

BRENT INTERNATIONAL SCHOOL BAGUIO

STUDENT- PARENT HANDBOOK

2020-2021



— BE A LEARNER FOR LIFE —
“Encourage one another and build
each other up, just as in fact you
are doing.”

1 Thessalonians 5:11 | NIV

CHAPEL THEME SY 2020 - 2021



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BRENT BAGUIO: MAGIC MOUNTAIN IN THE CLOUD (VER. 1)

At this time of distance learning this handbook is supplementary to the Magic Mountain in the Cloud Primer uploaded on our school website.



MESSAGE FROM THE SCHOOL PRINCIPAL

On behalf of all the teachers and staff, welcome to school
Dear Brent family,

For the school year 2020-2021, at this time of distance learning, we continue with our strong commitment to our mission and the Brent Education Framework. We are proud to present to you our Magic Mountain in the Cloud (MMC) program. Please see our video as well of our Magic Mountain in the Cloud Program for SY2020-2021.

Program Primer:
Brent Baguio_ Magic mountain in the cloud (3).pdf

The MMC program is a set of inclusive and innovative strategies, approaches, and structures for the school year. Providing services for our children that are “world class with the heart and warmth of family” is possible even at this time, with everyone’s support and love.

Our home learning program for the fourth quarter of SY 2019-2020 prepared us for a more robust and enhanced program for this school year.

In these uncharted times, we will navigate SY 2020-2021 with the Brent community ever more involved and ever more caring— catching as many silver linings as we can and focusing on community, connection and curiosity.

With our chapel theme for SY 2020-2021: BE A LEARNER FOR LIFE, we continue to equip our students not just for entry to universities throughout the world but for life as well. (See our updated College Acceptances video).

Our Activities Calendar is updated regularly. Please visit our main website often.

On behalf of the faculty and staff, welcome to SY 2020-2021!

Sincerely,

DR. CELESTE CORONADO
School Principal



BRENT INTERNATIONAL SCHOOL BAGUIO

SCHOOL CALENDAR 2020 – 2021

May 7, 2020

July/August 2020

S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Aug 10-20 All Faculty Orientation & In Service Aug 24 Start of 1 st Semester Aug 21 Ninoy Aquino Day Aug 31 National Heroes' Day						

September 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Sept 1 Baguio Day						

October 2020

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Oct TBD Offices Open Oct 29-30 All Saints Break						

November 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Nov 1 All Saints' Day Nov 2 All Souls' Day Nov 30 Bonifacio Day						

December 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Dec 8 Feast of the Immaculate Conception of Mary Dec 18 End of 1 st Semester Dec 21-31 Christmas Break						

January 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30
Jan 1-10 New Year's Break Jan TBD Offices Open Jan 11 Start of 2 nd Semester						

February 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
Feb 12 Chinese New Year Feb 25 EDSA Revolution Anniversary						

March 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Mar 8 Parent-Teacher Conferences Mar TBD Offices Open Mar 29-31 Easter Break						

April 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Apr 1-3 Easter Break Apr 4 Easter Sunday Apr 9 Araw ng Kagitingan						

May 2021

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
May 1 Labor Day May 13 Eid'l Fitr (tentative) May 24 Faculty In-Service May 25 Activities & Sports Awards May 26 Moving Up Day May 27 Graduation Day						

First Semester:

Midterm: October 12, 2020

Second Semester:

Midterm: March 8, 2021

Student Contact Days:

First Semester = 78

Second Semester = 88

Total = 166

Faculty Work Days:

First Semester = 87

Second Semester = 90

Total = 177

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CHAPTER 1

INTRODUCTION

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

Bishop Charles Henry Brent

MISSION

“The 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.”

VISION

The Brent vision is: One Family, One Mission, One Future, One Brent.

Brent Schools are steeped in a century of traditions. These traditions are an important part of why Brent Schools have flourished into the world-class institutions they are today. Our commitment is to interconnectedness and the alignment of Brent Schools. These ideals are necessary to the strength and sustainability of each individual campus. These traditions and ideals form community, and the vision of One Brent. Together we stand stronger. One Brent means One Family, One Mission, and One Future.

One Brent means One Family. Families are unique when compared to other social groups and institutions. Families are loyal and committed to each other. They work together to succeed despite the obstacle of life. The interests of the family are above the interests of the individual. There is a strength and bond in families that can never be severed. Students, families, faculty, staff and the greater Brent community are family, with all of the mutual love, respect, and nurturing that implies. The vision is to nurture and strengthen the family focus of Brent Schools. Brent is a place where families thrive!

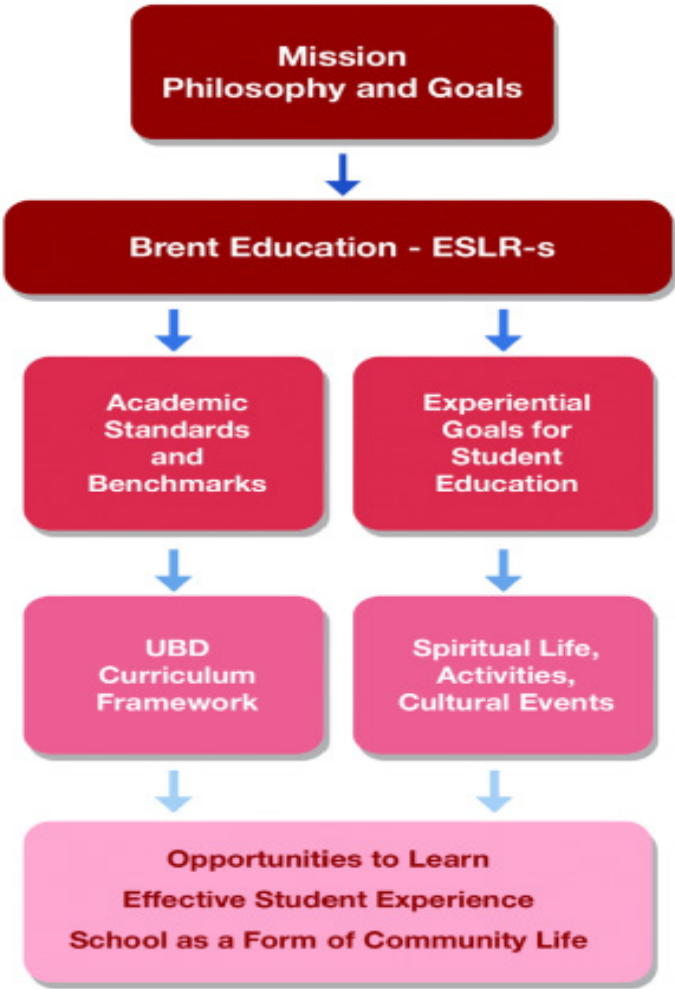
One Brent means One Mission. Brent schools share a common mission statement and curriculum. Ultimately, we must share responsibility for engaging the greater Filipino community. The One Brent Mission Statement draws on the values

and traditions that have formed each campus, and the common goals and practices that unify and transfer the strengths of each individual campus to other campuses. One Brent means one education. We must invest the time, resources, and expertise of professionals from all the Brent campuses to develop and improve the one Brent curriculum. When a student graduates from Brent school, they are getting The Brent Education. Our shared curriculum is the way we engage the broader world of ideas. It is the way we engage the Filipino community around us. With our combined resources and ideas, we can impact the Philippines and the broader region. Together, we are reimagining the purpose of education in Christ's love.

One Brent means One Future. A future of unity and interconnectedness for Brent Schools is a bright future. Despite the ebb and flow of the economy and the political and natural challenges of life in the Philippines and a changing world, the Brent family is strong. We are to love God and love one another. As such, our future is one of unity. Our standard of true international education is achievable with One Brent. The effects of globalization, the shrinking of our world, and the ever-quicken- ing pace of change are all better negotiated together.

THE BRENT EDUCATION FRAMEWORK

This diagram represents how the Brent Education is derived. The process begins with the mission, vision, and philosophy. Those are captured by the ESLRs. The ESLRs are further expressed through the objectives of the academic and co-curricular programs. The academic and co-curricular objectives are operationalized by the UBD curriculum framework and the co-curricular programs. These are what the students engage in, and what translates the Brent Education into effective student experience. Student experience should link back to the Brent mission, philosophy, and goals.



PHILOSOPHICAL BASIS

John Dewey (1929) communicated a philosophy of education which frames much of the current educational thought and help us to understand the basis for the Brent Curriculum. Dewey wrote in his Pedagogical Creed that fundamentally the school is a form of community life;

“Much of present education fails because it neglects this fundamental principle of the school as a form of community life. It conceives the school as a place where certain information is to be given, where certain lessons are to be learned, or where certain habits are to be formed. The value of these is conceived as lying largely in the remote future; the child must do these things for the sake of something else he is to do; they are mere preparations. As a result they do not become a part of the life experience of the child and so are not truly educative.”

“Education is a process of living, not a preparation for living.”

The Brent Education is focused on the education of students through the experience of living and participating in the Brent communities, in the Philippines, and in the greater international community in which they participate as global citizens.

INCLUSIVE EDUCATION

Brent International Schools recognize, are confronted and challenged with a global reality in international schools, that of multiculturalism, multilingualism and students with special and varied needs. As schools that are responsive to dynamic changes in demographics and to keep abreast of developments in the field of education, visions, policies, programs, curriculum, classroom practices and relationships reflect and respond to the experiences, needs, rights, strengths, weaknesses and contributions of all learners. We take into account and place value on learners as individuals and as members of diverse groups, be they cultural, linguistic and/or needs-based.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

We expect that each individual will make a unique contribution to achieving our learning results and we would like our students to be able to work individually and cooperatively to produce quality outcomes.

Brent International School Baguio, in a Christian environment prepares its students to be:

ESLR 1: RESPONSIBLE CITIZENS WHO:

- exercise leadership;
- work effectively with others;
- resolve conflicts productively and peacefully;
- demonstrate a sense of civic awareness; and
- contribute responsibly to the community.

ESLR 2: CRITICAL THINKERS WHO:

- distinguish between facts and opinions;
- construct and recognize the structure of arguments;
- define, analyze, and solve problems;
- organize and analyze materials and data;
- integrate information and see relationships;
- evaluate information by drawing inferences and arriving at reasonable conclusions;
- apply understanding and knowledge to new and different problems; and
- remain open to new information, methods, values, and beliefs.

ESLR 3: TECHNOLOGICALLY LITERATE INDIVIDUALS WHO:

- demonstrate basic technology skills;
- apply technology ethically and productively;
- communicate using technology;
- conduct research using technology; and
- use technology to enhance critical thinking.

ESLR 4: HEALTHY INDIVIDUALS WHO:

- understand and demonstrate physical, mental, and spiritual health;
- develop the life-long health and fitness goals; and
- understand substance abuse, its effects and consequences.

ESLR 5: TOLERANT INDIVIDUALS WHO:

- respect themselves and others;
- understand and appreciate the diversity and interdependence of all people;
- deal effectively with conflict caused by diversity of opinions and beliefs; and
- respect the role of gender, religion, culture, and ethnicity in the world.

ESLR 6: EFFECTIVE COMMUNICATORS WHO:

- articulate thoughts clearly;
- demonstrate an understanding of their audience;
- take responsibility for their message;
- demonstrate the ability to listen actively; and
- use a variety of communications skills.

ESLR 7: LIFE-LONG LEARNERS WHO:

- demonstrate intellectual curiosity;
- are self-directed;
- integrate and apply what they learn to improve their own lives;
- understand the values of continuous learning;
- reflect on and evaluate their learning for the purposes of self improvement; and
- use a range of learning strategies and time management skills to enhance learning.

CHAPEL THEME SY2020-2021



BRENT SCHOOL



INTERNATIONAL SINCE 1909

The Brent Crest is set against the Anglican Communion Shield with the following symbols:

- Lion for Bravery and Courage
- Laurel Leaves for Knowledge and Learning
- Six Stars for: Loyalty, Integrity, Courtesy, Honesty, Sincerity, and Camaraderie

THE SCHOOL HISTORY IN BRIEF

Brent as a Christian boarding school was based on the example set by Rev. Endicott Peabody at Groton, Massachusetts and on the pioneering educational principles of Dr. Thomas Arnold of Rugby and Tring of Uppingham, England. Most Brentonians have never heard of either of these Victorian gentlemen or of their schools, and so it is necessary to give some explanation. For Bishop Brent and his role models, the development of character was of greater importance than the acquisition of grades, although scholarship as such was given a very high priority. This character development was conceived in an Episcopalian tradition that was essentially both Catholic in its attitudes and critical in its approach. This itself was based on a confident assumption that certain values were not only absolute in their rightness, but could and should be easily understood by the great majority of students and staff.



Charles Henry Brent, the school's founder, was born in Canada in 1862. After his ordination in the Anglican Church in Canada, he went to the United States and in 1901 was elected Missionary Bishop of the Philippines for the Protestant Episcopal Church. As the first Bishop of the Episcopal Church in the Philippines, he had a three-pronged mission to fulfill - Evangelism, Education, and Health - which resulted in the establishment of Episcopal churches, schools, and hospitals (such as the renowned St. Luke's Medical Centers in Metro Manila) from north to south in the Philippines.

Bishop Brent was a figure of international prominence, particularly as the pioneer of the Ecumenical Movement of Christian Unity with the attempt to reconcile all Christians of different traditions and denominations. He attended the World Missionary Conference in Edinburgh in 1901 and eventually became Presiding Officer of the 1st World Conference on Faith and Order held in Switzerland in 1927. As an advocate of high standards in education, Bishop Brent's dream for a Baguio School (later renamed Brent School) was to set up an educational institution modeled on the prestigious boarding schools found in the United States such as the Groton School. Brent School was established in 1909 (just when Baguio City also received its charter) primarily to provide for the educational needs of the families of American missionaries and military personnel in the country and in Baguio and its environs where there was a small foreign community of mining prospectors. In 1925, a girls' boarding home was added and Brent School then became the first coeducational day and boarding school in East Asia.

During World War II, from 1942 to 1945, the school was closed and a semblance of school life continued in the concentration camp known as Camp Holmes in La Trinidad. The Brent School campus consequently was converted by the Japanese Imperial Army into a hospital and a military officers' residential area.

The start of a new era in the school's history came with the reopening of Brent School in November 1947. By this time, student admission included Philippine nationals on the basis of their character and scholarship. This paved the way for Brent School's blossoming into an international school to serve both the foreign and local communities of Baguio City.



Years of growth followed with the transition from an American curriculum to the International Baccalaureate program in 1982, the construction of more buildings, a sports program shared with the City, a semestral theatrical production, and a student leadership and community development program among other ventures.

In 1984, as Brent celebrated its Jubilee Year (75th foundation year), a request from some parents of the international community in Manila led to the opening of a Brent School campus in Manila. Eventually more campuses were established elsewhere in the country totaling three campuses to date: Baguio, Manila, and Subic.

The earthquake of July 1990 led to a significant turn in Brent School's history. The loss of three school buildings, doldrums in the Philippine economy, and a decrease in enrolment due to the closure of the U.S. military base and the mines as well as the localization of church missions, a super typhoon, the Mt. Pinatubo eruption, and the continuing lahar flows from the volcano all posed threats to the continued existence of the school and to the foreign community in the country and in the city.

Brent School Baguio was not to be daunted. Immediate rebuilding and rehabilitation ensued to enable the school's opening a month later in August 1990. By November 1990, a school building was completed: Bridgers Hall which now holds the distinction of having been the very first building constructed and completed in Baguio after the earthquake - a testimony to Baguio's determination to rise from the ruins!

In 2001, the Philippine Historical Commission granted Brent School Baguio the distinction of being a National Historical Site - the second one to be recognized in the city.

In 2004, by a historical action of the Brent Schools' Inc. Board of Trustees, all three campuses then were aligned and consolidated to be under one Headmaster, Mr. Dick B. Robbins. In 2014, Mr. Robbins assumed the title of CEO/President of Brent Schools Inc. Headmasters were appointed to manage the day to day affairs at each campus.

Today, Brent School continues to still stand for sound scholarship and Christian ideals with a steadfast adherence to the high standards set by Bishop Charles Henry Brent. As an international school, we take pride in the variety of ethnic and cultural backgrounds that our students have.

SCHOOL GOVERNANCE

Brent Schools, Incorporated is a private, non-profit, non-stock corporation. The School has the exclusive and sole right, as recognized by its incorporation in 1954 (Brent School Inc.) and in 2001 (for Brent International School Baguio, Inc.) to determine all matters pertaining to its welfare as well as its direction.

Brent School is an Episcopal Church-related institution. Its international status was recognized in 1977 and was reaffirmed by Presidential Decree No. 2022 issued in January 1986. This recognition mandates that the School must be international in enrollment and teaching staff. The school is accredited as a college preparatory school by the Western Association of Schools and Colleges (WASC) and the Council of International Schools (CIS) thus providing Brent School with the opportunity to offer an accredited U.S. High School Diploma. Brent Baguio is authorized by the International Baccalaureate Organization (IBO), and it is also recognized by the Department of Education (DepEd), Philippines.



BOARD OF TRUSTEES

Brent Schools Incorporated is governed by a Board of Trustees who is charged with the broad direction of all Brent International Schools in the country, including Brent International School Manila and Brent International School Subic.

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

The Board of Trustees of Brent International School Baguio (BISB) Inc. concentrates on the general direction and control of the school as a whole. It appoints the Headmaster and delegates to him the administration and the carrying out of approved policies. This group is responsible to the Episcopal Church in the Philippines and the Brent Schools Inc. Board of Trustees.

The Board of Trustees is not directly approached as an established protocol. All matters affecting students, parents and employees should be brought to the attention of the Headmaster, or whoever else has been delegated by the Headmaster to deal with such matters.

CHAPTER 2 THE BOARDING PROGRAM



Boarding facilities are maintained for students who are at least 10 years old or in Grade 5. Acceptance to this boarding program is based on particular circumstances and availability of dorm space. Cameron Forbes Hall is the accommodation facility for the boarding students. Being a boarder at Brent is obviously not quite like one's home, but the dorm and the campus are made to be as homey as possible. On special occasions, a formal Sunday Compline service with candlelit dinner is shared with the campus resident family.

CHAPTER 3

THE ACADEMIC PROGRAM

Brent International School Baguio is a college-preparatory school. Our primary and essential goal is to prepare students to enter a college or university of their choice anywhere in the world.

ABC'S OF THE SCHOOL YEAR

The school year generally begins in August and ends on the last week of May. It is divided into two semesters with the first semester finishing before the two to three-week Christmas break. The school also takes a one-week break at Easter.

The calendar is published well in advance of the upcoming school year, and students are expected to attend classes from the first to the last day of our scheduled school year.

Extended School Year

If, due to political, natural or other causes, a significant number of school days are missed, the Board of Trustees may extend the school year.

School Days

The school day begins at 7:45 a.m. each day except on Thursdays when classes begin at 8:30 a.m. Thursday morning 7:45-8:20 a.m. is used for professional development for teachers and staff. Classes end at 2:45 p.m. from Monday through Friday, except for Thursdays when classes end at 2:30 p.m. Teachers hold Extra Help or remedial sessions for 30 minutes at the end of classes each day.

Parents are requested not to have their children at school more than fifteen minutes prior to the beginning of the school day nor more than 30 minutes after the end of classes unless the student is involved in a sport or a school-organized activity.

Students are encouraged to participate in after-school sports, and activities. Clubs run from 3:00pm to 4:00pm on designated days. Sports practices are from 3:15pm to 5:00pm on designated days.

Time for some activities is built into the school day, such as Lower School Assembly (Tuesdays) and Chapel (Wednesday for the Lower School; Tuesday for Middle and Upper School).

Special Schedules

From time to time, the school will follow a special schedule to allow for morning or afternoon events.

Daily Time Schedule

Class Schedule

DAY	LS-MS-US MONDAY	LS-MS-US TUESDAY	LS-MS-US WEDNESDAY	LS-MS-US THURSDAY	LS-MS-US FRIDAY
1 2	Homeroom 8:00-8:25 check in	Homeroom 8:00-8:25 check in	Report to Homeroom Assembly / Prayer and Reflection (rotation) 8:00-8:25	Professional Development for faculty/Late start for students- 7:30-8:25 No homeroom	Homeroom 8:00-8:25 check in
A E	8:30 - 9:40	8:30 - 9:40	8:30 - 9:40	8:30 - 9:40 Announcements and attendance check by first block teachers	8:30 - 9:40
<i>Off screen time/movem ent break</i>	9:40 - 10:00	9:40 - 10:00	9:40 - 10:00	9:40 - 10:00	9:40 - 10:00
B F	10:00 - 11:10	10:00 - 11:10	10:00 - 11:10	10:00 - 11:10	10:00 - 11:10
<i>Off screen time/movem ent break</i>	11:10 - 11:25	11:10 - 11:25	11:10 - 11:25	11:10 - 11:25	11:10 - 11:25
C G	11:25 - 12:35	11:25 - 12:35	11:25 - 12:35	11:25 - 12:35	11:25 - 12:35
<i>Lunch Off screen time/movem ent break</i>	12:35 - 1:15	12:35 - 1:15	12:35 - 1:15	12:35 - 1:15	12:35 - 1:15
D H	1:20 - 2:30	1:20 - 2:30	1:20 - 2:30	1:20 - 2:30	1:20 - 2:30
<i>Remedial Time</i>	2:30-3:00	2:30-3:00	2:30-3:00	2:30-3:00	2:30-3:00
3:05-3:45	Faculty collaboration time (committee meetings, vertical/horizo ntal teams)	Student Organizations/NH S, JCO, Stuco Parent check in time	Club Options 3:00-3:45 Parent check in time	Club Options 3:00-3:45 Parent check in time	Club Options 3:00-3:45 Parent check in time

ASSESSMENTS

At Brent, assessment is integrated into the daily classroom teaching. It is an ongoing process based on multiple sources of evidence including tests, observations, portfolios, interviews, performances, and projects designed to evaluate the degree of learning by students.

More details are placed in Chapter 4 under “Assessment Policy”.

Examinations (Semestral)

1. There are no formal semestral examinations in Lower School and Middle School. For Grades 4 to 8, there are summative assessments at the end of each unit.
2. For Upper School, most courses have a semestral exam. The two examinations occur in December and in May.
3. For Upper School, the December and May exams each contribute 10% toward the semester grades, with the final grade being an average of the two semesters.
4. For all IB students, the examination format is based on G11 and G12 IB guidelines. All Grade 12s write Mock or Trial Examinations in March/April in preparation for IB exams in early May. The Trial Examinations also function as the final exams for all IB diploma seniors toward their Brent Grade.

ASSIGNMENT NOTEBOOK (For Lower School; optional for Grades 6-12)

Parents should make a daily check of the student’s assignment notebook where the assignments for the day are recorded by the students. Further, it is important that the parents sign, indicating that they are aware of the work expected at home. Lower School assignment notebooks are used for our daily school-home communication.

Middle School and Upper School faculty set up Google Classroom accounts for all classes where parents are invited to sign-in and view class updates and assignments.

STANDARDIZED TESTS

The Measures of Academic Progress (MAP)

The Measures of Academic Progress is a computerized adaptive assessment. The test will be administered at the beginning and at the end of the school year. It is designed to measure a student’s academic performance in Mathematics, Reading and Language Usage.

Administration and Results

- With the teachers acting as proctors, the testing will be conducted in the computer labs of the school. Students may take only one subject-test a day.
- The Guidance and Testing Office is in-charge of coordinating the administration of the test.
- Test results of each student are issued to parents each semester.

The Maculaitis Assessment of Competencies II (MAC II)

The MAC II is a comprehensive assessment of English language proficiency, appropriate for non-native speakers of English. The MAC II is administered to students during admissions and as a regular mid and end of the year levelling test for ESL students from Grades 2-10.

COLLEGE RELATED TESTS

SAT and ACT

Brent Baguio is a test center for the SAT and ACT. Students can register through the following websites to be able to take the test at our campus:

SAT- www.collegeboard.org

Test Center No. 74810

High School Code: 705120

ACT-www.actstudent.org

Test Center No. 867460

Preliminary Scholastic Aptitude Test (PSAT)

For exposure and practice in testing and in preparation for the SAT test, all Grade 11 students are administered the PSAT Tests. Grade 10 students are strongly encouraged to take this test as well. Administration takes place sometime in October of every school year.

The Guidance Office can assist and provide information to students applying to take Philippine universities' admission tests (eg. UPCAT for UP, ACET for Ateneo de Manila) and the Test of English as a Foreign Language (TOEFL).

YEAR-END PROMOTION

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

ACADEMIC DISCIPLINE

Academic Warning

After each quarterly grade report, students who have earned one "F" or two "D" grades, will be issued an Academic Warning by the Principal's Office. Athletic and activity privileges may be modified or reduced until improvements have been made. Remedial measures such as special after-school classes, tutoring, etc., will be recommended with the assistance of the Guidance Counselor. All newly

enrolled students are on the Academic Warning list during the first semester of study.

Academic Probation

Students on academic warning for two consecutive quarters, or students who have earned two or more “F” grades, one “F” and two “D” grades, or three or more “D” grades at the end of the semester will be placed on Academic Probation. A student on Academic Probation who does not show significant improvement by the end of the semester will likely be asked to withdraw from the school. The student’s social behavior and general attitude will play a major part in a decision for withdrawal or dismissal. Athletic and activity privileges may be suspended until improvements have been made.

Year-End Conditional Promotion

Students who have earned one “F” and one “D” in any subject may be promoted to the next grade. Summer tutorials, or enrolling in an on-line course may be recommended. In addition, students must demonstrate significant improvement in all academic areas previously showing weakness.

Year End Withdrawal/Retention

A student who receives at least two final grades of “F” in core subjects by the end of the year may be asked to withdraw from the School or repeat the grade. The student’s social behavior and general attitude will play a major part in a decision on the withdrawal/retention of a student.

ACADEMIC SUPPORT

After-school Remedials

The Faculty are available for half an hour immediately after school for assistance to students.

Weekly remedials are mandatory for students on the Extra Help Program (EHP). Remedials are strongly recommended and may be required for students who have ongoing problems with homework completion.

Tutoring

Prior to engaging the services of a private tutor, parents should consult with the regular classroom teacher and the Guidance Counselor. If the need for a tutor is established, the School may assist in contacting tutors. As a matter of school policy, teachers may not tutor students who are in their own subject-classes. In addition, no faculty member may hold tutoring sessions for remuneration prior to the end of the faculty work day at 3:30pm nor may school facilities be used unless authorized.

Boarders may receive tutorials in the Dorm, and resident children in their own apartments.

Applied instrumental music classes, school administered review classes, and LSS support tutorial sessions are outside this policy.

Extra Help Program (EHP)

All students in grades 6-12 who receive two marks in the D-F grade range on a Progress Report or a Report Card will be placed in the Extra Help Program.

Extra Help Program students will attend mandatory weekly remedial sessions in the subjects where their grades are deficient, with attendance and progress monitored by school administrators on a weekly basis.

For GPA, IB Grade descriptors, LS Grading System, Progress Reports and Parent -Teacher Conferences, please go to Chapter 4, Assessment Policy, pages 51-53.

ACADEMIC REQUIREMENTS

CREDIT

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 (ICT Computer Studies, Art, Music and Religious Studies).

No grade or course credit may be given for a student who has been absent for at least 27 days in a school year. Considerations such as make-up work on classes are only given for unavoidable legitimate absences.

No credit is given for final grades of F (Failure), WD (Withdrawn), Inc. (Incomplete), ID (Insufficient Data) and ND (No Data).

Students in the ESL program receive credit where they follow a parallel track to the mainstream curriculum.

GRADUATION REQUIREMENTS

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

English/Language Arts	4
Mathematics	4
Social Science	4
Science	4
Modern Languages	4 credits
Physical Education	1(2 semesters)
Theory of Knowledge	1(2 semesters)
Electives	<u>2 credits</u>
	24

In addition to the above units or credits, students are also required to take an additional year of Physical Education, 2 semesters each of Computer Studies, Art, Music, and Religious Studies, completion of an Extended Essay in Grade 12, and completion of the Creativity, Activity, and Service (CAS) program.

Exceptions to the above equivalents can be reviewed by the Headmaster.

GRADUATION – DIPLOMAS AWARDED

Brent Diploma

The Brent Diploma is awarded to all students who fulfill the graduation requirements outlined previously.

Brent Honors Diploma

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

Certificate of Completion

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

Delayed Graduation

Grade 12 students who, at the time of graduation, have not fulfilled all their obligations (other than academic) to the School will not be able to graduate although they may participate in the graduation ceremonies. They will officially graduate upon fulfillment of all their obligations.

Brent International School Baguio does not allow students to graduate before or during their Grade 12 year.



INTERNATIONAL BACCALAUREATE (IB) PROGRAM

In Grades 11 & 12, Brent follows a program based on the curriculum of the International Baccalaureate Organization.

The International Baccalaureate Diploma Program aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect (mission - International Baccalaureate)

All students are required to study the curriculum of the IB Diploma Program (IBDP) which is integrated in all gr. 11 and 12 classes. In practice, they fall into three unique pathways:

BRENT BAGUIO JUNIOR & SENIOR (GR. 11 & 12) ACADEMIC PATHWAYS

Pathway	Description
FULL PROGRAM	Those pursuing the Brent Diploma and IB Diploma The IB diploma requires students to take 3 subjects at Higher Level (HL) and 3 subjects at Standard Level (SL). Students must also complete the core program of Theory of Knowledge (TOK), CAS (Creativity, Activity and Service) and the EE (Extended Essay) at the IB level. A strong passing grade at Higher level normally gains credits toward North American College courses.
BRENT DIPLOMA & IB CERTIFICATE	Those taking the Brent Diploma and some IB examinations to gain individual IB Certificates. Students may opt not to take the IB diploma but rather take some courses for IB courses, at HL or SL level, while they pursue the Brent Diploma. For example, a student might take English A1 at the HL level and Biology at the SL while taking credit level courses in his remaining subjects. If successful in these HL or SL subjects, they will be awarded the IB certificate
BRENT DIPLOMA	Those taking the Brent Diploma, where they follow IB courses but without the IB exams.

Guidelines for students of ALL PATHWAYS:

- The Brent Diploma is awarded to IB diploma students and to all students who fulfill the graduation requirements outlined in this Student-Parent Handbook.
- All Brent students from each pathway must complete the core program of
 1. Theory of Knowledge (TOK),
 2. Creativity, Activity and Service (CAS)
 3. Extended Essay (EE)

Note: Students pursuing the Brent Diploma only (non-IB Diploma students) now

have the option of taking one or more of these courses for an IB certificate.



Understanding the mark breakdown of the IB Diploma (Full Program Pathway)

For every IB candidate, they will be enrolled in 6 subject groups, of which each subject has 7 points total available for credit upon successful completion of their internal assessments and final examinations in May of their senior year. The Core elements (EE, TOK, and CAS) must be met for successful awarding of the IB Diploma and in total 3 points are available within the core. This amounts to a total of 45 points total available in the DP program as a whole. In the Full Diploma Pathway or IB Certificate Pathway for Creativity, Activity, and Service (CAS) is on a pass/fail basis.

See the matrix to see scoring guidelines for the three points available in the Extended Essay and Theory of Knowledge.

Theory of knowledge						
The Extended Essay		A Excellent	B Good	C Satisfactory	D Mediocre	E Elementary
	A Excellent	3	3	2	1	0 Failing condition
	B Good	3	2	1	1	0 Failing condition
	C Satisfactory	2	1	1	0	0 Failing condition
	D Mediocre	1	1	0	0	0 Failing condition
	E Elementary	1 Failing condition	0 Failing condition	0 Failing condition	0 Failing condition	0 Fail

Understanding the Core elements of the IB Diploma (Full Program)	
Theory of Knowledge (TOK)	Theory of Knowledge is a semester-long course in both Grade 11 and 12 and provides an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

Extended Essay (EE)	The Extended Essay It is an independent, self-directed piece of research, finishing with a 4,000-word paper. Practical research is required by grade 11 and completion in the first semester of senior year. Students choose a topic of interest to them.
Creativity, Activity, and Service (CAS)	It helps students identify their own strengths and areas of growth and plan their development towards a set of learning outcomes while doing creative, active and service-oriented experiences. The IBDP introduces this as the component that most contributes to the IB's mission to create a more peaceful and better world through requiring collaborative activities that promote respect and understanding amidst diversity.

DROPPING, ADDING OR CHANGING OF IB COURSES

Student Initiated Changes

It is expected that all course changes take place within the first three weeks of Grade 11. In order to change a course, students will need to discuss the ramifications of such a change with their parents, the Guidance Counselor, the International Baccalaureate Coordinator, the teacher whose class they wish to drop, as well as the teacher into whose class they wish to enroll.

Teacher Initiated Changes

After the mid-term progress report time, teachers may initiate discussion on a course change for those students whom they feel are inappropriately placed.

INTERNAL ASSESSMENT DEADLINE POLICY

(also included in Brent Assessments chapter)

Meeting deadlines is an important key to success in IB/Brent courses, whether it is a first, or final draft. Subject teachers will communicate deadlines to students well in advance. Should a deadline be missed, the subject teacher will notify the IB Coordinator. To facilitate a manageable spread of internal summative assessments for Brent and IB diploma students, the following deadlines will be implemented:

a. **Draft Deadlines** are an opportunity for the student to get feedback on their work-in-progress. Failure to submit a draft on the draft deadline may result in no feedback being given by the teacher prior to the final deadline. Teachers may give orange slips/detention based on agreed measures between teacher and student. Parents will be notified. Draft deadlines will be set at least two weeks prior to final deadlines. This deadline is set by the teacher or Head of Department.

b. **Final Deadlines** are the day when a teacher expects to have a final copy of the

work for assessment. Failure to submit work by the final deadline will result in the student being given a detention. Teachers will be providing a grace period of one week extension for the student to submit the work from the final deadline. The expectation is that whatever work the teacher has received by the end of this grace period date is what will be graded for the Brent grade and for submission to the IB. Failure to submit a final, authentic piece prior to a final deadline will result in a mark of "N" being awarded for the component. As a result, credit will not be granted for the course, and the IB Diploma will not be awarded. This deadline is set by the teacher or Head of Department.

There are legitimate circumstances in which a student may be at risk of missing a submission deadline, for reasons outside their control (e.g. major illness, bereavement, etc.). In these cases, it is the responsibility of the student (or parent, if the student is unable) to communicate directly with the IB Coordinator. The coordinator, in cooperation with the student and the teacher, will prepare a written contract (to be signed by the student and their parents) outlining any changes made to the submission deadline for that student).

Failing Conditions of the IB Diploma - Full Program pathway

The International Baccalaureate Diploma Program is an academically challenging and balanced curriculum of education that prepares students for success at university and life beyond. We set high expectations for all of our students at Brent and work hard to set a balanced schedule for students in their junior and senior years to meet deadlines and achieve excellence in their academic performance.

It is important that both parents and students alike are aware of the rigours of the DP program, and understand that if the below conditions occur, students will not be successful candidates in the Diploma Program.

1.	CAS requirements have not been met.
2.	Candidates total points are fewer than 24/45
3.	An "N" has been given for Theory of Knowledge, the Extended Essay, or for a contributing subject (for example, as a result of academic honesty)
4.	A grade E has been awarded for one of both of Theory of Knowledge & the Extended Essay
5.	There is a grade of IB1 in any subject/level
6.	There has been an IB2 awarded three or more times (HL or SL).
7.	There has been an IB3 or below awarded four or more times (HL or SL).
8.	The candidate has gained fewer than 12 points on HL subjects (for candidates who register four HL subjects, the three highest grades count).
9.	Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

IB ADMISSIONS POLICY: IB SUBJECT target grade criteria FOR STUDENTS ENTERING GRADE 11

To enter IB subjects at the Gr. 11 level, students must satisfy the target grade criteria for that IB subject. Students who miss out on meeting the target grade criteria for the IB Diploma must make an appointment with the IB Coordinator and

the subject teachers concerned to discuss their course of study. Such students may be given a probationary period of study in a course or courses at the discretion of the IB Coordinator.

IB SUBJECT target grade criteria FOR STUDENTS ENTERING GRADE 11

IB ENGLISH A1	Average grade of B+ in grade 10 English A
IB ENGLISH B	Average grade of B in grade 10 English B.
IB FILIPINO	Average grade of B in grade 10 Filipino
IB CHINESE Ab Initio/B	Average grade of B in grade 10 Chinese For B, this is upon the Chinese teacher's recommendation
IB KOREAN	Some background in the language – to be discussed in interview w/ Teacher & IB Coordinator
IB BUSINESS MANAGEMENT	SL = Average grade of B in grade 10 English HL = SL requirement and Average grade of B in grade 10 Math Standard
IB HISTORY	SL = Average grade of B+ in grade 10 History & English HL = Average grade of B+ in grade 10 History & English
IB BIOLOGY	HL= Average grade of B+ in grade 10 Science SL = Average grade of B in grade 10 Science Average grade in grade 9 Biology will also be considered
IB CHEMISTRY	Average grade of B in grade 10 Science and Math
IB PHYSICS	Average grade of B in grade 10 Science. Average grade of B- in grade 10 Math Advanced or average grade of A- in Math Standard
IB Mathematics: Applications and interpretation (HL/SL/Credit)	HL = Average grade of A- in grade 10 Math Advanced or average grade of A in Math Standard

IB Mathematics: Analysis and approaches (HL/SL/Credit)	HL = Average grade of A in grade 10 Math Advanced or average grade of A+ in Math Standard
IB ART	Average grade of B in grade 10 Art
IB ECONOMICS	SL = Average grade of B in grade 10 English & Social Sciences. HL= SL requisite and
IB THEATRE	Average grade of B in grade 10 English. Recommendation of English teacher.

Notes:

- Average grade means average over the entire school year (grade 10).
 - Entry to the IB Diploma Program requires that students meet the subject's target grade criteria listed above as well as maintaining a 3 or 4 Citizenship mark throughout grade 10.
 - Students who miss out on meeting the target grade criteria for the IB Diploma must make an appointment with the IB Coordinator and the subject teachers concerned to discuss their course of study. Such students may be given a probationary period of study in a course or courses at the discretion of the IB Coordinator.
 - Unless recommended otherwise by the Modern Languages Head of Department (HOD), students who have been attending the English A class since grade 10 are to take English A Language and Literature.
 - Any deviation from these target grade criteria is subject to the approval of administration.
- o **Principal - Dr. Celeste Coronado**
 - o **IB Coordinator / Social Sciences HoD - Mr. Jeremy Power**
 - o **Modern Languages HOD- Mrs. Marjory Alcantara**
 - o **Science HOD- Mr. Paul Engler**
 - o **Math HOD- Ms. Arriane Pangsiw**
 - o **Arts HOD- Dr. Geverylyn Sacley**

THE GUIDANCE AND COUNSELING PROGRAM AT BISB

BISB has one full-time Guidance Counselor in-charge of developing and implementing a comprehensive guidance program.

Below are the guiding principles of the Guidance and Counseling program at BISB:

- All students have dignity and worth
- All students have strengths and have the capacity for growth, therefore they are capable of success.
- Each child is unique in the way they learn and in the way they deal with social and emotional challenges, therefore they need varying instructional approaches and levels of support that best meet their needs in order to flourish.
- Guidance programs and services need to develop the whole person and must be developmentally appropriate.

We endeavour to:

- Deliver programs that are aligned with the mission of the school and geared towards supporting our students to reach the expected school-wide learning outcomes.
- Put our students' wellbeing first and act as an advocate for them
- Make program decisions that are data-driven which should be regularly evaluated to ensure that it meets the needs of the students
- Work together with other people in the community such as teachers, families, staff, and other personnel to ensure that the guidance services are effectively delivered to the students and their families

THE GUIDANCE AND COUNSELING SERVICES

A. GROUP GUIDANCE

I. Social and Emotional Learning (SEL) Program

SEL sessions are held from Grade PK-10 using the program Strong Kids/Strong Teens and Second Step. In these sessions, various activities are facilitated that target the following competencies: self-awareness, self-management, social awareness, responsible decision making, and relationship skills.

II. College Preparation Workshops

College preparation workshops begin in Grade 9 until Grade 12. The students are introduced to the school's college application platform Maialearning.com where most of the workshop activities can be found and student college preparation can be tracked by student, parents and counselor. The topics encourage students to look at where they are at the moment and what they can do at present in order to prepare for the future. Depending on the grade level, activities may include taking assessments that help students identify their personality, abilities and interests and how results in these connect with college planning, discussing post-secondary plans with their parents and guardians and encoding these plans, researching on best fit colleges and majors, identifying possible recommenders, mentors and sources of support, taking college admission tests, writing college essays, resume writing, completing a college application form, and applying for financial aid and scholarships. Life skills topics such as time management and stress management are also being covered.

III. Homeroom Life Skills Activities

The Guidance Office also works closely with the Principal, IB Coordinator and Homeroom Teachers to facilitate Life Skills Retreats (Grade 11 and 12) and classroom guidance topics as needed (eg. bullying, friendship, puberty, health etc.) in the different grade levels.

B. INDIVIDUAL STUDENT PLANNING

The Guidance Counselor meets with students individually to discuss academic performance, test results (SAT, PSAT, MAP, Interest Test etc.), college plans, and other academic, behavioural, college related issues and work together with the student and their parents on planning for improvement and growth towards identified goals.

C. COUNSELING

The Guidance Counselor is qualified to conduct short-term individual and group counseling services for all students. Counseling can be availed by setting an appointment with the Admission Secretary or through contacting the Counselor di-

rectly. In cases of emergency, the Counselor shall do her best to accommodate the student as soon as possible. For cases that are beyond the Counselor's capability and qualification, referral to external specialists may be done.

D. TESTING

SAT and ACT

BISB is a test centre for the SAT, ACT and PSAT. Registration and payment for these tests are done online. Interested students may visit the following websites to register www.collegeboard.org (SAT) and www.act.org (ACT) and choose BISB's test centre codes:

SAT - 74810

ACT - 867460

PSAT

All Grade 11 and interested Grade 10 students take the PSAT in the month of October as part of their preparation for the actual SAT. Results become available to students online sometime in December.

Measures of Academic Progress (MAP)

The Guidance Office is also in-charge of administering the Measures of Academic Progress (MAP) which is the school-wide achievement test taken by Grade 3 to 10. This computer-based, adaptive test is given twice a year, at the beginning and towards the end of the school year to determine the achievement test growth of the students.

LSS Guidelines:

1. During admissions, prospective students with special learning needs submit necessary documents (eg. Evaluations, IEPs etc.) that will allow the admissions committee to evaluate if the educational needs of these students can be met by the school.
2. For current students, teachers and parents may refer students with observed learning difficulties to the Guidance Office by completing a Referral Form.
3. The Guidance Office work together with parents and teachers to develop an appropriate Student Support Plan that is reviewed at the end of every semester.
4. The Guidance Office provides access to and develops partnerships with external specialists to identify, assess and support students with special learning needs

F. SYSTEM SUPPORT

The Guidance Office is highly involved in the Admissions Committee, Pastoral Committee, Child Protection Committee, and Health and Safety Committee.

To set an appointment you may reach the Guidance Counselor at abigail.quizon@brentbaguio.edu.ph or visit the Guidance Office located at the Binsted Hall.

SPECIAL PROGRAMS

The English as a Second Language (ESL) Support Program

Brent International School Baguio offers specialist programs for non-native English speakers. The main goal is to ensure that students learn to speak, read, and write English clearly, allowing them eventually to participate in the IB program. Further details can be obtained from the ESL Department Head, the BISB website, and the Language Policy in Chapter 4.

CHAPTER 4 SCHOOL POLICIES

ACADEMIC HONESTY POLICY (revised March 2018)

Introduction

Brent International School Baguio 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 integrity and humility must underlie these ethical and moral standards and provide the foundation for proper conduct and accountability (All Saints Episcopal School). The school believes that all members of the community need to understand the role and responsibility of research and citation skills in using, sharing and creating knowledge.

Definition

1. 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
 - Paraphrasing-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
2. 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).
3. 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).
4. Cheating is defined as giving or receiving any assistance on any assignment, quiz or test, regard-less of intent. Allowing a fellow student to copy work is a form of cheating.
5. Lying is any misrepresentation of the truth or failure to state the truth, with the intent to deceive.
6. Academic misconduct is defined as “behaviour (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. Behaviour that may disadvantage another student is also regarded as academic misconduct” (Academic Honesty in the Diploma Programme).

Classroom Context and Public Property

Examples of public property are ideas generated together as a class or in group discussions. These are ideas that students have had a part in creating, and they were presented in a public forum for students to use. These are different from private property such as published websites, essay, or books—students had no part in creating these ideas. When students take public property and form it into their own words and thoughts, then it becomes their intellectual property (Rutgers).

IB Guidelines

In addition, as a school offering the International Baccalaureate Diploma Programme, the school recognizes and adheres to the following as defined by the International Baccalaureate (Academic Honesty in the Diploma Programme); (The Responsibilities of IB World Schools):

- Misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate).
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).
- Maladministration is an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of the assessment or completion of the examination.

Measures Provided

The school provides Academic Honesty Workshops annually so that faculty and students are clear on the expected behaviours and format for Brent assignments. Students will also sign an Academic Honesty Statement each year following the workshop to ensure that they understand the expectations and commit to following them.

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

The following are also provided:

1. Sessions on teacher orientation days regarding current academic honesty practices, MLA format re-view, and Turnitin.com by the Modern Languages department.
2. Academic Honesty information sessions at the beginning of the school year for students and parents wherein students and parents sign an Academic Honesty Statement. Copies will be given to parents and students. A file copy will also be kept at the Principal's Office:
 - Grade 6-8
 - Grade 9-10
 - Grade 11-12
3. Resource booklets will provide age appropriate guidance for middle and upper school students on the following (Academic Honesty in the IB Diploma Programme) which will be made available digitally and in classrooms.
 - expected behaviours and values
 - when and what to cite (MLA)
 - examples of good referencing vs poor referencing
 - good exam practice vs unacceptable practice
 - consequences
 - tips
 - FAQs
4. MLA format and citation guide posters at the library.
5. Library resources such as the MLA book and research videos.

6. Candidate Declaration Form for major summative assessments with a research component for Grade 11 and 12 students.
7. New students (entering after the beginning of the school year), will be given an overview of this policy by the Principal.

Grade Level Expectation

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 re-search and citation expectations in their formative assessments and summative assessment rubrics. The following are the expectations per grade level.

Level	Expectation
Grade 6	• Understanding the format of a research paper (5 paragraph). • Find research sources and cite them in the paper/presentation (doesn't have to be perfect MLA). • Include a bibliography page in alphabetical order. • Note any website from which a picture is borrowed (link/url).
Grade 7	• Practice quoting, summarizing, and paraphrasing ideas with in text citation. • Include a bibliography page in alphabetical order. • Note any website from which a picture is borrowed.
Grade 8	• Practice quoting, summarizing, and paraphrasing ideas with in text citation. • Keep organized research notes. • Include a work cited page. • Note any website from which a picture is borrowed. • Start to study the difference between credible and non-credible sources.
Grade 9	• Practice quoting, summarizing, and paraphrasing ideas with in text citation. • Keep organized research notes. • Include a work cited page. • Follow MLA format when using pictures/clip art. • Follow MLA format for personal information and page numbers. • Know how to identify valid sources.
Grade 10	• Use quotes, summaries, and paraphrase sources with in text citation. • Keep organized research notes. • Locate valid sources for research. • Include a work cited page. • Follow MLA format when using pictures/clip art. • Follow MLA format for first page personal information and page numbers.
Grade 11 & 12	• All assignments should follow full MLA format, including personal information, page numbers, in text citation, work cited pages, spacing, and headings.

*Those in bold font are new skills introduced at that grade level.

School Responsibilities

(Garza); (The Responsibilities of IB World Schools):

For the implementation of this policy in the classrooms and within the community, the school, through its headmaster/principal will:

- Provide teachers and related staff with training sessions.
- Ensure that teachers, students, parents, legal guardians are informed of this policy and the consequences of being in breach of academic honesty via academic honesty information sessions by the Modern Languages Department HOD.
- Communicate and provide access to this policy and its resources to the Brent community.
- Ensure that posters are in the library and the MLA booklet are online and in the library and other key areas.
- In collaboration with the Academic Honesty Committee, provide a resource booklet for research and citation, scenarios, exemplars and a standard list of academic honesty expectations that teachers can use in their course outlines. Administration will provide teachers with the standardized expectations per grade level that are to be included in course outlines.
- Provide an Academic Honesty continuum that teachers can use to build rubrics across all subjects and grade levels.
- Require students and parents to sign the Academic Honesty Statement yearly.
- Ensure the periodic review of this policy every two years.
- Ensure that all IB policies, rules, regulations and guidelines are consistently applied.
- Ensure departments review Turnitin.com protocols.
- The school is responsible to include any reported incidents of academic misconduct when asked for the purposes of applying to other educational institutions.

For the IB programme, the school, through its IB coordinator/Assistant IB Coordinator will:

- Ensure the alignment of this policy with the IB practice and expectations.
- Ensure that all stakeholders: parents, guardians, students and teachers are aware of IB requirements concerning academic honesty.
- Plan and agree with IB teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Ensure parents, guardians, students and invigilators are provided with relevant information about examination regulations.
- Ensure that research resources and academic honesty guidelines are updated and accessible by teachers, parents, guardians, and students.
- Ensure that information sessions on academic honesty are provided for teachers, parents, guardians and students with hands on learning.
- Work with the EE coordinator on reinforcing research and citation skills before the beginning of Grade 11.
- Identify, declare and avoid any apparent or actual conflict of interest.
- Report suspected instances of maladministration or student academic misconduct.

Teacher Responsibilities

Each teacher is expected to model subject specific expectations for every unit involving research (Garza); (The Responsibilities of IB World Schools):

- Practice academic honesty in the classroom and point out good practice

used. Be a role model - making sure all shared materials (handouts, presentations etc.) are correctly referenced.

- Have students produce enough written work in class, with appropriate guidance, to determine ability in writing.
- Provide in-class writing sessions to support and ascertain student work. Be vigilant about writing that looks significantly different than what is being produced in class. Have a copy of a significant piece of in-class writing from each student for PTC discussion and as a gauge of ability should suspicions arise. For research papers, teachers are to plan in class writing sessions where students work through the writing process. Have clear goals for these sessions with work that must be completed and submitted in class to demonstrate compliance with the process.
- Mention expectations regarding Academic Honesty in all BISB Course Outlines that is the direct guidelines to be included in course syllabi provided by administration.
- Discuss this policy in their class at the beginning of a course and discuss academic and ethical reasons for not using the work of other people without proper attribution.
- Devote time to teach and practice these skills for their subject specific assessments – making them “second nature” and providing guidance to candidates on how to correctly cite the sources they have consulted.
- Be vigilant about looking for plagiarism and explain the consequences and penalties as set out by this policy.
- Discuss the benefits of submitting assignments that are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct.
- Ensure the consistent use of grade level MLA expectations from the continuum.
- For subject specific research papers, IB teachers may have students use other formats like Chicago or Turabian, but the IB teacher is responsible for teaching these formats and for ensuring consistency in the student's paper.
- Report any incident related to cheating, academic dishonesty or malpractice.
- Respond to academic misconduct when it occurs.
- When in doubt of academic honesty, teachers may (Garza):
 - Interview with the students to quiz their knowledge on the submitted piece.
 - Cross-reference the sources provided in the bibliography with the content in the body of work.
 - Compare writing styles against other pieces of student's in class work.
 - Report and submit incident reports as soon as possible.

IB Teachers

- Acknowledge and support academic integrity as a core IB principle.
- Fully comply with IB policies, procedures and subject guidelines.
- Identify, declare and avoid any apparent or actual conflict of interest.
- Analyze all IB subject guidelines to support students' understanding of the IB's assessment criteria.
- Read and give advice to students only on the number of drafts as specified in the relevant subject guide, providing oral or written advice on how the work could be improved, but not editing the draft.
- Ascertain the authenticity of the student work that is produced without unfair assistance.
- Ensure that students have submitted the Candidate Declaration Form for all IB assessments.
- Make consistent use of turnitin.com for all substantial pieces of written work/ assignments to provide documented evidence of plagiarism.

Student Responsibilities

(Garza):

- Read, understand and sign the Academic Honesty Statement after having been given a session on academic honesty.
- Follow the school expectations of academic honesty in all assessments.
- When writing assignments, note any time someone else's idea is quoted, paraphrased, or summarized.
- Include all relevant citations in a work-cited page to accompany the assignment.
- Keep aware of the different forms of academic misconduct as communicated by the school.
- Follow school expectations of conducting research, acknowledging sources as outlined in the resource booklet.
- Keep organized research notes.
- Be knowledgeable of the consequences given by the school and that of IB regulations.
- Be responsible and honest with all class work.
- When work is done at home or with a tutor, ensure that any submission of that work is your own, and not the words or ideas of your tutor.
- When completing any type of work in class, you are not using any websites, textbooks, or notes unless you have the express permission of your teacher to do so.
- Report any incident related to cheating, academic dishonesty or malpractice.
- For IB students: comply, sign and submit the candidate declaration form for every IB assessment.

Parent Responsibilities

(Academic Honesty in the Diploma Programme):

- Read, understand and sign the Academic Honesty Statement.
- Be knowledgeable of the consequences given by the school and that of IB regulations.
- Encourage your student to practice academic honesty.
- Encourage your student to help cultivate a culture of academic honesty at their school.
- Be encouraged to attend the appropriate Academic Honesty session with your student.
- Provide support with the scheduling of their work, as they may have many assignments to complete.
- Establish a good level of communication with the school so that you understand the requirements and what is expected of students.
- Encourage your student to ask their teacher for advice if they are having difficulty with their work.
 - Ensure that tutors employed
 - Do not edit student work.
 - Do not give ideas to answer the questions.
 - Do not create thesis statements or outlines for students.
 - Do not restructure sentences or whole essays for students.
 - Do not do the work of analysis, interpretation or revision for a student.

Determination of Plagiarism

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 students' own (including tutors' writing or ideas).

Procedures and Consequences

It is important for the Guidance Counselors to know about violations of our Academic Honesty Policy and to keep a confidential file of those events. It is also important that the school 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.

While the initial teacher-student discussion remains the most important resolution and teaching opportunity, the following procedures have 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.

1. Confidentiality and protecting the name and reputation of the student must be maintained throughout.
2. Teacher should call a meeting(s) with the student to determine if Academic Dishonesty has occurred, and to review evidence of misconduct.
3. The teacher is required to fill out an Academic Honesty Incident Report and submit it to the Principal and copy furnish the Guidance Office (you may submit the Incident Report electronically if you wish).
4. The original copy of the submitted work in question (test, quiz or other work) must also be submitted.
5. The Guidance Counselor will keep a record of 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. The Principal will call the parent and explain the offense and let the parent know of the consequence of first and later occurrences.
7. (a) The consequence for lying or cheating will be a detention and the opportunity to redo an alternate assessment (in the case of cheating). In the case of a final exam, a zero will be given. (b) The consequence for the first offense of plagiarism will depend on whether the incident is deemed to be intentional plagiarism or technical plagiarism.

Technical Plagiarism Offense: Evidence of technical plagiarism will result in a deduction of points – the number of points to be determined by the teacher, based on the severity of the occurrence.

Intentional Plagiarism Offense: A first incident in the MS/US grade levels where intentional plagiarism is determined will result in the student receiving a zero with the opportunity to re-do the assignment with a substantial reduction in the top mark that can be achieved (top mark can be no more than a C). The National Honor Society advisors (if applicable) will be informed of the incident. The stu-

dent will also receive detention.

A second incident in the MS/US grade levels where intentional plagiarism is determined will result in the student receiving a zero for the assignment. The student will serve social probation and be given a reflection writing to complete. A parent conference will be called by the principal and a letter will be sent home regarding the offense. The homeroom teacher, school counselor, Student Council supervisors (if applicable) and National Honor Society advisors (if applicable) will all be informed of the incident.

A third offense will result in another mark of zero for the assignment and an In-School Suspension (ISS). A parent conference will be called by the principal and a letter will be sent home regarding the offense. The homeroom teacher, school counselor, Student Council supervisors and National Honor Society advisors will all be informed of the incident.

Further incidents of intentional plagiarism will result in more severe sanctions, which may include removal from the IB Program.

If the incident occurs on an assessment for submission to the IB, the student will be allowed one chance to resubmit the redone work; however, a zero will be awarded for the Brent assignment grade. The IB Coordinator will be informed.

Rights of the Student

In cases where Academic Dishonesty is suspected, students have the right to be treated with confidentiality, to explain their version of events, and to appeal any final decision for review by administration.

Common Plagiarism Scenarios

(Rutgers Academic Integrity Policy)

- You have received a D and an F on your last two assignments. In desperation to save your grade, you have someone else write a paper for you.
- As you type your paper, you copy and paste from sources you have used to research. But in your haste to finish the assignment, you forget to put quotation marks and a citation for one of the sources you borrowed from.
- While working with your tutor at home, you speak about ideas you have for one of your assignments. The tutor, using your ideas, proceeds to use her words to express the ideas. The work is yours, but not the language.
- You have finished your paper and have asked a friend to help you peer review. Your friend edits out your errors for you and changes a few sentences that could have been clearer.
- You have inserted a photo you found using Google search. In your works cited page, you have copied and pasted the URL for your Google Search instead of finding the original website.

This policy can likewise be viewed on the school's website. This policy is reviewed every two years.

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ASSESSMENT POLICY (revised May 2018)

Introduction

Brent International School Baguio highly supports formative and summative assessments in educating and promoting improvement in performance in all subject areas.

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

Assessment is a process that involves the establishment and validation of goals, content, and skills. It functions as:

1. an attainment of educational goals and objectives
2. a platform for feedback
3. an opportunity for data gathering for recording and reporting to students, parents, and stakeholders

Assessment data, formative and summative are made available to students and parents online via the BASIS system.

Assessment Philosophy

Brent International School Baguio adheres to the following:

1. Assessments, although used to record student achievement, emphasize the development of student learning.
2. Assessments, as part of instruction, are labeled formative assessments, which are used to impart content and skills and to check understanding in the course of study. There are not graded but are recorded on BASIS.
3. Assessments, as part of measuring, are labeled summative assessments, which are used to test the aptitude of knowledge and skills of the students. Summative assessments may be in the form of unit tests, written production, oral production, performances, and projects. These are graded work.
4. Assessments provide the students the opportunity to receive immediate

feedback.

5. Assessments are reasonable and measurable, within the boundaries of the established goals; therefore, assessments verify the validity of student learning.
6. Assessment criteria and expectations by which students will be measured are not ambiguous, but are explained and made accessible by the teacher.
7. Assessments are used for data recording and reporting, which follows a set of specific and institutional standards.

The Assessment Practices

Brent International School Baguio upholds academic standards that set student achievement as the goals of learning and teaching practices, and the benchmarks allow for achievement to be measured and reported. Brent considers academic achievement to include subject-specific content, thinking and reasoning skills, and general communication skills (Marzano, 2000). Student achievement, therefore, is the amount of subject-specific content students learn, the extent to which students demonstrate thinking and reasoning skills at an appropriate level, and student ability to communicate effectively the content and reasons they have engaged.

A. Assessment and Learning

Assessment and learning are symbolic elements of an educative environment. Assessment measures the scope of knowledge and skills learned through the guidance of teachers and teaching resources. Wiggins (1991) states the notion that a test measures knowledge or ability, with the assumption that the product of learning will contain in itself all of the information that the evaluator needs to know about the students and the quality of their thinking processes. Brent, therefore, ascertains assessments that provide the opportunity to demonstrate knowledge in context learned, and transform mastery of knowledge and skills to new contexts.

B. Elements of Educative Assessment

Brent International School Baguio uses the model, Understanding by Design (Wiggins and McTighe, 2005), which suggests that “educative assessment” requires a known set of measurable goals, standards and criteria that make the goals real and specific, descriptive feedback against those standards, honest yet tactful evaluation, and useful guidance. Elaborations for these elements are the following:

1. Standards-Based Rubric
 - Specifications (e.g. 80wpm w/ 0 mistakes)
 - Models (exemplars of each point on the scale - e.g., anchor papers)
 - Criteria: conditions to be met to achieve goals - e.g. “persuasive and clear” writing.
2. Feedback
 - Facts: what events/behavior happened, related to goal
 - Impact: a description of the effects of the facts
 - Commentary: the facts and impact explained in the context of the goal; an explanation of all confirmation and disconfirmation concerning the results
3. Elements of Evaluation
 - Evaluation: value judgments made about the facts and their impact
 - Praise/Blame: appraisal of individual's performance in light of expecta-

- tions for that performer
4. Elements of Guidance
 - Advice about what to do in light of the feedback
 - Re-direction of current practice in light of results

C. Standard-Based Assessment

Brent International School Baguio has chosen to adopt a standards-based model for its academic program. Thus, Brent is committed to the following curriculum, instruction, and assessment practices:

- Appropriating academic standards which conform to the development of knowledge and skills;
- Developing and delivering curriculum from the standards and benchmarks;
- Implementing assessments that explicitly and tangibly measure student progress against the standards and benchmarks;
- Reporting student achievement through the standards and benchmarks to provide meaning.

Brent International School Baguio implements the standard-based assessment model, and continuously develops and improves the system. This model ensures that the measure of learning outlines different levels of achievement as expressed in the benchmarks of every standard.

The International Baccalaureate Diploma Programme (or the IB programme), a programme Brent employs for Juniors and Seniors, promotes the use of assessment criteria, grade boundaries, and descriptors in evaluating students' tests and performances. Likewise, Brent, following the standard-based assessment model, awards grades that reflect student achievement based on the pre-defined standards. Student grades, therefore, are evidences of the following practices:

- Students attain the established academic standards and benchmarks, avoiding comparison and competition.
- Students are fully aware of the criteria and expectations by which they and their products will be measured.
- Students achieve proficiency through the pre-defined standards and benchmarks, which are the basis of assessment design.
- Students deviate from the norm of guessing, rather focus on mastery and proficiency.
- Performance assessments do not assume a single correct answer.

ACHIEVEMENT VARIABLES

Achievement is the result of students' work, and is the focus of assessment and reporting. In Brent International School Baguio, achievement comes in two forms: measureable and non-measureable.

A.Measurable Variables = Achievement Grade

Measurable variables reveal individual student's mastery of content, thinking and reasoning, skills, and communication. These variables can be part of a student's grades if measured by the standard-based system through the use of criteria, reflecting the standards and benchmarks of the established goals.

Measurable variables consist of summative assessments, which tests mastery and proficiency of knowledge and skills taken from chapters and units studied over one or two semesters. Examples of assessment tasks that can produce

measurable variables are:

- Projects
- Performance tasks
- Visual interpretations
- Written productions
- Oral productions
- Summative quizzes/tests

Contrary to the traditional point system, formative assessments are not conclusive as measurable variables. Formative does not demonstrate evidence of mastery due to, as the word connotes, the fact that it only provides the foundation for learning; thus, it is considered non-measurable. Formative assessments may come in the form of:

- Activities in teaching a topic to students
- Questions and Answers for discussion
- Class discussions
- Worksheet for practice/homework

B. Non-measurable Variables = Non-achievement Grade

Non-measurable variables include effort, behavior, attitude, attendance, punctuality, and participation. A participation grade may be part of a measurable grade if graded against a set of assessment criteria. However, participation is not considered measurable if it is based on subjective perception and/or experience. Participation should come as formative assessments.

A non-achievement grade is recorded through comments written on progress reports and Citizenship. Citizenship is scored based on the standards below:



Citizenship Standards

Brent International School Baguio students are expected to exhibit self-management, social, and thinking skills as part of the Brent ESLRs of Responsible Citizenship (ESLR 1), Tolerant Individuals (ESLR 5), and Life-long learners (ESLR 7),

Self management, social and thinking skills cover effort, participation, attitude, homework completion, adherence to deadlines, and other behaviors that are not included in determining a student's grade. These skills are reported separately in the citizenship grade and articulated either in writing or in person at PTCs (adopted in December 2019).

Citizenship Evaluation and Standards Citizenship grades are given descriptors from 4 = Exceeding Expectations to 1 = Not Meeting Expectations and reflect the student's conduct in relation to the standards of behavior required at Brent International School Baguio students.

Students receive a holistic grade each for self management, social and thinking skills according to the following scale: (Students are assessed according to the following descriptors.

Mark	Descriptors	Indicators
4	Exceeding Expectations	Behavior which indicates consistent compliance with the vast majority of standards .
3	Meeting Expectations	This is the expected minimal norm and indicates usual compliance with the majority of standards
2	Approaching Expectations	This indicates that the student frequently fails to meet the standards and should undergo some self-examination as to citizenship deficiencies.
1	Not Meeting Expectations	This indicates that the student is rarely/never meeting standards and is demonstrating little or no effort to improve. (and thus should undergo some self-examination as to citizenship deficiencies.)

Self-Management Skills: <u>Exercises Leadership:</u> 1. Initiates the learning process/activity 2. Actively engages in the learning process 3. Facilitates in the learning process <u>Is punctual for classes and in meeting deadlines</u> 1. In the seat and prepared for classes. Be ready to go by the time class begins (not just arriving by start time) 2. Assignments are turned in on the due date <u>Is independent in completing assigned tasks</u> 1. Exhibits self initiative 2. Stays focus on a task 3. Proactive and requires little assistance 4. Produces original/authentic work <u>Applies technology ethically and productively</u> 1. Cite sources 2. Works on task 3. Using technology without malicious intent 4. Apply social media use within academic framework <u>Completes his/her share of the work conscientiously</u> 1. Dependable in completing task to the best of their ability 2. Quality/production of work is acceptable to the group 3. Complete work individually and in a timely manner	Social Skills: <u>Avoids or resolves conflicts productively and peacefully</u> 1. Listens 2. Cooperates with all learners 3. Respects and tolerates others' ideas/differences 4. Seeks compromise and consensus <u>Works effectively with others</u> 1. Encourages opportunities for everyone to contribute 2. Communicates/ provides input 3. Creates a positive environment 4. Participates in achieving intended goal in a timely fashion. <u>Is actively engaged</u> 1. Prepared for class 2. Whole body listening 3. Willing to contribute answers or discuss 4. Diligently works through tasks and avoids distractions 5. Self advocacy <u>Demonstrates honesty and integrity</u> 1. Avoids plagiarism/gives credit for others' work 2. Provides sources for research 3. Submits authentic work 4. Actively avoids mistruths when communicating 5. Acknowledges own mistakes and accepts consequences	Thinking Skills: <u>Learning strategies</u> 1. Applies and creates various forms of learning strategies and demonstrates effective study skills and time management to show effective ability to meet class learning goals. <u>Resourceful and Resilient</u> 1. Taking risks and persevering even after mistakes are made 2. Seeks answers independently 3. Seeks helps when needed 4. Maintains a positive approach when challenged or in the face of change <u>Intellectual curiosity</u> 1. Asks questions related to content 2. Able to link content knowledge within, across and/or between classes 3. Demonstrates enthusiasm in learning the course content <u>Reflective and Apply</u> 1. Reflects on learning and demonstrated by improved performance in meeting course goals and/or vis written or oral reflection 2. Articulates awareness of own strengths and weaknesses as a learner.
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HOMEWORK POLICY

1. General regulation: Homework should be used as an extension for enrichment or reinforcement of a skill or content mastery through additional practice. Whenever possible, homework should not be used as a summative assessment.
2. Quantity Regulation: The quantity of student homework must be monitored by faculty and administration.
3. Time Regulation: To assist in monitoring the quantity of homework, teachers should reference the following guidelines:
 - PK-K: No homework shall be assigned, but home reading is encouraged by the homeroom teacher.
 - Grades 1,2,3: No more than 15 minutes of homework per class period
 - Grades 4-5: No more than 20 minutes of homework per class period
 - Grades 6-8: No more than 30 minutes of homework per class period
 - Grade 9-10: No more than 40 minutes of homework per class period
 - Grade 11-12: Typically, subjects at this level can require a considerable amount of time for homework.

VALIDITY OF ASSESSMENT

Assessment standards and benchmarks are central and are considered instrumental in the achievement of intellectual competence (Gordon Commission 2012). Assessment in education should inform and improve learning processes and outcomes. Therefore, assessment must embed content and skills to be considered valid.

Both achievement and non-achievement assessments must be valid in order to produce scores with meaning.

Validity depends on:

- standards and benchmarks meeting the ESLR's of Brent International School Baguio
- measuring the quantity of topics discussed and learned
- demonstrating the established goals in the curriculum
- including content, skills, and enduring learning
- measuring against a set of standards and benchmarks
- promoting development of learning in summative assessments

PURPOSE OF GRADING

Peter Airasian (1994) identified five purposes for grading. They include, in order of importance:

1. Feedback about student achievement
2. Guidance
3. Instructional Planning
4. Motivation for students
5. Administration

Consistent with Airasian's purposes for grading, the primary goal of Brent assessment is to provide students with feedback about their achievement. This goal requires assessment to be connected to the measure of achievement (standard and benchmarks), to target the concepts (big ideas and understandings), to provide students the opportunity for transfer, and to utilize content and skills that support the above elements.

GENERATING GRADE DATA AND TRACKING ACHIEVEMENT

GPA – Grade Point Average

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

In the light of their rigor, IB Higher Level courses are weighted by the addition of 0.5 for purposes of the GPA.

Brent International School Baguio does not provide ranking data.

Letter Grade	Grade Point	Percent Equivalent	IB Mark	IB Descriptors
A+	4.0	100-97	7	Excellent
A	4.0	96-93	6	Very Good
A-	3.7	92-90	5	Good
B+	3.3	89-87	5	Good
B	3.0	86-83	4	Satisfactory
B-	2.7	82-80	4	Satisfactory
C+	2.3	79-77	4	Satisfactory
C	2.0	76-73	4	Satisfactory
C-	1.7	72-70	3	Mediocre
D+	1.3	69-67	3	Mediocre
D	1.0	66-63	3	Poor
D-	0.7	62-60	2	Poor
F	0.0	59 and below	1	Very Poor

INC	Incomplete	M	Missing Assessment
P	Pass	WD	Withdrawn
F	Failed	* The minimum passing mark is D-	
S	Satisfactory		

IB Descriptors

It is important to understand that there is no direct conversion between the letter grades used in Brent classes and the IB's 1-7 scale. The preceding chart provides a rough equivalent range. It is important to note that the IB assigns each IB course a 1-7 grade based on a set of prescribed IB assessments. The Brent letter grade includes a broader range of related assignments over the duration of the course. Therefore, a student's letter grade in a class may not correspond exactly to their IB 1-7 grade.

Department Weighing

Each department below formulates a percentage-system to weigh the significance of the summative assessments in the classroom, and all of which contri-

bute to the computation of the Grade Point Average. Brent reporting uses an A to F scale in which a GPA is determined.

- a. English Department Science Department
- b. Math Department
- c. Social Studies Department Modern Languages Department
- d. English as a Second Language Department Physical Education and Health Department Religious Studies Department
- e. Arts Department
- f. ICT Department

With IB courses, teachers also grade using the 1 to 7 scale, but only with the emphasis on summative assessments that cover a semester's or a year's lesson. Brent's scale adoption is based on descriptors that represent standards of attained knowledge and skills. Hence, teachers are provided with an approximate comparative scale that connects the IB 1 to 7 scale to the Brent A to F scale. This is applied to IB assessments only, and is given as a predicted score in nature.

Lower School Grading System

Pre-K

A student's performance is tracked and reported upon every eight weeks. The following key is used to evaluate performance:

- + = Meets most grade level expectations
- / = Meets some grade level expectations
- = Does not meet grade level expectations
- * = Modified Instruction
- = Unmarked means not evaluated
- [] = See Attachment

Kindergarten to Grade 3

These classes use very similar report formats. A student's performance is tracked and reported upon every eight weeks. The following key is used to evaluate performance:

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

Any unmarked items "N" are considered not evaluated at the time.

Grades 4 and 5

These classes receive a Progress Report and an end-of-semester Report Card. The Progress Report is in a narrative format. The Report Card uses letter grades such as A, B, C and so on as an indicator of achievement. See the above Letter Grades chart for details.

BRENT GRADE REPORTING

In the Brent curriculum, a grading period can be defined primarily as the length of a unit. Grade reporting occurs on a semester and annual basis. Semester and annual grades can be derived from the accumulation of unit grades.

It is important to note that the following guidelines must be practiced if using the point method:

- Units must be clear about the topic/concept they are teaching and assessing.

- Assessments should be according to the content/concept and skill these are assessing.
- Assessments must be clear about the depth and quantity of content and skill they are assessing, and be weighted accordingly.
- Units must be weighted in significance, based on the topic, in order to derive a semester or annual grade.
- Raw data can be produced from teacher-defined possible scores as well as rubrics.
- Letter grades can be assigned, based on set criteria, rather than raw numerical scores.
- Grade reporting through BASIS includes a long description of criteria being assessed.
- To provide timely feedback, grades in BASIS should be updated at least every two weeks.
- Non-achievement data is reported separately from achievement data.
- Grades are ultimately reported as an A to F letter grade (also +/-) where each number represents a category of achievement, A+ being the highest.

PROGRESS REPORTS

The evaluation of students from the academic and citizenship perspectives is an ongoing process. Academic grades and ESLR reports are formally assigned and reported to parents/guardians at the end of each semester.

Midterm progress reports which include comments are issued for all students. The grades in progress or running grades which may appear on these reports do not form part of the student's official or permanent record.

PARENT - TEACHER CONFERENCES

All-school Parent-Teacher conferences are held each mid-semester to keep parents/guardians informed regarding student progress and to discuss any special circumstances and needs of the students. An individual parent-teacher conference may be convened at any time.

ESL and SPECIAL NEEDS ACCOMMODATIONS

For students in the English as a Second Language (ESL) or Learning Support Services (LSS) programs, lists of possible accommodations are provided to teachers and implemented on an as needed basis. Examples of accommodations could include extra time, alternate venues, and the use of a dictionary.

IB INTERNAL ASSESSMENT DEADLINES

(adopted from Pacific Academy)

For students to effectively manage all internal assessments for the Brent and IB Diploma, all students, Brent or IB Diploma, are to be guided by the following on work submission:

a. Draft deadlines are an opportunity for the student to get feedback on their work in progress. Failure to submit a draft prior to a draft deadline will result in no feedback being given by the teacher prior to the final deadline. Draft deadlines will be set at least two weeks prior to final deadlines. This deadline is set by the teacher or Head of Department.

b. Final deadlines are the day when a teacher expects to have a final copy of the work for assessment. Failure to submit work by the final deadline will result in the student being given an orange slip/detention. Teachers will be providing a grace period of one week extension for the student to submit the work from the final deadline. The expectation is that whatever work the teacher has received by the

end of this grace period date is what will be graded for the Brent grade and for submission to the IB. Failure to submit a final, authentic piece prior to a final deadline will result in the mark of “N” being awarded for the component. As a result, credit will not be granted for the course, and the IB Diploma will not be awarded. This deadline is set by the teacher or Head of Department.

c. Submission deadlines (c/o IB Coordinator) are the final day on when the teacher submits the IA marks and student work to the IB office.

Schedule of Deadlines

Submission deadlines are set by the IB Coordinator and published on a shared calendar, while draft and final deadlines are set by the subject teacher. Draft deadlines will be set two weeks prior to final deadlines.

Guidelines for late submissions:

1. If a student does not submit their work on time, the teacher must immediately notify the IB office so that a letter will be sent home (signed by the teacher, the IB coordinator and principal) saying that the student has missed the submission deadline and will have one week to complete the work. The letter will be prepared by the IB office.
2. Parents/Guardians will sign the return slip indicating that they have been informed of these conditions.

Ultimately, students have the responsibility to balance and choose prudently between after school and academic commitments. Teachers ensure that their IB classes facilitate the completion of such assessments in class. Teachers are expected to communicate immediately to the IB office if there are problems with the compliance of any of these deadlines. Any deviation from the agreed dates must be cleared by the IB office.

Communication with Students and Parents

Meeting deadlines (whether draft or final) is an important key to success in IB/Brent courses. Subject teachers will communicate deadlines to students well in advance. Should a deadline be missed, the subject teacher will notify the IB Coordinator.

For a missed draft, the IB Coordinator will notify the student and their parents that they have missed the deadline, and will ensure that a plan is in place to meet the final deadline.

For a missed final deadline, the IB Coordinator will again notify the student and the parents, in writing, that the deadline has been missed, and remind them of the consequences of failing to submit their work by the submission deadline.

There are legitimate circumstances in which a student may be at risk of missing a submission deadline, for reasons outside their control (e.g. major illness, bereavement, etc.). In these cases, it is incumbent on the student (or parent, if the student is unable) to communicate directly with the IB Coordinator. The coordinator, in cooperation with the student and the teacher, will prepare a written contract (to be signed by the student and their parents) outlining any changes made to the submission deadline for that student.

More details and examples of report cards are found on the website.

Publication and communication

This policy is to be published on the school's website. Sections of this policy are referred to in the Student-Parent Handbook released yearly.

Review

Finally, this policy is to be reviewed every two years.

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LANGUAGE POLICY (revised May 2018)

The Brent International School Baguio (BISB) Language Policy states our philosophy on language learning and teaching as well as our core beliefs on how we view language and its use in our school community.

INTRODUCTION

Brent International School Baguio values the cultures of our student body, promotes self-esteem and respect for countries of origin, and recognizes the contributions each can make in our diverse community.

BISB believes that diversity in language is a positive aspect of our school community and that students should be encouraged to value and explore their native language. Mother-tongue usage is important to each student's cultural identity and in establishing a foundation for linguistic understanding upon which second language learning can take place. It is also more likely to result in increased student success as well as parent's likelihood to participate in their child's education (Ball, 2010).

BISB believes it is important to make every student proficient in at least two languages, and encourage each student to reach the highest possible level of literacy in both. Several studies have shown the verbal and non-verbal cognitive advantages of multilingualism (Peal and Lambert, 1962; Barac et al, 2014; Yu & Schwieter, 2018). We believe that language is central to the development of global mindedness, allowing students to access a variety of experiences. Language acquisition should aim towards additive bilingualism: the second language learned shall be in addition to, and not replacing, the first language.

English is the common language of our school community and it must be spoken on campus as a matter of courtesy, empathy and respect.

LANGUAGE USE AROUND THE SCHOOL

(Applies to all classrooms with the exception of Modern Language classes and specific language clubs and activities)

English is the language of instruction and the medium for the delivery of the BISB curriculum. Other languages may be used for various purposes in the classroom and during instructional activities. However it must be remembered that gaining proficiency in English is a priority, one that allows students to perform to the best of their ability in accessing the Brent curriculum.

The use of another language other than English to aid classroom instruction or instructional activities should require above all the teacher's permission for a student to do so and should be guided by the following guidelines:

1. On occasion, it may be helpful for student understanding to talk through unfamiliar concepts in a student's first language before learning the vocabulary necessary to communicate about these concepts in English. If this is needed, the teacher may initiate this with the students or allow a request by a student to do so. The teacher must first expressly allow a student to use another language before it may be spoken in the classroom. If a student speaks a language other than English, a warning should be given in the first instance and an Orange Slip issued for any subsequent instances.
2. When whole class discussions or mixed language group discussions are taking place English must be used in order to ensure understanding by all participants and to avoid the exclusion of some group members. If a student speaks a language other than English, a warning should be given in the first instance and an Orange Slip issued for any subsequent instances.
3. Teachers should consider language use in their planning and instruction to facilitate student understanding in the language and the concepts embedded in the curriculum.
4. In order to develop and maintain mother tongue amongst students, Middle and Upper School levels offer courses in the major languages spoken at the school, including that of the host country.

Outside the classroom, including recess time, on the playground, in breaks between classes and after school and weekend activities:

1. Any language may be spoken in these situations as long as the conversation is confined to the circle of students/parents who speak the same language. In social situations where there is a group of students where English is the only common language, students should speak English to ensure no member of the group feels excluded. A group of students should not use their native language to intentionally exclude others or make critical or hurtful comments about someone. If a situation of this latter kind arises, a warning should be given in the first instance and an Orange Slip issued for any subsequent instances.
2. To support and celebrate the mother tongue of students, there are extracurricular activities and events designed to celebrate the major languages and cultures present at the school, including that of the host country.

TEACHERS

At Brent International School Baguio, all teachers value language and are language teachers, and must be capable of native-like fluency in reading, writing, listening and speaking in their language of instruction. In addition, language teaching at BISB will follow the unified curriculum being developed for all Brent campuses. Assessment of language learning will follow guidelines from the Student-Parent Handbook and Faculty Manual (both are reviewed and revised annually).

SPECIAL ASSISTANCE

To achieve bilingualism for non-native English speakers, a special help program

will exist to assist learners with English, the “lingua franca” of our community. BISB will have an accurate idea at the outset of the language profile of each student through testing and interviews that take place as part of the school’s admissions process. Extraction from ESL classes will be followed by integration into mainstream classes with accurate assessment of the students’ progress. In some cases, BISB recommends tutorial help to assist in the maintenance of the Mother Tongue, if this is not formally taught at BISB. Subsequently, the IB Diploma Program provides the same support for students studying self-taught languages.

DIFFERENTIATION

Brent International School Baguio recognizes the importance of differentiation in language instruction and endeavours to incorporate it into all classrooms. Grade level teachers meet to discuss student language difficulties and decide on targeted differentiation strategies to implement across all subjects. A working document is kept in the Brent Vault, which outlines the various differentiation strategies used.

These strategies, in addition to providing language assistance for low achievers, provide instruction for all learners. Teachers will connect language use with the ‘real world’, and by stimulating multiple senses, rather than by simply explaining words by using other words. Also, teachers will use age-appropriate vocabulary, taking into account the varying stages reached by all class members, and they will lead students to grasp not only the primary meanings of words, but also the secondary meanings, so students build an appreciation for nuances in language. A universal look at language will be stressed to avoid confusion. Strategies used at BISB fall under the following categories:

Activate prior understanding and build background knowledge

- Take into consideration and explicitly activate previous language learning.
- Understand that language and culture are reciprocally connected.

Scaffolding meaning

- Comprehend the subtleties of metaphor and irony, without confusing the latter with sarcasm.
- See the true use of language in propaganda and certain advertising, by thinking critically about the sources and deeper meaning of language encountered.
- Use of mother tongue in certain cases to research, and explain concepts or instruction to a partner.

Extend Language

- Discourage slang or jargon in writing, aiming instead for universally understood simplicity and clarity, especially with younger students. For example, some usage typical of a text message, blog or instant message is entirely out of place in a scholarly essay or formal letter.
- Reach an understanding that language is a remarkably rich and complex phenomenon, and it can include the non-spoken and non-written.
- Appreciate the differences between descriptive and persuasive use of language, avoiding misleading terms in the latter.
- Understand that the form of language used will vary with the nature of the intended audience.
- Appreciate the beauty of language.

Affirm Identity

- Realize that some language is offensive on religious, racial or cultural grounds, and to seek terms that promote harmony, tolerance, co-operation and understanding between peoples.
- Promote confident public speaking and debate.

- Recognize the links between language, experience and identity.
- Accept that every language has non-translatable special words which contribute to the richness of that language, and recognizing that something is lost in many literal translations.

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SAFEGUARDING POLICY (revised July 30, 2018)

Policy Statement:

Brent International School Baguio (BISB) is committed to the safety, health and welfare of all students. In alignment with Brent Schools' Mission Statement and Framework, the protocols of the Western Association of Schools and Colleges (WASC) and the Council of International Schools (CIS), Department of Education Order No. 40, s. 2012, the Philippines Republic Act No. 7610, and the United Nations Convention on the Rights of the Child¹ to which the Philippines is a signatory, the school seeks to identify abuse and protect children from danger.

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

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

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

Definitions of Abuse:

What is child protection / safeguarding children?

- The process of protecting children from abuse or neglect. It involves measures and structures designed to prevent abuse and neglect in children.

What is child abuse?

• A form of maltreatment of a child, which can be caused by inflicting harm or by failing to act to prevent harm. There are four categories of child abuse:

1. **PHYSICAL ABUSE** --- Physical injury inflicted upon the child with cruel and or 1 malicious intent. It includes assigning children to perform tasks which are hazardous to their physical well-being. Physical abuse can be the result of any physical assault which includes but not limited to punching, beating, kicking, biting, burning, shaking, throwing, poisoning, scalding, drowning, suffocating, among others.

a) Sample manifestations of physical abuse

- Unexplained bruises or swelling on any parts of the body
- Bruises on different areas, various colors
- Bruised scalp, which indicates head trauma
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping-pong paddle, hand, etc)
- Injuries that often appear after absences or vacations
- Unexplained burns, especially to soles, palms, back, or buttocks
- Burns with pattern from an electric burner, iron, or cigarette
- Rope burns on arms, legs, neck, or torso
- Injuries accompanied by inconsistent information from the child
- Immersion scald burns with a distinctive boundary line
- Unexplained lacerations, abrasions, or fractures
- Bite marks: visible wounds with indentation or bruising from individual teeth
- Arms and legs kept covered during warm weather
- Refusal to discuss injuries
- Fear of returning home, or of parents being contacted

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

a) Sample manifestations of emotional abuse:

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

3) **SEXUAL ABUSE** – Forcing a child to take part in sexual activities. There are 2 types of sexual abuse, contact and non contact.

Contact

- Touching for sexual gratification of any part of the body whether the child is wearing clothes or not
- Rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- Forcing or encouraging a child to take part in sexual activity
- Making a child remove clothing
- Making a child touch their own, or other's, genitals

Non contact

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

a) Sample manifestations of sexual abuse:

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

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

Physical neglect

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

Emotional neglect

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

Medical neglect

- Not taking the child to the hospital for a serious illness or injury
- Not providing preventive and medical care

- Failure to follow medical recommendations

a) Some manifestations of child neglect:

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

Code of Conduct:

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

- Be aware of our own and other's vulnerability.
- Be responsible for maintaining physical, emotional, and sexual boundaries with students.
- Do not engage in sexual activity or have sexual relations with any Brent student, irrespective of the definition of the age of majority or the way in which consent is legally recognized in different countries.
- Avoid any covert or overt flirtations with those for whom we have responsibility.
- This includes speech (such as saying "Hello, Beautiful" or "Hello, Handsome" or "Hi, Gorgeous") or gestures as well as physical contact that exploits, abuses, or harasses. Any gesture that makes a student feel uncomfortable is a gesture that should not be made.
- Do not touch a student inappropriately.
 - Be aware of how touch may be perceived or received.
 - Brent employees are prohibited at all times from physically disciplining a child.
- Avoid working alone with students.

If a one-on-one meeting with a student is necessary, hold the meeting in a public area, where the interaction can be (or is being) observed; or in a room with the door left open. Inform another staff member about the meeting.
- Always intervene when there is evidence, or reasonable cause to suspect, that students are being abused in any way. Suspected abuse or neglect must be reported as outlined in the reporting procedures below.
- Any form of hazing is not permitted at Brent.
- Do not condone or participate in behavior by students that is illegal, abusive or endangers their safety.
- Do not act in ways that sets a negative example for any student present;
- Do not use tobacco products, alcohol and/or drugs when working with students.
- Never give students any drugs, cigarettes, images or reading material that is inappropriate.
- Do not discriminate against, show differential treatment towards, or favor to particular students
- Avoid accepting gifts from students or their parents in situations where this may be misconstrued as a personal favor or favoritism.
- Do not engage in inappropriate personal contact with Brent students using online communication (e-mail, chats, social networks, etc.).

- The use of social media and other forms of communication with students is governed by the Brent Digital Communications Policy. All Brent employees should be familiar with its contents.
- Do not hit, assault, or physically or psychologically abuse any Brent student.
- Do not act in ways intended to shame, humiliate, belittle or degrade students or perpetrate any form of emotional abuse.
- Do not verbally threaten a student.
- Do not insult a student.
 - Example: Calling a student fat or lazy is unacceptable.
- Do not use language, make suggestions or offer advice that is inappropriate, offensive or abusive.
- Do not do things for children of a personal nature that they can do themselves.
- Do not offer transportation to a student without parental or administrative permission, unless it is an emergency;
- Avoid sleeping in the same room as a Brent student unless this is pre-approved by the parent and is needed as a safety measure.

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

Reporting Procedures for Abuse:

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

1. Any member of the Brent community who experiences, observes, or receives a report of signs and/or behaviors that suggest abuse or a violation of the spirit of the school's Code of Conduct must immediately notify the Guidance Counselor and/or the School Level Principal.
2. The Guidance Counselor, the School Level Principal, and the reporting faculty or community member must review, organize, and document all data points. All reported abuse cases will then be reported to the Headmaster immediately by the School Level Principal.
3. Three potential case scenarios are addressed in this Policy:
 - a) "No Grounds" case – If the Guidance Counselor, the School Level Principal, the reporting faculty or community member, the Headmaster, and other involved personnel determine there are no grounds for the abuse allegations or a violation of the spirit of the Code of Conduct then the result of the case will be officially documented and archived. The gathered information and a record of discussions held will be kept on file.
 - b) "Suspicion Remains" case – If evidence is lacking or incomplete, but suspicion for abuse remains, then the Guidance Counselor, the School Level Principal, the reporting faculty member, and the Headmaster will maintain confidential timed and dated notes, and meet regularly to evaluate any further developments in the case in question. Disclosure of ongoing cases of suspected abuse will be reported to the President/CEO and the involved parents as soon as possible. Where parents are the perpetrators of the abuse, the school may instead report to other family members or agencies as deemed

most appropriate to an individual child's safety. The gathered information will be kept on file and periodic updates will be provided to the President/CEO and Board as the circumstances of the case merit.

c) "Abuse Likely or Confirmed" case – If documented evidence suggests abuse (including that which is alleged to have occurred off campus) the Headmaster, following written disclosure to and discussion with the President/CEO, will immediately report cases of suspected abuse to the appropriate authorities. Such authorities may include the alleged perpetrator's employer and/or Embassy, the appropriate child protection agency in the home country of the alleged perpetrator, and in accordance with Philippine law the appropriate local authorities. The Headmaster, in consultation with the President/CEO, and the Board and legal/professional advisers as needed, will take all actions necessary to ensure the safety of the student and the community.

4. In the case of abuse, the School Level Principal and the Headmaster will determine the appropriate course of action for the protection of the victim and discipline for the aggressor. The gathered information will be kept on file and timely periodic updates, in writing, will be provided to the President/CEO and Board as the circumstances/status of the case merits.
5. Brent community members will be informed of reported abuse allegations on a need-to-know basis only. Parents of the student(s) involved in reported abuse allegations will be notified as early in the process as is appropriate for the safety and security of all involved parties. Any additional written information/observations from other personnel will be included in documentation.
6. All Brent community members are expected to report any knowledge of suspected or identified child abusers or sex offenders within the school community. In the event that a Brent community member is alleged or discovered to be an abuser or sex offender, Brent will conduct a full investigation and involve the appropriate authorities. The investigation shall proceed in accordance with the administrative reporting procedure outlined in this policy.

CHAPTER 5 CURRICULUM

Reflecting our multinational faculty and student populations, the school prepares students for tertiary education in a range of top institutions around the world. The International Baccalaureate (I.B.) program is the basic curriculum for Grades 11 and 12. It is internationally recognized, allowing our students to seek admission to universities both here and abroad. The supporting curriculum, from K to Grade 10, is not limited by country or culture, and is designed to be student-centered and inquiry-based in all areas.



LOWER SCHOOL

Lower School includes students from Pre-Kindergarten to Grade 5.

All classes are small, encouraging student-centered learning and individual growth. Each class has a Homeroom teacher responsible for the pastoral care of students, and keeping in close contact with parents. Homeroom classes meet daily, and students are taught their core subjects by the homeroom teachers. Art, Music and Computer Studies (ICT) are taught by specialist teachers.

Pre-Kindergarten and Kindergarten

Pre-Kindergarten and Kindergarten is a wonderful time for children to experience more what formal school is like and be introduced to broader concepts in a nurturing environment. Learning takes place as they explore various materials, interact with their peers and teachers, engage in organized activities and developmental play, and grow to be better individuals that are part of a community.

Emphasis is placed on early literacy and numeracy skills but the Kindergarten program also includes Science, Social Studies, PE, Religious Studies, Music, and Integrated Communications Technology. Kindergarten classes have four blocks, and Pre-K classes are from first block to second block.

Social and emotional learning binds all these content areas and enhances the capacity of the student to perform better in school whether academically or interpersonally.

Language Arts

The Language Arts program develops literacy skills of reading, listening, speaking, and writing. This is done through a range of processes, including guided activities, direct instruction, independent practice, and conferencing. Reading and spelling programs operate from Kindergarten to Grade 5, allowing students to be assessed at a particular level, then receive individualized instruction to allow them to progress at their own pace. Students are exposed to a variety of literary forms, improving their comprehension skills and encouraging the application of the techniques of writing and grammar in context. All students learn to respond and use oral and written language effectively in a range of contexts.

Mathematics

The Math program in the Lower School is designed to help students see the subject as an integral, interesting part of everyday life. The program is a careful progression of concepts and skills that help students relate the concrete to the abstract. Between Kindergarten and Grade 5, the following numeracy concepts and skills are covered:

- problem-solving skills
- estimation and rounding
- basic operations
- place value
- time
- money
- measurements
- decimals and fractions
- graphing data
- geometry
- algebra

The approach to all topics is investigative and emphasizes mastering basics, applying mathematical strategies, reasoning, and communicating mathematically.

Science

The scientific method is integrated into all units of study. Science is divided into four main categories, each of which is covered in a carefully planned cycle of learning throughout the elementary years. Life Sciences teach about living things and ecology; Physical Science covers matter and energy; Earth Science covers space, the Earth, and weather. These are explored by students through practical investigations that take place in classrooms or in the laboratory. Students also

have opportunities to demonstrate their understanding and applications of the scientific method during the annual Science Fair.

Social Studies

The Social Studies program encourages students to be good stewards of the Earth and responsible members of society. Each unit focuses on a key question of these strands: Social Organization, Place and Environment, Time, Continuity and Change or Resources and Economic Activities. Research and inquiry are encouraged, and critical thinking skills are developed as students explore each unit in depth.

Religious Studies

Courses in the early years aim to guide the students through Bible stories to teaching about God and creation, Jesus, as Son of God, an understanding of the Bible, and the sacraments of Baptism and Communion. The material studied becomes broader in scope and context through the grades, reflecting students' growing understanding.

Art

Art is a very important means of encouraging personal expression, developing fine motor skills and learning an appreciation of a key means of communication. Key techniques taught in the Lower School include: principles and elements of Art, color, line, texture shape, perspective and composition. These essential elements are taught through units of study on drawing, painting, printing and sculpture. Throughout the learning of skills great emphasis is placed on the cognitive aspects: thinking outside the box, free expression, 'seeing rather than looking', and creativity.

Physical Education and Health

Physical Education aims to develop a positive outlook in students by raising their fitness levels, physical skills and attitudes. They learn skills across a wide range of sports and activities to enable them to participate safely and competently in a variety of modified sports, some of which form part of the regular House Activities structure. Fair play and leadership are emphasized. The P.E. program is supported by Health Studies, with students learning about cooperation, physical health, the human body, and how we care for it and ourselves.

Music

Elementary music introduces the basic concepts of speech, rhythm, melody, harmony, texture, and time. Various instruments and styles of music are introduced. Class work includes singing, improvisation, instrumental experiences and game playing. Individual tutorials are also available in many instruments.

Information and Computer Technology (ICT)

ICT is taught as a separate subject, but is also incorporated in all core subject areas as students transfer knowledge and skills from ICT to other classes. Students begin with mouse control and drawing progressing through word processing and graphics. Computers are available in two dedicated computer suites equipped with

English as a Second Language (ESL)

ESL students in Kinder are fully integrated in all of their classes, as we believe that at a young age, students learn best through full immersion in a new language environment. Beginning at Grade 1, student progress is checked twice a year to ensure that individual language skills are developing. Special classes are also offered to students needing special assistance in English Language Communication.

For Grades 2 - 5, specialized classes are provided in lieu of the mainstream Language Arts class. In other mainstream classes, the subject teacher provides various types of accommodations to ESL students. Beginner level students will also have extra pull out sessions to increase their conversational English confidence. There is an expectation that ESL students exit the ESL program after two to three years.

MIDDLE SCHOOL



The curriculum for Middle School is designed to provide the foundation for students who will pursue the International Baccalaureate (IB) Diploma Program, through emphasis on discovery, investigation, and skills-based courses. Middle School students take eight subjects each semester. English, Science, Math, Social Science, Foreign Language (Grade 7 and 8) and Physical Education are all required, full year courses. Religious Studies, Information and Computer Technology (ICT), Art and Music are all one semester courses.

English

The curriculum is increasingly literature based, with an emphasis on effective reading of different genres (short story, novel and poetry). The goal of the Middle School program is to lay a sound foundation of literature appreciation and language application.

Students will also be involved in research. Performance is important in developing a student's confidence and rhetoric skills. Presentation of creative and analytical work is a regular feature of these classes.

Mathematics

Middle School years continue to develop an integrated approach to Math covering topics including number, shape, space and measure, algebra, and data handling. Emphasis is placed on mastering basics, using and applying mathematics, communicating mathematically, and reasoning. The approach to all topics is investigative, encouraging students to seek solutions using a range of strategies, rather than a single formulative approach.

Social Studies

Grade 6 pays particular attention to the history and geography of Latin America and Africa in the first and second semesters respectively. Grade 7 introduces students to archaeology, the study of early man, and the ancient civilizations of Mesopotamia, Egypt, China, and India. Grade 8 looks closely at other empires of the ancient world particularly Greece and Rome. In addition, students will study the Middle Ages, the Renaissance and the early modern times.

Science

The aim of the MS program is to provide students with a sound understanding of the concepts, principles, and applications of Science in the modern world. Aspects of the chemical, earth, life, and physical sciences are all covered and emphasis is placed on learning through experimental and investigative methods.

Modern Languages (Filipino and Mandarin)

These are introductory courses intended for students who are non-native speakers of the language or who have little or no prior knowledge of the target language. Students in Grade 7 are introduced to Filipino or Mandarin. They are given activities that help develop the four macro skills of writing, speaking, listening, and reading. These subjects may be continued through to the International Baccalaureate Program in Grades 11 and 12.

Religious Studies

Grade 6 is focused on the early foundations of the Judeo-Christian traditions, particularly on the Covenant entered into by God with His people.

Grade 7 is focused on the teachings of Jesus, particularly on the Beatitudes.

Grade 8 focuses on World Religions: still continuing with the Judeo-Christian tradition, including Hinduism, Buddhism, Islam, and Sikhism.

Integration of World Religions helps build an appreciation and balance of multiple perspectives of the diverse, globalized world we live in and the different cultures that should be celebrated and respected throughout the world.

Physical Education and Health

Individual and team sports and skills are taught to encourage a lifelong enjoyment of physical activities. Regular fitness testing allows students to check their individual progress throughout the year.

In Health, the 6th Grade curriculum focuses on healthy eating habits, nutrition and diseases. The 7th Grade examines basic resuscitation and first aid along with human reproduction and substance abuse. The 8th Grade learns about healthy sexual behavior, physical fitness & wellness as well as the use, misuse, and abuse of drugs.

Information and Computer Technology

In order to stay up to date with fast-evolving technology, the computer labs are now equipped with Apple iMacs. The apple platform is favored by many educational institutions and creative filmmakers worldwide for its ease of use and powerful multimedia capabilities. The latest software such as Adobe Creative Suite comes installed in every iMac. Students are encouraged in all their classes to use their growing ICT knowledge in effective research and production of subject projects.

Art

Art is essentially project-based at these levels and encompasses the basic elements and principles of drawing, painting, composition, sketching, studio experimentation, multimedia projects, art ,and art history appreciation.

Students experience three dimensional work and are taught the processes used in graphic design, ranging from product design to building design and advertising. All projects are intended to encourage individual expression and thought.

Music

Students continue learning the basics of several instruments, focusing on concepts such as rhythm and melody, texture, harmony, form and expressive elements such as timbre, dynamics, and tempo.

Of interest is the formation of a chamber orchestra that has a number of performance opportunities throughout the school year. Support is given to the members of this orchestra by engaging the services of applied music teachers.

English Language Support (ESL)

The ESL program continues in Grades 6 - 8 with students progressively mainstreamed into classes. Assessments are modified to allow for longer reading and response times, while the assessment language is often modified.

The expectation for each student is that they will exit the ESL program within two-three years.

Socio-Emotional Learning (SEL)

Under the Social and Emotional Learning Program for Grades 7-8, students undergo six sessions: I. How Our Brains Work, II. Mindful Awareness, III. Perspective Taking, IV. Choosing Optimism, V. Being Grateful, VI. Performing Acts of Kindness.

Homeroom

All Middle School students are placed into Homeroom classes that meet briefly each morning. During this time, teachers serve as mentors and have the opportunity to get to know their students outside of assessed, academic areas. The Homeroom teacher also serves as the immediate point of contact for general communication between home and school. Teachers conduct attendance and read morning announcements.

UPPER SCHOOL



Upper School begins in Grade 9 with Courses in Grades 9 - 10 serving as preparation for International Baccalaureate courses in Grades 11 and 12.

Courses in Grades 11 and 12 are offered at both Higher (HL) and Standard level (SL), as well as Credit level, to cater to students who may or may not choose to take the full IB diploma program. Credit level courses expose students to the rigors of the IB program but with less stringent assessment criteria. For more information on courses, please view the Upper School Course Offerings Booklet on the school website.

English

The English curriculum has a firm base in literature which acts as a springboard for developing writing and oral skills. Students are encouraged to explore language through literature and develop their abilities to read, write grammatically, speak,

listen, think and understand. Literature from many countries and genres is studied, with the goal of arousing curiosity and self-confidence in expression.

Grade 9 English and Literature

The course focuses on reading and appreciating different kinds of literature from around the world, and on developing written and oral language skills. Students study, discuss and write about novels, poetry, and short stories. A Shakespeare play is studied to help become familiar with the meaning and use of literary terms. Language work develops the students' ability to write different types of essays, using complex sentences, and with grammar review.

Grade 9 English B Language and Literature

The course is designed for students to focus on language acquisition and intercultural awareness and respect. Consequently, students examine style and form where they recognize a variety of text forms, text features and stylistic elements demonstrating understanding of how they help communicate meaning. The course looks at a selection of texts analytically, reading for meaning and demonstrating an understanding of a variety of informational, graphic, and literary texts, using a range of strategies and vocabulary appropriate to this particular genre in a range of assessment activities.

Grade 10 English Literature

This course explores British literature from the 8th century until the present time. The goal in this course is to understand, appreciate, and analyze literary work. In order to accomplish this goal, students will read a range of literary works from different periods, genres, styles, and contexts. Students will also study one unit of Asian literature, focusing particularly on short stories and poetry written by Filipino and Korean writers. Students in this course will develop literary analysis skills and learn to craft thoughtful, articulate, and personal responses to literature. Major projects that students will complete during the course include literary analysis essays, creative writing compositions, dramatic performance, and a research paper.

Grade 10 English Language

The main focus of this course is on language acquisition and the development of language skills. These skills will be developed through the study of a variety of text types and multimedia. All material should enable students to develop mastery of language skills and promote intercultural understanding. Through the development of productive, receptive, and interactive skills, students should be able to respond and interact in a range of everyday situations. Students will be exposed to literature across a range of genre that complements the topics studied, with the goal of enhancing text analysis skills.

Grades 11 & 12 IB Language A English Language and Literature HL, SL and Credit

This two year course aims to develop students' skills of close analysis of literary and nonliterary texts. Students will explore the ways in which formal elements are used to create meaning in a text and how that meaning is affected by reading prac-

tics that are culturally defined. Parts of the course relate to the study of language, and the study of literature. The students' responses will be assessed through written and oral essays, and commentaries.

Grades 11 & 12 IB Language B English HL, SL and Credit

IB English B is a two-year language acquisition course designed for students who do not yet possess a high level of competence. It may be studied at either SL or HL. The course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where English is spoken. The students' responses will be assessed through reading comprehension exercises, written essays and oral presentations.

Mathematics

Grades 9 and 10

These courses take an integrated approach and cover interrelated topics including number, shape, space and measure, algebra and data handling. Basic programming is developed further and students are taught to use a graphics calculator both for problem solving and investigative assignments.

Grade 11 and 12 Mathematics: Analysis and approaches SL, HL and Credit

Beginning in 2019, this revised course is designed for students “who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.” (Mathematics curriculum changes IB).

Grades 11 and 12 Mathematics: Applications and interpretation course SL, HL and Credit

Beginning in 2019, this revised course is designed for those “who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context” (Mathematics curriculum changes).

Science

Grade 9

This course prepares the student for International Baccalaureate (IB) Biology. It covers Cellular and Molecular Biology, Genetics, Organismal Biology (Animal and Plant Structure and Function), and Evolution and Ecology.

Grade 10 Chemistry (semestral)

Chemistry 10 examines matter, its composition, properties, structure, changes, and the energy transformations that accompany these changes. Students begin by examining the atom and explore the many facets of the periodic table of ele-

ments. Throughout the semester, students will be exposed to a variety of laboratory experiments. They will be given the opportunity to explore various aspects of the scientific method and be taught how to plan experiments, present and analyze their data as well as draw conclusions and evaluate their results.

Grade 10 Physics (semestral)

Physics 10 introduces students to various branches of physics. After an introduction to measurement, significant digits and the metric system, students will explore mechanic concepts, vectors, Newton's Laws and forces that surround us. They will then spend time on energy, learning about energy transformations, kinetic and potential energy, heat and basic electricity and magnetism. Students will be exposed to a variety of laboratory experiments and will be given the opportunity to present and analyze their data as well as draw conclusions and evaluate their results.

Grades 11 and 12 IB Biology HL/SL and Credit

This IB course is offered at Standard and Higher level and taken over two years. Topics include: Cell Theory, Ecology, Mitosis, Elementary Biochemistry, DNA Structure, Protein Synthesis, Genetic Engineering, Genetics, Photosynthesis, Respiration Evolution, and Human Biology and Diseases, together with one Option topic. Design and implementation of a common project is a part of the course as well as laboratory and field investigations.

Grades 11 and 12 IB Chemistry HL, SL and Credit

This IB course is offered Higher and Standard Level, over two years. Topics studied include Quantitative Chemistry, Atomic Structure, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Organic Chemistry, together with one Option topic. Laboratory investigations and problem solving are integral parts of this course. Students are required to participate in a whole-class multidisciplinary project in the final year.

Grades 11 and 12 IB Physics HL, SL and Credit

IB Physics is a mathematically rigorous two-year course exploring a wide range of physics concepts. Physics HL is considered equivalent to a college level course in physics and students who sufficiently pass the external exams may be eligible for college credit. Furthermore, the course is sufficient to prepare students to sit the SAT II physics exam. In addition to covering the Core topic areas (physics measurement, mechanics, thermal physics, waves, electricity and magnetism, atomic and nuclear physics, circular motion and gravitation, and energy production), students will extend their exploration of some of the more advanced areas of physics. Some of the advanced areas of physics include the study of orbital motion, gravitation, thermodynamics, electromagnetism, and quantum and nuclear physics. In addition, students will study one additional Option topic. The topic Engineering Physics has been chosen in the past.

Social Studies

Grade 9 Modern World History (Semestral)

This course is taught thematically, so that topics are linked to give students a sense of continuity and development in historical trends. They will analyze by comparing and contrasting events that happened around the world at different times. This is a skill-based subject which expands on the students' previous experience with primary and secondary sources, document analysis, essay writing and formulation of arguments. Topics explored include: Revolution, Imperialism, Nationalism and World War I.

Grade 9 Physical Geography (Semestral)

Physical Geography 9 focuses on the physical features of the earth. Emphasis is placed on the interrelationship between humans and the environment. The core concepts studied enable students to determine how human actions are influenced by the physical environment. Topics include: Maps and Mapping, Landforms, World Water, Natural Disasters and Environmental Issues.

Grade 10 Modern World History (Semestral)

This course is designed to provide students with a fundamental understanding of some of the most transformative events of the modern era. Having studied the rise of democracy and the Enlightenment in Europe in previous courses, students will study the collapse of the European order and the developments that led to the First World War. The course also examines the effects of these events on an increasingly globalized world by studying the Great Depression and the Russian Revolution. Later, the course will shift focus and examine the rise of nationalism around the world, the rise of Fascism in Europe and the outbreak of World War II, finally closing with an introduction to the Cold War. The Philippines will be studied in the context of this history.

Grade 10 Global Issues in Human Geography (Semestral)

This course is designed to examine the four major areas in Human Geography - population-related issues, models and theories, urban and rural settlement models. Each theme is dealt with from global and local perspectives. The objective of the course is to enable students to attain a comprehensive knowledge and understanding of geographical concepts with associated skills development; the geographical implications of the causes and consequences with their interrelationship to human development and progress; and the development of reasoned and balanced analysis based on respect for attitudes, values and perspectives of cultural differences. Units of study include: Population, Migration, Consumption, Sustainability and Human Rights.

Grades 11 and 12 IB Business Management, HL, SL and Credit

Business Management is a rigorous and dynamic discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of how individuals and groups interact in an organization and of the transformation of resources.

The IB Business Management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and

skills. Course content aims to help students understand the implications of business activity in a global market.

Grades 11 and 12 IB Economics, HL, SL and Credit

The study of economics is essentially about the concept of scarcity and the problem of resource allocation and how the theories may be applied in an international context. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study. The scientific approach characterizes the standard methodology of economics. This methodology can be summarized as a progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion.

Grades 11 and 12 IB History, HL, SL and Credit

In this course, students will learn how to read, assess, and analyze historical evidence; how to use this material to construct a cogent written or oral argument; and how to research, organize, and document an original historical inquiry. The course requires an in-depth study of the main developments in 20th century world history. The first year will focus primarily on Europe, but will also include material on Asia and the Americas. The second year will review the same time period from the perspective of the Middle East.

Grades 11 and 12 IB Theory of Knowledge (TOK)

What is a life well lived? How are we to judge? How do we really know something? These questions are at the root of the curriculum of the Theory of Knowledge class. TOK is the culmination of the International Baccalaureate curriculum and at the center of the program. Students ask probing questions about knowledge and about learning. In TOK, students are asked to examine truthfully what kinds of thinkers they are becoming, and where they might go from here.

Modern Languages

Mandarin, Filipino and Korean are offered in the Upper School. Students in the ESL program receive additional English language teaching during these class blocks. Only students in the ESL Support Level may choose to study a third language. Modern Language classes may be multilevel.

Grades 9 and 10 Filipino and Grade 10 Korean

This level of course is intended for native or near native speakers of the target language. It covers grammar and composition as well as speaking, listening and reading a variety of literature. Genres covered include novels, poetry, essays and drama. Students will also write research reports.

Grades 9 and 10 Mandarin, Korean and Filipino – Beginner Level

This course is for students with very little or no prior knowledge of the target lan-

guage. The four basic language skills, listening, speaking, reading and writing are developed using the communicative, thematic and interactive approach. The themes that will be explored and studied will be the prescribed topics in the IB Ab Initio program like individual and society, leisure and work, urban and rural environment. At the end of this course, students are expected to be able to express themselves in the target language using simple but grammatically correct structures both in written and oral form. They are also expected to read and understand short written passages as well essential notices like signs, menus, timetables, advertisements. The students are also expected to show an awareness of the culture of the target language.

Grades 9 and 10 Mandarin, Korean and Filipino - Intermediate Level

Intermediate level is a continuation of the Beginner Level or for those with more exposure and fluency in the language. While still using the communicative, thematic and interactive approach making use of the topics prescribed in the IB Language Ab Initio program, this course introduces more complex grammatical structures and texts to expand the students' communication skills. This course also aims to provide students with a deeper familiarity of the culture of the target language. The students will also be given exposure to the literature of the target language through excerpts from poetry and prose for interpretation and appreciation. At the end of this course, students will be expected to orally express their ideas with more fluency and ease using more complicated structures and vocabulary. They will also be expected to write longer and more detailed compositions using a variety of sentence structures and vocabulary.

Grades 9 and 10 Mandarin, Korean and Filipino – Advanced Level

The Advanced Level course aims to develop and expand the students' language skills. Still using the communicative, thematic and interactive approach students will be able to express themselves in the target language making use of more sophisticated vocabulary and grammatical structures. Towards this end, greater emphasis is given on the students' fluency and ease of the advance grammar level in the target language. The students will be trained to write more formal compositions in the narrative, expository, descriptive and persuasive styles. This course also includes a survey of major literary works in the target language.

Grades 11 and 12 IB Language B Mandarin

Language B HL Level is a course for students who possess a high level of competence in the language. This course primarily aims to reinforce accurate and effective oral and written communication within a range of contexts and registers. It affords the students an understanding of the culture through two works of literature. The main focus of this course is on language acquisition and the development of skills considerably beyond those expected of an Ab Initio candidate.

Grades 11 and 12 IB Ab Initio Mandarin SL and Credit

The language Ab Initio courses are language learning courses for beginners, designed to be followed over two years by students who have limited or no previous

experience of learning the target language. The main focus of the courses is on the acquisition of language required for purposes and situations usual in everyday social interaction. Ab Initio language courses are only available at standard level. Ab Initio language courses aim to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language, through the study of a core syllabus and language-specific syllabuses.

Grades 11 and 12 IB A Literature Filipino HL, SL and Credit

This 2-year course develops understanding of techniques involved in literary criticism and promotes the ability to form independent literary judgments. The formal analysis of texts and wide coverage of a variety of literature, both in Filipino and in translated text from other cultural domains is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also develop skills of analysis and ability to support an argument in clearly expressed writing. Students must demonstrate their ability to provide literary commentary both in written and oral form. Students are internally and externally assessed.

Grades 11 and 12 IB A Literature Korean HL, SL and Credit

Literature Higher Level is designed for students with very strong writing and speaking abilities. Students taking the course develop skills in reading, writing, speaking and critical thinking through the analysis of a variety of literary works. Assessment is through written and oral essays, commentaries and creative writing. Literature Standard Level is intended for students who are pursuing Higher Level courses in other areas. Over two years of the course, the class studies ten works of literature from varying genres, authors and cultural contexts. The course emphasizes literary criticism and the ability to write effective analytical essays.

Visual and Performing Arts

Grades 9 and 10 Visual Arts

Art is essentially project-based at these levels and encompasses basic elements and principles of drawing, painting, composition, sketching, studio experimentation, multimedia projects, art and history appreciation. Students are led through the processes of creating three-dimensional work from small pieces up to life-size caricatures. They are taught the processes used in graphic design, ranging from product design to building design and advertising. All projects are intended to encourage individual expression and thought.

Grades 11 and 12 IB Visual Arts HL, SL and Credit

Students follow the I. B. Visual Arts program over two years at either the Standard or Higher level. Grade 11 students do a basic foundation course and then launch into their own individual areas of study under the supervision of the teacher. The course involves studio work, experimental studio research (demonstrating an awareness of cultural and social issues, appreciation and awareness, technical skill, etc.) and the keeping of a research workbook. The final Grade 12 exhibition

is a highlight of the year.

Grades 11 and 12 IB Theater Arts HL, SL and Credit

The program is designed to encourage students to examine theatre in its diversity of forms around the world. This will be achieved through a critical study of the theory, history and culture of theatre, and will find expression through workshops, devised work and scripted performance. Students will come to understand that the act of imagining, creating, presenting and critically reflecting on theatre in its past and present contexts embodies the individual and social need to investigate and find explanation for the world around us. The program emphasizes the importance of working individually and as a member of an ensemble.

Religious Studies

Grade 9 Religious Studies

This course reviews the Bible and then focuses on the Old Testament. Within a historical framework, stories, events, and personalities are chosen to illustrate the ideas and themes of the book. The emphasis is on the emergence of the people of Israel and their role in God's plan. The course will conclude with a study of the influence of the Old Testament in the foundational ideas of Western Civilization, particularly through a look at art, music, literature and law.

Grade 10 Religious Studies

This course explores the life and teachings of Jesus Christ based mainly on the testimony of the Synoptic Gospels, with Mark serving as the basic text. The course further explores contemporary portrayals of Jesus, and takes a brief look at the subsequent rise and spread of world Christianity. The central aim of this course is to raise questions and provide students with the desire and the means to search for answers – an endeavor that should last a lifetime.

Information and Computer Technology (ICT)

Grade 9 ICT introduces students to the concepts and mechanics of HTML and Web page construction, graphics design, video production and databases. Real-world problems and concepts of good visual design are stressed in all units. Students will also become familiar with the basic hardware used in Personal Computers. In addition to this, students will become aware of the social and ethical issues involved in the use of these technologies.

Grade 10 ICT students will gain practical experience and understanding in developing web pages, creating original graphics, producing digital movies, developing simple program applications and learning the technical concepts of networks and databases. The course will also give students a view of the social and ethical issues involved in the use of these technologies.

Physical Education / Health

Grade 9 and 10 courses build on those of earlier years and aim to further develop the self-esteem of each student, using sports as the principal medium. Other aims

are to prepare students for adult life where they will be responsible for their own physical fitness, and to develop sporting skills that will be of value in leisure time activities. Health education features in the program. Issues covered include personal health, self-esteem, the use, misuse and abuse of drugs and alcohol, family life, and the responsibilities and relationships of adolescence. Infectious diseases and disorders as well as environmental health are also covered.

Music

Grade 9 Music provides an awareness of musical styles manifested through the study of music according to four broad periods of music literature: The Middle Ages, The Renaissance, The Baroque and The Classical era. The study of music literature includes musical scores to combine visual perception with auditory understanding, and enables students to see in detail aspects of musical construction.

Grade 10 Music points out the prominent and distinctive characteristics of the 19th and 20th century styles. An in-depth integrated study of the harmony, rhythm, new forms and styles will be undertaken in singing, listening, composing and performing music.

The English as a Second Language Program

The ESL program continues in grades 9 and 10 but is not offered in grades 11 and 12. The grade 9 and 10 courses are designed to enhance students' proficiency of the English language by focusing on reading and writing. Students will have the opportunity to explore, analyze, research, infer, read, criticize and inspect a wide variety of literary genres. Narrative, Expository, Argumentative, Procedure, and Persuasive essays will all be covered. The course will be facilitated in compliance with the teaching and learning standards set by TESOL and SIOP.

Homeroom

All Upper School students are placed into Homeroom classes that meet briefly each morning. During this time, teachers serve as mentors and have the opportunity to get to know their students outside of assessed, academic areas. The Homeroom teacher also serves as the immediate point of contact for general communication between home and school. Teachers conduct attendance and read morning announcements.

THE CO-CURRICULAR PROGRAM

The Brent International School co-curricular program is meant to provide our students with diverse experiences to work in a global community and to develop the seven ESLRs and as well-rounded global citizens.

Church Services

Brent International School Baguio is an Episcopal Church-related School. The school is committed by heritage and educational philosophy to provide a Christian atmosphere, as well as a religious program that seeks to encourage students to establish values and standards for their lives.

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

The House System

All students from K to Grade 12 are assigned along with their siblings to be members of the Yellow Eagle, Blue Hawk or Red Falcon Houses.

The House system aims to promote positive interaction and healthy competition within the school and involves all aspects of student life including academics, sports, culture and behavior.

Faculty work closely with student leaders in organizing activities and coaching students. After-school Thursday afternoons are designated for House Activities.

At the end of the school year, the House Cup is given to the House with the greatest number of points earned.

Sports

All Middle School and Upper School students are eligible to tryout for Brent sports teams. The sports offerings for Varsity are: soccer, basketball, and volleyball. ISAC (International School Activities Conference) sports tournaments are held with other international schools three times within a school year. The team coaches have the final say and responsibility for team selection as well as for discipline, equipment, and general behavior of the team. Team members are expected to attend all practices and scheduled games. All student athletes are representatives of Brent International School Baguio, and as such, are expected to act appropriately in all practices and competitions and to maintain their academic and citizenship standing. Students are required to complete a student Athletics/Sports Contract and have it signed by their parents or guardian. Individual training in various sports may also be conducted according to student interest and coach availability.

Applied Music Classes

Individualized tutorial classes are offered for instrumental music (piano, guitar, violin, flute, drums, cello) under the auspices of the Visual Performing Arts Department. Voice lessons are also offered. Students may participate in chapel services, assemblies, school productions, and events. An end-of-the-year recital is a highlight for these young musicians of all ages.

Stage Productions

The school offers opportunities for students to participate in production, including appearing on stage, backstage support, costumes, props, scenery and lighting.

Club Options

A variety of clubs meet in the afternoons after class hours under the supervision of

faculty, coaches and parent-volunteers. These offerings, which are optional, provide students the opportunity to develop their talents, skills and interests.

Community Service

All students are exposed to and encouraged to participate in community service or outreach activities. These activities are conducted in various ways: fundraising, gift-giving, barangay school campus sharing, tree planting, Christmas activities in barangays and selected public schools, book distributions, and a one-day Medical-Dental Outreach Clinic to culminate all these.

The StuCo and the NHS organizations and volunteer students take the lead in the planning, and implementation of some of these activities.

Field Trips

As a part of admission requirements, parents must sign a field trip authorization form allowing their child to participate in local field trips.

For out-of-town field trips, all parental permission forms or waiver statements must be returned to the field trip faculty organizer 48 hours prior to the trip. Students without permission slips or waiver statements will not be allowed to go on the trip. On all field trips, either educational or recreational, students leave and return to the school together. Students may leave the group only after returning to Brent School.

Unless otherwise stated, students going on field trips are to be in school uniform and are expected to abide by all school rules.

Students must travel to off-campus sites using school-approved transportation. Private cars are not allowed, unless approved in advance for exigent reasons by the Principal. Student-driven cars are not permitted.

In some instances, parents may be asked to chaperone field trips. For safety reasons, only designated chaperones will be permitted to accompany Lower School field trips. Chaperones are required to actively take charge of and lead small groups; as such, no other family members - babies, toddlers or other children- are permitted to accompany the chaperone. Only students enrolled in the class for which the field trip is intended may participate in the trip.

School Camps

For Grades 4 through 8, students are expected to take part in either day or overnight camps. These are a valuable way for students to experience activities and challenges, build relationships, and gain independence and confidence. Camps are often associated with other Brent Schools, further fostering inter-campus relationships. All students are expected to conduct themselves, at all times, in such a way as to bring credit to the school. Students who do not follow the camp rules and behavior expectations may be required to leave the camp in the company of an adult and return to school at their own expense.

Events

Traditional to Brent Schools are four annual events which involve the attendance and participation of the entire Brent Community (to include Board of Trustees, alumni, Brentonians, parents, employees, church community, friends of Brent, and others). Students take the lead in the observation of these events: United Nation's Day in October, Lessons and Carols in December, Field Day in February and Brent Day February-March.

CHAPTER 6 STUDENT LIFE

GENERAL STATEMENT

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

ACCIDENTS, ILLNESS, STUDENT INSURANCE

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

Parents should also advise the school of a student's physical limitation or handicap (if any), both temporary and permanent. If the student is under continuing medication, the clinic must be notified and the proper medication must be supplied. Generally speaking, our school nurse will administer the medication. If the medication interferes with a student's ability to learn (such as drowsiness) the teachers concerned must be informed so they are aware of the problem.

If a student becomes ill during the school day, he or she is taken first to the clinic. If a student visits the clinic and returns to class, parents are notified via the assignment notebook or a clinic slip. If the nurse decides that the illness requires a doctor's visit or home confinement, the parents are immediately notified and arrangements are made for the student to be taken home.

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

Personal Accident Insurance for Students

Insurer	: Malayan Insurance Company
Effectivity	: 01 August 2020 - 31 July 2021
Schedule of Benefits	
Accidental Death and Disablement	Php 300,000.00
Unprovoked Murder and Assault	Php 300,000.00
Accidental Medical Reimbursement	Php 35,000.00
Burial Expense	Php 35,000.00

Parents or Guardians: Following are the procedures for accidents that have

occurred outside of the school campus or outside of school- sponsored activities / functions:

1. Report the incident to the School Nurse who then shall provide a form that needs to be accomplished with the following documents to be attached:
 - Narrative / descriptive report on the accident involving the student
 - Medical/hospital documents indicating type of treatment/medication
 - Official receipts of all accident-related costs incurred (medication, treatment, hospitalization etc)
2. Submit all the above documents and forms to the School Nurse who shall review them and who then shall be responsible for submission to the School's Finance Office.
3. The School's Chief Administrative Officer in the Finance Office shall be responsible for certifying on behalf of the school and submitting the same documents to the Insurance Company. She, too, shall be responsible for the follow-up of the said claim.
4. The insurance company's doctor shall evaluate the case and determine the just compensation, and the Company shall issue the check accordingly and directly to the school for the account of the student involved. The Chief Administration Office then informs the parent of the company response.

Note: All costs up to a maximum of P 35,000.00 for accidents occurring within the campus, during school/activities time, and with treatment provided at St. Louis Hospital or Notre Dame Hospital are paid for by the school and for reimbursement by the insurance company.

BIKING AND SKATEBOARDING

The campus roads and concrete stairways / walkways are not to be used for bikes, skateboards, rollerblades, and the like.

The following areas may be used for biking and skating:

- a. the outdoor court
- b. the Lower School playground (on dry weather days)
- c. the perimeter of the soccer field (on dry weather days)

All are to have proper gear for these activities: i.e. safety helmet with shin guards and elbow guards particularly for skateboards and rollerblades.

Night-time riding is not allowed.

BIRTHDAY PARTIES

While we recognize and celebrate with each student his / her natal day, class schedules, daily routine and planned activities cannot be compromised for personal, social events; hence, birthday parties may not be held in school. (Exception: Dorm and Residential areas for boarders and campus residents). As a token celebration, packed snacks and goodies may be distributed at recess and/or lunchtime. For

these, permission must be sought from the Principal at least 24hrs. prior to the celebration.



BOOKSTORE - SCHOOL SUPPLIES

The School operates a bookstore stocked with school supplies, Physical Education and school uniforms, House shirts, etc. Supply packets for each grade are also available for each student. Students are requested to purchase supplies from the School's bookstore in order to ensure uniformity. The bookstore is open on weekdays at 7:30am - 11:30am and 12:30pm - 4:30pm.

TYPHOON SIGNALS AND CANCELLATION OF CLASSES / EARLY DISMISSAL

Brent International School Baguio is advised by PAGASA (the local weather bureau) and the Storm Signal Guidelines established by the Department of Education of the Philippines. Accordingly, when storm signals raised by PAGASA are posted over Baguio City, classes will be affected as follows:

Storm Signal 1 Normal Operation	All Classes will proceed as scheduled.
Storm Signal 2 No Classes or Activities	All classes from K through Grade 12 are automatically suspended. Faculty may not report for work. School offices are open; administrators, office and support staff report as usual if it is safe to do so.
Storm Signal 3 & 4 No School	The entire school operation is closed.

In the absence of a PAGASA declared typhoon signal, at a time when the weather appears to be inclement and threatening, cancellation of classes may be declared.

Every attempt will be made to contact parents, students and teachers in the event of a sudden cancellation of classes. The PTA telephone tree is activated for this purpose. If you have not heard or are unsure about the status of classes, please call the school at 442-4050 extension 123 after 5:00am. Parents are to register their cellphone numbers with the PTA.

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

CELL PHONES / ELECTRONIC DEVICES

Cellular phones and other electronic devices are not to be used or heard from during instructional time without the expressed permission of the teacher. These devices cannot be allowed to interrupt the instructional or learning process. In addition, students choosing to bring such equipment to school do so at their own risk. The School will not accept responsibility for any devices lost or stolen on the School premises. Students are to use their personal locker to store cell phones when they are not being used. Phones being used in class without permission may be confiscated and held until the next school day. More guidance is provided on the Bring Your Own Device section.

CLOSED CAMPUS

Brent Baguio is a closed campus; that is to say, students are not permitted to exit and return at will. Students must remain on campus during school hours unless they have been given a Special Permission (SP) slip to go home. Once a student leaves campus at the end of the day (except in the occasion of an on-going school activity), that student may not return to campus without clearance from the Principal.

Parents: If you allow your child (Grades 9-12) to leave campus on his/her own after school, please inform the Principal in writing.

SP's within a school day can be sought only from the Principal. When a student falls ill within the school day, a nurse's clearance is required prior to the issuance of an SP. In such cases, the student must be fetched by either the guardian, a parent, or a designated responsible adult.

Boarding students can leave campus only with the permission of the Dorm Head and Principal.

Students may only remain on campus after 4:30 pm for an official activity with special permission secured from Administration or from a faculty member who will provide supervision. After 6 pm, students are not permitted to leave campus on their own and must be picked up by their parents unless with written permission from the parent/guardian.

No student may entertain visitors on campus during school hours.

Alumni Brentonians are always welcome to visit and tour the campus. If, however,

they wish to visit and interact with students, such can be done only after classes have finished.

Requests to sit-in on classes require the approval of the Principal.

COMMUNICATION

Notices and letters are sent home through the students, monthly newsletters for Lower School and bulletins are published regularly. These same publications are listed on the official school website: www.brentbaguio.edu.ph. Announcements are sent via email on the website. All are encouraged to visit our website regularly and check their email in order to stay informed of the many activities and events happening in and around our school.

The Administration maintains an “open door” policy. Provided the Administrators are not engaged during the preferred time, one is free to see them for any concern. Otherwise, an appointment may need to be arranged through the secretaries.

The PTA telephone tree may also be used for quick communication from school to parents. This may occur particularly during typhoon days and/or emergencies.

Please note: For daily home-school communication, the check and use of the child’s Assignment Notebook are encouraged.

Email Addresses/Cellphone Numbers

To enhance regular communication, we encourage parents to share and update their email addresses/cellphone numbers with the Registrar.

GOOGLE CLASSROOM & STUDENT’S BRENT EMAIL

As we look to increase our communication with students we have adopted Google Classroom as our sole on-line learning platform. This is an efficient way for our students to communicate to and from their subject area teachers and classroom peers. Teachers post vital information in their specific Google Classroom, such as but not limited to: the course syllabus, references, formula charts, daily assignments and much more. The student’s account is linked to their Brent email and it is expected all students use their assigned email accounts when communicating with their teachers, counsellors, coordinators, coaches, and principals.

BASIS

Brent uses a customized software application named BASIS (Brent Academic School Information System). This allows students and parents to view academic progress and absences online through a Student and Parent Portal feature. Grades 4 through 12 parents can track progress throughout the year. Nursery to Grade 3 parents can view reports at the end of each quarter as well as view the mid-semester progress report and end of semester report cards.

BRING YOUR OWN DEVICE

Upper School students are expected to bring a laptop to school to support their learning. Tablets, netbooks, and smartphones may provide additional support, but

they do not replace the functionality of what a laptop brings to the student in the US classroom.

COMPUTER POLICY: ACCESS, SUPPORT, AND RESPONSIBLE USE

The use of computers, the school network and the Internet at Brent International School Baguio is primarily for enhancing student learning and is offered as a privilege, not a right. All students are welcome to access the Internet using their personal or school-owned devices provided that they follow the terms and conditions outlined in the Responsible Computer, Network and Internet Use Agreement. System Administrators reserve the right to monitor the use of computers, and the Internet.

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.

DINING HALL AND SCHOOL CAFETERIA

The dining hall offers hot lunches for day students who may apply to eat there at a minimum monthly rate. Faculty members supervise dining hall meals. Snacks and lunches may be brought from home and for these, there are designated areas for eating. Lower School students are supervised. Nannies or household helpers may go to the designated lunch areas only at lunchtime.

The School is responsible for the operation of the cafeteria. Additional concessionaires offer students, faculty and staff a choice of food. Students may go to the cafeteria only during recess, lunch, and after school time.

School rules on behavior and considerable standards on table manners most certainly apply in the cafeteria. Students are to clean up after themselves, making sure the table and area they have used is at least as clean if not cleaner than when they found it.

EVACUATION AND EMERGENCY GUIDELINES

Evacuation and Emergency Guidelines are posted in every classroom and office.

Homeroom teachers regularly review the following procedures with their students to help them feel confident about what to do in an emergency.

Evacuation (fire, bomb threat, following an earthquake)

A continuous ringing of the bell signals an emergency evacuation situation. Evacuation drills are held as regularly as possible. In all cases, whether in a drill or in an actual emergency, students are to follow faculty instructions and move with haste but in orderly fashion to the designated initial evacuation areas.

Lockdown (intruder or similar danger on the grounds)

This is signaled by five short bells every five seconds. In the event of an unforeseen intruder or other danger to students, a lockdown procedure will take

effect immediately.

- All students and faculty are to move swiftly indoors, to the nearest room.
- All windows and doors are to be locked, curtains closed and lights turned off.
- Where possible all students and adults should sit not in direct range of the doorways and accessible windows. Absolute calm and quiet must be maintained.
- The all-clear signal will only be given verbally by a recognized school authority.

Earthquake

Upon the initial shock of an earthquake:

- Drop, cover and hold on. Move only a few steps to a safe place. Seek cover under sturdy, heavy furniture like an office table or classroom desk.
- Do not run or vacate the premises while an earthquake is occurring.
- Stay away from windows and areas where glass or mirrors are located.
- Stay away from objects, like computers, tall shelving, picture frames, that may fall on you.
- If you are outside, find a clear spot away from buildings, trees and power lines. Drop to the ground and remain there.

If the intensity of the earthquake is quite strong and the building is in real danger of collapsing or if falling debris has made it unsafe to stay in the building:

Calmly and orderly leave the building through main stairways or designated exit points.

Follow evacuation procedures when evacuation bells are rung after a quake. The final evacuation area on Brent campus is the soccer field.

LIBRARY

The School's two libraries have an extensive book collection and subscriptions are made to over 20 periodicals. Students have direct access to library materials for research and recreational reading. The Lower and Middle/ Upper School Libraries are connected through a web-based computer catalog (Destiny) that provides access to both collections. Libraries are open from 7:30 in the morning until 4:30 in the afternoon, Monday through Friday.

LOCKERS

Lockers are provided by the School and assigned to each Middle and Upper School student for the security and safety of their school and personal belongings.

Students are expected to make use of their lockers. Middle School Students must provide their own locks for the lockers. Students are encouraged not to share their locker combinations with others in order to keep their personal belongings secure.

Upper School Students will be given a lock that they will customize a combination for at the start of the school year. All student combinations will be collected during the first week of school by Upper School homeroom teachers. In the event students forget their combinations or lose their lock, they will be responsible for reimbursement. These locks (a legacy project of the graduating class of 2019) will be returned and reset at the end of the school year so that they may continue to be used for years to come.

Occasionally, some exigent situations (e.g. loss of items, etc) may lead to locker checks by administrators and homeroom teachers.

LOST AND FOUND

All unattended articles left anywhere on campus will be taken to the Lost and Found Office for redemption by the owner. Although the school takes seriously its duty to protect students, it cannot prevent property loss due to carelessness or irresponsibility and, therefore, will not make reimbursements for lost or missing items. Students are asked to immediately report the loss of major items to the Principal's Office or School Security. The Lost and Found Depository is located at the Administration Office (Switchboard Operator) in Ogilby Hall.

NATIONAL HONOR SOCIETY (NHS)



The National Honor Society whose main office is based in the United States ranks as the oldest and most prestigious organization of high school students worldwide. Chapters exist in a majority of international and American high schools. NHS serves to aid the community through special projects, to stimulate academic enthusiasm, to develop leadership qualities in their members and to provide a positive influence in society. Membership is open to Grades 10-12 students who meet high academic requirements and who are then evaluated and selected by the NHS Faculty Council for exhibited qualities of leadership, service, character, scholarship and citizenship.

OFFICIAL LANGUAGE POLICY

English is the official medium of instruction and the medium of communication at Brent. As a matter of courtesy to all nationalities, English is to be used as the medium of social communication.

PARENT - TEACHER ASSOCIATION (PTA)

The Brent International School Baguio Parents-Teachers Association is a purely civic, non-sectarian, non-political support organization. Its objective is to promote cooperation between the home and the School and to assist in communication, extra-curricular activities, fund-raising projects, etc. of the School. Membership in the PTA is open to all Brent teachers and parents of Brent students. PTA officers are elected biannually.

PERSONAL SECURITY

For any student needing personal security or a bodyguard, the Principal and Security Officer must be informed in writing. Note that firearms are not allowed on campus.

PUBLIC DISPLAYS OF AFFECTION (PDA)

Brent students are expected to exercise sensibility and propriety in their personal interactions (i.e. only holding hands by couples is acceptable) on campus, during field trips and off-campus functions, and in public places.

PUBLICATIONS

THE GANZA

The school yearbook features the graduating class, the student body, faculty and staff and further highlights the year's activities and events. "Ganza" is derived from "Gangsa", an ethnic term for a gong which is widely used as a musical instrument in the Cordillera Region of the country.

THE BRENT BAGUIO WEBSITE

The website, www.brentbaguio.edu.ph is updated regularly. The school calendar of events, reminders, newsletters and photos are contained here, along with a wide range of information regarding the school, its history, student resources, admission requirements and school events.

SECURITY GUARDS

The School's Security Guards play an essential role in ensuring the safety and well being of everyone on our campus. They have a difficult and challenging job, and like all members of our Brent community, they are to be treated with respect and courtesy at all times.

Security Guards are posted at each of the school entrances and in various areas around the campus. They work to maintain an orderly campus and to enforce school rules and regulations. Security guards carry out regular passenger and vehicle checks for everyone's safety. All visitors must register at the Guardhouse before entering the school.

STUDENT COUNCIL (StuCo)

A Student Council is elected by the students to represent the student body and to serve as a direct channel of communication with the administration and faculty. It also provides opportunities for leadership enhancement and service.

The Student Council is composed of four officers - President, Vice President, Secretary, and Treasurer - and of elected representatives from the Grades 6 - 12 Homeroom classes.

Activities sponsored and coordinated by the Student Council include leadership workshops orientation for new students, school dances, Support Staff Appreciation Day, the Christmas bazaar, the Medical-Dental Mission and community fund-raising service projects.

JUNIOR COUNCIL (JCo)

A Junior Council (JCo) operates in the Lower School from Grades 3 through 5. The four officers are elected by Lower School students and faculty and serve for the year. Grade 3-5 classes each elect two class representatives every semester to allow more students the opportunity to participate. JCo becomes involved in, or runs at least four events each school year.

TEXTBOOKS

Textbooks and workbooks are issued to students on loan and remain the property of the school. In recognizing the considerable expense and time involved in securing such materials, students must return them at the end of the academic year in the same condition in which they were received at the beginning of the school year. Any loss or damage will be charged to the student's account at full replacement cost.

VEHICLES / MOTORCYCLES

Students with a valid driver's license may apply to be allowed to drive private cars onto campus. Other students are not allowed to ride in a student-driven vehicle unless these other students have their parents' written consent submitted to the Principal. No student- driven motorcycles are allowed on campus.

CHAPTER 7

BEHAVIORAL EXPECTATIONS, CITIZENSHIP STANDARDS, DISCIPLINE

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

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

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

Policies Governing Student Conduct

The following principles and guidelines underlie discipline at the school.

Student Behavior

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

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

Consistent with exercising proper deportment and good manners, the following are not acceptable:

- a. Rudeness and/or insulting actions or words;
- b. Foul or vulgar language;
- c. Unruly conduct;
- d. Excessive noise;
- e. Class disturbance;
- f. Pranks or distasteful jokes;
- g. Teasing or bullying.

Accountability

Every student shall be held accountable for his or her own actions - not just on conduct but also in class performance and in the appropriate use of school facilities.

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

Although Brent International School Baguio cannot be held responsible for the conduct of its students outside school premises, it regards improper behavior,

irresponsibility, or lack of concern for others on or off School premises as involving the moral character of the student and the good name of the School. Students are reminded that, while wearing the Brent School uniform, they represent not only themselves but also the School. Appropriate disciplinary action may be applied.

Dress Code

1. The purpose of the dress code at Brent is to create a “fad-neutral” environment. Students are required to be neat and well-groomed at all times.
2. Jewelry is to be understated and appropriate. Other than a wristwatch, only one piece of jewelry is to be used at a time and for girls, earrings must not be dangling nor multiple. For all, other forms of piercing accessories are not acceptable.
3. Visible tattoos, whether permanent or temporary, are not allowed. However, some temporary forms of body art may be acceptable only as approved during sanctioned school events/activities.
4. House shirts are required at times when there are house activities.
5. The school may designate certain days as non-uniform days. This means that students have the option not to wear the school uniform. However, one’s attire must be appropriate in nature and free of vulgarity. Again the concept of “neat and well groomed” applies to all students. More details may be provided by the organization sponsoring the “non-uniform” days.
6. Students are required to wear the complete and proper School uniform every school day, during exam days, during field trips, and at official School events, unless otherwise indicated.
7. Other school-issued jackets/sweatshirts/jerseys may be worn all year round. The uniform regulations are as follows:

Uniform for Boys

- There will be one style of shirt (maroon collared shirt). Kindergarten up to Grade 3 boys may wear the school uniform shorts. Grades 4, 5, Middle and Upper School students are required to wear regulation school pants with a belt.
- Any undershirt worn must be white. No designs, colors or words on undershirts are permitted. Except on Thursday, where students are permitted to wear their house shirt under their uniform.
- Shoes are to be leather type, loafer style, with or without shoelaces. The soles of the shoes may be rubber. Black, dark brown or maroon colors are acceptable. White socks are to be worn. Tennis or basketball shoes are to be used for Physical Education classes only. Slippers are not allowed at any time.
- Other school-issued jackets/sweatshirts/jerseys may be worn all year round.
- Students are required to be neat and well-groomed at all times. Facial hair and earrings on boys are not allowed. Boys’ hair is to be kept neat and trimmed. Faddish hairstyles, excessively long, unnaturally colored or disheveled hair (well over the ears and shirt collar) are not allowed

Uniform for Girls

- There will be one style of blouse for girls (white). There will be one style skirt (checkered blue, white and maroon). The skirt length should be no shorter than the middle of the knee. For Lower School, “skorts”/culottes are allowed.

- Girls' shoes must be flats and leather-type, and worn with plain white socks(ankle, knee high socks or tights on cold days). Black, dark brown, or maroon colored shoes are acceptable. Rubber soles are allowable. Tennis or basketball shoes are for Physical Education classes only.
- Slippers are not allowed at any time.
- Excessive make-up and facial or body piercing are not allowed.

Citizenship Standards

Brent International School Baguio students are expected to exhibit self-management, social, and thinking as part of the Brent ESLRs of Responsible Citizenship, Tolerant Individuals and Life-long Learners. The Citizenship Rubric can be found on page 49, under the Assessment Policy.

STUDENT ATTENDANCE

Tardiness

A student is tardy when he or she is not in his or her assigned space when homeroom time or instructional time is scheduled to begin. A student who missed two (2) blocks of the day will be marked as Half-Day Absent. Five (5) days of unexplained tardiness is considered one (1) day absence. In addition, students who have incurred five or more tardies per semester will eliminate a student for consideration of the annual perfect attendance award.

Absences

We view absences as “explained” or “unexplained”. In both cases, the student has missed the lesson and valuable classroom interactions, and we are concerned. Whether an absence is explained or unexplained, the student is still responsible for the information covered and the assignments made during the missed instructional time.

- Explained Absences - The following reasons “explain” a student absence:
 1. Illness or medical appointments;
 2. Crisis in the student's family;
 3. Observance of major religious festivals;
 4. Leaving campus with permission (i.e. filed by parents/guardians or recommended by the clinic)
- Unexplained Absences - The following are examples of unexplained absences:
 1. Cutting classes;
 2. Leaving/not reporting to campus without permission

Again, whether explained or unexplained the student is still ultimately responsible for the material presented and the assignments made during an absence. In the case of unexplained absences and classes that have been cut or skipped the teacher is not required to allow make up work. Relative to excessive absences, please remember that “a no credit” may be given for students who have been absent for more than twenty-seven (27) days in a school year.

Academic Honesty

As stipulated in the Academic Honesty Policy in Chapter 4, every student is 100

required to sign and abide by the following Brent International School Baguio Honesty Statement:

“Brent International School Baguio 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.”

Respect for Property

Personal belongings are the students’ responsibility. The school is not responsible for the loss of money, cellular phones, other electronic devices, or personal articles.

Stealing others’ property, even in the guise of pranks or jokes, will not be tolerated; students found to be stealing will be subject to serious sanctions including suspension or withdrawal from School. The school reserves the right to do random locker/bag check.

Any student caught vandalizing school property will be subject to disciplinary action and would be required to make restitution for any damaged property.

Substance Abuse - Dangerous Drugs, Alcohol and Tobacco

As part of our admission requirements, students and parents sign a Permission for Drug Testing document.

The possession of, taking or using, buying or selling, giving or accepting of any alcohol, or illegal drugs on or off campus is strictly forbidden. The School reserves the right to conduct any legally accepted procedure to detect use of drugs or alcohol by students who are suspected to be users.

No alcohol may be served or consumed by students at anytime on campus or at any school related activity.

Smoking or chewing tobacco is not allowed anywhere on campus, in the School dormitory, at any School-sponsored activities, or at any time in public places while wearing the Brent School uniform. Faculty at their apartment or residence are excluded from this.

Students are not permitted to chew gum on campus.

Weapons

Dangerous weapons or anything that may be construed as such are forbidden on

campus. Also forbidden are firecrackers and any other object that might present a safety hazard.

Consequences - Minor Disciplinary Actions

Minor disciplinary actions are generally applied for first time offenses.

Student Conduct Slip (Orange Slip)

An “Orange Slip” or Student Conduct Slip is issued at any time during the school day to students for exhibiting a lack of courtesy around the campus due to:

- a. Use of a language other than English
- b. Use of an unacceptable/derogatory term
- c. Failure to meet the dress code
- d. Tardiness to class
- e. Late homework/assignment
- f. Inappropriate behavior/action. Failure to adhere to class rules. (i.e. not bringing required textbook to class, missing homework)

As a consequence, students will lose their regular morning recess for the next day of school. Students are not permitted to visit the Canteen before appearing for their recess detention but may bring a snack from home. Likewise, food delivered by other students to the identified location is not allowed. If students report to orange slip with nothing to work on or to do, they will be required to read from a selection of books provided. Phone use or laptop use is not permitted during orange slip and should be left out of sight. Students are required to report to the following location during recess time:

LS students – LS Lounge

MS & US students – Ogilby Front Office or Ogilby 2, depending on numbers

A fourth slip in a month's time will result in a Friday Detention.

Five or more slips within a month's time will bring a referral to the Principal and warrant a more serious consequence that may include a parent conference.

Detention

A teacher, with the approval of the Principal, may issue a detention sanction for a more serious instance of poor behavior:

- offences not covered by the orange slips
- after receiving four (4) orange slips within a month's time

After-school detentions take place from 3:00 – 4:00 p.m., normally on Fridays.

A fourth detention in a semester results in a referral to the Principal for more serious consequences to be considered.

Parents are expected to sign and students to return all detention notices as soon as possible. Otherwise, additional sanctions may be imposed.

Consequences - Major Disciplinary Actions

More serious offenses (drug or alcohol use, theft, fighting, bullying, repeated cheating, vandalizing school property, etc) or repeated minor offenses require more serious consequences. The Principal may impose any or all of the following sanctions. Parents will be notified and involved in the process.

Social Probation

This action subjects students to a trial period to ascertain their ability and willingness to abide by School rules and regulations. A social probation translates to social restriction resulting in loss of morning recess, loss of after-lunch break, departure from campus at the end of classes; and non-participation in any after-school activities within the social probation period.

Suspension

Suspension from school and therefore from valuable instructional time is a serious consequence. While temporary in duration, suspension is nonetheless viewed with considerable concern and not imposed lightly. Parents will be required to attend suspension conferences.

Two forms of suspension are in place:

In-School Suspension (ISS)

The student is isolated during the whole school day and is supervised as he/she completes set work for a period of time determined by the Principal. A student on ISS will normally gain credit for work completed during the ISS period. A student on ISS must go home as soon as classes are over and may not participate in after-school activities.

Out of School Suspension (OSS)

The suspended student may not attend classes and any related academic or nonacademic functions for a period determined by the Principal. A student under OSS will not be allowed on campus at any time during the period of suspension unless accompanied by his or her parent or guardian. A student under OSS will not receive credit for missed classes

In cases of suspension, the students and parents may be asked to sign a contract stipulating the conditions that must be met in order to remain at Brent International School Baguio; a student who has been suspended within the school year and who violates any of the conditions stipulated may be asked to withdraw.

ANTI-BULLYING POLICY

It is the collective responsibility of everyone in the Brent community to make certain that every student feels safe, supported and valued at all times. Any form of bullying in BISB is unacceptable.

What is bullying?

As defined by the Philippines Anti-bullying ACT of 2013

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

- a. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
- b. Any act that causes damage to a victim's psyche and/or emotional well-being;
- c. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim's looks, clothes and body; and
- d. Cyber-bullying or any bullying done through the use of technology or any electronic means.

Procedure for Reporting Incidents

1. Anyone in school can report a possible bullying behavior. (Report may be done orally or in writing)
2. All faculty and staff are responsible for receiving and responding to oral and written reports. If possible faculty and staff who initially receive an oral or written report of bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the students involved and if the incident does not meet the definition of bullying, no further action may be necessary under this procedure.
3. All reports (resolved and unresolved) must be documented by the faculty or staff who received the report on an Incident Report Form and submits this to the School Principal. The Guidance Counselor and Homeroom Teachers of the students involved are furnished a copy.
4. For unresolved and severe issues, the School Principal will begin an investigation and inform the parents of the students involved.

Procedure for Investigation

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

2. The investigation shall include, at a minimum:

- An interview with the student/s who complained.
 - An interview with the alleged bully
 - A review of any previous complaints involving either the complainant or the alleged bully.
 - Interviews with other students or staff members who may have knowledge of the alleged incident.
- a. The School Principal may determine other steps to take before the investigation is complete.
 - b. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the school will provide the parent/guardian and/or the student with weekly updates.
 - c. No later than two (2) school days after the investigation has been completed, the School Principal shall respond in writing and may also meet with the parent/guardian of the complainant and the alleged bully explaining:
 - The results of the investigation.
 - Whether the allegations were found to be factual.
 - Whether there was a violation of policy
 - The process for the complainant to file an appeal to the Headmaster if any of the parties disagree with results.

Counseling may be provided by the Guidance Counsellor for both students or referral to specialists may be done depending on the need of the student/s concerned to support and empower the targeted student and to guide the bully towards improved behaviour. The student who committed bullying will continue to be in the school's monitoring list for a period of time to prevent any possible retaliation.

Range of Consequences

Brent School takes allegations of bullying seriously and will respond promptly to complaints and claims of bullying. If proven upon investigation that inappropriate conduct did take place, Brent School will act promptly to address conduct and will impose corrective action as necessary which may range from:

1. Requiring the student to have sessions with selected school personnel to exhibit better behavior;
2. Recommendation for counseling or other therapeutic services (may include the family/guardian); and
3. Disciplinary action where appropriate, up to and including, suspension and expulsion.

Some suggestions for students on how to respond to a bullying situation

1. Stay calm, ignore it (use self-talk eg. "I need to stay calm." and remember often those who bully are disguising their own problems) and walk away. Identify a network of trusted adults or peers you can talk to (eg. parents, a friend, a student leader, homeroom teacher, counselor). Seek support from your network. It is good to let someone know what is happening. If the bullying does not stop, do not give up!
2. You may choose to confront the person. Speak to them and ask why they are behaving in such a way, take a support person eg. Classmate, friend. Stand up

for yourself by expressing how the bullying makes you feel, tell them you don't like what they are doing and you want it to stop. Tell them they are breaking school rules and the school is prepared to enforce the rules. If the bullying still does not stop, do not give up!

3. You may seek outside help. Seek help from a teacher, school counselor, parent. Tell the adult everything. Decide with the adult on a plan which may include speaking to the School Principal. Keep on telling until the bullying stops!
4. If you are a bystander (a person who witnessed bullying either in person or online). You have the capability to help by being an UPSTANDER. Defend the one being bullied by intervening, interrupting and speaking up against the bullying behavior. If you see bullying happening in a conversation, change the subject or question the behaviour. Accompany the person who is the target of bullying in school and reach out to him or her privately to let them know you care and that you do not agree with how they are being treated. Encourage the person to report the incident so that they can be helped by the adults in the school community who can do something to help stop the situation.

BULLYING PREVENTION INITIATIVES

1. Information Dissemination -The School Principal will ensure that information regarding the school's Anti-bullying policy and procedure will be available (handbook) and in a language that families can understand (translated copies of the policy may be printed on separate sheet for distribution)
2. Education - At the beginning of the school year, students will receive age-appropriate talks on Bullying during Homeroom Time to be facilitated by their Homeroom Teachers and/or Guidance Counselor. The information will include a discussion of the policy in the Handbook, the importance of the role of the bystanders, and the prevention initiatives of the school.
3. Training - Faculty and Staff will receive annual training on the school's Anti-bullying policy and procedure, including roles and responsibilities, how to monitor common areas, and the use of the school's Incident Reporting Form. This is to be facilitated by the School Principal.
4. Other Prevention Strategies -The school will implement and support programs that offer a range of prevention strategies including individual, classroom, school, and community approaches. (eg. JCo's Anti-bullying month, inviting speakers, Chapel Services)

CHAPTER 8

RECOGNITION AND AWARDS



Merit Grams

These are issued to any student whom a faculty member wishes to acknowledge for his or her effort, improvement and success in academic performance. A merit gram also earns for the recipient a token treat and a “cancelling out” of one orange slip.

Happy Grams

These are issued to any student a faculty member wishes to acknowledge for his or her effort, behavior, or attitude.

HONOR ROLL

To be on the Honor Roll, a student must:

1. Take a full academic load as required by the school;
2. Have a required minimum Grade Point Average (GPA) at 3.0;
3. Have no incomplete grade in any academic subject or an “F/Inc.” grade in any non-academic subject;
4. Students who are undertaking modified subjects are still eligible for the honor roll;
5. Must not have a Citizenship Grade of “1”.

Honors List	GPA of 3.0 to 4.49
Headmaster's List	GPA of 3.50 to 3.99
Bishop Brent Scholar's List	GPA of 4.0 and above
Bishop Brent Scholar's Award	Given to students who have made the Bishop Brent Scholar's list both semesters.
Headmaster's Award	Given to students who have been on the Headmaster's List or higher each semester of the school year.
Honors Award	Given to a student who has been on the Honors List or higher each semester of the school year.

YEAR-END AWARDS ALL STUDENTS

Academic Excellence Award is awarded to a student for having garnered the highest honors in his or her grade level at the end of the school year.

PTA Most Improved Student Award is awarded to a student with the most improved academic performance in their grade level and with satisfactory academic grades and positive behavior.

Subject Award is given to a student with the highest proficiency in a particular subject.

Citizenship Award is given to a student who has maintained perfect Citizenship marks during the year.

Activity Award is given to a student in recognition of active involvement in three or more non-sports school activities.

Perfect Attendance Award is given to a student who has incurred less than 5 tardiness incidences per semester and who has not missed any school days, as well as any major School-sponsored activity. (Not to be given if absent on Moving Up/Graduation Day)

LS AWARD

Bridgers Award is given to a lower school student who has shown persistence and determination in learning, and progress beyond expectation.

MS AWARD

Arthur Hall Richardson Prize is given to a middle school student who has proven to be the most conscientious during the school year.

MS/US AWARDS

Headmaster's Prize is awarded to a middle or upper school student who has

shown great scholastic improvement during the school year and who is doing satisfactory work in class. A criterion of this award includes a general improvement in all areas particularly in attitude towards self and work.

Lillian Weiser Prize is awarded to a middle or upper school student, who by his/her friendship, tolerance and international outlook has helped to weld the students of many nationalities and cultures into one Brent School family.

Grace Peterson Prize is awarded to a middle or upper school student who has been outstanding during the school year with regard to industry, cooperation, cheerfulness and those qualities, which contributes so much to the happiness of others. This student has a cheerful disposition, an unselfish nature and a kind heart.

US AWARD

Bishop's Prize is awarded to an upper school student with a positive spirit who has rendered the greatest service to the school and who has been on the Honor Roll throughout the year.

SENIORS AWARDS

Valedictorian and Salutatorian Awards

These awards are granted to students who have completed at least two years of Upper School at Brent International School Baguio and who are candidates for the IB and Brent School Diploma. These awards are based on the highest GPA's in the Senior class, computed on the last two years of achievement. (Seniors)

Loyalty Pins

Gold pins are awarded to senior students who have attended Brent School for at least 10 non-consecutive years.

Silver pins are awarded to senior students who have attended Brent School for at least 5 non-consecutive years.

Bishop Brent Award is given to a senior student who has been outstanding during the school year with regard to character, leadership and scholarship. This is not just based on GPA but includes participation in academic competitions, both intramural and on behalf of the school. The student must have met the requirements of the 2-year IB program at Brent School.

Mary Sheffer's Memorial Award (Senior) is awarded to the Valedictorian with a cash prize of US\$ 250.00 for college books.

COMMUNITY AWARDS

Gerry Roxas Leadership Award is a community award with the medal given by the Gerry Roxas Foundation. It is given to a Grade 12 student who possesses the qualities of integrity, service, excellence and extracurricular activities involvement.

EARCOS Global Citizenship Award is presented to a Grade 11 student who embraces the qualities of a global citizen. This student is a proud representative of his/her nation while respectful of the diversity of other nations, has an open mind, is well informed, aware and empathetic, concerned and caring for others, encouraging a sense of community and is strongly committed to engagement and action to make the world a better place. Finally, this student is able to interact and communicate effectively with people from all walks of life while having a sense of collective responsibility for all who inhabit the globe.

Youth Leadership Excellence Award is a community award presented by the Philippine Jaycees, Inc. in cooperation with the Department of Education, and the office of Senator Francis “Kiko” N. Pangilinan as the main sponsor, thru the DSWD to deserving graduating high school students throughout the Philippines. The objective of the award is to honor outstanding students of the private and public high schools for their leadership qualities and academic achievement.

Mercury Drug Excellence in Mathematics Award is presented to a graduating student in recognition of her exemplary performance and the company’s commitment in honoring tomorrow’s leaders today.

Mercury Drug Excellence in Science Award is presented to a graduating student in recognition of his exemplary performance and the company’s commitment in honoring tomorrow’s leaders today.

N.B. Not all awards may be given at the end of the year should it be determined that no students qualified for a certain award.

SPORTS AWARDS (given at Year-End Sports Assembly)

Awards are given to students for outstanding participation in each of our sports teams. Trophies, certificates, or other tokens of recognition may be given to students who have participated in other activities. These awards are to be determined by the coaches, activity advisors and the Athletics Coordinator, and approved by the Principal.

Isabel Nassr Award is awarded to students who have exemplified achievement, determination & fulfillment of potential in Cross Country.

Jr. Sportsperson of the Year is awarded to Lower School students who made an excellent contribution and a strong performance in Field Day, Cross Country and House sports.

John Veitch Award is awarded to an Upper School student for dedication and commitment to sports.

Sportsperson of the Year Award is awarded to a sportsperson with an outstanding performance on sports teams, Cross Country and Field Day, and for having exhibited leadership, reliability and commitment to house activities.

Todd Wyks Rookie of the Year award recognizes a rookie player participating in their first year of varsity sport.

VARSITY TEAM AWARDS

Girls Volleyball Most Improved Player, Most Dedicated Player,
Most Valuable Player

Boys Volleyball Most Improved Player, Most Dedicated Player,
Most Valuable Player

Girls Basketball Most Improved Player, Most Dedicated Player,
Most Valuable Player

Boys Basketball Most Improved Player, Most Dedicated Player,
Most Valuable Player

Girls Football Most Improved Player, Most Dedicated Player,
Most Valuable Player

Boys Football Most Improved Player, Most Dedicated Player,
Most Valuable Player

FIELD DAY AWARDS

Field Day awards recognize the highest overall achievement in the all participated track and field events during the annual Field Day. The award recognizes the first, second, and third overall individuals of each gender and each division (Beginners, Juniors, Intermediates, and Seniors).

CROSS COUNTRY AWARDS

Cross Country awards recognize the highest achievement in the completion during the annual Cross Country event. The award recognizes the first, second, and third placed individuals of each gender and each division (Beginners, Juniors, Intermediates, and Seniors).

CLUBS AND ARTS AWARDS

MUN - Best Overall Delegate - A MUN delegate that has shown commitment, work ethic, active participation, and confident public speaking.

GIN - Service Award - The award recognizes an individual who is a global citizen and have made outstanding contributions to address any of the 20 issues within the planet, humanity or rule book.

Musical Arts - Accomplished Musician Award - A musician that has made outstanding contributions through their musical art in school activities.

Outstanding Club Participant - A LS student that has shown commitment and active participation throughout the year in any club.

HOUSE AWARDS

House Spirit Award
House Leaders Recognition
House Champions

CHAPTER 9 ADMINISTRATIVE POLICIES

Students are accepted and retained on the basis of their ability to meet the academic, moral and behavioral standards of the School. Students whose parents live abroad are admitted as boarding students, unless the parents designate legally and in writing, a local guardian in Baguio accepted by the school and who shall be responsible in the parents' absence.

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

ADMISSION POLICIES

Brent International School Baguio is primarily and essentially a college preparatory institution. Hence, only college-bound students are admitted to the School.

Grade Level and Section Placement

The School decides on the grade placement of the student. For certain Lower School grades, placement may be decided according to age and appropriate level of ability, based upon the results of diagnostic tests. For higher grades, proof of satisfactory completion of the prerequisite grades will be necessary.

No student will be placed in a grade level without showing proof of satisfactory completion of the preceding grade. Brent International School Baguio's program consists of six years beyond Grade 6.

Only students who have completed Grades 6, 7 and 8, or the equivalent in other school systems, are admitted to the Upper School. The chart below gives both the required grades levels to be completed as well as the corresponding age brackets for our grades 9 to 12.

Brent Grade Level Grade Completed Age Bracket

Brent Grade Level	Grade Completed or Equivalent Number of Years of Study	Age Bracket
Grade 9	Grade 8	14-15
Grade 10	Grade 9	15-16
Grade 11	Grade 10	16-17
Grade 12	Grade 11	17-18

For certain subjects (e.g.: Upper School Math and English), placement may be determined by one's level of ability/achievement, result of a diagnostic test, past performance with a teacher and head of department recommendations, as approved by the Principal.

Filipino Students

Filipino applicants, as members of the international community, are most welcome

to attend Brent International School Baguio.

Non-English Speaking Students

Students applying for admission in the Lower and Middle School, whose competence in the English language is not sufficient for them to participate actively in, and benefit from the regular instruction program, are enrolled also in the English as a Second Language (ESL) Program. Only to be admitted are students whose Admission Tests indicate that they are at least at the required Level of proficiency in the English Language.

Moreover, only ESL students who commit themselves to pursuing a full academic program with credit or obtaining the Brent Diploma will be considered for admission. The School does not admit applicants who want to learn only the English language.

A language cap for selective admission may be imposed on certain grades when and if the number of ESL students (in combination with LSS students) within the grade is at a 40% level.

Grades 11 and 12 Applicants (IB)

IB is an internationally recognized and externally examined diploma program. It consists of two-year courses spread over grades 11 and 12. As a result it is rare to accept a new student into grade 12. If a course schedule can be made guaranteeing the student will meet graduation requirements, the student must begin school within the first quarter of grade 12.

Schedule

Should any conflict in schedules occur, this should be brought to the attention of the designated Registrar and the Principal.

Special Cases

In exceptional cases, to be approved by the Principal, a student may be admitted in a special program designed to help him or her to acquire sufficient credits for entrance to a specific college abroad or in the Philippines.

FINANCIAL OBLIGATIONS

Parents are reminded that their enrollment agreement obliges them to make prompt payment of all financial obligations, and their thorough cooperation will be most appreciated.

Late payments are subject to a penalty charge on the amount due. Report Cards and other School records will be withheld until the dues are settled in full. The School reserves the right to ask a student to withdraw due to non-payment of financial obligations.

GUARDIANSHIP

Boarding students whose parents live abroad should have a legally designated

guardian who lives within the country.

For day students, while relatives are preferred, the legally designated guardian should be a resident of Baguio.

Guardians are the first contact of the school in cases of emergency and academic and behavioral concerns. Guardians, act as the student's "in loco parentis" and are expected to participate in the PTA affairs, Parent-Teacher Conferences and community activities. Guardians, moreover, have the responsibility of communicating to the student's parents all concerns and matters regarding the student's life and performance in school, and more importantly, as discussed and brought to their attention by the School.

REQUEST FOR TRANSCRIPT OF RECORDS

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

Should a student withdraw from school one month or more before the closing of the school year, that student is required to complete a School Clearance form before he/she is given a narrative or anecdotal evaluation of performance with grades earned at date of departure.

The Registrar's Office places a priority on keeping the records of graduating students updated because these records are needed to accompany applications for college admission. The transcript includes not only the student's most recent academic ratings and rank in class, but also a list of the student's current activities, honors, awards, and recognitions. Students may make sure that the Registrar's Office has a complete list of their activities and honors for inclusion with the Transcript of Records.

STUDENT RECORDS

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

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

The Guidance Office is responsible for all other student records and files. The cooperation of all parents/guardians concerning the matter of change of address, etc. is both essential and deeply appreciated. The Registrar must be

notified in this case.

TUITION AND OTHER FEES

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

Fees are to be paid in US Dollars or in the Pesos equivalent on the day of payment. Students are officially enrolled only after all admission requirements are met and fee payments/payment arrangements have been done. The School reserves the right to refuse admissions and/or permission to sit for any official examination to any student who is delinquent in the payment of his or her accounts.

**BRENT INTERNATIONAL SCHOOLS, INC.
SCHOOL YEAR 2020 – 2021
BRENT SCHOOLS, INC.**

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Bishop Nestor Poltic
Mrs. Elizabeth Ann Chan-Parpan
Mr. Charles Rapaport

Faculty List School Year 2020 – 2021

Alcantara, Ms. Marjory marjory.alcantara@brentbagoio.edu.ph	HoD Modern Languages, WASC Coordinator, English 9, 11, 12, Theater 11, 12
Arandez, Mr. Cornelius cornelius.arandez@brentbagoio.edu.ph	HoD Health & PE, House Coordinator, PE PK-Grade 8
Arganda, Ms. Kim kim.arganda@brentbagoio.edu.ph	Grade 3 Homeroom, LS Head Teacher, LS Production Director Religious Studies Grades 1-5
Candelaria, Mrs. Jenny jenny.candelaria@brentbagoio.edu.ph	Chinese Gr. 7 to Gr. 12
Carvajal, Mr. Joseph joseph.carvajal@brentbagoio.edu.ph	IB Art 11 and 12
Castro, Mr. Allan allan.castro@brentbagoio.edu.ph	Grade 10 Homeroom, Math 11 & 12 Application, Physics 10 St, Physics 11&12
Castro, Ms. Marites maritess.abenojar@brentbagoio.edu.ph	Grade 8 Homeroom, ICT PK/K to Grade 8
Cho, Ms. Sungyi (Christine) sungyi.cho@brentbagoio.edu.ph	Korean Language Grades 10-12 IB
Diwas, Mrs. Abigail abigail.quizon@brentbagoio.edu.ph	Guidance Counselor, College Prep, SEL during PE Health classes, NHS Advisor
Doliente, Ms. Nelly Ann nelly.doliente@brentbagoio.edu.ph	Grade 9 Homeroom, Filipino Gr. 7 to 12, EARCOS Teacher Representative, NHS Advisor

Engler, Mr. Paul paul.engler@brentba-guio.edu.ph	Grade 8 Homeroom, HoD Science, Science 8, Chemistry 11 & 12, Chemistry 10 Advanced & Standard , TOK 11, CAS support, STUCO Advisor
Ferrer, Ms. Elaine elaine.ferrer@brentba-guio.edu.ph	Grade 1, JCo Adviser
Hare, Mr. Drew drew.hare@brentba-guio.edu.ph	Grade 6 Homeroom, Science 6, 7, 9, Biology 11 & 12
Johnson, Ms. Laura laura.johnson@brent-baguio.edu.ph	Grade 6 Homeroom, English 6, 7, 8, 10 Social Studies 9, Blue House Leader
Lagazon, Mrs. Guia guia.lagazon@brentba-guio.edu.ph	HoD ESL, Grade 11 Homeroom, ESL 2,3,4,5,10
Lagazon, Mr. Nathanael nathanael.lagazon@brentbaguio.edu.ph	Grade 9 Homeroom, ESL Lang 9, Social Studies 6, 7, 8, PE 10
Mariano, Mrs. Agnes agnes.mariano@brent-baguio.edu.ph	Grade 12 Homeroom, English Lang 7, 8, B9, B10, B11, B12
Moredo, Mrs. Katrina katrina.moredo@brent-baguio.edu.ph	Grade 2
Nebrija, Ms. Donna donna.nebrija@brent-baguio.edu.ph	Grade 11 Homeroom, Economics 11 and 12, Business Management 11 and 12 Extended Essay Coordinator
Pangsiw, Ms. Arriane arriane.pangsiw@brent-baguio.edu.ph	HoD Mathematics, Grade 10 Homeroom, Math 9, Math 10 Advanced, Math 11 Analysis, Math 12 HL/SL Analysis

Peniano, Ms. Adamey adamey.domogo@brentbagoio.edu.ph	PreK-Kindergarten
Power, Mr. Jeremy jeremy.power@brentbagoio.edu.ph	IB Coordinator, HoD Social & Religious Studies, Grade 12 Homeroom, TOK 12, History 11, 12 Social Studies 10, CAS 11, 12
Reyes, Ms. Geraldine geraldine.balagot@brentbagoio.edu.ph	JCo Adviser, Grade 4
Roberts, Ms. Deborah deborah.roberts@brentbagoio.edu.ph	Grade 5
Roberts, Mr. Jacob jacob.roberts@brentbagoio.edu.ph	Grade 7 Homeroom, Math 3, 6, 7, 8, PE 9
Sacle, Dr. Geverlyn geverlyn.sacle@brentbagoio.edu.ph	HoD Fine Arts, Grade 7 Homeroom, LS Chapel Coordinator, Music PK/K to Grade 8, Art 4, 5
Salvador, Mr. Kurt kurt.salvador@brentbagoio.edu.ph	Network Manager, Head - Media, ICT 9 & 10
Sibucan, Ms. Julie julie.sibucan@brentbagoio.edu.ph	MS/US Chapel Coordinator, L&C Coordinator, RS Gr. 6 to 10, Art Gr. 6 to 10, Music 9 & 10

ADMINISTRATION

Mr. Dick B. Robbins, President & CEO
Mr. Brett Petrillo, Headmaster
Dr. Celeste R. Coronado, School Principal

COORDINATORS

Mr. Jeremy Power
IB Coordinator

Mrs. Marjory Alcantara
WASC Coordinator

Ms. Kim Arganda
LS Head Teacher

OFFICE HEADS

Mrs. Abigail Diwas
Guidance Counselor

Mrs. Marissa Caluya
Chief Administrative Officer

Ms. Jennie Umaging
Assistant Registrar

Engr. Rommel Padayao
Head of Maintenance

Mr. Kurt Cedric Salvador
Network Manager & Media Coordinator

Ms. Glaizazette Tan
Dorm Head

HEADS OF ACADEMIC DEPARTMENTS

Mrs. Guia Lagazon, ESL
Ms. Arriane Pangsiw, Math
Mrs. Marjory Alcantara, Modern Languages
Mr. Paul Engler, Science
Dr. Geverlyn Sacley, Visual and Performing Arts
Mr. Jeremy Power, Social Studies
Mr. Cornelius Arandez, Health & Physical Education

MEMBERSHIPS & ACCREDITATIONS



INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate® (IB) is a non-profit educational foundation, motivated by its mission, focused on the student.

Its four programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.

Brent Baguio has been an IB Diploma Program School since 1983 and was the 214th to be recognized as such.

Founded in 1968, the IB currently works with 5,088 schools in 156 countries.



WESTERN ASSOCIATION OF SCHOOLS & COLLEGES (WASC)

The Western Association of Schools and Colleges (WASC), a 501(c)(3) organization, is recognized as one of six regional associations that accredit public and private schools, colleges, and universities in the United States. Brent Baguio has been a member since 1988.



EAST ASIA REGIONAL COUNCIL OF SCHOOLS (EARCOS)

EARCOS is an organization of 130 member schools in East Asia. These schools have a total of more than 96,306 pre-K to 12th grade students. EARCOS also has 148 associate members—textbook and software publishers and distributors, universities, financial planners, architectural firms, insurance companies, youth organizations, etc— and over 31 individual members.



Philippine Department of Education

An agency tasked to manage and govern the Philippine basic education system.



Schools for Peace, Relevant Instruction, Nurturance, and Transformation - Episcopal Church in the Philippines (SPRINT - ECP)

An association of all Episcopal Church-related academic institutions in the Philippines and dedicated to the mission and vision of the Episcopal Church.

Brent School Song

Dorothy Lee Richardson

*Fresh as air of mountain May day;
Clear as mountain sky
Are the years of youth's bright heyday
Flowing swiftly by.*

*Brent School, though our paths may sever;
We will carry thee
Deep within our hearts forever.
Whereso'er we be.*

*Though we leave our magic mountain,
Carefree days of school,
Still we'll drink from memory's fountain,
Cherish friendship's jewel.*

*Dear Brent School, though far asunder,
We will carry thee
In our hearts where'er we wander
Over land or sea.*

*Though we leave thy heights forever,
Know life's dust and strain
Yet our hearts will lift whenever
We recall again.*

*Thee where youths of many nations
Lived their golden hour;
Sharing work and aspirations
Time will bring to flower.*