986. This recognition mandates that the School must be international in enrollment and teaching staff. The school is accredited as a college preparatory school by the Western Association of Schools and Colleges (WASC). Brent is also recognized by the Department of Education (DepEd), Philippines.

Brent International School Manila is governed by a Board of Trustees composed of 11 members, including the Diocesan Bishop, seven of whom must be Episcopalians/Anglicans. Trustees are not required to have children enrolled in the School but are chosen by the Board on the basis of their areas of expertise and their willingness to help the institution.

The Headmaster bears the responsibility for successful management at all levels of operation. He serves as the link between the Trustees, the Management Committee and the School’s constituency of parents and students.
CHAPTER II

FACILITIES

We are truly blessed with a state-of-the-art facility in Brentville, Mampasaki that provides opportunities for our students to excel in all areas of student life – academically, athletically, and in the fine and performing arts.

Academically, the Lower School and ELC feature fully carpeted and air-conditioned classrooms; a science laboratory; two separate fully equipped and air-conditioned Media Centers; two computer laboratories at the Lower School and a Digital Discovery Center at the ELC; two playgrounds; and an indoor play area for Nursery to Kinder.

For our athletes, the campus offers two air-conditioned gymnasiums; a third open air gymnasium; a six-lane tartan, all weather 400 meter track; two international-sized soccer fields; a six-lane, 25 meter, heated swimming pool; all-weather and covered, lighted tennis courts; a baseball field; and a sports facility in the Pavilion.

For those students excelling in the fine and performing arts, the Manila Campus has a fully equipped, state-of-the-art band room with large, medium, and small practice rooms; two large art rooms; a ceramics facility with potter wheels and kiln; a photography lab; and an air-conditioned dance studio. This school year we are also inaugurating our newly renovated theater with a seating capacity of 453.

We also have the Rev. Canon Gabriel P. Dimanche Alumni Center to house Brent’s past, present, and future achievements.

When these facilities are integrated with the Theater, the Chapel, the open-air atrium, and the fully air-conditioned Cafeteria, Brent International School Manila campus ranks as one of the best to be found anywhere in the world.
CHAPTER III

ACADEMIC PROGRAM

Brent International School Manila is a college-preparatory school. Our primary and essential goal is to prepare students to enter a college or university of their choice anywhere in the world. Programs for non-college oriented students are not offered.

The School Year

The school year generally begins the first or second week of August and ends the last week of May. It is divided into two semesters by a three-week Christmas break. The school also takes a one-week break prior Easter. The calendar is published well in advance of the upcoming school year, and the students are expected to make every effort to be in the country and attend classes from the first to the last day of our scheduled school year. If, due to political, natural or other causes, a significant number of school days are missed, the Board may extend the school year or add Saturday classes.

School Days

The first class of the day begins promptly at 8:00 a.m. except for Thursdays when the first class starts at 8:40 a.m. We will use this time on Thursday morning for all of our teachers and professional staff to study, plan, improve and articulate our curriculum at all levels. Classes end at 2:25 p.m. for Kinder, Grade 1 and Grade 2; and 2:35 p.m. for Grades 3 to 5 on Mondays through Thursdays. Fridays are shortened days, where dismissal is at 1:50 p.m. for the ELC and 2:00 p.m. for the LS. Nursery and Pre-Kindergarten classes end at 11:20 a.m., from Mondays to Fridays. Parents are encouraged to drop off their children to school no more than fifteen minutes prior to the beginning of the school day and are requested to pick them up not later than fifteen minutes after the school’s dismissal. “Yayas” are welcome to drop off children but then are expected to leave campus.

Students are encouraged to participate in after school sports and activities. Our after-school clubs start at Grade 1. These are scheduled from 2:40 to 3:40 p.m. A list is provided each semester through the Student Activities Office. Parents will be informed whenever their students’ presence is needed after school hours.
# DAILY TIME SCHEDULES

## NURSERY & PRE-KINDERGARTEN

### MONDAY, TUESDAY, WEDNESDAY & FRIDAY

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Homeroom</td>
<td>8:00 – 8:10</td>
</tr>
<tr>
<td>Block 1A</td>
<td>8:10 – 8:50</td>
</tr>
<tr>
<td>Block 1B</td>
<td>8:50 – 9:30</td>
</tr>
<tr>
<td>Recess</td>
<td>9:30 – 10:00</td>
</tr>
<tr>
<td>Block 2A</td>
<td>10:00 – 10:40</td>
</tr>
<tr>
<td>Block 2B</td>
<td>10:40 – 11:20</td>
</tr>
<tr>
<td>Dismissal</td>
<td>11:20</td>
</tr>
<tr>
<td>Buses Leave</td>
<td>11:25</td>
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</tbody>
</table>

### “Late Start” THURSDAY

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Homeroom</td>
<td>8:40 – 8:50</td>
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<tr>
<td>Block 1A*</td>
<td>8:50 – 9:30</td>
</tr>
<tr>
<td>Recess</td>
<td>9:30 – 9:50</td>
</tr>
<tr>
<td>Block 1B</td>
<td>9:50 – 10:20</td>
</tr>
<tr>
<td>Block 2A</td>
<td>10:20 – 10:50</td>
</tr>
<tr>
<td>Block 2B</td>
<td>10:50 – 11:20</td>
</tr>
<tr>
<td>Dismissal</td>
<td>11:20</td>
</tr>
<tr>
<td>Buses Leave</td>
<td>11:25</td>
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</tbody>
</table>

* N-PK Chapel is on Thursdays, from 8:50 to 9:30 am, at the ELC Cafeteria.
KINDERGARTEN-SECOND GRADE

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>TIME</th>
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<th>TIME</th>
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<tbody>
<tr>
<td>Homeroom</td>
<td>8:00 – 8:10</td>
<td>Homeroom</td>
<td>8:40 – 8:50</td>
</tr>
<tr>
<td>Block 1</td>
<td>8:10 – 9:20</td>
<td>Block 1</td>
<td>8:50 – 10:00</td>
</tr>
<tr>
<td>Recess</td>
<td>9:20 – 9:35</td>
<td>Recess</td>
<td>10:00 – 10:15</td>
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<td>9:35 – 10:50</td>
<td>Block 2</td>
<td>10:15 – 11:25</td>
</tr>
<tr>
<td>Lunch</td>
<td>10:50 – 11:40</td>
<td>Lunch</td>
<td>11:25 – 12:05</td>
</tr>
<tr>
<td>Block 3</td>
<td>11:40 – 12:55</td>
<td>Block 3</td>
<td>12:05 – 1:15</td>
</tr>
<tr>
<td>Recess</td>
<td>12:55 – 1:10</td>
<td>Block 4</td>
<td>1:15 – 2:25</td>
</tr>
<tr>
<td>Block 4</td>
<td>1:10 – 2:25</td>
<td>Dismissal</td>
<td>2:25</td>
</tr>
<tr>
<td>Dismissal</td>
<td>2:25</td>
<td>Buses Leave</td>
<td>2:30</td>
</tr>
<tr>
<td>Buses Leave</td>
<td>2:30</td>
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</table>

“Late Start” THURSDAY

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Homeroom</td>
<td>8:40 – 8:50</td>
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<tr>
<td>Block 1</td>
<td>8:50 – 10:00</td>
</tr>
<tr>
<td>Recess</td>
<td>10:00 – 10:15</td>
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<tr>
<td>Block 2</td>
<td>10:15 – 11:25</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:25 – 12:05</td>
</tr>
<tr>
<td>Block 3</td>
<td>12:05 – 1:15</td>
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<tr>
<td>Block 4</td>
<td>1:15 – 2:25</td>
</tr>
<tr>
<td>Dismissal</td>
<td>2:25</td>
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<tr>
<td>Buses Leave</td>
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</table>

FRIDAY

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Homeroom</td>
<td>8:00 – 8:10</td>
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<tr>
<td>Block 1*</td>
<td>8:10 – 9:15</td>
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<tr>
<td>Recess</td>
<td>9:15 – 9:30</td>
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<tr>
<td>Block 2</td>
<td>9:30 – 10:40</td>
</tr>
<tr>
<td>Lunch</td>
<td>10:40 – 11:20</td>
</tr>
<tr>
<td>Block 3</td>
<td>11:20 – 12:30</td>
</tr>
<tr>
<td>Recess</td>
<td>12:30 – 12:40</td>
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<tr>
<td>Block 4</td>
<td>12:40 – 1:50</td>
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<tr>
<td>Dismissal</td>
<td>1:50</td>
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<tr>
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* ELC Chapel is on Fridays from 8:10-8:50am, in the ELC-MPH.
**THIRD-FIFTH GRADE**

**MONDAY, TUESDAY & WEDNESDAY**

<table>
<thead>
<tr>
<th>BLOCK</th>
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<tbody>
<tr>
<td>Homeroom</td>
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<tr>
<td>Block 1</td>
<td>8:10 – 9:30</td>
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<tr>
<td>Block 2</td>
<td>9:30 – 10:45</td>
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<tr>
<td>Lunch</td>
<td>10:45 – 11:10</td>
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<tr>
<td>Recess/Play</td>
<td>11:10 – 11:35</td>
</tr>
<tr>
<td>Block 3</td>
<td>11:35 – 12:55</td>
</tr>
<tr>
<td>Recess</td>
<td>12:55 – 1:15</td>
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<tr>
<td>Block 4</td>
<td>1:15 – 2:35</td>
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<tr>
<td>Dismissal</td>
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<tr>
<td>Buses Leave</td>
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**“Late Start” THURSDAY**

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Homeroom</td>
<td>8:40 – 8:50</td>
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<tr>
<td>Block 1</td>
<td>8:50 – 10:00</td>
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<tr>
<td>Block 2A</td>
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<tr>
<td>Lunch</td>
<td>10:45 – 11:10</td>
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<tr>
<td>Recess/Play</td>
<td>11:10 – 11:25</td>
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<tr>
<td>Block 2B</td>
<td>11:25 – 12:00</td>
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<tr>
<td>Block 3</td>
<td>12:00 – 1:10</td>
</tr>
<tr>
<td>Recess</td>
<td>1:10 – 1:25</td>
</tr>
<tr>
<td>Block 4</td>
<td>1:25 – 2:35</td>
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<tr>
<td>Dismissal</td>
<td>2:35</td>
</tr>
<tr>
<td>Buses Leave</td>
<td>2:45</td>
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</table>

**FRIDAY**

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Homeroom</td>
<td>8:00 – 8:05</td>
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<tr>
<td>Block 1</td>
<td>8:05 – 9:20</td>
</tr>
<tr>
<td>Block 2</td>
<td>9:20 – 10:35</td>
</tr>
<tr>
<td>Lunch</td>
<td>10:35 – 10:55</td>
</tr>
<tr>
<td>Recess/Play</td>
<td>10:55 – 11:15</td>
</tr>
<tr>
<td>Block 3*</td>
<td>11:15 – 12:30</td>
</tr>
<tr>
<td>Recess</td>
<td>12:30 – 12:45</td>
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<tr>
<td>Block 4</td>
<td>12:45 – 2:00</td>
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<tr>
<td>Dismissal</td>
<td>2:00</td>
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<tr>
<td>Buses Leave</td>
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</table>

* LS Chapel is on Fridays from 11:15am-12:00nn, in the Theater.
# LOWER SCHOOL LINE UP OF ACTIVITIES
## 1st Semester, S.Y. 2018-2019

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>AUG</th>
<th>SEPT</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
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<tbody>
<tr>
<td>School-wide</td>
<td>*Open House</td>
<td>*Start of Clubs</td>
<td>*PTC Day</td>
<td>*Biñan Charity Fun Run</td>
<td>*Active Learning Fair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Spirit Week</td>
<td>*UN Day Parade &amp; Cultural Fair</td>
<td>*Christmas Art Exhibit</td>
<td>*Christmas Parties</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*House Cross Country</td>
<td></td>
<td>*Lessons &amp; Carols</td>
</tr>
<tr>
<td>ELC-Wide</td>
<td>*ELC Parent</td>
<td>*ELC House Rally</td>
<td></td>
<td></td>
<td>*ELC Christmas Production</td>
</tr>
<tr>
<td></td>
<td>Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*Christmas Celebration</td>
</tr>
<tr>
<td></td>
<td>*All About Me</td>
<td>*Halloween Senses Fair</td>
<td></td>
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<tr>
<td></td>
<td>Culminating Activity</td>
<td>*Rainbow Celebration of Colors</td>
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<tr>
<td>Pre-K</td>
<td>*Fam-Olympics</td>
<td>*Grocery Visit</td>
<td>*Farm Culminating Activity</td>
<td></td>
<td></td>
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<tr>
<td>Kinder</td>
<td>*Teddy Bear Hunt</td>
<td></td>
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<tr>
<td>Grade 1</td>
<td>*Philippine Museum Day</td>
<td>*Family Event: Body Creation Station</td>
<td>*Rocket Launch</td>
<td></td>
<td>*Personal Narrative Publishing Party</td>
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<tr>
<td>Grade 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>LS-Wide</td>
<td>*LS Parent</td>
<td>*Fall MAP Tests</td>
<td></td>
<td></td>
<td>*LS Christmas Production</td>
</tr>
<tr>
<td></td>
<td>Orientation</td>
<td>*House Rally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>*Paper Clip Counting “Rule” Game</td>
<td>*Field Trip for “Living Things” Unit</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>*Grade 4 Orientation</td>
<td>*Field Trip to Center of Hope</td>
<td>*Publishing Party</td>
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<tr>
<td>Grade 5</td>
<td></td>
<td>*Grade 5 Market Day</td>
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</table>

## LOWER SCHOOL LINE UP OF ACTIVITIES

2nd Semester, S.Y. 2018-2019

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide</td>
<td>*House Soccer</td>
<td>*Start of Clubs *Literature Week *Scholastic Book Fair *House Spelling Bee</td>
<td>*PTC Day *International Food Festival *Author Visit *Tech Week *House Kickball</td>
<td>*Annual Festival of the Arts</td>
<td>*Science Week *House Swimming *Year End Parties *Baccalaureate *LS Awarding Ceremony *Moving Up Day</td>
</tr>
<tr>
<td>ELC-Wide</td>
<td>*Community Helpers/ *Valentines Exchange</td>
<td></td>
<td></td>
<td></td>
<td>*Water Fun Days</td>
</tr>
<tr>
<td>Nursery</td>
<td></td>
<td>*Dr. Seuss Celebration *Easter Egg Hunt &amp; Tell Me A Tale *Easter Egg Hunt *Chapel Presentations</td>
<td></td>
<td></td>
<td>*Moving Up Day</td>
</tr>
<tr>
<td>Pre-K</td>
<td>*Brent Wood Shop Visit *’Wood You Be My Valentine</td>
<td></td>
<td></td>
<td></td>
<td>*Moving Up Day</td>
</tr>
<tr>
<td>Kinder</td>
<td>*100 Days of School *Contrasting Cultures</td>
<td>*Chapel Presentations</td>
<td>*Family Event: Animals *Easter Egg Hunt</td>
<td></td>
<td>*Moving Up Day</td>
</tr>
<tr>
<td>Grade 1</td>
<td></td>
<td>*Field Trip to Paradizoo</td>
<td></td>
<td>*Field Trip to Dream Play</td>
<td>*Fiction Fiesta</td>
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<tr>
<td></td>
<td>*Non-Fiction Book Launch</td>
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<td>*Career Day</td>
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<tr>
<td>Grade 2</td>
<td>*Field Trip to Mind Museum</td>
<td></td>
<td>*Field Trip to Gardenia Bread Factory</td>
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<td></td>
<td>*Economics Unit Culminating Activity</td>
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<td>*Grade 3 Orientation</td>
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<tr>
<td><strong>LS-Wide</strong></td>
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<td>*Spring MAP Tests</td>
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<td>*LS Track &amp; Field Meet</td>
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<tr>
<td>Grade 3</td>
<td>*Field Trip to Kidzania</td>
<td>*Mentos Experiment Mad Scientist: Matter Demonstration Invention Convention</td>
<td>*Cell Observation Transplanting Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>*Camp Wax Museum</td>
<td>*Recorder Recital</td>
<td>*Trash To Treasure Exhibition</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>*Field Trip to Mind Museum</td>
<td></td>
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<tr>
<td>Grade 5</td>
<td>*Camp</td>
<td>*Orchestra Recital (Strings Class)</td>
<td>*Science Fair MS Orientation</td>
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<td></td>
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<td>*G5 Band Concert (Band Class)</td>
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<tr>
<td></td>
<td></td>
<td>*Recorder Recital (Gen. Music Class)</td>
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</tbody>
</table>

**Academic and Special Subjects**

All students from Kinder to Grade 5 have four (4) academic subjects and five (5) special subjects where they are assessed and graded. These are the following (with their corresponding weights in computing the GPA for Grades 4 and 5):

**Academic Subjects**
- Language Arts (0.25)
- Math (0.25)
- Science (0.10) *

**Special Subjects**
- Art (0.05)
- Music (0.05)
- Computer (0.05)
• Social Studies (0.10) *
• Religious Studies (0.05)
• Physical Education (0.10)

* Integrated Studies for Kindergarten

Other than these subjects, students also have weekly Library classes and bi-monthly Guidance classes. They do not receive grades for these classes.

Nursery and Pre-Kinder students are assessed and graded on developing skills appropriate for their age group.

English as a Second Language (ESL)

The Lower School ESL program is a comprehensive language and literacy program for English language learners in Grades 1-5. It is a program that focuses on academic language and vocabulary development to help students make successful transition into the mainstream academic curriculum. The ESL program has formative and summative assessments to effectively drive instruction and measure learning.

Upon entry into the program, the ESL teacher will place the student in one of three ESL levels. Lower School students vary moderately in the amount of time needed to teach English that will facilitate their access to the mainstream curriculum. Students usually complete the LS ESL Program in three semesters, one ESL level per semester. There is no minimum time that a student must stay in the program although he or she may stay for a maximum of two years.

Promotions to go up to the next ESL level or to exit the program are regularly done at the end of the semester. Students have to meet the following criteria to be promoted or to exit the program:

Semester Level Promotion Criteria (Dec/May)

• Students must have an 80% or above on all ESL assessments at the end of the semester.
• AND students must receive “Yes” recommendations from ESL and mainstream teachers.
• AND the Lower School Principal must approve the new level placement.

Program Exit Criteria (Dec/May)

• Students will take a standardized assessment, at the end of Level 3. The assessment will measure students’ language, reading comprehension, and writing skills. Students must score higher than one grade level below their current grade level on the assessment.
- AND students must receive “Yes” recommendations from ESL and mainstream teachers.
- AND the Lower School Principal must approve the new level placement.
- To exit from the ESL program, students must meet ALL criteria.

**Reading Benchmarks**

Reading plays a major role in the academic development of students in the Lower School. It happens everyday in class and is encouraged to be done at home as well for enjoyable practice. Reading is assessed and graded at least quarterly in every level given the following benchmarks for each quarter of the year:

**Lower School Benchmark Reading Levels and Marking Period Assessment Guide**
(Adapted from Teachers College)

<table>
<thead>
<tr>
<th>Beg of the Year (August)</th>
<th>Quarter 1 (October)</th>
<th>Quarter 2 (December)</th>
<th>Quarter 3 (March)</th>
<th>Quarter 4 (May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1: 1=B or below 2=C 3=D/E 4=F 4+=G or above</td>
<td>Grade 1: 1=C or below 2=D/E 3=F 4=G 4+=H or above</td>
<td>Grade 1: 1=D or below 2=E/F 3=G 4=H 4+=I or above</td>
<td>Grade 1: 1=E or below 2=F/G 3=H/I 4=J 4+=K or above</td>
<td>Grade 1: 1=G or below 2=H 3=I/J 4=K 4+=L or above</td>
</tr>
<tr>
<td>Grade 2: 1=F or below 2=G/H 3=I/J 4=K 4+=L or above</td>
<td>Grade 2: 1=G or below 2=H/I 3=J/K 4=L 4+=M or above</td>
<td>Grade 2: 1=H or below 2=I/J 3=K 4=L 4+=M or above</td>
<td>Grade 2: 1=I or below 2=J/K 3=L 4=M 4+=N or above</td>
<td>Grade 2: 1=J or below 2=K 3=L 4=M 4+=N or above</td>
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<tr>
<td>Grade 3:</td>
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<td>--------</td>
</tr>
<tr>
<td>1=K or below (ave. H)</td>
<td>1=K or below (ave. I)</td>
<td>1=L or below (ave. J)</td>
<td>1=M or below (ave. K)</td>
<td>1=N or below (ave. L)</td>
</tr>
<tr>
<td>2=L</td>
<td>2=L</td>
<td>2=M</td>
<td>2=N</td>
<td>2=O</td>
</tr>
<tr>
<td>3=M</td>
<td>3=M</td>
<td>3=N</td>
<td>4=O</td>
<td>3=P</td>
</tr>
<tr>
<td>4=N</td>
<td>4=N</td>
<td>4=P</td>
<td>4+=P or above</td>
<td>4=Q</td>
</tr>
<tr>
<td>4+=O or above</td>
<td>4+=O or above</td>
<td>4+=Q or above</td>
<td>4+=R or above</td>
<td>4+=R or above</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4:</th>
<th>Grade 4:</th>
<th>Grade 4:</th>
<th>Grade 4:</th>
<th>Grade 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=M or below (ave. J)</td>
<td>1=N or below (ave. L)</td>
<td>1=O or below (ave. K)</td>
<td>1=P or below (ave. L)</td>
<td>1=Q or below (ave. M)</td>
</tr>
<tr>
<td>2=N/O (ave. N)</td>
<td>2=O/P (ave. O)</td>
<td>2=O/Q/R (ave. Q)</td>
<td>2=P/Q (ave. P)</td>
<td>2=N/O (ave. N)</td>
</tr>
<tr>
<td>3=P</td>
<td>3=Q</td>
<td>3=Q/R</td>
<td>3=R</td>
<td>3=S</td>
</tr>
<tr>
<td>4=Q</td>
<td>4=R</td>
<td>4=Q/R</td>
<td>4=S</td>
<td>4=U</td>
</tr>
<tr>
<td>4+=R or above</td>
<td>4+=S or above</td>
<td>4+=T or above</td>
<td>4+=T or above</td>
<td>4+=U or above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5:</th>
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<th>Grade 5:</th>
<th>Grade 5:</th>
<th>Grade 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=P or below (ave. M)</td>
<td>1=P or below (ave. N)</td>
<td>1=Q or below (ave. O)</td>
<td>1=R or below (ave. P)</td>
<td>1=S or below (ave. Q)</td>
</tr>
<tr>
<td>2=Q/R (ave. Q)</td>
<td>2=Q/R (ave. Q)</td>
<td>2=R/S (ave. S)</td>
<td>2=S/T</td>
<td>3=S</td>
</tr>
<tr>
<td>3=S</td>
<td>3=T</td>
<td>3=T</td>
<td>3=U</td>
<td>4=T</td>
</tr>
<tr>
<td>4=T</td>
<td>4=U</td>
<td>4=U</td>
<td>4=V</td>
<td>4+=V or above</td>
</tr>
<tr>
<td>4+=U or above</td>
<td>4+=U or above</td>
<td>4+=V or above</td>
<td>4+=W or above</td>
<td>4+=W or above</td>
</tr>
</tbody>
</table>

4+ Exceeds grade-level expectations
4  Meets all grade-level expectations
3  Meets most grade-level expectations
2  Meets some grade-level expectations
1  Does not meet grade-level expectations
Homework

A reasonable amount of disciplined academic work outside the classroom is to be given to the students. The purpose of homework is to make sure that the student has understood the material covered in class and to train him/her to acquire good study habits outside school. In general, the school does not approve of tutorial help for homework, unless the student needs help beyond what is provided in remedial classes.

Assigned homework will be written down in the Student Planning Calendar/Assignment Notebook. Parents are urged to check on this notebook nightly. On the average, homework should only take ten (10) minutes multiplied by the student’s grade level. This time however, does not include time for reading. If there is any question on the amount, or the lack of homework, the student’s teachers should be consulted.

Computer Access and Support

Lower School students have access to a computer lab located in the LS building. They can also use a second computer lab located in the LS Library. All labs have Internet access, as well as a wide array of programs. Also, labs are open during lunch hours for enrichment and catch up work. All Lower School students are required to complete an AUP (Acceptable Use Policy) in order to access the computers/Internet. The purpose of this is to protect our students from issues that relate to computer use. At times, Grades 3-5 students get to use laptops and tablets in their classrooms as reserved by their teachers from the Media Center. In the ELC building, our Nursery to Grade 2 students have the Digital Discovery Center (DDC). It is a technology lab that makes use of the iPad as the main learning tool to supplement what our students are learning in their classes. In there they learn together about different applications available on the iPad by the Campfire, work on developing their skills in the Cave, and come together in groups to share their knowledge and experiences in the Water Hole. Wifi access is available in the ELC and LS.

Digital Citizenship: Responsible Computer, Network and Internet Use

The use of computers, the school network and the Internet at Brent International School Manila (the “School”) is primarily for enhancing student learning and is offered as a privilege, not a right. All students are welcome to access the internet provided that they follow the rules stated below and conduct themselves in a manner that constitutes responsible use and respectful behavior as laid out in the student-parent handbook. In addition, students are also subject to local laws governing many interactions that occur on the Internet. The School takes no responsibility for the accuracy or quality of information from Internet sources. Use of information obtained through the Internet is at the user’s risk. This agreement includes both wired and wireless network connections and applies to all digital devices including but not limited to computers, tablets, phones and storage devices.
Terms and Conditions:

1. **Acceptable Use**: The use of the Internet must be solely for activities directly related to education and research activities as directed by teachers and staff, in a considerate and responsible manner.

2. **Unacceptable/Inappropriate Use**: Unacceptable/Inappropriate Use includes, but is not limited to, those uses that violate the law. This includes use of sexual content, obscene material and threatening or harassing others.

3. **Network Etiquette**:

   Students are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

   a. Be polite, courteous, and respectful in all communications.

   b. Respect copyright laws and use information, images and other materials properly by acknowledging sources for the use of other people's intellectual property. Assignments on the web are like any other assignment in school, students are expected to abide by policies and procedures in the student handbook, including policies regarding plagiarism.

   c. Use the network for authorized activities which have educational relevance and refrain from using the network for entertainment, downloading games, music, video and install software or any other activities unrelated to education and learning.

   d. Treat information, resources and individuals with dignity and respect at all times. Gathering and expressing information in any form of media should never cause harm or threaten to be harmful to any person or group of people.
e. Use only decent appropriate language, photos and videos. Language and media that is inappropriate for school is not appropriate on the web. Harassing, bullying, discriminating against, threatening the safety of others or publicly humiliating people through published material on the internet, email, mobile phone and other forms of media will not be tolerated.

f. Refrain from disrupting the performance of the network by accessing the computer systems without authorization, unauthorized tampering and/or attempt to tamper with the school’s computer systems, remove or change any hardware or software and “cheat” or “bypass” the filtering system of the School.

g. Respect the privacy of others and not to access other people’s accounts or files. Attempting to access, open, print, or modify someone else’s work or account without the permission of the owner will be treated as theft or such other offense, as may be deemed to have been committed under the circumstances.

h. Maintain the security of the network by keeping information, especially passwords and account numbers, private.

i. Avoid the knowing or inadvertent spread of computer viruses. Actively and knowingly spreading computer viruses will be treated as an infraction and will not be tolerated.

j. Use real name in all communications. Impersonation, anonymity, or pseudonyms are not permitted.

k. Note that all electronic mail (email) is not guaranteed to be private. Individuals who operate the system will have access to all mail. Messages relating to or in furtherance of illegal activities will be reported to the authorities.

l. Report improper e-mail messages or improper use of the internet or network to the teacher.

4. **Vandalism/Mischief:** Vandalism and mischief are prohibited. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any networks that are connected to the Internet. This includes, but is not limited to, the deliberate creation and/or propagation of computer viruses. Sending unsolicited junk mail or chain letters, is prohibited. Any interference with the work of other users, with or without malicious intent, is construed as mischief and is strictly prohibited.

5. **Rules and Responsibilities:** To respect, follow the directions of the adult in charge and use all equipment carefully in the computer lab or other room where computers are in use. To leave computers, the area around them, and the labs ready for the next person to use, i.e. quitting all applications, saving all work in appropriately named personal folders and logging off of the network. Work not saved in one's own folder will be deleted. To have personal laptops and external storage devices such as flash memory or external hard drives scanned for viruses regularly.

6. **Appropriate Use:** Not to waste resources including bandwidth, file storage space, printers or paper. This includes forwarding any non-school materials or
communications, peer-to-peer networking or peer-to-peer file sharing that will cause a significant decrease in the speed of the network. Not to use at school any of the following types of Internet services unless directed by the teacher or Brent staff in charge: web based “chat or social networking” services such as Yahoo Messenger, Skype, Facebook, Twitter, Instagram etc.

7. **Consequences for violation of this agreement:**
   
a. Unauthorized/Inappropriate use of the network result in the revocation or cancellation of Internet access privileges and/or account.
   
b. This may also result in further disciplinary action, including suspension or expulsion, and/or appropriate legal action, as may be determined by the network administrator or School Master.

**Disclaimer**

1. The School takes no responsibility for the accuracy or quality of information from Internet sources. The use of information obtained through the Internet is at the user’s risk and the School is not responsible for any damages suffered by the students. The School is also not responsible for phone/credit card bills or any other charges incurred by the students and for any loss of service or data, and does not guarantee the privacy of email or of student generated work.

2. The System Administrator reserves the right to monitor student use of computers, including workstations, mail accounts, Internet activity, and server folders.

3. Concerns about information technology will be handled in the same manner as concerns about other educational materials. The School Administrator shall determine what constitutes unauthorized/ inappropriate use and shall amend, as the circumstances warrant, the terms and conditions of this Agreement.
Assessment

At Brent, assessment is integrated into daily classroom teaching. It is an ongoing process, based on multiple sources of evidence including tests, observations, portfolios, interviews, performances and projects designed to inform the learning of both student and teacher. Regular assessment in which students are active participants allows students to take responsibility for their work and to support their growth as life long, reflective learners.

The Brent Assessment Model has three components: (1) the classroom experience, (2) formal assessments, and (3) homework. The classroom experience is mostly composed of formative assessments. Formal assessments are the summative assessments which are often common across the grade levels. Work done at home, on the other hand, may either be formative or summative. Feedback is given for both formative and summative assessments.

Grading System

The reporting process in the Lower School and ELC is designed to give you frequent and specific feedback about your child's progress academically, personally and socially.

We believe that each child is unique and that children learn skills and concepts at various rates. In addition to reports and conferences, it is our hope that you will always feel free to contact your child's homeroom teacher about any questions or concerns you may have throughout the year.

Please include your child in honest discussions of their goals and achievements, as it is important to remember that the child is the ultimate user of any assessment.

Quarter 1

In late August, there is an opportunity to meet your child's homeroom teacher along with other parents during the Parent Orientation. The teacher will explain the class program and materials that may be used during the year. Guidelines on behavior expectations, homework, grading, curriculum outlines and communication are distributed or discussed.

In October, you will receive a Progress Report for Grades 4 and 5. The progress report will give you an overall picture of how your child is adjusting to a new grade level and their performance in Specialist subject areas. Nursery to Grade 3 students will receive copies of their Report Card with their first quarter grades.

The first Parent - Teacher Conference is also in October and is an important opportunity to establish goals with your child's teachers and to also celebrate your child's achievements. This time spent with the classroom or specialist teacher is an important link in establishing a positive home - school partnership.
Quarter 2
In January, you will receive a first semester Report Card for Grades 4 and 5. This provides you with a summary of your child's achievements throughout the semester. Nursery to Grade 3 students will receive copies of their Report Card with their second quarter grades and end of semester comments from their teachers.

Quarter 3
Another Progress Report for Grades 4 and 5 will be sent home in March and there will be the opportunity for another Parent - Teacher Conference. Some teachers encourage students to lead or be a part of this conference. Nursery to Grade 3 students will receive copies of their Report Card with their third quarter grades.

Quarter 4
This quarter will be concluded with an end of semester/year Report Card and is a summative assessment of your child's strengths, achievements and goals throughout the year.

Nursery and Pre-Kindergarten
These classes use very similar report formats. Your child’s performance is tracked and reported upon every eight weeks. The following key is used to evaluate performance for Nursery and Pre-Kindergarten:

+ Meets most grade level expectations
/ Meets some grade level expectations
- Does not meet grade level expectations
Any unmarked items are considered not evaluated at the time.

Kindergarten to Grade 3
These classes use very similar report formats. Your child’s performance is tracked and reported upon every eight weeks. The following key is used to evaluate performance in academic skills areas for Kindergarten to Grade 3:

4+ – Exceeds grade level expectations
4 – Meets all grade level expectations
3 – Meets most grade level expectations
2 – Meets some grade level expectations
1 – Does not meet grade level expectations
* – Modified instruction

For non-academic skills areas such as Personal Growth and Work Habits and Specialist Classes, namely as Art, Computer, Music, P.E. and Religious Studies, the following evaluation key is used:

4 – Meets all grade level expectations
3 – Meets most grade level expectations
2 – Meets some grade level expectations
1 – Does not meet grade level expectations
* – Modified instruction

Any unmarked items are considered not evaluated at the time.

**Grades 4 and 5**
These classes receive a Progress Report and an end of semester Report Card. The Progress Report is in a narrative format. The report card uses letter grades such as A, B, C and so on as an indicator of achievements. Below is the grade equivalent key used for these levels.

**Grade 4 and 5 Letter Grades, Grade Point Averages, and Percent Equivalents**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Percent Equivalents</th>
<th>Honor Roll Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>100 – 97</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>96 – 93</td>
<td>Bishop Brent Scholar’s List</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>92 – 90</td>
<td>3.5-3.99 Headmaster’s List</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>89 – 87</td>
<td>3.0-3.49 Honor’s List</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>86 – 83</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>82 – 80</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>79 – 77</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>76 – 73</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>72 – 70</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>69 – 67</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>66 – 63</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>62 – 60</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>59 and below</td>
<td></td>
</tr>
</tbody>
</table>

*Inc = Incomplete   W = Withdrawn   P = Pass*

The minimum passing mark is D-. No student who has completed the required work with good-faith and effort will receive an F. Percent equivalents will be rounded up at 0.5.

**GPA – Grade Point Average**

The grades of all subjects, weighted according to the number of contact hours per week, are included in the computation of the GPA.
Citizenship Standards

Brent International School Manila students are expected to exhibit self-management, social and thinking skills as part of the Brent ESLRs of Responsible Citizenship, Tolerant Individuals and Life-long learners.

Citizenship grades are given to Grades 4 and 5 students on a scale of 1 = Not Meeting Expectations to 4 = Exceeding Expectations, reflecting the students’ conduct in relation to the standards of behavior required of Brent students. Students receive a quarterly grade for citizenship (presented in the mid-semester Progress Reports and the end of semester Report Cards) according to the following scale:

4 = *Exceeding Expectations* - Behavior which indicates consistent compliance with the vast majority of standards.

3 = *Meeting Expectations* - This is the expected minimal norm and indicates usual compliance with the majority of standards.

2 = *Approaching Expectations* - This indicates that the student frequently fails to meet the standards and should be undergoing some self-examination as to citizenship deficiencies.

1 = *Not Meeting Expectations* - The student with this grade is rarely/never meeting standards and is demonstrating little or no effort to improve.
<table>
<thead>
<tr>
<th>Approaches to Learning</th>
<th>Brent’s Expected School-wide Learning Results (ESLRs)</th>
<th>N/A</th>
<th>1 - Not Meeting Expectations</th>
<th>2 - Approaching Expectations</th>
<th>3 - Meeting Expectations</th>
<th>4 - Exceeding Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SELF MANAGMENT SKILLS</strong></td>
<td>Exercises leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Is punctual for classes and in meeting deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Is independent in completing assigned tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applies technology ethically and productively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completes his/her share of the work conscientiously</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL SKILLS</strong></td>
<td>Avoids or resolves conflicts productively and peacefully</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Works effectively with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is actively engaged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates honesty and integrity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>THINKING SKILLS</strong></td>
<td>Uses a range of learning strategies to demonstrate learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is resourceful and resilient in the face of challenges and change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates intellectual curiosity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflects on his/her learning in order to integrate and apply feedback for self improvement</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*A student who commits academic dishonesty does not qualify for a score above a 2 in the class in which the infraction occurred.*

*Quarterly citizenship grades reflect the student’s behavior for that quarter only.*
BASIS and Student Email

Brent uses a customized web-based application named BASIS (Brent Academic and School Information System). This allows students and parents to view academic progress and attendance information online through a Student and Parent Portal feature. Grades 4 to 12 parents can track progress throughout the year while Nursery to Grade 3 parents can view reports at the end of each quarter.

For Parents:

Parents of new students will receive an email on how to access and use the Parent Portal. Access can also be requested by emailing itc@brent.edu.ph or contacting the school level secretary.

For Students:

A new student is given an email account where they can receive communications from the school. This will also be used to login to Google Classroom, the learning management platform used in the Middle and Upper School.

New students (Grades 4 to 5) will be given their Brent email account as well as their BASIS access information through the homeroom teacher and/or computer teacher.

New students (Grades 6 to 12) can get their Brent email account as well as their BASIS access information at the IT Center, 4th Floor, Media Center.
Accommodations and Modifications Guidelines

Accommodations

There will be students in each classroom who need accommodations to enhance their learning. These are not always the students who have been identified as having a learning disability. Accommodations can be put into place without changing the curriculum or expectations of the student. Accommodations are changes to the environment in which the student is learning.

Modifications

Modifications may be necessary for a student with specific learning needs to be successful in the classroom. Modifying a child’s program means that you have changed the curriculum and expectations. These students are those that have Educational Plans which have been developed by our school-wide team. Modified grades are noted with an asterisk.

A student’s Education Plan will serve as part of their report card. This plan will be updated at the end of each semester and will be included with the regular report card. Students who have an Education Plan are receiving modified grades in the subjects that have been identified on the Education Plan.

Parent-Teacher Conferences

Parent-Teacher conferences are used to keep parents informed on the student’s progress and to discuss any special circumstances and needs of the students. Should there be particular critical problems in the academic or behavioral performance of the student, a parent-teacher conference may be convened at any time. To the extent possible, the conferences will be scheduled after regular classes so as not to disturb the academic operation of the School.

Year-end Promotion

Students who pass all their subjects will normally be promoted to the next higher grade. The School reserves the right to recommend to the parents the retention of their child(ren) in the current grade as a result of lack of maturity or for other reasons, although the general academic record is passing. The parents have the right not to abide by the School’s recommendation and their decision will be part of the student’s record.
Academic Support

After School Remedial Sessions

Students experiencing academic difficulties are encouraged to work with their teachers and arrange time either after school or during lunch or breaks for some extra help. Students need to remember that teachers are busy individuals. In addition to their teaching load, many help coach different sports teams and run the various clubs and they may not be available every day. With sufficient advanced notice and planning, however, time should be available for some extra help with the subject teacher. This process should always be the first approach the student tries to secure a better understanding of the materials being presented in class.

Special Needs

The Student Services Department in the Lower School generally serves students in Grades One through Five. It aims to identify and help students experiencing difficulties in the area of Language and Mathematics. The team members include: Skills Enrichment Teachers, a school counselor, a speech therapist, and several classroom assistants. The mission statement of the Student Services team follows and outlines our goals and beliefs as a department.

All children have the right to progress intellectually, emotionally and socially while maintaining a sense of dignity and developing a positive self-concept. Brent International School recognizes that its diverse population of students has varied
backgrounds, interests and individual learning differences. To that end, the Student Services Department is designed to increase the academic and emotional success of all Brent students identified with special needs. The Student Services team members collaborate with classroom teachers, parents and specialists to develop individual Education Plans that support the curriculum and provide appropriate goals for students having specific learning difficulties. All Brent students, including those receiving special services, must meet and maintain grade level expectations and follow the Expected School Wide Learning Results.

**Entrance Criteria**

1. The classroom teacher, counselor or parent must recommend that the student receive special services because of poor academic performance in Language Arts and/or identified concerns in the student’s development.

2. Starting in grade two, in the admissions or referral process, students must undergo a formal psycho-educational assessment, or parents must provide a report from an assessment given within two years from the date of referral.

**ELC Reading Intervention**

The ELC Reading intervention is an approach, or a prevention system, that will help struggling students succeed in learning. It is designed to provide extra help before students fall significantly behind their classmates. Students in this program will receive more targeted help in small groups or receive individualized, intensive interventions that target their skill deficits. Interventions take place a few times a week during specialists so the students won’t miss any core instruction in the classroom. Their progress is monitored frequently to ensure adequate progress and learning. By helping these students early, we can keep them at or near grade level.

**Tutoring**

Prior to engaging the services of a private tutor, parents should consult with the regular classroom teacher and the Guidance Counselor. If the need for a tutor is established, the School will help. As a matter of school policy, teachers may not receive pay for tutoring students in their classes. In addition, no faculty member may hold tutoring sessions for remuneration on the school campus.
CHAPTER IV

STUDENT LIFE

Students are encouraged to take an active part in the decision-making processes of the School. Student Council Representatives may be asked to sit on school committees alongside members of the faculty and administration. Students should feel free to voice their opinion as members of those committees, through student publications, or verbally through open and frank dialogues with the Headmaster and other members of the administration or the faculty.

After-School Activities/Clubs

The Student Activities Office approves, schedules, and coordinates all extra-curricular activities connected with the school. All students at Brent are eligible to participate in any school activity and to try out for any sports team. Before they are allowed to participate, students are required to complete a Student Activities Contract and have it signed by their parents.

Grade 1 to Grade 5 - A wide variety of clubs meet after class hours under the supervision of teacher and parent volunteers. These clubs offer students the opportunity to develop talents and interests they have and to acquire new ones. The Student Activities Office provides a list of currently active clubs at the beginning of each semester.
Brent School considers such activities as a very important part of its overall educational program. It is important that both faculty and students who commit themselves to a club keep their commitments and regularly attend scheduled practices, meetings, and rehearsals.

**Bookstore – School Supplies**

The Spirit Shop, our school bookstore, is stocked with school supplies, and various Brent merchandise. Students are provided with some supplies, such as notebooks, pens, paper, etc. at the beginning of the school year, but are thenceforth expected to replenish their supplies themselves. Students are requested to purchase most of their supplies from the Spirit Shop in order to ensure uniformity.
Brent R.O.A.R.S.

The Brent R.O.A.R.S. (Reaching Out to All Recent Students) welcomes all our new students and families to the school. Made up of select students distinguishable by their positive attitudes, winsome smiles and their Brent R.O.A.R.S. pins, they are ready to give a helping hand to our new students and their families and make transitioning to Brent an enjoyable experience.

Cafeteria

The school is responsible for the operation of the cafeteria. School rules on behavior most certainly apply in the cafeteria. Students are to clean up after themselves, making sure their table is at least as clean if not cleaner than they found it.

Students purchase items from the Cafeteria using their IDs. Parents are requested to make sure your child’s ID card has enough load every week. ID cards may be loaded given a minimum amount of Php 500.00 at the Main Cafeteria.

Monthly menus of food served in ELC and the main Cafeteria are available on the ELC or LS web pages.

Camps (Grades 4 and 5)

The annual camp is a very important part of the school year. They are usually held in February and run for three days. All children are expected to attend camps although it is not mandatory. Students will still have to be in school if ever. Camps provide opportunities for academic, social, spiritual and emotional development and are one of the highlights of the year for the children.
Clinic: Accidents and Illnesses

The emergency form completed during registration will serve as the guide for the School in the event of illness or injury to students during school hours. Any changes needed to keep the form up-to-date should be communicated to the School immediately.

A school doctor is always available for consultation at the Main Clinic to treat and take care of students who have fallen ill or have been in an accident.

If a student becomes ill during the school day, he or she is taken first to the Clinic. If the nurse decides that the illness is serious, the parents are immediately notified and arrangements are made for the student to be taken home. When a student has been ill, we strongly advise that the student checks in with the Clinic the morning he or she reports back to school to make sure all is well.

During student accidents, the Clinic personnel will give immediate treatment or first aid. If the doctor decides that the child should go to the hospital for further evaluation, the nurse will take the student to the nearest hospital by the school ambulance; likewise the same procedure will apply in terms of communication to the parents.

It is the responsibility of the parents to ensure that their children are covered with current and comprehensive health insurance. Should an accident occur on school property or
during a school-related event, Brent’s liability will not exceed Php 50,000.00.

Parents should also advise the school of a student’s physical limitations or handicaps, both temporary and permanent. If the student is under continuing medication, the School Nurse must be notified and the proper medication must be supplied. Generally speaking, the Nurse will administer the prescription.

On a temporary basis, the Nurse can grant exemption from Physical Education classes and other strenuous activities. For exemption on a more permanent basis, however, a formal request supported by a physician’s letter must be submitted to the Principal and the School Clinic. The student would then be given a substitute activity during Physical Education periods. The corresponding Physical Education grade or rating will be based on compliance with the requirements of the assigned alternative activities.

Closing of School – Cancellation of Classes

Brent International School Manila adheres to the Storm Signal Guidelines established by PAGASA - (the Philippine Atmospheric, Geophysical and Astronomical Services Administration). Accordingly, when storm signals are posted over Biñan, Laguna, classes will be affected as follows:

• Storm Signal 1 – **Normal Operation**: All Brent classes will proceed as scheduled.
• Storm Signal 2 – No Classes or Activities: No students or teachers are to report, however the school offices will remain open for the day. Administrators and office support staff report as usual if it is safe to do so.

• Storm Signal 3 and 4 – No School: The entire school operation will be closed. No classes, offices or activities will take place.

Please be aware that the storm signal for Laguna is not the same as that of Metro Manila. Weather reports regarding Manila, therefore, may not apply to the conditions at Brent.

Every attempt will be made to contact parents, students and teachers in the event of a cancellation of classes. When available and applicable, we use corporate texts to inform those whose cell phone numbers are registered in our system. If you have not heard from the school, you can assume that classes will happen as scheduled.

If you are still unsure, calling the school at +63-2-779-5140 to 46 or +63-49-513-4330 to 33 after 6:00 a.m. or checking to see if there is a notice on our website (www.brent.edu.ph) may help.

Finally, we realize that parents have the ultimate responsibility for determining whether or not their children go to school. Even if no order for the suspension of classes has been issued, if parents feel that traveling to or from school will place their children at risk, we certainly understand and will honor their decision.

Updated: 15 August 2013

Cellular Phones, Electronics, and Other Valuables

Parents and caregivers are requested to help make sure that students do not bring valuables to school such as cellular phones, electronic devices, large amount of cash, and expensive jewelry. When the children are swimming or involved in sports, all jewelry and watches are removed for safety purposes. It is better to not let your children wear valuables on sports/P.E. days. These items are very difficult to find once they have gone missing and there is no need for them in the ELC and Lower School.

Communication

Brent International School Manila is committed to keeping students, parents, faculty and staff informed. To that end, various newsletters and bulletins are distributed regularly by individual homeroom classes. The ELC and LS Parent Newsletter is updated every Friday on the Official School web site, www.brent.edu.ph. Everyone is encouraged to visit that site regularly in order to stay informed of the many activities and events happening in and around our school. We do, however, print a few copies of the newsletter and keep them in the ELC/LS Offices in case parents would like a hard copy.
Emergency Procedures

Brent has established procedures for evacuation in the event of an emergency. These procedures are outlined in our Crisis Response Manual. This manual is housed in each classroom. Evacuation drills are practiced periodically throughout the year.

Field Trips

Each year, Kinder to Grade 5 students will be expected to attend at least one field trip although this is not mandatory. These trips are organized by the teacher and are related to what is being taught in the classroom. The objective of these field trips is for children to see the practical connection between the classroom and real world. Grade levels usually have field trips together. The school provides the transportation and security for these trips. Parents are asked to provide the entrance fees and cost of food for field trips. Parents are occasionally asked to chaperone as space allows, however we don’t allow house helpers to chaperone.
Guidance

All classes from Nursery to Grade 5 have Guidance classes. Using the Second Step counseling curriculum, students will strengthen their learning skills, be able to empathize with others, keep emotions in control, and become excellent problem solvers. The school counselor works closely with all staff to ensure that every student is receiving academic and social-emotional support.

The school counselor is also available to help support parents, especially if you have academic, behavioral, emotional, or social concerns for your child. Families are also encouraged to inform the Guidance Office if your family is going through a difficult time such as death, divorce, or illness so that extra support may be provided for your child.

House System

All students at Brent School belong to one of three groups or Houses: Azure, Emerald or Gold. Brothers and sisters are placed in the same House. The House system is established to promote special interaction and competition within the School, involving all the aspects of student life: academics, sports, behavior, etc. House activities and events are administered through the Student Activities Office. Parents are often invited to help out and sometimes participate in these events. At the end of the school year, recognition is given to the House that has garnered the greatest number of points throughout the year. House shirts are available at the Uniform Department and are to be worn when a House event is scheduled.
ID Accounts and Charges

Other than for borrowing books in the Library, students use their ID cards for charging Cafeteria expenses through our Point-of-Sale (POS) system. Other fees are also chargeable to the ID account such as library fines and fees, field trip charges, and school and sports uniforms.

Parents are notified every Monday via email when their child’s account has a negative balance. A detailed report of the history of purchases will also be sent every month via email. Payments will also be reflected there.

For any questions or concerns about transactions in your child’s account, please email lionsidcard@brent.edu.ph.

Media Center (Library)

The Media Center serves students, faculty, and staff through its expanding collection of print and media materials. Parents are welcome to use the Media Center as well. Our combined libraries have more than 60,000 volumes accessible through the computerized catalog system. Subscriptions to over sixty magazines and journals are maintained to provide up-to-date information on a variety of subjects of interest to students, faculty, parents and administrators. The audiovisual sections include CD-ROMs, DVDs, recordings, audiotapes, and other visual media in support of our curricula.
The Destiny catalogue system and Media Center Web Site is available as a link from the Brent International School Home Page. It contains details concerning all rights and responsibilities as well as links to data-bases, encyclopedias and suggested electronic information sites of interest to our school community. It is accessible twenty-four hours a day, seven days a week. The Media Center itself maintains hours from 7:30 a.m. until 4:30 p.m., Monday through Friday.

The Media Center is an important part of the learning process for LS/ELC students at Brent International School Manila. Appropriate conduct from all who choose to visit the Media Center is expected. Students ID-s are required in order to check out materials. Responsibility for all materials checked out rests with those who check out the materials – students, faculty, parents, staff and administrators. Assessments will be made for lost or damaged materials.

The expectation is that students in the Brent ELC/LS will regularly check out books as a part of the learning process and the language arts program. The guidelines for students checking out materials are the following:

- **Nursery/Pre-Kinder**: 2 books per week
- **Kindergarten - Grade 2**: 3 books per week
- **Grades 3 – 5**: Maximum of 4 books
- **Parents**: Maximum of 10 books per 2 weeks
Check In and Check Out

For ELC Students
1. Books can be checked out for 1 week and renewed for another week.
2. Students must have their Brent ID to check out any materials from the Library.
3. A student with overdue books will not be allowed to check out the type of book that they forgot to return (i.e. If a nonfiction book was not returned, they cannot borrow a nonfiction book.).

For LS Students
1. Books and videos can be checked out for a week and renewed for another week.
2. Students must have their Brent ID to check out any materials from the Library.
3. A student with 2 overdue items will not be allowed to check out additional library materials.
4. LS Students with overdue fines are recommended to settle them in the soonest possible time. This can be done by charging the fine to their ID account.

For Parents
1. Parents are allowed to check out 10 items, but no more than 2 videos at a time.
2. Books can be checked out for two weeks and renewed for another 2 weeks. Videos may only be checked out for 2 weeks due to the limited number in the collection.
3. Parents may use the library if it is not being used for research and/or library classes.
4. First time library users must fill out the account application form. They must also have an active email address for their library account.
5. Library materials checked out by parents may be recalled prior to the due date if needed by a Faculty member.
6. A Parent Brent ID is required for checking out library materials.
Overdue Material

An overdue notice is sent home to students regularly. Parents will receive overdue notices through their email address.

ELC students are not charged fines for overdue books.

Overdue items are charged P2.00 per day per material. Holidays, No School, Weekends, School Breaks and absences due to sickness and official business are not included.

Overdue fines can be paid through the student's ID account, or can be paid in the Cashier’s Office. A copy of the receipt must be given to the Librarian.

Damaged or Lost Material

All damaged or lost material must be reported immediately to the Librarian. The material should be paid for if lost, or the damage is irreparable.

Lost or damaged material can be paid for in the Cashier’s Office or charged to the student’s ID account. A copy of receipt must be given to the Librarian.

Lost or damaged material can be replaced with the same title and format.

Clearance

Students and parents must return all library materials at the end of school year (Textbooks, Library Books and Videos). Fines and/or payments for lost or damaged materials need to be taken care of. This will be automatically charged to the student’s ID account given a specific date that will be announced in advance. The Parent’s library account is tied to their child’s library account. If a parent fails to clear their library account before the school year ends, their child’s clearance form will remain unsigned.

Refunds

The Library will give a refund for materials lost and found the same year and for the previous school year but not the prior years.

Lost and Found

All lost items left unattended, will be turned in initially to the ELC/Lower School Office before being transferred to the main Lost and Found area in the Security Office. Students are asked to report missing items to the ELC/Lower School Office and complete a short report so that we might manage all lost or missing items. At the end of each semester (Christmas Break and End of School Year), unclaimed items will be donated to charity. Please make sure to follow-up if your child loses something in school.
Office Telephone Use

The office telephone may only be used for an emergency. Students may not use the telephone to request materials, P.E. clothes, etc., left at home; ask permission to go home with a friend, change their usual dismissal pattern, or requesting to stay in school. We do not provide after-school supervision. All ELC and Lower School students are expected to leave at 3:00 pm unless participating in an after-school activity or remedial. Students in either of these activities are to be picked up or leave on the 3:50 pm bus.

Parent-Teacher Association (PTA)

The Brent School Parents Teachers Association is a purely civic, non-sectarian, non-political support organization. Its objective is to promote cooperation between the home and the School and to assist the Administration in achieving the goals of the School. Membership in the PTA is open to all Brent teachers and parents of Brent students. PTA officers are elected at the end of each school year. PTA cooperation is invaluable in the fields of communication, extra-curricular activities, fund-raising projects, etc. The PTA works closely and harmoniously with the Headmaster and Principals.
The Brent PTA Board and Grade Level Representatives for ELC and Lower School this S.Y. 2018-2019 are:

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<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>President</td>
<td>Koolih Hernando</td>
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<td>Executive Vice President</td>
<td>Marge Carlson</td>
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<td>Zel Courbet</td>
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<td>Co-Secretary</td>
<td>Veronica Javier</td>
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<td>Treasurer</td>
<td>Lynn Pillerva</td>
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<td>LS VP</td>
<td>Puja Lulla</td>
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<td>MaryAnne Herr</td>
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<td>Grade 5 Rep</td>
<td>Miyoung Park</td>
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<td>Grade 4 Rep</td>
<td>Rachelle Herrera-Lim</td>
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<td>Grade 3 Rep</td>
<td>Stephanie Fernandez</td>
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<td>ELC VP</td>
<td>Nicola Puno</td>
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<td>Soeng Ikeda</td>
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<td>Grade 2 Rep</td>
<td>Priya Ragavan</td>
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<td>Grade 1 Rep</td>
<td>Alta Lyttle</td>
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<td>Kinder</td>
<td>Sekar Nareswari</td>
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<td>Pre-K</td>
<td>Janet Ty</td>
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<tr>
<td>Nursery</td>
<td>Alesya Butt</td>
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<tr>
<td>Korean Liaison Officer (Lower School)</td>
<td>Ji Won Kim</td>
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**Publications**

**The “Forward”**

The “Forward” is the School’s official magazine, staffed by the student body, and published at least once every quarter. This magazine aims not only to serve as a record of events, but also to provide opportunities for students to acquire skills in basic journalism and interview procedures, and to work together as a publishing team. The Headmaster appoints the advisor.

The editorial staff is expected to abide by the rules of journalistic professionalism, which do not condone character assassination, vulgar language, anonymous articles, innuendoes, or other “tabloid” practices. The magazine may not be printed without the Headmaster’s approval.

**The Ganza**

The School yearbook, the Ganza (meaning “gong”), is a pictorial record of student life and the main events of the school year. It is edited by students, under the advisorship of a faculty member. The staff directs its efforts toward making the yearbook not only
a simple “memory” book, but also, a work of art including drawings, poems, etc. made by the students during the school year.

**Religious Life**

Brent International School Manila is a Christian School. It is committed by heritage and educational philosophy to provide a Christian atmosphere, as well as a religious program that seeks to encourage students to establish values and standards for their lives. Students are required to take courses in Religious Studies, courses that are designed to instill an appreciation for the historical, liturgical, moral and spiritual values of the Bible and Christian tradition. Students also explore other major religious traditions of the world, to broaden their knowledge and deepen their understanding and respect for the religious impulse in its many manifestations.

Students are required to attend chapel services once a week and on important School occasions. Although the services follow the customs and usage of the Episcopal Church, Bishop Brent’s spirit of ecumenism is maintained. While non-Christian as well as non-Episcopalian students’ attend chapel services, no attempt is made to convert them to the Episcopal Church.

**School Buses**

Riding our Brent International School Manila buses is both a privilege and a service we offer our students. In order to ensure that all scheduled trips are safe and trouble-free, students and parents must be familiar with and adhere to the following simple rules and regulations. Parents and students must also realize that failure on the part of the student to follow these regulations may mean temporary, or in repeated and/or more severe cases, permanent suspension of all bus riding privileges.
The most simple and important rule for all students riding our buses is this: **Students, when you step onto the bus, you are at school!** That is to say, all regular school rules relative to student behavior, actions, language, and following the directives of the adult supervisor or bus attendant on the buses apply. We expect our bus-riding students to behave just as they would were their principal, teacher, or parent sitting next to them on the bus.

Any behavior, actions, use of language, or failure to listen to and obey the requests of the adult supervisor or bus attendant that are not in compliance with normal in-school behavior will result in a student-principal conference and subsequent communication with the parent or guardian. Depending on the particular problem, or on the number of times a problem might continue, there may be a student-principal-parent conference.

In all cases, student actions and behaviors on the bus that do not meet regular Brent standards may result in a temporary or permanent suspension of bus riding privileges.

Please be reminded that any changes in the bussing arrangement of your child on any given day needs to be communicated to the Transportation Office, your child’s Homeroom Teacher, and the School Office before 1:00 pm of that day.

**School Bus Service Guidelines**

1. The School Bus Service Reservation is for one full school year unless otherwise arranged when making the Reservation or for reasons of reassignment of parent to another location. Parents must inform the Transportation Office of any changes or cancellation of service within the fiscal year.

2. School buses are driven by licensed, physically fit, professional drivers whose performance is subject to regular review by the school. They are expected to adhere to all traffic regulations and posted speeds within villages and a maximum of 80kph on the highway. Adult Bus Attendants assist riders during trips and enforce the School Bus Rules and Regulations.

3. Bus Service conforms to the regular school time schedule, from Monday through Friday. Route schedules change to conform to early dismissal schedules. The service is from TERMINAL/PICK-UP POINTS to school and back. DOOR-TO-DOOR drop-off service is available to Ayala Alabang, Alabang Hills, Merville, Magallanes and Dasmariñas only.

4. In order to meet the school time schedule, all riders are expected to be at their pickup point at the designated time and to board the bus immediately. Drivers are instructed not to wait for or return for late riders.

5. School buses will leave the campus according to the published schedule. Riders from sports activities must board the bus before the scheduled departure time. Early Learning
Center and Lower School students will be brought to the parking area by supervising faculty. It is the student’s responsibility to board the bus on time. The school will not be held responsible if riders wait and miss the bus. Students are only allowed to get off the bus at their designated stop unless prior arrangements have been made. **Students wishing to get off the bus at a different stop or to ride another bus must provide written permission from their parent or caregiver to the Transportation Office no later than 1:00 pm the day of the requested change. This can be done through the bus attendant, fax to the school, or through e-mail. It is the responsibility of the parent/caregiver to update the school with changes of address and telephone numbers.**

6. Brent School shall not be held responsible for any loss, damage, or inconvenience to any student passenger for non-delivery to/from the terminal point/doorstep resulting from the non-availability of fuel, fire, flood, or other events beyond the control of the school.

7. The school shall not be held responsible for any mishap that occurs while its riders are waiting at their pick-up points. Riders are not allowed to get off the bus at any point except their assigned stop.

8. Payments for bus service must be made before the start of scheduled service. Payment may be made per quarter, per semester, or per year. Any number of days of usage will be counted as a quarter. If use of service is discontinued, no refund will be given for that quarter. Students wishing to ride the bus on an emergency basis must have a note signed by a parent or caregiver and will be charged **US$13.00** per ride/trip.

9. All riders are assigned to a seat on the bus and are expected to follow bus rules and regulations at all times.

All concerns, comments, suggestions, and special arrangements should be addressed to the Transportation Office by phone, letter, or e-mail.
School Bus Rules, Regulations, and Consequences

1. Only authorized riders may ride the school bus. All riders must ride their assigned bus. If there is a need to ride a bus other than the one assigned, transfer to another route, or change pick-up and/or drop-off point, a written request must be sent by the parent/caregiver to the Transportation Office preferably first thing in the morning through the bus attendant, or the Transportation Office must be contacted before 1:00 p.m. on that day.

2. The basic rule for student behavior on the bus is: be courteous to everyone.

3. Bus riders are to obey the bus attendant and the driver at all times. In case of an emergency, riders must remain quietly seated in the bus unless otherwise instructed by the bus attendant or driver.

4. Parents, drivers, and caregivers are to drop off and pick-up students only at the door of the bus. Drivers and caregivers must have a Brent ID to pick up students.

5. Riders are expected to board their bus upon arrival at the loading area in the afternoon. They should not loiter in the loading area and should not return to lockers, the Canteen or bathroom after boarding. Board already prepared for departure.

6. ELC, LS and Grade 6 student bus riders are to sit in the first seven rows, while the Grade 7 to Grade 12 bus riders are sit in the last four rows.

7. Riders are to remain seated at all times. No standing, changing seats, or moving about is allowed while the bus is under way.

8. Bags are to be stored under seats and out of the way. Personal items must be kept off the seats.

9. Litter is to be placed in the trashcans provided.

10. The cost of any damage caused by vandalism to the bus or its accessories will be charged to the person or persons responsible.

11. Windows are to remain closed at all times. The window or door must never be opened to buy anything from street vendors.

12. Drinks are allowed on the bus. However, no frozen yogurt is permitted; and food that can easily spill should be avoided. Students will be held responsible for all garbage associated with food before they leave the bus. Spills contribute greatly to insect infestation on our buses.

13. Riders must avoid making unnecessary noise or creating distractions that might divert the driver’s attention.
14. For the safety and well being of all bus riders, misbehavior of any kind cannot be tolerated. Misbehavior is defined as fighting, creating a disturbance, injuring other riders, or acting in such a manner as to expose others to harm, injury or threat. Other unacceptable behaviors are pushing, spitting, yelling, making obscene gestures, and using vulgar language.

15. Misbehavior of any kind will be dealt with accordingly, and the following consequences will be applied.

First Offense: Warning to the student by the Principal or representative of the Transportation Office. Parents may be contacted if the action is serious.

Second Offense: Parents contacted by the Principal.

Third Offense: Parents contacted by the Principal. The student may be suspended from the bus for from 2 to 5 school days.

Fourth Offense: A parent-student-Principal conference held. Student may be suspended from the bus indefinitely.

Security Guards

Our Security Guards play an essential role in the well being of everyone on our campus. They have a difficult and challenging job, and like all members of our Brent community, they are to be treated with respect and courtesy at all times. Students, faculty, parents and other Brent community members are thanked in advance for demonstrating cooperation, patience and understanding in dealing with our security personnel.

Student Councils

Student Councils are elected by students to represent the student body and serve as direct channels of communication with the administration and faculty. Each class elects two representatives who will then be part of the Lower School Student Council.

Temporary Change in Contact Information

For general information as well as security, medical and legal reasons, we ask for your support in completing our Temporary Contact Information form if travels require you temporarily leave a student in the care of another individual. Copies of the form are currently available in each of the school offices, and it is available to download from our website. We ask that you please submit the completed form to your child/ren’s school office before your travels take place.
Textbooks

Textbooks are distributed through the Textbook Center located on the upper floor (fourth floor) of the Media Center. Textbooks are supplied for all students in all classes taught at Brent International School Manila. In recognizing the considerable expense involved with securing such materials, however, students must treat all textbooks as if they were their own, and return them at the end of the academic year in the same condition in which they were received at the beginning of the school year. Students will be charged at the replacement cost for all lost or damaged textbooks.

Visitors

We welcome visitors. Those wishing to see the campus at Brent need to make arrangements through the principal and check in with security to receive a visitor’s pass.

Parents are welcome to drop off children and pick them up. If they are waiting on campus, we ask them to wait in the new Café Leon or the Lion’s Café in the main cafeteria. Waiting in the classroom building is not allowed, as it might discourage a child’s independence and disturb the educational flow. Household help and drivers are also allowed to wait on campus—but only in the employee’s cafeteria and drivers’ waiting room. No unauthorized adults may be in the classroom buildings/areas.
CHAPTER V

BEHAVIORAL EXPECTATIONS, DISCIPLINE, RECOGNITION AND AWARDS

In its approach to education, Brent International School Manila does not treat the mental or physical in isolation from the moral. The atmosphere of the School must be founded on the core values of our Christian heritage: love, honesty, excellence, integrity and respect for all members of the Brent Community.

The aim of the rules and regulations published here is to instill and foster habits of thoroughness, earnestness, fair play, self-control, and the development of a mature, straightforward and self-reliant character.

It is the goal of the School that all students come to see themselves in relation to their community and the world, and judge their actions in light of their responsibilities to themselves and others.

Policies Governing Student Conduct

The following principles and guidelines underlie discipline of the school.

Discipline Guidelines

Good Manners

1. Proper deportment is expected from all students at all times. Members of the administration, faculty, staff and fellow students are to be treated with respect;

2. Students are expected to conduct themselves in the educational setting at all times in such a way that teachers can teach, and other students can learn. Disruptions to this important process will not be tolerated;

Unacceptable Behavior

Fighting, the use of profanity or insults, and profane gestures are unacceptable at school, on school buses, or at school events, on or off campus. Bullying, offensive, or harasssing behavior of any kind, either in person or via media such as email, texting, or social websites, will not be tolerated.

Appropriate disciplinary action will be taken not only against any student who demonstrates such behavior but also against any student who instructs, threatens, or aids another person to commit the following behavior:
a. Rude or insulting actions or words;
b. Foul or vulgar language;
c. Unruly conduct;
d. Excessive noise;
e. Class disturbances;
f. Pranks or distasteful jokes;
g. Invasion of privacy;
h. Taking or sharing photos, videos, or other personal information of fellow students without their express consent whether it be through social media, email, text, an in-person visual or through verbal communication.

Accountability

Every student shall be held accountable for his or her own actions;

In the case of a student organization that fails to observe the rules of the School, when no individual responsibility can be ascertained, the officers of the organization shall assume responsibility;

Although Brent School cannot be held responsible for the conduct of students outside the school premises, it regards improper behavior, irresponsibility, or lack of concern for
others on or off School premises as involving the moral character of the student and the
good name of the School. Appropriate disciplinary action may be applied.

**Student Due Process Rights**

1. Students are entitled to due process and are welcome to bring their concerns to the
teacher, then principal, then headmaster, should they feel that some injustice has been
committed;
2. No severe disciplinary action (suspension and requested withdrawal) may be taken
without the principal and/or headmaster’s approval;
3. There shall be no form of corporal punishment, under any circumstance, however light
   it may appear.

**ELC/LS Restroom Protocols**

**General Guidelines**

- Restrooms are found in most classrooms at the ELC and LS, whether shared between
two classrooms or solo. These restrooms are for the use of students and teacher(s).
- For classrooms or learning areas with no restrooms, communal restrooms at the end of
  the hallways are available for students’ use.

**ELC (Nursery-Grade 2)**

A. Restroom Designations

- Restrooms at the ELC Playground are designated for ELC and LS students’ use only. These
  restrooms are to be used by students during playtime at the playground or gym, PE class, or
  recess/lunch and Chapel-Assembly in the Cafeteria.
- Restrooms by the ELC Office are for general use of teachers, staff and guests. Parents
  and caregivers may bring their children/students in there given that they are properly
  supervised.
- Yayas and drivers are not allowed in any of the restrooms at the ELC. They have a
designated restroom by the ‘Tower’ at the ELC Parking Lot. They may also use other
designated restrooms in the main building.

**LS (Grades 3-5)**

A. Restroom Designations

- The communal restrooms in the Grade 3 hallway are for Lower School use only. Middle
  School and Upper School students are not allowed to use these restrooms.
Grade 4 classrooms have shared restrooms between every two classrooms for students’ use. Students may also use the communal restroom at the 2F Shared Facility area (across the LS Library).

Grade 5 classrooms have shared restrooms between every two classrooms for students’ use. Students may use the communal restrooms at the Upper School area at the end of the hallway at the third floor, as long as students go with a buddy or as a group with the teacher.

B. Restrooms at Playtime and Other Times

The following restrooms are to be used by students during playtime at the following areas:

- Atrium -- Grade 3 Hallway Restrooms
- Field -- Grade 3 Hallway Restrooms
- Pavilion -- Gym 1 Restrooms

Students should only use the restrooms across the LS Library in case they need to during Chapel-Assembly time.

At times when LS will have its monthly school-level Eucharist in the new Chapel, it is advisable that students use the restroom prior going to the Chapel or hold off until the Eucharist is over. If need be, students are to use the restrooms by the swimming pool.

During special events held in Gym 1 or Gym 2 (school-wide Eucharist or UN Day Cultural Fair, etc.), students are to use the designated restrooms in those gyms.
Brent International School Manila Safeguarding Policy

Policy Statement:

Brent International School Manila (BISM) is committed to the safety, health and welfare of all students. In alignment with Brent Schools’ Mission Statement and Framework, the protocols of the Western Association of Schools and Colleges (WASC) and the Council of International Schools (CIS), Department of Education Order No. 40, s. 2012, the Philippines Republic Act No. 7610, and the United Nations Convention on the Rights of the Child to which the Philippines is a signatory, the school seeks to identify abuse and protect children from danger.

Schools stand in a unique position, wherein there is an opportunity to observe and note the signs and symptoms of abuse or neglect among its students. Therefore, every personnel regardless of tenure, rank and/or position has a moral and professional obligation to report any and all abuse or suspected abuse of children immediately.

Reporting and follow through of all suspected incidents will adhere to due process with consideration for confidentiality of student affairs. In all cases, the child’s safety and welfare is the primary concern. In line with this, the Headmaster may decide to report cases of suspected child abuse/abusers and neglect to appropriate employment sponsors, to the respective embassies of the parties involved, to the appropriate child protection agency in the home country, and/or local authorities, if such is the appropriate course of action.

BISM seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, the school will make this policy available to all parents and applicants. BISM endeavor to communicate this policy to students, provide training for all staff, and make every effort to implement hiring practices to ensure the safety of its students. If a BISM employee was reported as an alleged offender, BISM will conduct a full investigation providing due process and keeping the safety of the child at the highest priority.

Definitions of Abuse:

What is child protection/safeguarding children?
- The process of protecting children from abuse or neglect. It involves measures and structures designed to prevent abuse and neglect in children.

What is child abuse?
- A form of maltreatment of a child, which can be caused by inflicting harm or by failing to act to prevent harm.

There are four categories of child abuse:

1.) PHYSICAL ABUSE – Physical injury inflicted upon the child with cruel and or 1 malicious intent. It includes assigning children to perform tasks which are hazardous to their physical well-being. Physical abuse can be the result of any physical assault which includes but not limited to punching, beating, kicking, biting, burning, shaking, throwing, poisoning, scalding, drowning, suffocating, among others.
a) Sample manifestations of physical abuse:
   • Unexplained bruises or swelling on any parts of the body
   • Bruises on different areas, various colors
   • Bruised scalp, which indicates head trauma
   • Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand, etc)
   • Injuries that often appear after absences or vacations
   • Unexplained burns, especially to soles, palms, back, or buttocks
   • Burns with pattern from an electric burner, iron, or cigarette
   • Rope burns on arms, legs, neck, or torso
   • Injuries accompanied by inconsistent information from the child
   • Immersion scald burns with a distinctive boundary line
   • Unexplained lacerations, abrasions, or fractures
   • Bite marks: visible wounds with indentation or bruising from individual teeth
   • Arms and legs kept covered during warm weather
   • Refusal to discuss injuries
   • Fear of returning home, or of parents being contacted

2) EMOTIONAL ABUSE – Includes threats, humiliation, sarcastic remarks, degrading punishments, harassments, stalking, reduction of grade or merit as a form of punishment, undermining confidence, repeated verbal abuse, and when a child is denied love and affection. It is also the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child’s emotional development. These should not be construed to include standard disciplinary measures taken in an educational context as described in the Student Parent Handbook.

a) Sample manifestations of emotional abuse:
   • Physical, mental or emotional development is delayed
   • Dressed differently from other children in the family
   • Severe symptoms of depression, anxiety, withdrawal or aggression
   • Inappropriate emotional responses to painful situations
   • Fear of new situations
   • Low self-esteem
   • Severe symptoms of self-destructive behavior: self-harming, suicide attempts, engaging in alcohol or drug abuse
   • Overly compliant, too well-mannered, too neat and clean
   • Displays attention-seeking behavior
   • Display of negative acts and/or mannerisms probably acquired through constant exposure of the same negative acts and/or mannerisms at home
   • Constant lying

3) SEXUAL ABUSE – Forcing a child to take part in sexual activities. There are 2 types of sexual abuse, contact and non-contact.
   ➢ Contact
   • Touching for sexual gratification of any part of the body whether the child is wearing clothes or not
   • Rape or penetration by putting an object or body part inside a child’s mouth.
vagina or anus
• Forcing or encouraging a child to take part in sexual activity
• Making a child remove clothing
• Making a child touch their own, or other’s, genitals

Non contact
• Encouraging a child to watch or hear sexual acts
• Not taking proper measures to prevent a child from being exposed to sexual activities by others
• Sexual grooming (building an emotional connection to gain a child’s trust for the purposes of sexual abuse or exploitation), or meeting a child, with the intent of abusing them
• Online abuse including making, viewing or distributing child abuse images for the purpose of sexual gratification
• Allowing someone else to make, view or distribute child abuse images
• Showing pornography to a child
• Trading grades for sexual favors

a) Sample manifestations of sexual abuse:
• Sexual knowledge, behavior or use of language inappropriate to age level
• Unusual interpersonal relationship patterns
• Venereal disease in any child of any age
• Evidence of physical trauma or bleeding in the oral, genital or anal areas
• Difficulty in walking or sitting due to anal or vaginal soreness
• Refusing to change into P.E. clothes, fear of bathrooms
• Child running away from home but not giving specific complaints
• Not wanting to be alone with an individual, frightened and reluctant to socialize with friends
• Refusal to continue with school or social activities
• Pregnancy, especially at a young age
• Extremely protective parenting

4) NEGLECT – Failure to give the child basic physical and psychological needs. There are 3 types of neglect.

Physical neglect
• Failure to provide necessary food, drink or shelter
• Repeatedly leaving the child in the care of others
• Leaving the child with an inappropriate guardian
• Failure to provide clothes necessary for the weather
• Failure to ensure adequate personal hygiene
• Exposing the child to unsafe or unsanitary environments

Emotional neglect
• Ignoring a child’s need for attention, affection and emotional support
• Exposing a child to extreme or frequent violence, especially domestic violence
• Permitting a child to use drugs, alcohol or engage in crime
• Keeping a child isolated from friends and loved ones

Medical neglect
• Not taking the child to the hospital for a serious illness or injury
• Not providing preventive and medical care
• Failure to follow medical recommendations

a) Some manifestations of child neglect:
• Child wears wrong-sized, dirty and inappropriate clothing for the weather
• Child is unwashed or hungry and may even show signs of malnutrition
• Parents are uninterested in their child’s academic performance
• Parents do not respond to repeated communication from the school
• Child does not want to go home
• Untreated medical and dental problems
• Child has poor hygiene
• Child is showing extreme loneliness or need for affection

Code of Conduct:
Brent is committed to the safety and protection of students. This Safeguarding Policy applies to all employees and volunteers who represent Brent and who interact with students in both a direct and/or indirect capacity. We, as Brent personnel, should be aware of and adhere to these guidelines with regards to Child Safeguarding.

• Be aware of our own and other’s vulnerability.
• Be responsible for maintaining physical, emotional, and sexual boundaries with students.
• Do not engage in sexual activity or have sexual relations with any Brent student, irrespective of the definition of the age of majority or the way in which consent is legally recognized in different countries.
• Avoid any covert or overt flirtations with those for whom we have responsibility. This includes speech (such as saying “Hello, Beautiful” or “Hello, Handsome” or “Hi, Gorgeous”) or gestures as well as physical contact that exploits, abuses, or harasses. Any gesture that makes a student feel uncomfortable is a gesture that should not be made.
• Do not touch a student inappropriately.
  o Be aware of how touch may be perceived or received.
  o Brent employees are prohibited at all times from physically disciplining a child.
• Avoid working alone with students.
  If a one-on-one meeting with a student is necessary, hold the meeting in a public area, where the interaction can be (or is being) observed; or in a room with the door left open. Inform another staff member about the meeting.
• Always intervene when there is evidence, or reasonable cause to suspect, that students are being abused in any way. Suspected abuse or neglect must be reported as outlined in the reporting procedures below.
• Any form of hazing is not permitted at Brent.
• Do not condone or participate in behavior by students that is illegal, abusive or endangers their safety.
• Do not act in ways that sets a negative example for any student present.
• Do not use tobacco products, alcohol and/or drugs when working with students.
• Never give students any drugs, cigarettes, images or reading material that is inappropriate.
• Do not discriminate against, show differential treatment towards, or favor to particular students.
• Avoid accepting gifts from students or their parents in situations where this may be misconstrued as a personal favor or favoritism.
• Do not engage in inappropriate personal contact with Brent students using online communication (e-mail, chats, social networks, etc.).
  o The use of social media and other forms of communication with students is governed by the Brent Digital Communications Policy. All Brent employees should be familiar with its contents.
• Do not hit, assault, or physically or psychologically abuse any Brent student.
• Do not act in ways intended to shame, humiliate, belittle or degrade students or perpetrate any form of emotional abuse.
• Do not verbally threaten a student.
• Do not insult a student.
  o Example: Calling a student fat or lazy is unacceptable.
• Do not use language, make suggestions or offer advice that is inappropriate, offensive or abusive.
• Do not do things for children of a personal nature that they can do themselves.
• Do not offer transportation to a student without parental or administrative permission, unless it is an emergency.
• Avoid sleeping in the same room as a Brent student unless this is pre-approved by the parent and is needed as a safety measure.

This list is not exhaustive or exclusive. The basic principle is that you must avoid behavior that is inappropriate or potentially abusive towards children.

Reporting Procedures for Abuse:

Brent International School Manila requires that all members of the community familiarize themselves with these reporting requirements in the event that they witness or become aware of student abuse. Updates are regularly provided to members of the community regarding changes in policy/procedures and current student protection practice through staff meetings, the faculty handbook, Student-Parent Handbooks, and the Brent school website. Expectations for reporting include acting with tact, confidentiality, and sympathy; avoiding “over-questioning” of the victim; and assembling complete and detailed notes (including date and time of any observations or conversations with the student) immediately.

1) Any member of the Brent community who experiences, observes, or receives a report of signs and/or behaviors that suggest abuse or a violation of the school’s Code of Conduct must immediately notify the Guidance Counselor and/or the School Level Principal.

2) The Guidance Counselor, the School Level Principal, and the reporting faculty or community member must review, organize, and document all data points. All reported
abuse cases will then be reported to the Headmaster immediately by the School Level Principal.

3) Three potential case scenarios are addressed in this Policy:
   a) “No Grounds” case – If the Guidance Counselor, the School Level Principal, the reporting faculty or community member, the Headmaster, and other involved personnel determine there are no grounds for the abuse allegations or a violation of the spirit of the Code of Conduct then the result of the case will be officially documented and archived. The gathered information and a record of discussions held will be kept on file.
   b) “Suspicion Remains” case – If evidence is lacking or incomplete, but suspicion for abuse remains, then the Guidance Counselor, the School Level Principal, the reporting faculty member, and the Headmaster will maintain confidential timed and dated notes, and meet regularly to evaluate any further developments in the case in question. Disclosure of ongoing cases of suspected abuse will be reported to the President/CEO and the involved parents as soon as possible. Where parents are the perpetrators of the abuse, the school may instead report to other family members or agencies as deemed most appropriate to an individual child’s safety. The gathered information will be kept on file and periodic updates will be provided to the President/CEO and Board as the circumstances of the case merit.
   c) “Abuse Likely or Confirmed” case – If documented evidence suggests abuse (including that which is alleged to have occurred off campus) the Headmaster, following written disclosure to and discussion with the President/CEO, will immediately report cases of suspected abuse to the appropriate authorities. Such authorities may include the alleged perpetrator’s employer and/or Embassy, the appropriate child protection agency in the home country of the alleged perpetrator, and in accordance with Philippine law the appropriate local authorities. The Headmaster, in consultation with the President/CEO, and the Board and legal/professional advisers as needed, will take all actions necessary to ensure the safety of the student and the community.

4) In the case of abuse, the School Level Principal and the Headmaster will determine the appropriate course of action for the protection of the victim and discipline for the aggressor. The gathered information will be kept on file and timely periodic updates, in writing, will be provided to the President/CEO and Board as the circumstances/status of the case merits.

5) Brent community members will be informed of reported abuse allegations on a need-to-know basis only. Parents of the student(s) involved in reported abuse allegations will be notified as early in the process as is appropriate for the safety and security of all involved parties. Any additional written information/observations from other personnel will be included in documentation.

6) All Brent community members are expected to report any knowledge of suspected or identified child abusers or sex offenders within the school community. In the event that a Brent community member is alleged or discovered to be an abuser or sex offender, Brent will conduct a full investigation and involve the appropriate authorities. The investigation shall proceed in accordance with the administrative reporting procedure outlined in this policy.
Anti-Bullying Policy

*It is the collective responsibility of everyone in the Brent School community to make certain that all students, faculty and staff feel safe, supported and valued at all times. Any form of bullying on this campus is unacceptable.*

**Definition**

**AS DEFINED BY THE PHILIPPINES ANTI-BULLYING ACT 2013**

“Bullying” shall refer to any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

(a) Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;

(b) Any act that causes damage to a victim’s psyche and/or emotional well-being;

(c) Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim’s looks, clothes and body; and

(d) Cyber-bullying or any bullying done through the use of technology or any electronic means.

**Procedure for Reporting Incidents**

1. Anyone in school can report a possible bullying behavior. The report may be done orally or in writing.

2. All faculty and staff are responsible for receiving and responding to oral and written reports. If possible, faculty and staff who initially receive an oral or written report of bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of bullying, no further action may be necessary under this procedure.
3. All reports (resolved and unresolved) need to be documented on an Incident Report Form and submitted to the Principal.

4. For unresolved and severe issues, the Principal will begin an investigation and inform the parents of the students involved.

**Procedure for Investigation**

1. During the course of the investigation, the Principal in charge of the investigation will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the student/s who complained and the alleged bully. If necessary, the school will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged bully in the classroom or at lunch; identifying a staff member who will act as a safe person for the complainant; altering the alleged bully’s schedule and access to the complainant, and other measures.

2. The investigation shall include, at a minimum:
   - An interview with the student/s who complained.
   - An interview with the alleged bully.
   - A review of any previous complaints involving either the complainant or the alleged bully.
   - Interviews with other students or staff members who may have knowledge of the alleged incident.

   a. The Principal may determine other steps to take before the investigation is complete.

   b. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the school will provide the parent/guardian and/or the student with weekly updates.

   c. No later than two (2) days after the investigation has been completed, the Principal shall respond in writing and may also meet with the parent/guardian of the complainant and the alleged bully explaining:

      - The results of the investigation.
      - Whether the allegations were found to be factual.
      - Whether there was a violation of the Anti-Bullying Policy.
      - The process for the complainant to file an appeal to the Headmaster if the complainant disagrees with results.

**Range of Disciplinary Actions**

If proven upon investigation that bullying did take place, considering the gravity of the
behavior, the developmental age of the student, and the student’s record of problem behaviors, the school will respond by imposing any of the following corrective measures:

1. Requiring the student to have sessions with selected school personnel towards better behavior;

2. Recommendation for external professional counseling or other therapeutic services (may include the family/guardian); and

3. Disciplinary action where appropriate, up to and including, suspension and expulsion.

Support for the Targeted - Students and Bully

Counseling may be provided by the Guidance Counselor for both parties, or a referral to specialists may be done depending on the need of the student(s) involved to support and empower the targeted student and to guide the bully towards improved behavior.

The student who committed bullying will continue to be in the school’s monitoring list for a period of time to prevent any possible retaliation.

Bullying Prevention Initiatives

1. Information Dissemination
The Principals will ensure that information regarding the school’s Anti-Bullying Policy and procedures will be available in the Student Parent Handbooks.

2. Education
At the beginning of the school year, students will receive age-appropriate talks on Bullying. The information will include a discussion of the policy in the Handbook, the importance of the role of the bystanders, and the prevention initiatives of the school.

3. Training
Faculty and Staff will receive information on the school’s Anti-bullying policy and procedure, including roles and responsibilities, how to monitor common areas, and the use of the school’s Incident Reporting Form. This is to be facilitated by the Principals.

4. Other Prevention Strategies
The school will implement and support programs that offer a range of prevention strategies including individual, classroom, school, and community approaches.

Sources:
Brent School Baguio Student Handbook 2012-2013
The Philippine Anti-bullying Act 2013
Vancouver Public Schools Handbook 2012-2013
Model Anti-bullying Policy, Michigan State Board of Education
School IDs

Student IDs of Nursery to Grade 2 students are safe-kept by their Homeroom Teachers. Grade 3 to 5 students hold on to their student IDs and are expected to be responsible for it. Lost IDs may be replaced by first paying the ID fee at the Main Cashier and then bringing the receipt to either the ELC or Lower School Office.

Parents, ‘yayas’ and drivers are expected to have Brent issued IDs and well. Guest and visitors with no Brent issued IDs are required to check in with Security and get a Visitor’s ID. IDs are to be worn at all times while on campus.

School Uniform

The purpose of the Brent uniform code is to maintain a fad neutral environment. Therefore, the only acceptable uniforms are those purchased from the Brent Tailoring Shop. Students are required to be neat and well groomed at all times.

Uniform Guidelines
1. Uniform for girls
   a) There will be one style of blouse for girls (white) grades Nursery-12. There will also be one style of skort and/or skirt (checkered blue, white, and maroon) grades Nursery-12. The skort and skirt length may be no shorter than the middle of the knee.
   b) The girls’ shoes must be flats or leather-type dress shoes worn with white socks. Solid black, brown, or maroon colored shoes are acceptable (no white/light colored soles). No platform shoes. Tennis or basketball shoes are for P.E. only. (No high-cut boots allowed.)

2. Uniform for boys
   a) There will be one style of shirt (maroon collared shirt). Boys’ shirts must be tucked in. There will be shorts or pants (gray) option for boys, worn with a belt. Shorts are applicable for Lower School students only.
   b) Any undershirt worn must be white. No designs, colors or words on undershirts are permitted.
   c) Shoes are to be loafer style or dress shoes. Solid black, brown, or maroon colors are acceptable (no white/light colored soles). Tennis or basketball shoes are to be used only for P.E.
   d) Boys’ hair is to be kept neat and trimmed. Excessively long, colored, or disheveled hair (over the ears and shirt collar) is not allowed.

3. P.E. Uniform - P.E. shorts are maroon and t-shirts are white. All sizes may be purchased from the Uniform Department for both boys and girls. This uniform is to be worn to school with tennis or basketball shoes on P.E. days only.
ELC and LS students are allowed to come to school in Physical Education uniform only on days when they have a PE class. They need to bring their House shirt to change into after P.E. P.E. teachers have the responsibility of ensuring that students change their clothes in the appropriate manner and for supervising student change areas.

Classroom/Cafeteria Parties

Birthday parties of any type are NOT ALLOWED in classrooms nor in the Cafeteria. Parties that are acceptable throughout the year, and in general, should only include Christmas and end of the school year parties.

If a student wishes to distribute invitations for a private party they must be given to all students in the class or to none at all. If they wish to only invite select students/part of the class the invitations must be distributed in another manner or mailed to the invitees. Addresses and phone numbers of students in a particular homeroom class may be obtained via the homeroom contact information sheet and for other classes by the student recording them from friends during recess time. Due to personal privacy the school is unable to release this information without permission from parents.

Guidelines

- Birthdays are recognized in class and during Chapel.
- Handing out of tokens or ‘goodie bags’ to classmates is allowed but they need to be reasonably minimal, mostly composed of pens/pencils, erasers, stickers, etc. Food in ‘goodie bags’ are discouraged as we have a number of students with severe allergies to various food items/ingredients.
• Bringing in of cupcakes (at the most, and not whole cakes that will have to be sliced and served) to share with classmates is permissible. Again, please be aware of food allergies.

• For the ELC, parents of children this young often want to have a blowing of candles as part of their memento of their child’s birthday. Bringing in of a small cake with candles for the sake of candle blowing will be allowed however, this cake is not to be consumed in school and therefore will have to be brought back home.

• No other food is to be bought at (such as pizza) or brought to school to celebrate a student’s birthday. Parents, yayas or drivers will be told to bring them back home. If this is refused, the food will not be served in the classroom but instead will be placed in the Faculty Lounge for teachers to share.

Student Attendance

1. **Tardiness** – Students arriving after 8:00 a.m. (M/T/W/F) and 8:40 (Th) are considered tardy and should not be permitted in to class without a pass from the ELC/Lower School Office. Exceptions are made for late buses and heavy traffic days (accidents/out of the ordinary) on the south super highway, etc.

    Please note that five or more tardiness per semester will eliminate a student for consideration of the Annual Perfect Attendance Award.

2. **Absences** – The School views absences as “explained” or “unexplained.” In both cases, we are concerned that the student has missed lessons and valuable classroom interactions. Whether an absence is explained or unexplained, students and parents are still responsible for the information covered and the assignments made during the missed instructional time. Please remember that no credit is given for students who have been absent for more than twenty-seven (27) days in a school year.

    a. **Explained Absences** - The following reasons “explain” a student’s absence:
       1. Illness or medical appointments;
       2. Crisis in the student’s family;
       3. Observation of major religious festivals.

    b. **Unexplained Absences** - The following are examples of “unexplained” absences:
       1. Cutting classes
       2. Leaving campus without permission, etc.

Students who are out for the first two blocks in the morning or taken out of class for the last two blocks of the day are recorded as Half Day Absence.

Students Leaving School Grounds
No student is allowed to leave the campus during school hours without the prior written permission of the principal. If a student is leaving prior to dismissal time, whoever is picking them up must secure a student/gate pass from the ELC/Lower School Office. The pass should be presented to the teacher when checking out the student from class and the same pass must be submitted to the guard on duty before leaving the school premises. Any changes to your child’s dismissal pattern (going home with a friend, car instead of bus, etc.) must be submitted in writing preferably one day prior to the change. The homeroom teacher and the transportation office (if they ride the bus) need to be informed.

**Respect for Property**

1. Personal belongings are the student’s responsibility. The school is not responsible for the loss or disappearance of money, cellular phones, or personal articles;
2. Stealing others’ belongings, even in the guise of pranks or jokes, will not be tolerated. Students found to be stealing will be subject to suspension or withdrawal from school;
3. Textbooks and other school books entrusted to the students are to be handled with great care. These textbooks, workbooks and library books remain the property of the school. Any lost or damaged materials assigned to the student will be charged to the student’s account at replacement cost;
4. Vandalism is a serious offense. Any student caught writing on desks or walls, breaking windows, etc. will be subject to disciplinary action and would be required to make restitution for any damaged property. This includes our school buses.

**Books, Bags and Belongings**

All unattended bags will be collected by our Security Personnel and taken to the Security Office. Students will personally have to show their Brent School I.D. to retrieve their bag. It is highly recommended, therefore, that student names be placed on all bags for easy identification.

All students in Grades 6 to 10 have two private lockers in which to leave their belongings – their book locker and their P.E. locker. Students in Grades 11 and 12 may get a second locker – in the Gym 1 or P.E. locker rooms, or in the S210 hallway – to store any additional athletic gear or other items. Lower School students going to swimming or another athletic activity after school may check their bags with the Security Guard in the P.E. Offices hallway.

All bags left unattended between classes and after school in places like the atrium, the cafeteria, the Activities Office, the Media Center, inside or outside of the gyms, the tables by the swimming pool, and in the P.E. Offices hallway will be collected and taken to the Security Office.
Recognition and Awards

Scholarship Lists – Inclusion on the following Scholarship Lists is based on the students (grades 4-12) GPA over the school year, actual grades earned for the first semester and either actual or predicted grades earned for the second semester. Certificates will be issued to students on the Honor Roll.

Bishop Brent Scholar’s List = 4.0
Headmaster’s List = 3.5 - 3.99
Honors List = 3.0 - 3.49

Year-End Awards:

Perfect Attendance

All ELC/LS students who have not missed any school days, as well as any major School-sponsored activity, will be granted this award. This award is based on the records maintained by the Registrar.

Citizenship Award (Grades 4 and 5 only)

This award is given to grades 4 and 5 students who have maintained a Citizenship grade of four (4.0) during the year. This award is to be determined after evaluation of the students’ records by the Registrar.
Honors Recognition (Grades 4 and 5 only)

Bishop Brent Scholar’s Award is given to students who have made the Bishop Brent Scholar’s List each semester of the school year.

Headmaster’s Award is given to students who been on the Headmaster’s List or higher each semester of the school year.

Honors Certificate is given to students who been on the Honor Roll or higher each semester of the school year.

LS Laurel Leaves Award (Grades 4 and 5 only)

The Lower School Laurel Leaves Award is given to two students, a boy and a girl, from either Grade 4 or 5 class who have shown excellence in knowledge and learning in academics, leadership, tolerance and appreciation for others, and in the arts.
CHAPTER VI

ADMINISTRATIVE POLICIES

Students are accepted and retained on the basis of their ability to meet the academic, moral and behavioral standards of the School. Students are required to live with at least one parent while enrolled at Brent. We no longer admit students who are not living with a parent. This policy is enforced beginning on the date an applicant is scheduled for our admissions tests and interviews.

Brent International School Manila is primarily and essentially a college-preparatory institution.

The School reserves the right to refuse admission to any student who does not meet all the admission requirements. No student is officially enrolled until all admission requirements are met and all fees have been paid.

Non-English Students

Students applying for admission to the Lower School, whose competence in the English Language is not sufficient for them to participate actively in, and benefit from the regular instruction program, are enrolled first in the English-as-a-Second-Language (ESL) Program. After appropriate level placement, ESL students are expected to study in each level for only one (1) semester before moving on to the higher level. Student performance, achievement and grades are closely monitored while students are in the ESL program. In cases when ESL students fail to meet criteria for promotion, students are subject to academic discipline (academic warning and probation).

Grade Level and Section Placement

The School decides on the grade and class section placement of the student. No student will be placed in a grade level without showing proof of satisfactory completion of the preceding grade.

Student Records

The school considers all information on student to be confidential. Only the Headmaster, School Principal, Guidance Counselor, Registrar and student’s teachers (with the approval of the Guidance Counselor), may have access to a student’s files. No file may be taken out of either the Registrar’s or the Guidance Office. The Registrar and the Guidance Counselors are responsible for the students’ files entrusted to their safekeeping.

The Registrar’s Office is responsible for maintaining accurate and up-to-date information for each student. This information includes: 1) Brent academic records; 2) academic records from other school(s) attended; 3) change of address/telephone number; 4) name of
the person(s) to be informed of student’s performance, to be notified in case of emergency, and to be billed by the Accounting Office.

The cooperation of all parents/guardians concerning the matter of change of address, etc. is both essential and deeply appreciated.

Withdrawal Process

If you are moving on from Brent, parents need to formally withdraw their child from the school. To do this, visit the Registrar’s Office in the Administration building and file for a Notice of Withdrawal. This may be done well in advance. The academic report and official transcript of record however, is only granted once the student is cleared of all dues, and from relevant offices or departments.

Request for Transcript of Records

Students who wish to transfer to another school and who need a copy(s) of their Transcript of Records may apply for an official transcript through the Registrar’s Office, provided that their accounts with the School are in good standing and the request is made at least three days in advance. A fee is charged for each copy.

Tuition and Other Fees

The Board of Trustees determines the annual fees. Fees are to be paid at enrollment time, either for the whole year, or on a semester or quarter scheme. Other payment plans (e.g. monthly) must be approved in advance by the Headmaster.

Fees are to be paid in U.S. Dollars and in Philippine Pesos. Students are officially enrolled only after payment of all fees. The School reserves the right to refuse admission and/or permission to sit for any official examination to any student who is delinquent in the payment of his or her accounts.

Financial Obligations

Parents are reminded that their enrollment agreement obliges them to make prompt payment of all financial obligations, and their thorough cooperation will be most appreciated. Late payments are subject to a penalty charge on the amount due. Report Cards and other School records will be withheld until dues, library fines, and any other financial obligations are settled in full. The School reserves the right to ask a student to withdraw due to non-payment of financial obligations.