



Brent International School Manila
ACADEMIC INTEGRITY POLICY

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The BRENT INTERNATIONAL SCHOOL Mission Statement

The Mission Statement of all Brent International Schools states that “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.”

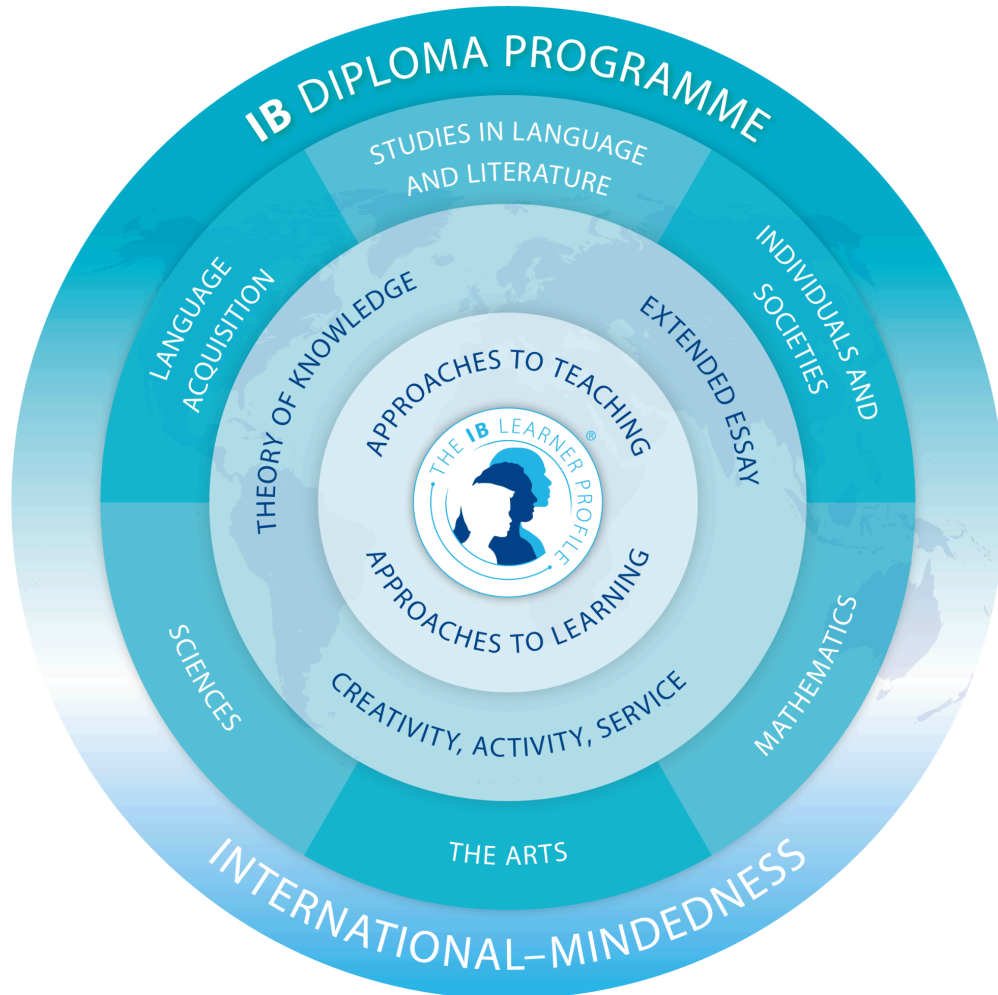
The IBO’s Mission Statement

“The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IBO works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right." IBO.2014

THE IB CURRICULUM MODEL



Brent International Schools

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

Brent School's goals and philosophy are grounded in the Expected School-wide Learning Results, which state that the school prepares students to be:

Responsible citizens who:

exercise leadership, work cooperatively with others, and are sensitive and responsive to the needs of their communities;



Critical thinkers who:

are self-directed, solve problems creatively, and contribute their talents to their communities;



Technologically literate individuals who:

use technology effectively to achieve personal, professional, and academic betterment, adapt their skills to respond to the needs of a changing world, and use technology in an ethically responsible manner;



Healthy individuals who:

exhibit behaviors conducive to physical wellness, understand the spiritual and emotional dimensions of health, and are appropriate role models of wellness in their communities;



Tolerant individuals who:

are familiar with and proud of their own cultural traditions, are familiar with and appreciate diverse cultures and value systems, and recognize that they are members of a global community;

**Effective communicators who:**

demonstrate accuracy and fluency in written and oral communication, demonstrate the ability to listen understand, and take responsibility for the messages within their communications;

**Life-long learners who:**

are intellectually curious, have a passion for the truth, and integrate and apply what they learn.



Source: brent.edu.ph



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

 International Baccalaureate®
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Source: ibo.org

THE BRENT ACADEMIC INTEGRITY STATEMENT

Brent International School Manila is founded on the core values of our Christian heritage: love, honesty, excellence, integrity, and respect for every member of the community. Membership in the student body carries with it a responsibility for the strict observance of moral and ethical behavior befitting an honorable person. Every member of the Brent community is therefore expected to show respect for themselves and others by guarding and abiding by these fundamental principles in all aspects of school life. Above all, the spirit of humility must underlie these ethical and moral standards and provide the foundation for proper conduct and accountability.

In accordance with upholding the Brent academic honesty statement, each student in the upper school is required to sign the *The Upper School Academic Integrity Statement and Contract* found on page 25 of this document.

Portions of this are taken from Honor Statements of All Saints Episcopal School, Tyler, TX; Christ Episcopal School, Rockland, MD; Episcopal School of Acadiana, Cade, LA; and Porter-Gaud School, Charleston, SC.

DEFINITION OF KEY TERMS

The school will not condone the following acts and their definitions:

COLLUSION

"this is defined as supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by another" (Academic Honesty in the Diploma Programme).

DUPLICATION OF WORK

"this is defined as the presentation of the same work for different assessment components and/or classes" (Academic Honesty in the Diploma Programme).

CHEATING

is defined as giving or receiving any assistance on any assignment, quiz or test, regardless of intent. Allowing a fellow student to copy work is a form of cheating.

LYING

is any misrepresentation of the truth or failure to state the truth, with the intent to deceive.

ACADEMIC MISCONDUCT

is defined as "behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct" (Academic Honesty in the Diploma Programme).

PLAGIARISM

is defined as "the representation intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment" (Academic Honesty in the Diploma Programme).

- Copying directly from another source
- Expressing the concept of another writer in your own words Taking the thoughts or ideas of someone else
- The taking of a phrase or a single unusual word from a passage

The following is taken from the Brent Baguio Academic Integrity Policy. There are two types of Plagiarism: Intentional and Technical. Both types of plagiarism carry consequences, and students are responsible for ensuring their assignments are free from both.

Technical Plagiarism includes:

- Incorrect paraphrasing, amounting to re-writing another's work.
- Improper citation or documentation that misrepresents a source.
- Insufficient citation of factual information not held to be common knowledge (common knowledge refers to facts readily available from a variety of sources).
- Incorrect use of direct quotations within the student's own writing.

Intentional Plagiarism includes:

- Obvious, substantial, verbatim reproduction of information. Fabrication of sources or deliberate mis-documentation.
- Submission of others' work as the student's own.

CLEARLY DEFINING STUDENT ACADEMIC MISCONDUCT

The following statement is a summary of pages 22 to 25 of the IBO document entitled “Academic Integrity” published in 2019.

The IB considers academic misconduct as any action, deliberate or not, that provides an unfair advantage or disadvantage in assessments. Such misconduct may occur at any phase of assessment—preparation, during the exam, or post-submission. These infractions may result from a misunderstanding of academic rules or intentional efforts to gain an advantage, like receiving unauthorized assistance or distributing exam details.

Misconduct manifests in various forms. For instance, in coursework, students might solicit too much help from others, which exceeds the guidance permitted by IB standards. During exams, misconduct could involve having prohibited materials, exhibiting disruptive behavior, or sharing live exam details on social media. Regardless of the cause—whether it’s pressure or ignorance of rules—these actions contravene the IB’s principles. Students are urged to report any behavior that undermines assessment integrity, and it’s the school’s responsibility to address breaches before work reaches the IB.

When misconduct is suspected in coursework or exams, schools follow established IB procedures. Schools must thoroughly investigate and report any potential breaches to the IB, ensuring only legitimate work is evaluated. If misconduct is suspected during an exam, students are permitted to complete the test, but their work will be reviewed pending further inquiry. Confirmed cases may require the student to resubmit original work in future sessions.

The IB rigorously examines suspected misconduct, requiring statements and supporting evidence from all involved parties. Students are given a chance to explain their actions before a decision is made by an internal panel or the Academic Honesty Subcommittee, comprising IB staff and outside experts. This structured process aims to ensure impartiality and adherence to IB standards. Consequences for misconduct vary according to severity and can include score reductions, ineligibility for grades, or even revocation of the IB diploma if necessary, even after results have been issued.

The consequences of academic misconduct are outlined in a **penalty matrix on pages 31 to 36 of the Academic Integrity document published by the IBO in 2019**, detailing actions based on the severity of the breach. Sanctions might include withdrawal of grades or even IB certification. By registering for IB courses, students acknowledge the IB's authority to enforce these policies. The overarching goal is to maintain integrity in the assessment process, ensuring fairness and transparency while upholding the values that underpin IB education.

EXPECTATIONS AND RESPONSIBILITIES FOR SCHOOL CONSTITUENTS

The following is based upon the document entitled “Academic Integrity,” published by the International Baccalaureate in 2019, found on pages 13 to 18. The section has been adopted and adhered to by Brent International School Manila (Brent).

Academic integrity is foundational to a robust educational environment, demanding collective commitment from the entire school community. **Teachers are pivotal in this effort**, serving as role models who follow school and IB policies rigorously and actively foster a culture of integrity through their actions. Their influence extends beyond policy enforcement; they shape students' perceptions of ethical scholarship by treating academic misconduct as teachable moments to reinforce integrity principles and refine teaching practices. Teachers are encouraged to cultivate an environment where academic integrity is consistently emphasized, equipping students with essential skills like proper citation and ethical research habits.

Students bear a clear responsibility in upholding academic integrity, which entails committing to ethical practices in every aspect of their work. They must produce original work, accurately credit sources, and actively contribute to a fair academic environment. Instances of misconduct, such as plagiarism, not only hinder personal growth but compromise assessment equity for peers. Thus, Students' roles go beyond adherence to rules; they must internalize these values, demonstrating integrity in their work and responsibly reporting any misconduct they observe, strengthening the community's ethical foundation.

Parents and guardians are also crucial supporters of academic integrity. By familiarizing themselves with the IB's integrity policies, they can reinforce these standards at home, encouraging their children to approach schoolwork independently and avoid any form of undue assistance. Parents contribute significantly to fostering an honest academic environment by upholding these standards at home, providing a supportive space for independent learning, and actively engaging with the school in developing and maintaining integrity policies.

School leaders are responsible for ensuring all teachers share a unified understanding of academic integrity, minimizing inconsistencies that could affect student treatment and outcomes. New teachers should receive thorough onboarding and training on integrity principles, with past misconduct cases used as learning tools to raise awareness. Leadership should support teachers by establishing clear guidelines on addressing misconduct, backed by a transparent and equitable process. Assigning a dedicated administrator or team to handle misconduct cases, provide training, and maintain records ensures consistent enforcement of the school's integrity policies.

In sum, academic integrity is a **shared commitment among teachers, students, parents, and school leaders.** Through unified messaging, planning, and open communication, the school community can champion ethical conduct as a core value. By prioritizing proactive education and establishing integrity as a common goal, schools lay a strong foundation for students' academic and professional integrity, shaping them for future success.

MEASURES TAKEN TO PROMOTE ACADEMIC INTEGRITY

COURSE OUTLINES

All course syllabi will have a section outlining academic honesty expectations.

IN-CLASS GUIDANCE AND TURNITIN.COM

During class, teachers should be vigilant and have seen the drafting of an assignment before final submission. This will help to catch issues of unintentional academic misconduct and correct the mistake before an assignment is submitted. In such cases, we seek to help students learn from their mistakes. Students submit assessments through turnitin.com to ensure academic integrity.

DIGITAL CITIZENSHIP

Digital citizenship is a core value for students at Brent International School Manila (Brent), guiding them in responsible, ethical engagement with technology. Brent emphasizes that digital tools—computers, networks, and the internet—are valuable resources for enhancing learning when used with respect, accountability, and integrity. Internet access is considered a privilege, contingent upon students' adherence to policies that promote constructive and respectful online behavior. Acceptable use at Brent centers on educational and research-related activities, reinforcing that technology should support students' learning objectives. The school prohibits behaviors that could compromise the community's values, such as harassment, viewing inappropriate content, and unauthorized downloading, ensuring a safe and respectful digital environment for all. **A responsible computer, network, and internet agreement was created and must be signed by both students and parent/guardian to promote digital citizenship. The agreement can be found on page 18 of this document.** The agreement also stresses network etiquette, such as respecting copyright, communicating appropriately, and ensuring data security.

AI LITERACY

AI literacy is a priority at Brent International School Manila (Brent), equipping students with the skills to critically engage with and responsibly use emerging technologies. Understanding AI's potential and constraints enables students to apply critical thinking and data analysis skills as they navigate the digital landscape. Brent's approach emphasizes empowering students to utilize AI tools thoughtfully and ethically, ensuring that technology supports learning and contributes to positive societal outcomes. The school is committed to instilling a strong foundation in ethical AI use, including proper citation practices, and prioritizes ongoing professional development for faculty. Teachers are actively enhancing their understanding of AI's role within their subjects, supporting students in becoming informed users and creators of AI-driven tools. More comprehensive details on Brent's AI literacy initiatives are available on page 14 of this document.

TEACHER ORIENTATION

- Sessions on teacher orientation days regarding current academic honesty practices, MLA format review, and Turnitin.com are conducted.
- MLA format and citation guide posters are present at the library.
- Library resources such as the MLA book and research videos are available.

GRADE LEVEL EXPECTATIONS

Research skills are taught, developed, and reinforced across subjects at the beginning of Grade 6 up until Grade 12. All teachers are expected to model assessments requiring research and include research and citation expectations in their formative assessments and summative assessment rubrics.

GOOD PRACTICES OF INVESTIGATIONS INTO MISCONDUCT

The following statement is taken directly from the document entitled “Academic Integrity,” published by the International Baccalaureate Organization in 2019, page 19

The main principle of a fair investigation is transparency and all parties under investigation must receive the relevant information that the school has about the allegation against a student and/or member of staff and any relevant evidence on which the IB is basing the case. This information should be anonymized when relevant.

The investigation must be conducted following the instructions of the IB; it must be carried out in an impartial and unbiased manner, focusing exclusively on the evidence used for the allegation. In the case of students, the investigation will usually only focus on the subject in which irregularities were found. The exception to this is when a student assists a peer in engaging in academic misconduct for a subject in which they are not registered.

Those responsible for the investigation must work in a discreet manner and using the available evidence, make sure that the process is thorough and fair for those under investigation.

When communicating with the parties involved in the investigation, the school must also inform them of the probable duration and possible consequences of the investigation process. All those under investigation must have the opportunity to present a written statement and know the alternatives available when the IB communicates the outcome of the investigation.

Upon discovery or the reporting of misconduct, the Brent academic integrity violations procedure will be followed on page 19.

In the event malpractice or misconduct occurs during internal assessments or IB examinations, specific steps will be taken as outlined by the IBO in their document entitled **Academic Integrity, published in 2019 on pages 20 to 36**. The MyIB link is https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en

ARTIFICIAL INTELLIGENCE, KEY TIPS AND SCHOOL GUIDELINES

The following is an **AI-generated paraphrased statement**, with the prompt “paraphrase the uploaded material,” from the IBO document entitled “Academic Integrity,” published in 2019, Appendix 6 on artificial intelligence, pages 53-55. Brent evaluated, adheres to, and has adopted the IB statement on AI usage.

The core aim of academic integrity is to ensure transparency in knowledge, understanding, and thought processes. Students must be taught how to ethically use information and properly reference their sources, including opinions and AI tools. The emphasis should be on the ethical and conceptual aspects before focusing on technical details. Recent advances in AI have introduced challenges similar to plagiarism issues that educators have faced before, such as third-party contributions to student assessments. Teachers are instrumental in detecting non-original work, and discussions around the ethical use of AI serve as essential tools in cultivating students' integrity.

The International Baccalaureate (IB) will not prohibit the use of AI tools, recognizing that they are part of modern education, much like calculators and translation apps. Instead, the focus should be on teaching students to use these tools responsibly. AI-generated content is seen as a starting point rather than a final product, with students needing to refine and adapt this content thoughtfully. The IB expects that AI usage will change the skills required of students, emphasizing the ability to critically edit and improve AI-generated texts rather than simply relying on the software's output. Proper use of these tools also means acknowledging their biases, rooted in the data used for their development.

The IB emphasizes the need for students to be transparent when using AI-generated content. Any work produced by AI, even in part, must be clearly credited, just like any other sourced material. This transparency ensures that students do not misrepresent content as their own, which constitutes academic misconduct. Ethical behavior in the use of these tools should be clearly explained by educators, particularly given that AI-generated work tends to be repetitive and lacks the depth to earn high marks. Teachers play a vital role in ensuring that students genuinely engage in their work, guiding them throughout the process and confirming the originality of the submitted content.

Teachers are asked to verify the authenticity of student work by closely monitoring its development over time, which is a core part of the IB's assessment procedures. This approach helps establish whether the work is genuinely the student's creation. If a teacher doubts a student's authorship, they should refrain from submitting the work. The IB trusts teachers to make these determinations, as they are best positioned to recognize whether submitted work aligns with a student's capabilities. The IB also stresses the importance of students being able to articulate and explain their work, which reinforces ownership and comprehension.

When students use AI tools, specific guidelines must be followed to maintain integrity. They must clearly reference any text or material generated by AI, including a citation that provides details like the AI tool prompt and generation date. This rule applies to any form of content created by AI, including images. Although there are AI-based tools that can enhance language quality, the IB limits their use, particularly for language acquisition courses where language skills are assessed. However, simpler tools, like spell checkers, are permitted when language is not directly assessed. The IB's broader goal is to maintain the credibility of its grading system, in partnership with schools, to ensure that IB qualifications remain trustworthy to academic and professional institutions. **For further information on specific scenarios related to proper student use of AI, the IBO has published a document entitled, “Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework”.** The MyIB link to the document is here:

<https://resources.ibo.org/myp/topic/Academic-honesty/resource/11162-431064?lang=en>

MALPRACTICE IN EXAMINATIONS

At Brent, we believe in the common core value of humanity where respect for oneself, the community, and the environment is intrinsic in the Brent brand of education. With this value, our education emphasizes personal integrity and the principled actions of its stakeholders. We not only aim to achieve academic excellence but also of equal importance is the promotion of personal ownership and inculcating a sense of pride of ownership in every undertaking. We teach values, culture, and the recognition that other people's work in whatever form or media it may be is equally important.

The importance of the acquisition of skills in research and the critical thinking processes that are needed to support good academic research must be thoroughly communicated to students and parents. A true appreciation of those skills will help students see academic success as the satisfaction of independently and honestly completing the tasks and academic work undertaken. Cheating or copying other people's work often stems from the pressure that students feel to meet the high expectations of either themselves or those around them. At Brent, we want students to blossom into intellectuals who value their work and others by giving their sources the credit that they need.

Other practices are also considered malpractice, particularly those pertaining to the written examinations. Those practices are the focus of these two consecutive pages. The International Baccalaureate Organization published its Academic Honesty Guidelines in 2009 and spells out other practices that constitute malpractice,

“Malpractice most commonly involves plagiarism or collusion. However, there are other ways in which a candidate may commit malpractice and in so doing be in breach of the regulations. The following examples of malpractice do not constitute an exhaustive list and refer only to the written examinations:

- taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
- leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- stealing examination papers
- using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.” (p. 5)

Repeated positive actions lead to habits. So, regular acknowledgment of other people's work also becomes a habit that a student can carry with him/her throughout life. When practiced, personal integrity becomes natural to a person, and eventually, this person will "do what is right even when no one is looking."

It is easier to present the breach of academic honesty as plagiarism, cheating, or collusion. It is more difficult though to understand clearly what malpractice is. With this policy, we hope to be able to guide our stakeholders in good academic honesty practices and commitment.

At the start of the academic year, each upper school student receives a packet of contracts that need to be signed by students and their parents. One of those documents is the Academic Honesty Statement. The signed documents need to be returned to the upper school office for filing in the student's individual academic folder. Students who make wrong choices are being referred to the contract that they make with the school regarding academic honesty and a process of dealing with the breach of academic honesty policy is in place and can be found in the succeeding pages. The implementation of academic honesty in the IBDP has become more stringent. Aside from individual teacher's way of authenticating student work, the school subscribes to Turnitin.com to assist teachers in further identifying students' work.

The collaboration between home, school, and learners and the good intent of the school to produce life-long learners with integrity and responsibility for their actions promote success in the implementation of the academic honesty policy at school.

The school's academic integrity policy is reviewed periodically to meet the needs and challenges of time. The people involved in the process of re-visiting the school's academic integrity policy are:

- The Headmaster
- The Upper School Principal
- The Upper School Assistant Principal
- IBDP coordinator
- Guidance Counselors
- Teacher Representatives
- Student Representatives

The updated version of the Academic Integrity Policy is made available to the community via the Faculty Handbook, Upper School Parent-Teacher Handbook, Course Outlines, and the school's website.

**BRENT INTERNATIONAL SCHOOL MANILA
UPPER SCHOOL
ACADEMIC INTEGRITY VIOLATIONS PROCEDURE**

All student work submitted to a teacher is to be original, follow Brent guidelines for citing sources, etc., and is therefore subject to scrutiny, relative to cheating and plagiarism. It is important for the School Counselors to know about violations of our Academic Integrity Policy and to keep a confidential file of those events. It is also important that the Counselors contact parents and make them aware of the situation and consequences, thereby circumventing an “I didn’t know” response, should there be a second occurrence, with more severe consequences. Teachers should use Turnitin.com for all major assignments, and it is a requirement for all assignments, which will be submitted to IB. This helps protect the teacher, the school and the student should the assignment's validity be brought into question.

As a reminder, an incidence of academic dishonesty is punished with a behavioral consequence, not an academic consequence. Any assessment that is not a reflection of what the student has mastered (because he/she was academically dishonest) cannot be used to help determine a grade. If deemed necessary by the teacher in consultation with the principal, an alternative assessment task will be given to provide the teacher with sufficient evidence to determine the learning goal mastery level. However, grades are due at the end of each semester, any incident occurring late in the semester may result in a zero due to the time limitations of a reassessment.

While the initial teacher-student discussion remains the most important resolution and teaching opportunity, the following procedure has been developed to keep records as well as investigate more difficult and/or repeated offenses. The following procedures will be followed as quickly as possible. The principal, teacher, and guidance counselor will decide exceptions to this policy.

- (1) Confidentiality and protecting the name and reputation of the student must be maintained throughout.
- (2) The teacher is required to fill out an Academic Dishonesty Incident Report (copy below) and submit it to the Guidance Office **after** discussing the incident with the student. (The Incident Report can be found on the Upper School Principal’s website under ‘COUNSELORS’ and may be submitted electronically or as a hardcopy to the student’s counselor).
- (3) The original copy of the submitted work in question (test, quiz, or other work) must also be submitted.
- (4) On the 1st offense, the Guidance Counselor will call the parent and explain the offense and let the parent know of the consequence of first and later occurrences.
- (5) The Guidance Counselor will document all reports, in the event that a second occurrence happens, not only in that class, or that year, but in the student’s **entire** high school career at Brent.
- (6) If the incident occurs on an assessment for submission to the IBO, the student will be allowed **one chance to re-submit, and re-done work**. Counselors will inform the IB Coordinator and Principal(s) who will determine if a parent conference is necessary to **discuss possible forfeiture of the IB Diploma**.
- (7) If a second offense occurs, the School Counselor will send the first and second offenses to the Principal. This will result in a parent conference with the principal, counselor, and in some cases the teacher.
- (8) The Principal will then determine consequences, which may include removal from honor society, leadership roles, and the IB Diploma Program.

UPPER SCHOOL Academic Dishonesty Incident Report

This form should be submitted to the **counselor as soon as possible after a conversation** with the **student** about the incident, academic dishonesty, expectations, and next steps. Immediate follow-up with the student and **parent** will take place after submission of the form on the day of the incident.

Please attach the student’s work and plagiarized document/copied item(s) to this report and submit it to the appropriate counselor.

Note: If a student participates in an activity, please contact the **Upper School Principal** to inform the Activities Office that a student will be missing their activity because they will be making up the assignment after school.

Student: _____ **Teacher:** _____

Course: _____ **Date:** _____

Type: Cheating Lying Plagiarism Other: _____

Incident Summary: _____

Student’s reaction to being caught (Did they readily accept responsibility?):

Next steps (e.g., if, when, where, and how will the student make up the assignment?)

How do you communicate academic dishonesty with your students? (check all that apply)

- It is listed in the syllabus.
- I talked about academic dishonesty at the beginning of the school year.
- I talk about academic dishonesty before tests and major assignments.
- Other: _____

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CITING YOUR SOURCES: A GUIDE TO PROPER DOCUMENTATION AND WHEN TO CITE

People own their ideas and actions, for better or worse. Let's say you scored the winning goal at a soccer match, but the school newspaper credited a teammate with the feat. Even if you were too shy to say anything, you would secretly want everyone to know who scored the goal. What if that teammate paraded around campus, accepting the praise as if the goal was his all along? What if he had started the rumor in the first place? You might think very little of this person's integrity.

Plagiarism is much the same thing, but the danger here is that it is far easier to casually plagiarize than you think. *Yet, whether you are just lazy or deliberately deceitful, it amounts to much the same thing in the academic world. So be careful!*

“Plagiarism is any presentation of the ideas, thoughts, or words of another as one's own, regardless of intent” (BISM, *Student-Parent Handbook*).

A Harvard University guide on the subject adds: *“Plagiarism means kidnapper, in Latin, because in antiquity *plagiarii* were pirates who sometimes stole children: when you plagiarize, as several commentators have observed, you steal the brainchild of another (Ciardi 225; Morrow 126). But since you also claim that it's your own brainchild, and use it to get credit for work you haven't really done, you also lie and cheat. You cheat your source of fair recognition for his or her efforts, and you cheat the students who have completed the same assignment without plagiarizing” (Harvey 22).*

If plagiarism is the disease, here is a bit of preventative medicine: **When in doubt, cite your source** — whether the source is a teacher, a fellow student, *CNN*, a website, or a book. Why don't we do this all the time? Your answers on tests use ideas from the textbook, teacher, and fellow students—why don't you need to cite your sources then? A history class generally operates on this principle: any reading assigned, anything said by the teacher, or any classmate's idea *stated in the classroom* is part of our “common knowledge” as a group. Because it would be unduly burdensome to cite this material on your tests, you may use this knowledge as if it were your own. However, when conducting outside research, you must give proper credit to all your sources, even any that your teacher has helped you find. This guide will teach you how to do that.

MATERIAL THAT NEEDS TO BE CITED

1. DATA OR FACTUAL INFORMATION

The thriving trade city of ancient Athens was able to support a population of between 215,000-300,000 people, about 35,000-45,000 of them male citizens (Hall 38).

Here the student must cite these population statistics because they are specific facts. The only EXCEPTION to this rule is for information considered COMMON KNOWLEDGE:

COMMON KNOWLEDGE is information that is “familiar or easily available in many different sources” (Harvey 2.2). Typically this means that you have found (1) the **same** fact or statistic in three or more sources, and (2) there is **no disagreement** over the information among these or other sources.

For example, the My Lai Massacre (of Vietnamese civilians by U.S. troops) occurred on March 16, 1968. No one disputes this, and the date itself would not need to be cited. However, there is a great dispute on how many Vietnamese died in this incident (from under 100 to over 500), so any statistic relating to the death toll would have to be cited (and probably several of them, too, to show the large scope of disagreement).

Also: “Note that when you draw a *great deal* of information from a *single* source, you should cite that source even if the information is common knowledge since the source (and its particular way of organizing the information) has made a significant contribution to your paper” (Harvey 2.2).

2. DIRECT QUOTATIONS

Any quote, even if it is just two or three words, or maybe even one word that is “distinctive or striking,” needs to be put into quotation marks and cited properly (Harvey 2.1b). (Here, in fact, is your example.)

If a word is a technical term or a proper name, then it does not need to be cited:

The Lord of the Rings: Return of the King won 11 Academy Awards, taking each category in which it was nominated.

However, if a source’s particular choice of words is used, then it needs to be cited:

Peter Jackson’s movie proved to be a “perfect, golden *Rings*” by winning all the categories in which it was nominated on Oscar night (Leopold).

Note that the citation usually goes at the end of the sentence in which it is used. If more than one quote is written in a sentence, then add each citation at the end of their respective clauses.

3. PARAPHRASING

One of the most common mistakes is to only cite quoted material, but THIS IS NOT SUFFICIENT! You must also properly cite material “whenever you summarize, paraphrase, or otherwise use ideas, opinions, interpretations, or conclusions arrived at by another person” (Harvey 2.1c). You do NOT quote the material, because you have not used their exact words, but you STILL cite the passage.

Another CAUTION: If you are going to paraphrase someone else’s ideas, then you must THOROUGHLY put the material in your own words, not just move phrases around or change a word or two. In other words, it’s ALL OR NOTHING: you either quote the entire section that you use word-for-word or use your language entirely. Compare this section of a research paper to the source:

What the paper said:

One example better than any shows the extremes of Spartan education: the boys were purposefully semi-starved so that they would have to learn to steal to supplement their meals. If caught they were beaten harshly—not for stealing, but for *not being very good at stealing*. The humiliation caused by failure was so severe that a story is told about a boy who

stole a fox by hiding it under his cloak, only to have it scratch his guts out while he stood rigidly at attention, unwilling to risk getting caught by flinching (Martin 79).

How the original source (Martin 79) read:

“Boys were also purposely underfed so that they would have to develop the skills of stealth by pilfering food. Yet if they were caught, punishment and disgrace followed immediately. One famous Spartan tale taught how seriously boys were supposed to fear such failure: having successfully stolen a fox, which he was hiding under his clothing, a Spartan youth died because he let the panicked animal rip out his insides rather than be detected in the theft” (Martin 79).

4. STRUCTURE OF AN ARGUMENT

This very guide began with an acknowledgment of a source (*Writing with Sources: A Guide for Harvard Students*) because in fact the structure of this list was taken point-by-point from this publication. Go see for yourself—some of the titles and explanations are different, but the ORGANIZATION itself is borrowed, and so MUST BE CITED.

5. WHENEVER YOU MENTION THE WORK OF ANOTHER SCHOLAR

Even if you are not using the ideas of the writer, if you mention them or their work in any way, you need to cite the exact book or article you mean. This way if the reader wants to follow up on that idea, he or she will know where to look.

Scholar Thomas Martin’s praise of Spartan military training and lifestyle (Martin 70-79) may go too far since one could read Peloponnesian culture as in fact a pre-modern form of fascism.

6. QUOTING A QUOTE

If you are reading a secondary source and find a good quote that the author used, you may use it, too—just cite what secondary book or article you found it in. That way if there are problems with the quote or its translation, you are protected because the error lies where it belongs: with the source in which you found the material.

Example:

Spartan males were taught well and became “fully convinced that they were property not of themselves but of the state,” according to the Greek essayist Plutarch (qtd. in Amos and Lang 53).

7. PICTURES, IMAGES, OR GRAPHICS

All images and pictures, unless they are your ORIGINAL artwork, need to be cited. Even if you take a picture of a statue, building, or piece of artwork, you still need to give the title (or name) of the work, the artist (or architect, if known), and the current ownership of the piece (which museum or organization currently possesses it). Several examples of this format are included in this guide

ARTIFICIAL INTELLIGENCE CITATION GUIDANCE

Don't forget - AI is like any other source for academic writing - words and ideas generated by AI must be properly cited.

Use the following guidance when completing your citation for AI-generated material (“How Do I Cite Generative AI in MLA Style?”):

“Author”

We do not recommend treating the AI tool as an author. This recommendation follows the policies developed by various publishers, including the MLA’s journal PMLA.

Title of Source

Describe what was generated by the AI tool. This may involve including information about the prompt in the Title of Source element if you have not done so in the text.

Title of Container

Use the Title of Container element to name the AI tool (e.g., ChatGPT).

Version

Name the version of the AI tool as specifically as possible. For example, the examples in this post were developed using ChatGPT 3.5, which assigns a specific date to the version, so the Version element shows this version date.

Publisher

Name the company that made the tool.

Date

Give the date the content was generated.

Location

Give the general URL for the tool” [note that you can generate a unique URL for work made by many AI tools, which should be used if possible]

Examples (“How Do I Cite Generative AI in MLA Style?”):

“Pointillist painting of a sheep in a sunny field of blue flowers” prompt, DALL-E, version 2, OpenAI, 8 Mar. 2023, labs.openai.com/.

Example with a link to the original chat:

“Should students cite information they get from AI?” prompt. ChatGPT, 3.5 version, OpenAI, 16 Jul. 2024, <https://chatgpt.com/share/3e4753a1-3f89-436c-8888-c77c03060b99>.

For more information, click the link or copy and paste the link into your browser.

<https://style.mla.org/citing-generative-ai/>

Works Cited

“How Do I Cite Generative AI in MLA Style?” *MLA Style Center*, 12 Apr. 2023, style.mla.org/citing-generative-ai/.

LINK TO THE MLA AND APA STYLE GUIDES PROVIDED BY PURDUE.EDU

<https://owl.purdue.edu/index.html>

Click the link. From the webpage, select the proper style guide: APA or MLA. If you are unsure, ask your teacher.

If the link does not work, copy and paste the above URL into your browser.

BRENT INTERNATIONAL SCHOOL MANILA
UPPER SCHOOL
ACADEMIC INTEGRITY STATEMENT AND CONTRACT

Brent International School Manila is founded on the core values of our Christian heritage: love, honesty, excellence, integrity, and respect for every member of the community. Membership in the student body carries with it a responsibility for the strict observance of moral and ethical behavior befitting an honorable person. Every member of the Brent community is therefore expected to show respect for themselves and others by guarding and abiding by these fundamental principles in all aspects of school life. Above all, the spirit of humility must underlie these ethical and moral standards and provide the foundation for proper conduct and accountability.

Under the principles we share, we will not condone cheating, lying, or plagiarism.

- Cheating is defined as giving or receiving any unauthorized assistance on any assignment, quiz, or test, regardless of intent. Allowing a fellow student to copy your work is a form of cheating.
- Lying is any misrepresentation of the truth or failure to state the truth, with the intent to deceive.
- Plagiarism is any presentation of the ideas, thoughts, or words of another as one's own, regardless of intent.

To indicate agreement to and acceptance of the principles of Academic Integrity in our school, every Upper School student, as well as their parent or guardian, is requested to sign their name below.

Students and parents also need to be aware of the following two very important consequences:

- Teachers who discover student behavior in violation of the above-stated principles will share that information with their colleagues, the counselor, and the school administrator in an effort to monitor more closely student compliance. Parents or guardians will also be informed.
- Students who have committed violations of this Statement may incur any of the following consequences: detention, suspension, removal, restriction from activities, or dismissal from Brent International School Manila, pending authorization by the Headmaster.

With my signature affixed below, I indicate agreement with this Academic Integrity Statement.

Student Signature

Date

Parent or Guardian Signature

Portions of this are taken from Honor Statements of All Saints Episcopal School, Tyler, TX; Christ Episcopal School, Rockland, MD; Episcopal School of Acadiana, Cade, LA; and Porter-Gaud School, Charleston, SC.

– Adopted May 2003 –

BRENT INTERNATIONAL SCHOOL MANILA
Academic Integrity Policy
(Guide for IBDP Candidates)

Brent and IB take academic honesty very seriously. Since Brent is an IB Diploma School, policies from both the school and the IBO will be implemented. Listed below are some policies to be followed:

School Policies

According to the Brent Faculty Handbook (2018), "Under the principles we share, we will not condone cheating, lying or plagiarism.

- *Cheating* is defined as giving or receiving any unauthorized assistance on any assignment, quiz, or test, regardless of intent. Allowing a fellow student to copy your work is a form of cheating.
- *Lying* is any misrepresentation of the truth or failure to state the truth, with the intent to deceive.
- *Plagiarism* is any presentation of the ideas, thoughts, or words of another as one's own, regardless of intent.
- Teachers who discover student behavior in violation of the above-stated principles will share that information with their colleagues, the counselor and school administrator in an effort to monitor more closely student compliance. Parents or guardians will also be informed." (p. 23)

International Baccalaureate Organization Policies

In the document "*Academic Honesty*", the International Baccalaureate Organization (2009) outlines the following:

- (1) "The Regulations define malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes:
 - Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own
 - Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
 - Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
 - Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record)." (p. 3)
- (2) "Candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was accessed." (p. 3)
- (3) "Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was unintentional." (p. 3)
- (4) "For most assessment components candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, even though it may be based on similar data. This means that the abstract, introduction, content, and conclusion or summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. If, for example, two or more candidates have the same introduction to an

assignment, the final award committee will construe this as collusion, and not collaboration.” (p. 4)

- (5) “Many candidates for the Diploma Programme are fluent in two or more languages and are therefore able to conduct their research in more than one language, perhaps with the aid of the internet. Such candidates must be aware that copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its source still constitutes plagiarism.” (p. 5)

The Student is Ultimately Responsible

The International Baccalaureate Organization (2009) states that:

“The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to comply with all internal school deadlines: this is for their benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.” (p. 5)

- “Candidates are expected to **review their work before submission** for assessment to identify any passages, data, graphs, photographs, computer programs and so on that still require acknowledgment. (p.8)”
- “Candidates and teachers must be aware that the requirement to acknowledge sources extends beyond text taken from the Internet, CD-ROMs, books, magazines, and journals. The concepts of intellectual property and academic honesty include, for example, the use of footnotes or endnotes to acknowledge the source of an idea if that idea emerged as a result of discussion with, or listening to, a fellow student, a teacher or any other person.” (p. 7)

FAILURE TO COMPLY WITH THE REQUIREMENT ON BIBLIOGRAPHIES, REFERENCES, AND CITATIONS WILL BE VIEWED AS PLAGIARISM AND WILL, THEREFORE, BE TREATED AS A CASE OF MALPRACTICE.

Consequences for IBDP Candidates

Possible consequences of non-compliance with school regulations (as aforementioned) include but are not limited to the following:

- Detention
- Suspension
- Removal or restriction from activities
- Dismissal from Brent International School Manila
- Forfeiture or withdrawal of the IB diploma or certificate.
- Especially for juniors and seniors, instances of academic misconduct might affect their college applications.

With my signature affixed below, I indicate agreement with the policies outlined above and understand the corresponding consequences.

Student’s Signature Over Printed Name

Date

Parent’s Signature Over Printed Name

Brent International School Manila

Responsible Computer, Network, and Internet Use Agreement

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 the use of sexual language, obscene material, and threatening or harassing others.
- (3) **Network Etiquette:** You 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 that have educational relevance and refrain from using the network for entertainment, downloading games, music, video, and installing 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. Speech 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 attempting to tamper with the school's computer systems, removing or changing any hardware or software, and "cheating" or "bypassing" the filtering system of the School.
 - (g) Respect the privacy of others and not 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 names 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 the 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, and 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 inappropriately named personal folders, and logging off of the network. Work not saved in one's 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.

Consequences for violation of this agreement:

- (1) Unauthorized/Inappropriate use of the network results in the revocation or cancellation of Internet access privileges and/or accounts.
- (2) 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 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.

For the Student:

I have read, understood, and promise to abide by the above Responsible Internet Use Agreement. Should I commit any violation, I understand that my Internet access privileges may be revoked. In addition, disciplinary actions and/or legal action may be taken.

My signature below indicates that I have read and understood the Agreement and voluntarily agree to fully abide by all the terms and conditions therein.

Student Name: _____

Grade & Section: _____

Student Signature: _____

Date: _____

For the Parent or Guardian:

As the parent or guardian of this student, I have read and understood that Internet access at the School is provided for educational purposes and the student's use for any other purpose is deemed inappropriate. I also recognize that the school can't restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should also be supervised as they can affect the academic situation at school. I hereby permit my child to use and access the Internet at the School.

I hereby permit my child to use computer resources at Brent International School Manila.

Parent/Guardian Name (Pls. Print): _____

Signature: _____

Parent E-mail: _____

Phone: _____