



**BRENT INTERNATIONAL SCHOOL,
MANILA**

**WHOLE SCHOOL ADMISSIONS
GUIDELINES AND
THE IB ADMISSIONS POLICY**

AUGUST 2024 ONWARDS

TABLE OF CONTENTS

The BRENT INTERNATIONAL SCHOOL Mission Statement	3
The IBO's Mission Statement	3
The IB Curriculum Model	4
Brent International Schools	
EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)	5
The IB Learner Profile	7
Director's Welcome	8
School Visit	9
The Whole School Admissions Process	9
Application Process	9
Seat Availability	10
International Baccalaureate Diploma Program (IB DP, Grades 11 and 12)	10
Admissions Criteria	11
English Support (ESL/ELL)	12
Student Services / Special Needs Program	12
Decision Possibilities	13
ENROLLMENT PROCESS	14
Selected Sections of the Frequently Asked Questions (FAQ)	17
How is grade placement decided?	17
How are students welcomed to Brent?	19
What after-school activities are available for my child?	20
Can my child be excused from religious activities?	20
What is IB (International Baccalaureate)?	21
Where do Brent students attend university?	22
The IBDP Admissions Policy	
Brent International School Manila's commitment to equal access in the IB Diploma Programme	21
The IBO Mission Statement & Structure	24
Student Initiation, Parent orientations, Course selection and recommendations	25
Parent Orientation Sessions	26
Course Selection and Recommendations	26
Access and Inclusion	32
A Guide to the IBDP	33
Upper School IB Planner	34
The Grade 11 Registration FORM 2024	35
Conditional Status and Support Protocol	36
Request to move from Diploma Programme to Course Category	37
Dropping, Adding or Changing Courses	37
Request for Course Change Form	39
REVIEW CYCLE	40
References	41

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.”

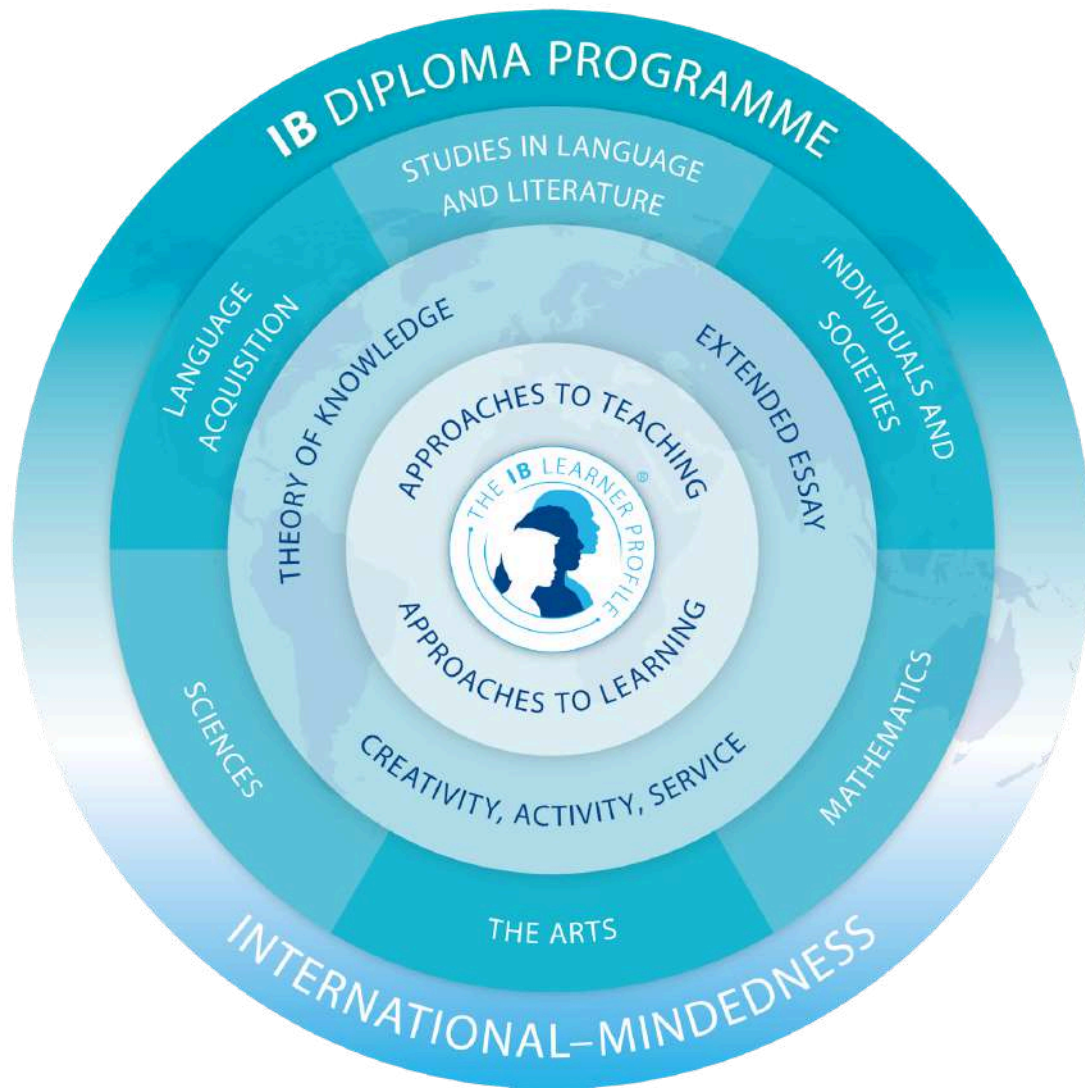
The IBO’s Mission Statement

“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.

The IB Curriculum Model



© International Baccalaureate Organization 2024

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

The IB Learner Profile

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:

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
--	---

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®
Baccalaurat International
Bachillerato Internacional

© International Baccalaureate Organization 2013
International Baccalaureate® | Baccalaurat International® | Bachillerato Internacional®

Source: ibo.org



Director's Welcome

Hello from the Admissions Office!

Classes started on August 8 and I could not be more excited about this 2024-2025 school year! Watch the video above to see why I can't stop smiling. JOY is the word that keeps coming to me when I think about our community this year.

A group of fish is called a *school*. What is a group of lions? A *pride*. Brent's mascot is a lion, so we not only have Pride, we ARE The Pride. If you are considering joining *The Pride*, please review the admissions section of this website. Everything you need to get started is here. Please email or call if you need assistance.

Thank you!

Heather Atkins
Director for Admissions

School Visit

Tours are available Monday to Friday on school days from 8:30am to 3pm by appointment only. Email admissions@brent.edu.ph to schedule the appointment.

Tours are intended for one family at a time. Please limit participants to those who are essential to the education of the student/s. Brent's campus covers 10.6 hectares / 26 acres, and tours include stairs. Tours are given in English.

Can't visit us in person? Take a few minutes to watch our [Brent Facilities](#) and [Brent Community](#) videos. Photos of our campus are posted below.

The Whole School Admissions Process

Application Process

Steps to Apply

Students can apply to either the current 2024-2025 school year (Quarter 3 begins January 6; Quarter 4 begins March 4), or to the 2025-2026 school year which begins early August.

Step One

Click the red circle on the right labeled "Click Here to Apply" to start the online application. (It is best completed using a computer with a Chrome browser and a strong internet connection. Enter an email address on the Father's and / or Mother's information page early in the process so that Admissions staff can reach out to offer support.)

Step Two

After completing an application and uploading the needed documents on the Requirements page, email admissionssecretary@brent.edu.ph to share that you are ready to proceed with the next step.

You will be invited to pay the Application Fee and to schedule on-campus tests and interviews for your child/ren when the required documents have been received.

Step Three

The official decision from Brent's Admissions Committee is shared after the appointments, usually within a few business days. If Brent offers an acceptance, the accompanying fee is paid within five business days. (Slot Reservation Fee, Wait Pool Fee, or Tuition depending on the timing and seat availability.)

Seat Availability

A family might inquire and be informed that seats are available, but on the day of test and interview appointments be updated by Admissions that the grade level has been filled. Space in a grade level can fluctuate quickly, so it is recommended to schedule test and interview appointments for the soonest available time.

When a grade level is full, students are accepted to a Wait Pool. Admissions will inform the family if a seat has opened.

Submitting documents and scheduling test and interview appointments does not reserve a seat for the applicant. (Please refer to the Guarantee Payment Letter if the applicant is a company dependent.)

International Baccalaureate Diploma Program (IB DP, Grades 11 and 12)

Applicants interested in transferring into Brent's International Baccalaureate Diploma Program (IB DP), after starting it already at another school, should follow these steps instead of the regular application process:

1. Review [Brent's Course Offering Booklet](#) to ensure that the courses you need to continue the Diploma Program are offered at Brent.
2. Complete Brent's online application
3. Upload High School transcripts for grades 9, 10, and 11. (If grade 11 is not yet finished, at least provide a progress report or first semester report card.)
4. Provide a detailed list of topics covered in each grade 11 IB DP class. The syllabus for each class might be sufficient if it shows which topics were actually covered. The student might compile the topic list, or the student might ask each teacher to compile a list of the topics covered.

5. Explain any progress made on your Extended Essay (EE), and include a copy of the initial draft even if it is very brief.
6. Explain any progress made on your CAS requirements.
7. Explain any progress made in TOK.
8. Email admissionssecretary@brent.edu.ph to identify yourself as interested in transferring into Brent's Grade 11 or 12 IB DP. The topic list, EE progress and draft, CAS progress, and TOK progress can be shared via email.

Admissions Criteria

Brent International School Manila is a college preparatory institution. Applicants interested in enrolling should apply with passing grades and a history of good behavior at school.

Applicants are accepted and retained on the basis of their ability to meet the academic, moral, and behavioral standards of Brent School. The Admissions Committee makes decisions in the best interest of the applicant, as well as in the best interest of the grade level and school.

The Admissions Committee evaluates the following when considering an applicant for admission:

- Entrance test results.
- Report cards from the current / recent school.
- Confidential Evaluations from the current / recent school.
- English language proficiency. ESL (English as a Second Language) support is available in grades 1-8.
- Applicants requiring ESL support in grades 9-12 are not accepted.
- Availability of learning support, if needed.
- Interviews with the applicant. At least one parent is required to accompany the applicant.

The Admissions Committee has the right not to accept an applicant on the day of tests and interviews. Efforts are made to inform a family in advance if acceptance is not predicted, but sometimes it is the day of the scheduled appointments that makes it clear that acceptance is not possible.

The Admissions Committee has the right to determine the grade level and subjects deemed most appropriate for the student's success.

English Support (ESL/ELL)

Beginners in English are accepted only into grades 5 and below.

For grades 6 and 7, at least intermediate English skills are required for acceptance.

By grade 8, students should have advanced English skills for acceptance.

Applicants must be fluent in English to be accepted to Grade 9 and above, which means excellent reading and writing skills.

Brent's entrance tests will help determine the level of fluency of the applicant.

Students receive ESL/ELL instruction when their mainstreamed classmates meet for English class. ESL/ELL students are usually part of the mainstream class for all other subjects.

Exceptions are made for beginners who might need to meet more often.

In Grades 6, 7, and 8 ESL/ELL students do not take a foreign language class, but instead take a second English class.

No Dormitory on Campus. Guardianships Need Approved.

Students are expected to live with at least one parent full-time while enrolled at Brent.

Please inform Admissions when submitting documents if your family has a special circumstance that needs to be discussed and approved.

Student Services / Special Needs Program

The Student Services Program at Brent International School Manila is designed for students with mild needs. Students in our program should function in and benefit from the regular curriculum with minimal extra support aimed at bridging any gaps between a student's abilities and the classroom expectations.

Applicants in need of support are considered on a case-by-case basis. The decision to accept and retain a student needing support is based on space availability in our program and our ability to meet the needs of the student—while ensuring the regular classroom environment is maintained.

Please submit documents relevant to your situation, in addition to the standard online application process:

- Brent's Resource Teacher Form should be completed by the current / recent school and emailed to the Admissions Office.
- Documentation that provided the diagnoses.
- Official evaluations and assessment reports (Speech, OT, Psych Ed reports, etc.)
- Individual Educational Plan (IEP)
- Learning Plan (LP)
- Relevant medical reports

Decision Possibilities

Qualified applicants are considered for the same seats regardless of their nationality. Sometimes seats are not available for a qualified applicant and a Wait Pool is utilized. Sometimes an applicant is Not Accepted. Read more about decision possibilities below.

ACCEPTED

A qualified applicant is approved for admission, with a seat to enroll. The family (or company) pays the Slot Reservation Fee within three business days of receiving the acceptance letter.

WAIT POOL

A qualified applicant is approved for admission, but space is not available to enroll. The family (or company) pays the refundable Wait Pool Fee to be considered if a seat opens.

There is no guarantee that a space will open. Names remain on the Wait Pool (only for the academic year accepted for) until either a space opens or the family withdraws the application. Admissions will notify the family if a space opens.

Space availability can fluctuate even within a short time. A family might inquire and be told space is available, but by the time documents are submitted or on the day of the admissions appointments, learn that it is full. Since Admissions does not control how many apply or withdraw, or the number of sections offered, we appreciate your patience with our office. Oh,

how we wish we had a crystal ball! Waiting for a space can be unsettling, and we encourage families to share their questions and concerns so that we can inform the Principal and Headmaster's Office about a specific family when needed.

NOT ACCEPTED

An applicant is not approved for admission. The Admissions Committee does not predict success for the applicant academically and / or socially.

ENROLLMENT PROCESS

Enrollment Process for Accepted Students

1. **Tuition Payment.** Contact Brent's Accounting Office for the exact billing of school fees. Phone number: +63 (49) 513-4350. Email: billingsection@brent.edu.ph Accepted students join classes when school fees have been paid.
2. **Open House / Orientation / First Day of Class.** Admissions will share with new families these important dates and times. The Early Learning Center (ELC) is for students in Nursery through grade 2. The Lower School (LS) is grades 3 through 5. The Middle School (MS) is grades 6 through 8. The Upper School (US) is grades 9 through 12.
3. **Materials.** Students generally arrive to school on the first day of classes with a backpack and a lunchbox. The backpack might start empty, and the lunchbox is helpful if the ID is not ready or not yet loaded by the family. On the first day of classes students are given paper, notebooks, textbooks, pencils, etc. A First Day Packet of information is given to students for parents to review. Various forms are signed and returned the following day.
4. **Uniforms.** Proceed to Brent's Tailor Shop (Basement, next to the ATM machines) to select school uniforms. PE uniforms are needed for grades 10 and below; Sports shoes / trainers are for PE classes only. Payments are made at the Cashier in the same area. You may call Brent's trunk line and ask to be transferred to the desired area. You may call Brent's trunk line and ask to be transferred to the desired area; +63 (2) 8779-5140 to 45.

5. **Transportation.** Register for Brent's school bus service at the Transportation Office (Administration Office, next to the pool). This is an optional service, with a fee. Nursery and Pre-Kindergarten students are bussed only as far as Alabang, after 11:20 am. Transportation phone number: +63 (49) 513-4354. Email: transportation@brent.edu.ph.
6. **Car Pass.** Car Pass applications can also be obtained from the Reception Desk (Administration Office, next to the pool). Provide a photocopy of Official Receipt (O.R.), Certificate of Registration (C.R.), and driver's license. The processing fee is 350 pesos.
7. **ID for Adults.** Adults must wear their Brent ID when on campus. ID applications for parents, drivers, and caregivers can be obtained from the Reception Desk (Administration Office, next to the pool). Bring an ID photo (1×1; preferably white background) and a processing fee of 100 pesos per ID. Students are given their ID generally on the first day of classes since a photo was submitted with the application documents.
8. **ID for Students / Food at School.** Ideally, new students will bring a packed lunch from home until receiving their ID. If this is not possible, new students will be allowed to buy food with cash their first week. Families are welcome to load money on the account after their child receives the ID. When the student receives their ID, it should be used from then on when buying food on campus. Menus are posted on Brent's website. Please talk with your child about your expectations of their choices in the cafeteria. You are welcome to review their purchases online. IDs can be loaded in the Cafeteria, Spirit Shop, or at the Cashier. Microwaves are available if food from home needs heated. Students use their ID to check out books from the library. There are no fees for library books unless the book is returned late, damaged, or lost.
9. **Late start Thursdays.** Classes begin on Thursday at 8:40 am instead of the regular 8:00 am start. Brent's busses have later pick-up times on Thursdays—see the Transportation page issued by their office for details.
10. **Nursery and Pre-Kindergarten.** Students in Nursery and Pre-Kindergarten attend classes from 8:00 am to 11:20 am. The exception is Thursday when classes begin at 8:40 am and end at 11:20 am. Families send a healthy snack with children for the snack recess time, and they are home for lunch. Children are allowed to eat on the bus. Pre-Kindergarten is sometimes referred to as Pre-K as well as PK. Nursery is sometimes written simply as N.

11. **Communication with the school after enrollment.** Once a student is enrolled, families should communicate directly with the school level office:

ELC/LS:

Principal: Ms. Jingco, lowerschoolprincipal@brent.edu.ph

Secretary, ELC: Mrs. Go, +63 (2) 8779-5140 to 45, Ext. 711 elcoffice@brent.edu.ph

Secretary, LS: Mrs. Altura, +63 (2) 8779-5140 to 45, Ext. 111 lowerschool@brent.edu.ph

MS:

Principal: Mr. Josephson, middleschoolprincipal@brent.edu.ph

Secretary: Mrs. Kuan +63 (2) 8779-5140 to 45, Ext. 340 middleschool@brent.edu.ph

US:

Principal: Dr. Petrillo, upperschoolprincipal@brent.edu.ph

Secretary: Mrs. Yan +63 (2) 8779-5140 to 45, Ext. 312 upperschool@brent.edu.ph

12. **Corporate Text Messages/Emergency Protocol.** If you would like to receive a Corporate Text Message from Brent please sign and return the form given to students on the first day of classes. If school is cancelled a Corporate Text Message is sent to parents who signed up. School is cancelled in the event of severe weather, and/or flooding in areas where Brent busses pass through. School cancellations are most often announced early in the morning on the day it is cancelled.

13. **Brent's Website.** Brent's Website should be visited regularly throughout the school year. Helpful information like the school calendar, weekly newsletters from the Principals, Student-Parent Handbook, Cafeteria menus, and general information about the school can be found there. Students and parents are encouraged to check grades in BASIS.

14. **After School Activities.** Some tryouts for teams grades 6-12 happen on the first day of school. Check Brent's website for details. Bring your PE gear on the first day of school to tryout and go to the designated area after school. For general after school activities for grades 1-12, pamphlets are sent home a few weeks after classes start that include the clubs and activities available and the directions for how to sign up.

Selected Sections of the Frequently Asked Questions (FAQ) tab

The succeeding pages are some of the selected questions lifted from Brent's website in the Admissions area.

How is grade placement decided?

Brent's Admissions Committee reviews several factors when considering grade level placement for applicants.

- Date of birth of the applicant. For placement with peers, and noting the age the student would be by the time of graduation from Grade 12.
- The grade level the applicant most recently completed, or is currently enrolled in. Also, if they have not yet been in school.
- The curriculum an applicant is coming from. British Year 2 = Brent's Grade 1, for example.
- The school calendar months an applicant is coming from. Australia's January to December vs. Brent's August to May, for example.
- The timing of enrollment. August and January are the most common months to join Brent.
- Entrance test scores. Kindergarten applicants and above take math, reading, and writing tests on Brent's campus.
- Academic history.
- Fluency in English.
- Developmental readiness.
- Students already enrolled at Brent are also considered. Our classroom environments, as well as the education and safety of our students, must be maintained.

Brent aims to place students with age-appropriate peers, without missing significant parts of a school year. Academic and social success can then be predicted when joining Brent, and for the years that follow.

So that all aspects are appropriately considered, completing the admissions process is required for an official decision. This includes the online application, on-campus entrance tests and interviews, and the final decision from Brent's Principal.

Brent's Admissions Committee is most cautious with younger applicants. The full range of their abilities is not yet known, and most of their years in education are still to come. By October of the school year being applied to, ideally, Nursery applicants would be age 3, Pre-Kindergarten applicants would be age 4, and Kindergarten applicants would be age 5. Exceptions are sometimes made for an applicant with a birthday in October, November and December but it is rare. Being the youngest in the class is often not the best solution, even for advanced students. When students excel in certain areas of the curriculum as compared to their classmates, elementary teachers differentiate curriculum so that students are appropriately challenged.

For applicants to Grades 1 and above, the cut-off is having a birthday by December 31. It is not used to simply promote applicants to a higher grade if they qualify by age, but so that they are not required to repeat a grade level if they were successful in their previous school. Age 6 by December 31 for Grade 1, Age 7 by December 31 for Grade 2, etc. Since earned credits are required to graduate from High School at the end of Grade 12, all eight semesters of High School are required for students in Grades 9 through 12.

If an applicant seeks enrollment at Brent significantly after the start of our school year without having started the grade level applying to, a placement at Brent in the same grade level already completed at their previous school can be expected. This can occur with applicants from Australia, Korea and Singapore due to different academic calendars. This lengthens a student's time in a grade level, but provides an opportunity to more easily adjust academically and socially to a new school and country.

How are students welcomed to Brent?

Students joining on the first day of the new school year are welcomed by their school level office (secretary, counselor), teachers, and students. It is ideal if new students attend the Orientation held the day before the new school year starts. Students have

the opportunity to go classrooms, meet teachers and students, and their guidance counselor and principal.

For students joining the school year late, Brent's ROARS Welcome Team gets involved. ROARS stands for Reaching Out to All Recent Students. The program is slightly different from one school level to the next, but in general homeroom teachers and guidance counselors work with members of Student Council to select "buddies" for the new students. Recognizing that joining any school after the year has started can be a cause of nerves for new students, Brent works at pairing up new students with a student who is an active member of Brent's community. Having a student to eat lunch with, and ask questions of—knowing the student volunteered to do exactly that—helps our new members feel welcome and connected.

Guidance Counselors and Principals in Middle and Upper School host an annual New Student Lunch first semester. New students enjoy food and drinks provided by the school, and through fun activities are encouraged to provide feedback on how their start to Brent was. This feedback (some serious, some lighthearted) is used to improve our process of welcoming new students in future years. Some actual responses from new students are:

What do you like most about Brent?

Way of teaching

I have made many friends from different countries

Everyone is nice

Lots of activities to do

The facilities

Everything

There are so many people here to help you

FOOD 😊

What changes would make Brent even better?

Late start everyday—not just Thursday

The locker lock was hard to learn to open

No uniform 😊

I'm satisfied right now 😊

More foreign language options

Longer lunch time

Back rests on the lunch tables

No homework

What after-school activities are available for my child?

After-school activities are an important part of the Brent experience. Students are encouraged to join a club or sport to further their development as a well-rounded individual, as well as make friends outside of class.

You are encouraged to visit the Activities section of the website for more information. The current “Sports, Activities, Recreation and Clubs” pamphlet posted there will show you the opportunities for your child’s grade level. (A small sample of examples includes Lego Club, Dance, Orchestra, Computer Club, Chess, Robotics Club, Academic Bowl, National Honor Society, Golf, Taekwondo, Cross Country, Swim Club, Tennis, Touch Rugby, Volleyball, Baseball, Basketball, and Soccer.)

Can my child be excused from religious activities?

Brent supports students in mind, body and spirit. In addition to the rapport between faculty and students, this support is scheduled weekly through the set academic curriculum, physical education classes, and occasional religious activities. All students are required to go through Brent’s established curriculum.

Brent's religion curriculum is non-evangelistic. Students practicing Buddhism, Hinduism, Judaism, Islam and other religions participate in our Christian-based curriculum without experiencing discrimination.

Lower School religion courses meet once a week and are gospel based. Weekly chapels are lively and are structured around themes such as responsibility, friendship, and honesty—values that the general population agree on as important, regardless of religious orientation.

Middle School religion courses study the main religions of the world, with the understanding that well-educated people should have this knowledge, in addition to Christianity. Weekly chapels are also lively and theme based.

Upper School students attend religion classes for a semester of grades 9, 10 and 11. Courses focus on the influence of the Old Testament in the foundational ideas of Western Civilization (grade 9), exploring the life and teachings of Jesus and the spread of Christianity (grade 10), and encouraging students to think critically and cogently about current moral and ethical issues, considering various religious and secular approaches (grade 11). Upper School students also attend a weekly chapel.

What is International Baccalaureate (IB)?

“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.”
(Mission Statement of the IBO)

The IB Diploma is an internationally recognized two-year program (grades 11 and 12) of studies with syllabi and external examinations developed by the IBO in Geneva, Switzerland. Seniors who score high on IB exams not only fulfill Brent's graduation

requirements, but may also receive college credit in universities in America, Canada, University of the Philippines and Enderun Colleges based in Manila.

Please visit the [International Baccalaureate](#) tab for more information.

Where do Brent students attend university?

Students receive support in the university application and selection process from our Upper School Guidance Counselors. For details about the specific schools where recent graduates have been accepted and matriculated to, please see our [Upper School Profile](#).

The IBDP Admissions Policy

Brent International School Manila's Commitment to Equal Access in the IB Diploma Programme

Brent International School Manila is steadfast in its belief that every student should have the opportunity to excel in the IB Diploma Programme. We are dedicated to providing an inclusive, supportive, and rigorous learning environment where each student can thrive, regardless of background or learning needs. Through differentiated instruction, personalized learning support, and innovative teaching practices, our educators adapt to meet the unique needs of each learner. This commitment is shared across our entire school community—including teachers, counselors, and support staff—who work collaboratively to ensure that every student feels empowered, prepared, and confident to meet the challenges of this demanding pre-university curriculum.

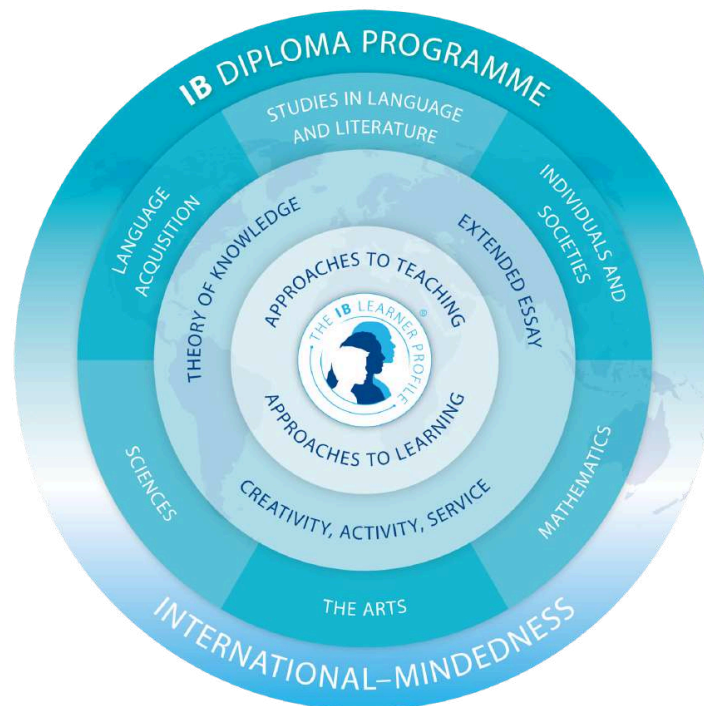
Together, we foster an environment where students are not only given access but are equipped with the tools and support they need to achieve their fullest potential. Our collective efforts reflect a school-wide dedication to academic excellence, equity, and success for all in the IB Diploma Programme.

The IBO Mission Statement & Structure

“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.”



© International Baccalaureate Organization 2024

The diagram above best represents the wholeness of the IB Diploma Program.

To obtain a full IB diploma, students must choose six subjects, one subject per subject grouping of the hexagon, three of which are in the higher level (240 hours over two years), three are in the standard level (150 hours over two years), submit an independent in-depth research paper for the Extended Essay that is evident of 40 hours of work, 100 hours of Theory of Knowledge, and render participation hours in Creativity, Activity, Service (CAS).

Each of the six courses is scored on a 1-7 scale, and 3 bonus points are possible through TOK and the Extended Essay. The minimum passing score is 24 with a maximum of 45 points possible. *Source: www.ibo.org*

Student Initiation, Parent Orientations, Course Selection, and Recommendation

Student Initiation into the IB Diploma Programme

As an IBDP World School, Brent International School Manila is committed to providing all students equal access to the IB Diploma Programme (IBDP). Our strong IB results reflect the dedication and commitment of both our students and faculty to excel in this rigorous pre-university curriculum. The process of initiating students into the IBDP begins as soon as they enroll, with continuous support and engagement throughout their school journey.

The journey starts with our admissions team, who introduce the IBDP to new students and families, highlighting the programme's opportunities and expectations. This early exposure lays a foundation for future engagement. Teachers across grade levels then reinforce this understanding by discussing the DP in their classes, allowing younger students to become familiar with its structure and expectations. Some classes mirror aspects of the DP through IB-aligned assessments, providing an authentic glimpse into IB learning. Additionally, our IB teachers and students occasionally conduct lessons with Lower School students, fostering an early awareness of the IBDP ethos.

As students move toward Upper School, they participate in a Grade 8 orientation session where they learn about the IBDP. This orientation, part of their transition to Upper School, builds their understanding of the programme's opportunities and prepares them for deeper engagement in later years. In Grade 9, students work directly with IB teachers, who incorporate IBDP principles into their classes. As they progress through Grades 9 and 10, they receive increasingly detailed information about IBDP courses, assessments, and core components, equipping them to make informed decisions about their upper-level studies.

Approaching Grade 11, students gain further insights into the DP through engaging activities such as the Upper School CAS Fair, Extended Essay Showcase, and Theory of Knowledge (TOK) exhibitions. These events introduce students to the benefits of experiential learning through Creativity, Activity, Service (CAS), critical thinking through TOK, and independent research skills through the Extended Essay. The EE Coordinator and supervisors, CAS co-coordinators, TOK teachers, the Head of Section, and current IBDP students contribute to these events, creating a supportive network of mentorship and guidance. Furthermore, our school counselors start working closely with our grade 9 and 10 students to provide support and detailed information about the opportunities open to them when they earn their IB diploma.

With continuous exposure to the IBDP components and structured guidance, students are empowered to make informed choices about entering the programme. This ongoing engagement ensures that each student is equipped with the knowledge and support needed to succeed, fostering a school culture that celebrates learning, growth, and academic excellence.

Parent Orientation Sessions

Our Grade 9 and 10 parents are introduced to the IB Diploma Programme (IBDP) offerings at Brent International School Manila through our admissions team. Once they join our school community, parents are invited to attend dedicated IB information sessions to gain deeper insights into the programme. These sessions are offered on three different dates—in September, October, and November—to give parents flexible attendance options.

The IB and School Counseling offices collaborate to ensure parents have the knowledge and support needed to understand the IB curriculum. This information empowers them to guide their children in making informed choices about their academic path for the last two years of high school.

During these information sessions, parents are introduced to the following topics:

The Brent Brand of Education: An overview of Brent’s holistic and inclusive educational philosophy.

The Value of the Brent Diploma: Insights into the unique advantages of the Brent Diploma.

What is IB Education?: An introduction to an IB education’s values, goals, and benefits.

Who is the IB For?: A discussion on the types of students who thrive within the IB framework.

The IB Curriculum: An outline of the programme structure, including core components like CAS, TOK, and the Extended Essay.

Recognition of the IB Diploma: Information on the IB’s global recognition, including university, country, and faculty acceptance, and run by our school counselors.

Frequently Asked Questions: Answers to common questions that help clarify any concerns parents may have. This is also the opportunity when parents ask questions regarding students’ interest inventory, college admissions process, SAT, and other concerns related to tertiary education.

These sessions are designed to equip parents with a thorough understanding of the IB Diploma Programme, so they can confidently support their children’s academic journey through high school and beyond.

Course Selection and Recommendations

Students at Brent International School Manila share equal opportunities to access the IB Diploma Programme. We acknowledge individual differences and ensure that every student who has become part of the Brent community develops holistically. Our graduates must be able to access quality higher education and be ready to face the challenges of the real world.

Our Brent diploma is recognized worldwide due to our good standing with the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC).

To graduate from Brent International School Manila, a student must have accumulated the following credits over four years of upper or high school:

Graduation Requirements;

In order to graduate from Brent International School Manila, a student must have accumulated the following credits over four years of upper or high school:

English / Language Arts	4
Mathematics	4
Social Science	4
Science	4
Modern Language	3 or 4 credits*
Physical Education	1 (2 semesters)
Theory of Knowledge	1 (2 semesters)
Electives	2 or 3 credits (4 semesters)*

24

* - Students who are not sitting the external IB exams may choose to take an elective in the place of year 4 Modern Language.

To complete the High School Program, students are also required to take Religious Studies (2 semesters), Computers (2 semesters), Visual and Performing Arts (2 years), Junior Seminar (1 semester), an additional year of Physical Education and complete Creativity, Activity, Service (CAS) requirements.

Credits

One credit for a year course is given only when a student has a passing mark at the end of the year. For semester courses, a one-half credit is given.

No credit is given for Student Aide work.

No credit is given for final grades of F, WD, Inc., ID or ND.

No credit is given to ESL students except in courses where they follow the mainstream curriculum.

Graduation - Diplomas Awarded

Brent Diploma

The regular Brent Diploma is awarded to all students who fulfill the above-mentioned graduation requirements.

Brent Honors Diploma

A Brent Honors Diploma is awarded to students who, in Grades 11 and 12, take at least three courses at the Higher Level and maintain a 3.00 GPA in their Grade 12 year.

International Baccalaureate (IB) Diploma

An IB Diploma candidate has to study six subjects in grades 11 and 12, at least three of which are at the higher level and three are at the standard level, and pass all the externally graded and moderated assessments related to those courses. They must also complete the core requirements, namely: Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS).

To earn the IB Diploma, a student must achieve a minimum grade of 24. This means they must have a minimum grade of 4 for each of the six subjects. They must also have no E grade in either Extended Essay or TOK, and complete the CAS requirements. The school will provide the IB Diploma candidates with other important information regarding the award of the diploma and failing conditions in the course of the two-year program.

Certificate of Completion

Grade 12 students who have acquired a sufficient number of credits but who do not meet all requirements for a Brent Diploma (e.g., insufficient credits in a specific subject area, lack of residence, special academic program, etc.) may be given a certificate of completion.

Grade 10 Orientation to the IB Diploma Programme

Grade 10 students are introduced to the IB Diploma Programme during their individual subject classes. To help them make informed decisions, a folder containing [IB Subject Briefs](#) is shared with them. These briefs provide detailed insights into the unique features of each IB course offered at the school, as well as the key differences between Higher Level (HL) and Standard Level (SL) courses. This process ensures students gain a clear understanding of their options as they plan for their IB studies.

Brent International School Manila is fortunate to offer a wide range of IB courses in both HL and SL. The approaches to learning and teaching prepare students to acquire the needed knowledge and skills to succeed in the IBDP. To further provide students with support and information, the IB office provides specific subject orientation sessions facilitated by IB teachers teaching the courses to both students and parents interested in further learning about the following subjects:

- Business Management
- Digital Society
- Economics
- Psychology
- Sports Exercise and Health Science
- Theater

Course Selection Process

A. Grade 10 Students currently enrolled at Brent International School, Manila

Toward the end of February, students and parents participate in the IB Course Selection Meeting. During this session, the IB Coordinator and school counselors provide a comprehensive overview of the IB Diploma Programme, including the various course options available to students in their final two years of high school. This meeting equips families with essential information to make informed decisions about their academic journey.

Students are provided with the [Upper School Course Offerings Booklet](#), which details the courses available at the school, including specific prerequisites for each IB course. This booklet serves as a valuable resource, guiding students through the selection process and helping them understand how each course aligns with their academic and career goals. Following the meeting, students have a two-week window to complete and submit their course registration forms.

As part of the course selection process, teachers provide course recommendations based on students' demonstrated abilities and preparedness. When a student's course request is not aligned with a teacher's recommendation, the student is classified as a *conditional DP student*. In these cases, meetings with school counselors are scheduled to discuss the situation, during which parents and students are required to sign an agreement outlining the terms the student must meet to remain a DP student. These terms ensure the student's commitment to improving in the necessary areas while maintaining their wellness and ability to manage the program's demands.

Regular monitoring and communication between teachers, counselors, and parents ensure that students receive the necessary support and guidance to succeed. This collaborative approach not only helps students prepare for the rigorous IB Diploma Programme but also safeguards their overall well-being and readiness to continue in the program.

Responsibilities of students

Students are expected to:

1. Maintain good standing with the school by adhering to academic, behavioral, and attendance policies.
2. Commit to completing course requirements with integrity, demonstrating honesty and accountability in their work.
3. Actively seek support from teachers when facing difficulties or challenges in class.
4. Respect their peers, teachers, and the entire school community, upholding inclusivity regardless of gender, race, culture, or beliefs.
5. Collaborate effectively with peers, fostering teamwork and shared learning experiences.
6. Participate in extracurricular and co-curricular activities, contributing to the broader school community.

Responsibilities of Parents

Parents are expected to:

1. Support their child in maintaining good standing with the school by encouraging adherence to academic, behavioral, and attendance policies.
2. Encourage their child to complete course requirements with integrity by fostering honesty, accountability, and a strong work ethic at home.
3. Collaborate with teachers and school staff to address their child's academic or behavioral difficulties.
4. Promote respect for the school community, supporting the values of inclusivity and ensuring their child respects peers, teachers, and others regardless of gender, race, culture, or beliefs.
5. Encourage positive collaboration, helping their child understand the importance of teamwork and shared learning experiences.
6. Support their child's participation in extracurricular and co-curricular activities, recognizing the importance of holistic development and active involvement in the school community.

Responsibilities of Teachers

Teachers are expected to:

1. Support students in maintaining good standing with the school by providing clear expectations for academic, behavioral, and attendance policies and consistently enforcing them fairly and transparently.
2. Foster a culture of academic integrity by modeling honesty, accountability, and ethical practices in teaching and assessment.
3. Provide timely and meaningful support to students who face academic or behavioral challenges, using constructive feedback and personalized guidance to help them succeed.
4. Promote respect and inclusivity within the school community, creating a safe and welcoming environment for all students regardless of gender, race, culture, or beliefs.
5. Encourage collaboration and teamwork by designing learning experiences that promote peer interaction, shared responsibilities, and cooperative learning.
6. Support student participation in extracurricular and co-curricular activities by recognizing their value for holistic development and encouraging balanced engagement.

Responsibilities of the school counselors

School counselors play a critical role in ensuring students, parents, and teachers are supported effectively in the course selection process. Their roles can be categorized into three key areas: student guidance, parent engagement, and teacher collaboration. Here's how they contribute to each:

Supporting Students

1. **Providing Individualized Guidance:** Counselors help students align course selections with their academic strengths, career goals, and personal interests, ensuring they make informed decisions.
2. **Facilitating Self-Reflection:** Through one-on-one meetings, they encourage students to reflect on their abilities, challenges, and aspirations, helping them choose courses that suit their goals and readiness.
3. **Clarifying Program Requirements:** Counselors explain the structure, prerequisites, and

expectations of different programs (e.g., IB Diploma, AP, honors courses), demystifying complex academic pathways.

4. **Assisting with Conditional Placements:** For students with conditional status, counselors ensure clear communication of requirements, monitor progress and provide strategies to help them succeed.
5. **Advocating for Student Wellness:** They ensure students balance academic rigor with their well-being, advising against overloading schedules while encouraging holistic growth through extracurriculars.

Supporting Parents

1. **Educating Parents on Course Options:** Counselors conduct informational sessions and provide resources, such as course catalogs and program briefs, to help parents understand available pathways.
2. **Facilitating Communication:** They serve as a bridge between parents and teachers, addressing concerns, clarifying questions about prerequisites or recommendations, and ensuring alignment between school and family goals.
3. **Providing Reassurance:** Counselors guide parents who may feel anxious about their child's decisions, helping them trust the process and the student's capabilities.
4. **Encouraging Realistic Expectations:** They guide parents to set achievable goals for their child, ensuring expectations align with the student's interests, strengths, and capacity.

Supporting Teachers

1. **Aligning Course Recommendations:** Counselors work with teachers to discuss and refine course recommendations for individual students, ensuring consistency in guidance.
2. **Facilitating Communication:** They mediate when student or parent course requests diverge from teacher recommendations, helping all parties find common ground.
3. **Providing Context:** Counselors share insights about a student's overall profile (e.g., academic history, personal challenges, or career aspirations) to help teachers make informed recommendations.
4. **Monitoring Student Progress:** They collaborate with teachers to track students' performance and readiness for chosen courses, adjusting plans as needed.

B. Grade 11 Students New to Brent

The whole school admissions process outlines on page 10 the steps for new students applying as grade 11 to Brent Mania. Interviews with the school counselors and head of the section are also part of the process. Acceptance to school is offered after careful review of the new students' performance in all the areas of the admissions process.

C. Grade 12 IBDP Transferees

Occasionally, the school admits Grade 12 IBDP transfer students. This process is more detailed and rigorously adheres to the protocols outlined in the IB assessment procedures. The aim is to ensure that the incoming student has demonstrated consistency in curriculum coverage, assessment materials, the Extended Essay, CAS, TOK, and other IB-related

requirements from their previous school. This thorough approach guarantees alignment with the school's standards and the integrity of the IB Diploma Programme.

Access and Inclusion

The school is deeply committed to ensuring equitable access to the IBDP for all students. The Student Services Department plays a vital role in providing personalized support, creating Individual Learning Plans (ILPs) tailored to each student's unique needs. These plans are thoughtfully developed and collaboratively discussed with teachers to implement effective strategies that empower students to succeed in the program. This approach reflects the school's dedication to fostering an inclusive and supportive environment where every student can thrive.

A GUIDE TO THE IBDP

BRENT INTERNATIONAL SCHOOL MANILA gives each student an equal opportunity to access the IBDP. Below are GPA suggestions based on our experience of student success:

- GPA \geq 3.30 - Student is eligible for the IBDP
- GPA $<$ 3.30 - Student is considered for IBDP in consultation with teachers
- GPA $>$ 3.70 - Student is eligible for IBDP and the student can choose to complete 4 HL Courses with teacher recommendations

With the right attitude towards schoolwork, genuine motivation to succeed, proper time management skills, and level-appropriate course placements, students can find success in the IB Diploma Program.

Some questions to consider when choosing your IB Courses:

1. What courses do you like or are good at?
 - a. What courses are you interested in taking at the HL level?
 - b. What courses are you interested in taking at the SL level?
2. Where/What do you want to study at University?
 - a. Does the University require a lab science?
 - b. Does the University require a specific IB Math course?
 - c. Does your degree of interest at the University have any prerequisites?
 - d. What are the University's English Proficiency requirements?

Communicate with your counselor, teachers, and the IB Coordinator during grade 10 to choose the best courses for you!

Anticipated Courses

Advanced-Grade 9 students have the opportunity to complete two IB SL level courses in Grade 11. The Upper School Administration determines eligibility for anticipated courses in consultation with teachers. Students who complete an anticipated course can choose to:

1. Take the SL level of their anticipated course in Grade 11, completing the IB Exam after one year, in May of Grade 11.
Except for Ab Initio SL courses.

OR

2. Start the HL level of their anticipated course in Grade 11, completing the IB Exam after two years, in May of Grade 12.
Except for Geography, History, Music, and Theater HL.

Upper School IB Planner

Upper School IB Planner

Group	Course	9th	10th	11 th (SL/HL)	12 th (SL/HL)
1 First language	Language A English	English	English Literature	Language & Literature SL/HL	Language & Literature SL/HL
	Language A Other Languages	Filipino Korean	Filipino Korean	Filipino Literature Korean Literature	Filipino Literature Korean Literature
Example of Anticipated Track in Language A or B		Filipino, Korean French, Mandarin, Spanish Advanced 1	Filipino, Korean French, Mandarin, Spanish Advanced 2	Filipino, Korean French, Mandarin, Spanish IB Language B SL 2 with IB SL exam in May	Study Hall OR Another subject from Groups 1-4 or 6
2 Learned language	Language B OR Ab Initio (SL only)	French Mandarin Spanish Filipino Beginner/Intermediate/ Advanced	French Mandarin Spanish Filipino Beginner/Intermediate/ Advanced	French Mandarin Spanish	French Mandarin Spanish
3	Social Science	Geography and History	Geography and History	Business Economics Geography History Digital Society Psychology	Business Economics Geography History Digital Society Psychology
4	Science	Biology	Adv. Chemistry and Adv. Physics OR Chemistry and Physics	Biology Chemistry SL/HL Physics SL/HL* Computer Science SL/HL Sports, Exercise, Science SL only	Biology Chemistry SL/HL Physics SL/HL* Computer Science SL/HL Sports, Exercise, Science SL only
5	Mathematics	Adv. Mathematics , Mathematics, Foundations of Maths	Adv. Mathematics , Mathematics, Foundations of Maths	Analysis & Approaches SL*/HL* OR Applications & Interpretation SL/HL*	Analysis & Approaches SL*/HL* OR Applications & Interpretation SL/HL*
6	Visual/Performing Arts	Foundations of Art , Visual Arts and Music, Strings, Band, Choir, Dance	Foundations of Art , Visual Arts and Music, Strings, Band, Choir, Dance	Music Theater Visual Arts SL/HL OR Another subject from Groups 1-4	Music Theater Visual Arts SL/HL OR Another subject from Groups 1-4
7		Computer and Religious Studies	Computer Programming and Religious Studies OR Computer and Religious Studies	JSem (1st semester) Theory of Knowledge (2nd semester)	TOK (1st semester) Elective (2nd Semester)
8		PE/Health	PE/Health	Study Hall OR Another subject from Groups 1-4 or 6 (For additional IB course)	Study Hall OR Another subject from Groups 1-4 or 6 (For additional IB course)
Elements with no designated class time:		—	—	Creativity, Activity, Service and Extended Essay (IBDP only)	Creativity, Activity, Service (CAS) and Extended Essay (EE)
Prerequisites for specific SL and HL courses are color-coded. Make sure to read the requirements and course descriptions for each SL/HL course before making your selections.					
*If a student is choosing Physics HL, they must also select one of the Mathematics HL courses or Analysis and Approaches SL.					
Students can opt for an Anticipated Track in two SL subject areas. See page 5 for further details.					

The GRADE 11 IB REGISTRATION FORM

The [Grade 11 IB Pre-registration form](#) has to be filled out by students. Grade 10 subject teachers recommend level-appropriate choices of IB subjects, which is reflected in students' third-quarter progress reports. Their parents are involved in the process. Students and parents are requested to ask more questions even after a series of orientation sessions have been provided to both students and parents.

This form is released on the third week of February and returned to the guidance counselors on the first Tuesday of March after the Parent-Teacher Conference. The guidance counselor and the principal review the forms, call in students for an interview and finalize the subject choices. The below are screenshots of one of the pages of the electronic registration form students receive.

12/3/24, 11:08 AM 2024-2025 Course Selection

2024-2025 Course Selection

Please fill out this form to indicate which courses you want to take in the 2024-2025 school year!

This form must be completed on or before Friday, March 15, 2024.

Please refer to the [Course Offerings Booklet](#) for all course prerequisites. Teacher course recommendations may be included on Quarter 3 Progress Report.

asterisk (*) indicates semester courses

* Indicates required question

1. Email *

2. Last name *

3. First name *

4. I will attend Brent 101 for the 2023-2024 school year. *

If you aren't sure, select "Yes"

Mark only one oval.

Yes

No Skip to section 5 (Thank you for completing your course registration!)

New Student

<https://docs.google.com/forms/d/1U7P2QjiaDqgJc1nF8jN8R6GUC02B9Vv8P7j3k6vdl7b472086e>

1/13

12/3/24, 11:08 AM 2024-2025 Course Selection

5. Current Grade *

Mark only one oval.

Grade 8 Skip to question 6

Grade 9 Skip to question 8

Grade 10 Skip to question 13

Course Registration - Current Grade 8 Student

All Grade 9 students take Mathematics, English 9, Biology 9, Religious Studies & Computer Science, Geography & History and P.E./Health.

For Course Registration, Grade 9 students choose their Modern Language and Visual & Performing Arts classes.

6. Modern Language 9 *

Filipino 9 & Korean 9 Prerequisite: must be student's first language.

Intermediate Prerequisite: Beginner

Advanced Prerequisite: Intermediate

Mark only one oval.

Filipino 9

Beginner Filipino

Intermediate Filipino

Korean 9

Beginner Chinese

Intermediate Chinese

Advanced Chinese

Beginner French

Intermediate French

Advanced French

Beginner Spanish

Intermediate Spanish

Advanced Spanish

Skills - Student Services

<https://docs.google.com/forms/d/1U7P2QjiaDqgJc1nF8jN8R6GUC02B9Vv8P7j3k6vdl7b472086e>

2/13

Conditional status and support

Rationale:

Brent International School, Manila, is deeply committed to fostering inclusivity and providing equal opportunities for all students. As part of this commitment, rising juniors are encouraged to enroll as full-time International Baccalaureate Diploma Programme students upon meeting Grade 10 requirements, which include achieving a suggested General Point Average (GPA) of 3.30, fulfilling prerequisites and obtaining recommendations from subject teachers. However, recognizing that individual circumstances may present challenges, particularly in specific Grade 10 subjects, we aim to support students in achieving their academic goals while safeguarding their long-term educational prospects. We are mindful of the impact of permanent unappealing grades on students' transcripts, which could influence their college admissions opportunities.

Protocol:

When students encounter challenges impacting their eligibility for full-time IBDP enrollment, they may be placed under conditional status. To ensure student success and provide necessary support, the following protocol will be implemented:

1. **Academic Expectations:** Conditional students must maintain a minimum grade of C in any subject not recommended for participation, as well as in all other subjects and the Extended Essay (EE) and Creativity Activity and Service (CAS) throughout all quarters over two years.
2. **Parental Engagement:** If a student experiences academic difficulties during the initial quarter of Grade 11, proactive discussions with parents will be initiated to review IBDP course selections and implement appropriate adjustments.
3. **Access to School Support Opportunities:** Students are encouraged to utilize the various support opportunities offered by the school, including but not limited to attending remedial classes, requesting reassessment to assess progress and mastery of concepts, engaging in collaborative learning with peers, and initiating inquiries with subject teachers through email, virtual meetings, and online platforms like Google Classroom.
4. **Close Monitoring:** Student performance will be meticulously documented to track progress effectively.

The [Conditional Status Form](#) has to be completed by the student, parent or guardian, school counselor, DP Coordinator, and the head of section (principal).

Upon exhausting all available resources and support, students who meet the outlined requirements will retain their full-time IBDP candidate status. However, students struggling may be reclassified as part-time IBDP Course candidates.

Request to move from Diploma to Course Category

IB Change of Category Instructions and Form

TO THE TEACHER: To change from IB Diploma (DP) to IB Certificate, IB Certificate to Brent Diploma, and IB Diploma to Brent Diploma, the following procedures will apply.

Please check and secure the necessary signatures.

1. Secure from the IB office the Change of IB Categories: Diploma to Course form. An initial interview will be conducted.
 - a. For teacher recommendations, teachers fill out the recommendation form.
 - b. For year-end evaluations and within the year movement, DPC monitors the student engagement tracker.
2. DPC and School Counselor meet with the student, makes recommendations.
3. DPC and School Counselor meet with the student and his/her parents.
4. DPC and School Counselor finalize the report, and seek parents' signatures.
5. Recommendation is submitted to the principal for final approval.
6. Once approved, DPC communicates with the student, parents, and teachers to officially change the student's status.

[Change of IB Categories: Diploma to Course](#) form has to be filled out by those identified above.

Dropping, Adding or Changing Courses

Student Initiated Changes: Changing courses is allowed within the first eight school days of each semester. To change a course, students must discuss the ramifications of such a change with their parents, their Guidance Counselor, the International Baccalaureate Coordinator (where appropriate), the teacher whose class they wish to leave, and the teacher into whose class they wish to enroll. The process is an involved one and purposefully so. Changing courses may not always be the best solution or in the student's best interest. Therefore, students must take care in choosing their courses, particularly those for Grade 11, in which they will study for two academic years. Final approval of all changes rests with the Upper School Principal. The Principal will consider such parameters as comparative class sizes and teacher loading before approving any change.

Teacher Initiated Changes: After the first eight school days and until the mid-term progress report time, teachers may initiate a course change for those students they feel are inappropriately placed. Most of the above-mentioned processes and shared decision-making will still apply. If such a

change is approved, the student's mark for the semester would be a combination of the work done in the dropped course and the work done in the acquired course.

Dropping Courses: Dropping a course due to a student's inability to cope with the requirements is considered only as a last resort and after all remedial measures have been exhausted. Care should be taken to ensure that the School's graduation requirements and the college admission needs of the student are observed. If a student elects to drop or change a course after the midterm comment period, a grade-to-date for the dropped course and a semester grade for the acquired course will both appear on the student's transcript. In all cases, the minimum subject load limit must be maintained.

Request for Course Change Form



Date: _____

Request for Course Change

There are three types of course changes during a semester:

1. **Student initiated**-Changes are made without penalty in the first ten days of the semester.
2. **Teacher Initiated**-Changes are made by teachers during the first half of the semester. The semester grade earned by a student whose course is changed at the request of the teacher will be *an average of work done in both courses*.
3. **Dropped Course**-A student may elect to drop a course at any time during a semester *provided the minimum number of courses is maintained*.

Check One:

_____ *Student Initiated* _____ *Teacher Initiated* _____ *Dropped Course*

Student's Printed Information:

_____ Last Name _____ First Name _____ Grade Level

_____ Course to Drop _____ Course to Add

The reason(s) for this change request are:

Required Signatures (In required order):

1. _____ Likely to Succeed _____ Likely to have challenges
Teacher's Signature over Printed Name in Dropped Course

2. _____ Likely to Succeed _____ Likely to have challenges
Teacher's Signature over Printed Name in Added Course

3. _____ Likely to Succeed _____ Likely to have challenges
IB Coordinator's Signature over Printed Name in Added Course

4. _____
Parent's/Guardian's Signature over Printed Name _____ Comments

5. _____
School Counselor or Principal _____ Approved _____ Denied

REVIEW CYCLE

Frequency of review:

General Admissions Policy: on a yearly basis to reflect the most recent updates

The IB Diploma Programme Admissions Policy: every two years

Composition of the review committee:

The Head of School (Headmaster)

The Head of Section (Principal)

The Director for Admissions

The Admissions Committee

The School Counselors

The DP Coordinator

Location of Publications:

www.brent.edu.ph

Annual publication of the Course Selections Booklet

References:

Course Offerings Booklet. Brent International School Manila, 2023. Print.

Upper School Student-Parent Handbook. Brent International School Manila, 2024. Print.

“Expected School-wide Learning Results.” brent.edu.ph/about/mission-statement

brent.edu.ph/admissions

“The IB Learner Profile.” *ibo.org*

“The New Curriculum Model.” *Online Curriculum Centre*. IBO, 13 Nov 2012. Web. 07 Aug 2013