

BRENT INTERNATIONAL SCHOOL SUBIC



LOWER SCHOOL STUDENT-PARENT HANDBOOK 2019-2020



**LOWER SCHOOL
STUDENT-PARENT HANDBOOK 2019-2020**



In the Brent School emblem,
the **LION** stands for bravery and courage,
the **LAUREL LEAVES** stand for knowledge and learning,
and the **SIX (6) STARS** stand for: loyalty, integrity, courtesy,
sincerity, honesty, and camaraderie.

Accreditation:

- IBO (International Baccalaureate Office)
- WASC (Western Association of Schools and Colleges)
- Department of Education (DepEd), Philippines
- CIS (Council of International Schools)

Member:

- East Asia Regional Council of Schools (EARCOS)
- National Association of Episcopal Schools ((NAES), U.S.A
- Schools for Peace, Relevant Instruction, Nurturance and Transformation (SPRINT), Episcopal Church in the Philippines (ECP)

TABLE OF CONTENTS

Welcome Message	6-7
Mr. Brett Petrillo	8
Ms. Ximena Silva-Barth	9
Chapter I: INTRODUCTION	
Philosophy and Goals.....	10
Mission Statement.....	10
Expected School-wide Learning Results (ELLRs).....	11-12
History.....	13
How the Brent Schools are Governed.....	14
Chapter II: FACILITIES	15-18
Chapter III: Pre-School Programs	
Pre-School Program	19-20
Chapter IV: Academic Program	21
School Year.....	21
School Days.....	21
Daily Time Schedules.....	22
Academic and Special Subjects.....	23
English as a Second Language.....	23-27
Reading Benchmark.....	28-29
Homework.....	30
Computer Access and Support.....	30
Digital Citizenship Terms and Condition.....	30-33
Assessment	34
Grading system	34-35
Grade 4 and 5 Letter Grades, GPA and Percent Equivalents.....	36
Citizenship Evaluation.....	37-38
Accommodations and Modification Guidelines.....	39
Chapter V: Parent Teacher Conference	40
Year End Promotions.....	40

Academic Support.....	40
After School Tutorials.....	40
Chapter VI: STUDENT LIFE	
Accidents and Illnesses.....	41
Grade 4-5 Camps.....	41
Field Trips.....	42
Cancellation of Classes, Typhoon Signals, Early Dismissal from School.....	42
Evacuation and Emergency Guidelines.....	43
Communication.....	44
Textbooks.....	44
Library.....	45
Clubs and Activities.....	45
House System.....	46
Student Councils.....	47
Bookstore– School Supplies.....	47
Cafeteria.....	47
Lost and Found.....	47
Office Telephone Use.....	47
Parent Absence Notification.....	48
Parent-Teacher Association (PTA).....	48
Publications.....	48
Religious Life.....	49
School Bus Schedules	49
Bus Rules.....	50
Visitors.....	50-51
Chapter VII: BEHAVIORAL EXPECTATIONS, DISCIPLINE, RECOGNITION AND AWARDS	
Policies Governing Student Conduct.....	52
Discipline Guidelines	52
Good manners	52

Accountability.....	53
Student Attendance.....	53
Tardiness.....	53
Absences.....	53
Students Leaving School Grounds.....	54
Academic Honesty	54
Respect for Property	52-55
Weapons	56
Student Discipline	56
Discipline Process	57
Student Due Process Rights	57
School Uniform	57
Classroom Parties	58
Brent Safeguarding Policy	59
Child Abuse	60-63
Code of Conduct	63-65
Anti-Bullying	65-68
Recognitions and Awards	69

Chapter VIII: ADMINISTRATIVE POLICIES

Admission Policies	70
Non-English Student	70
Grade Level and Section Placement	70
Student Record	70
Request for Transcript of Records	71
Tuition and Other Fees	71
Financial Obligations	71

GENERAL INFORMATION

School Address:

Building 6601, Binictican Drive
Subic Bay Freeport Zone
2222 Philippines

Mailing Address:

P.O. Box 194
SBMA Post Office
Subic Bay Freeport Zone
2222 Philippines



Trunk Line	: 252-6871
School Counselor	: 252-6873
Headmaster	: 252-6872
Deputy Headmaster	: 252-2687
Lower School Principal	252-5497
Director of Admissions and Registrar	: 252-6871
Director of Student Activities	: 252-1640
School Nurse	: 252-1321
Lower School Library	: 252-1625
Accounting/Business Office	: 252-6833
Drop-off Guard	: 252-6043
FAX Line	: 252-3240

E-Mail:

biss.info@brentsubic.edu.ph
Lower School Principal: xsilva@brentsubic.edu.ph

Brent Subic Website:

www.brentsubic.edu.ph

MESSAGE



It is my pleasure to welcome you to Brent International School Subic for our 25th anniversary school year, 2019-2020!

This year we celebrate 25 years of the Brent education in Subic Bay! We also welcome back many of our returning students and faculty, and we also greet with open arms some new faces to the Brent family. The beginning of a school year is a special time in a student's life. It represents new beginnings, new challenges, and new goals. It could be a fresh start for some, or for others a chance to continue along a chosen path toward greatness. Either way, we here at Brent live to support each other's academic learning and personal growth, together!

This year we have 2 faculty members that are joining our school community. They come from the United States and the Philippines, and each possess a wealth of knowledge and experience in their field. I am confident that their addition will strengthen our school community as a whole. Please give them a warm welcome by introducing yourself early on, and getting to know them throughout the beginning part of the year. Our new faculty will be joining a strong group of educators already in place. Our faculty will continue to demonstrate their strength in dynamic teaching strategies, current assessment best practices, and the use of technology to improve student learning.

As a Brent student you are part of a long history of elevated standards and achievement. As a result, high expectations are placed upon you. We expect you to act in a way that represents your best self. This includes taking responsibility for your own actions and choices, and treating all members of the Brent community with respect and compassion. At Brent we value hard work. This means putting forth your best effort in all that you do; allowing you the opportunity to achieve your full potential. This philosophy is not limited to academics but also extends well beyond the classroom and into every aspect of your school life. We believe that academics are only one part of your educational experience, which is why we strongly encourage you to get involved in all that Brent has to offer. Explore the worlds of sport, drama, music, art, student government, and one or more of our many extra-curricular clubs and activities. The future belongs to those with strong moral character, well-rounded experiences, and the drive to accept any challenge they may face. Our goal is to help you get there!

This handbook is your guide to all of our various programs, activities, and school expectations. Please read through it thoroughly and become familiar with what we do and who we are at Brent Subic. If you have questions, please don't hesitate to ask. There is much that goes into a Brent education, and by keeping the lines of communication open we can better support all of our students.

MESSAGE

Let's all have a wonderful school year!

Sincerely,

A handwritten signature in black ink, appearing to read 'Brett Petrillo', written in a cursive style.

BRETT PETRILLO
Headmaster/Upper School Principal
bpetrillo@brentsubic.edu.ph

MESSAGE



Dear Parents and Students,

Welcome to S.Y. 2019-2020 at Brent International School Subic Lower School. I would like to extend a warm welcome to each new and returning student. This new year contains all the wonderful promises of learning, growth and creating new memories. Enjoy and appreciate your time here and remember that your hard work and effort can make a difference in your own life.

In the Brent Subic Lower School we believe that teachers and parents should work together to provide challenging and engaging learning experiences. This partnership will build children's confidence and encourage them to continue to see learning as both enjoyable, useful and provide a strong foundation for their future intellectual, physical and social development.

In the Lower School, we have a dedicated, enthusiastic teaching team where the focus is always on the development of every student to reach their potential. Guided by our Expected Schoolwide Learning Results (ESLRs) we plan on providing a school year that will allow our students to develop into individuals that are strong academically, emotionally and socially.

Please take time to read through our Student-Parent Handbook, as it will help you and your children understand the Lower School Program, discipline guidelines, student activities, emergency procedures and other general school matters.

Looking forward to working with your children this new school year.

Sincerely,

A handwritten signature in black ink that reads "Ximena Silva". The signature is written in a cursive, flowing style.

Ximena Silva Barth
Lower School Principal



CHAPTER I

INTRODUCTION

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

Bishop Charles Henry Brent

PHILOSOPHY AND GOALS

Mission Statement of All Brent Schools

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

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

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

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

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

Brent School is concerned about developing critical minds, sensitivity to important issues and the ability to form judgments. This is important in a society in which discernment in the use of mass media is required to maintain one’s personal liberty in the face of all undesirable influences.

Brent School's philosophy is summarized in the **Expected School-wide Learning Results** which state that the school, in a Christian environment prepares its students to be:

1. Responsible Citizens who:

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

2. Critical Thinkers who:

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

3. Technologically Literate Individuals who:

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

4. Healthy Individuals who:

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

5. Tolerant Individuals who:

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

6. Effective Communicators who:

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

7. Life-long Learners who:

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

HISTORY



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

From the beginning, Bishop Brent's ministry was marked by three major themes: education, the eradication of drugs, and Christian unity.

In the Philippines, he began a crusade against opium traffic, which he expanded to the continent of Asia. He became President of the Opium Conference in Shanghai in 1909, the same year that Brent School Baguio was founded, and later represented the United States on the League of Nations Narcotics Committee.

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

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

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

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

HOW THE BRENT SCHOOLS ARE GOVERNED

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

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

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

Brent International Schools



Brent Subic



Brent Baguio



Brent Manila

CHAPTER II

FACILITIES

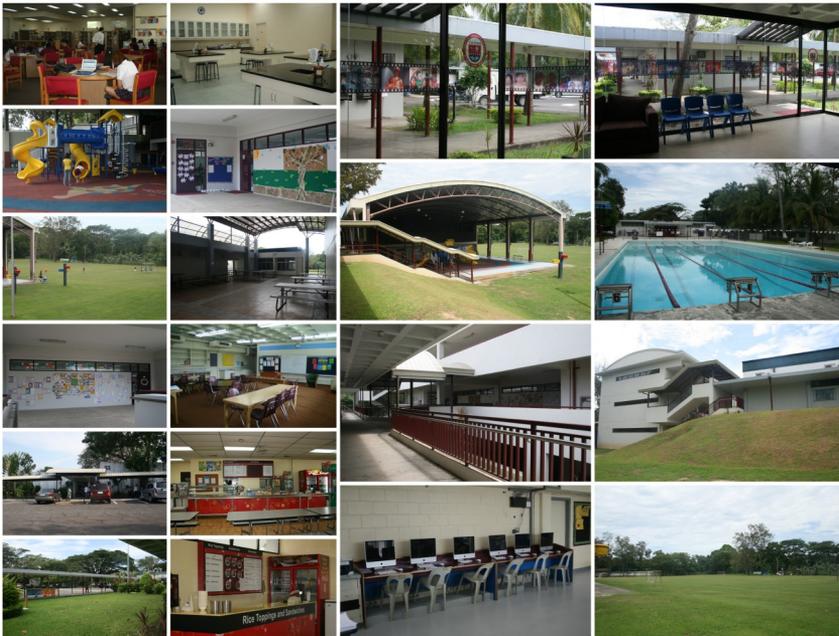
Brent Subic is blessed with a state-of-the-art facility that provides opportunities for our students to excel in all areas of student life – academics, athletics, and in the fine and performing arts.

Academically, the Subic Campus Lower School features fully carpeted and air-conditioned classrooms; fully equipped and air-conditioned Lower school Media Center; and computer laboratory.

For our athletes, the campus offers a gymnasium; a soccer field; swimming pool; and a fully-equipped exercise and weight area.

For those students excelling in the fine and performing arts, the Subic Campus has a fully equipped, state-of-the-art band room with large band room and music classrooms; art room; and a multi-purpose hall which serves as a venue for different religious and performing arts programs.

When these facilities are integrated with the open-air atrium, and the fully air-conditioned Cafeteria, Brent International School Subic ranks as one of the best to be found anywhere in the area.





Lower School Building



Computer Laboratory



Lower School Library



Gymnasium



Swimming Pool



Playground

CHAPTER III

PRE-SCHOOL PROGRAMS

The Early Learning Center at Brent Subic has developed its academic program in close coordination with the other Brent campuses. Our curriculum is outlined according to the minimum competency of each level of the child and we modify our medium of instruction according to their base skills and/or abilities. With this in mind we are setting goals for your child and work at his or her pace in order to meet the needed level of skills at the end of each year. Although we work with our class as a group, individuality is always a key focus in our lesson design.

Our highly competent teachers develop safe and conducive classrooms to foster holistic learning. With our world-class equipment and materials, we target each talent and skill your child has and build up from there. Opportunities for learning do not happen in the classroom only, but also through experienced individuals who share their talents and skills with the students.

Family Day

We start our year by getting to know the families of each of our students. We come together and enjoy a day of food, music and games. Each family has the opportunity to meet the families of their child's classmates and friends.



International Month



During International Month, we celebrate individuality and diversity through culture filled activities mostly presented by the parents. Each country is represented and presented through music, clothes, food, games and native languages. A sense of unity amidst the different backgrounds that compose our community is fostered.

Christmas Program



Promoting Christian ecumenism, all Lower School students stage a Christmas presentation that is used as a platform in bringing the different ways of celebrating the season from around the world. The students prepare their special presentation and use their talents in acting to send the message of love.

Moving Up



All the children's efforts are celebrated and recognized through our Moving Up Day. Their talents are showcased through special numbers. Kindergarten students graduate from Preschool and are all excited to move up to lower school. The pre-schoolers are awarded with their certificates of completion.

ACADEMIC PROGRAM

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

The School Year

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

School Days

The first class of the day begins promptly at 8:00 a.m. except for Thursdays when the first class starts at 8:40 a.m. We will use this time on Thursday morning for all of our teachers and professional staff to study, plan, improve and articulate our curriculum at all levels. Classes end at 2:45 p.m. for Kinder to Grade 5. Nursery and Pre-Kindergarten classes end at 11:20 a.m., from Mondays to Fridays. Parents are encouraged to drop off their children to school no more than fifteen minutes prior to the beginning of the school day and are requested to pick them up not later than fifteen minutes after the school's dismissal. "Yayas" are welcome to drop off children but then are expected to leave campus.

Students are encouraged to participate in after school sports and activities. Our after-school clubs start at Grade 1. These are scheduled from 2:45 to 3:45 p.m. A list is provided each semester through the Student Activities Office. Parents will be informed whenever their students' presence is needed after school hours.

ELC CLASS SCHEDULE

PERIOD	ARRIVAL	DISMISSAL
NURSERY/ PRE- KINDER	8:00 AM	11:30 PM
KINDER	8:00 AM	2:45 PM

LOWER SCHOOL CLASS SCHEDULE

MONDAY, TUESDAY, WEDNESDAY, FRIDAY

PERIOD	TIME	DURATION
ARRIVAL	8:00AM	
HR AND BLOCK 1	8:00-9:20AM	80 MINUTES
BREAK 1	9:20-9:35AM	15 MINUTES
BLOCK 2	9:35-10:50 AM	75 MINUTES
LUNCH	10: 50 -11:40AM	50 MINUTES
BLOCK 3	11:40-1:05 PM	85 MINUTES
BREAK 2	1:05-1:20 PM	15 MINUTES
BLOCK 4	1:20-2:45 PM	85 MINUTES
DISMISSAL	2:45 PM	

THURSDAY LATE START AND CHAPEL SCHEDULE

PERIOD	TIME	DURATION
FACULTY MEETING	7:30-8:45AM	
CHAPEL	9:00-9:30AM	30 MINUTES
BLOCK 1	9:30-10:30AM	60 MINUTES
BREAK 1	10:30-10:45AM	15 MINUTES
BLOCK 2	10:45-11:45AM	60 MINUTES
LUNCH	11:45-12:35PM	50 MINUTES
BLOCK 3	12:35-1:35PM	60 MINUTES
BREAK 2	1:35-1:45PM	10 MINUTES
BLOCK D	1:45-2:45PM	60 MINUTES
DISMISSAL	2:45 PM	

EUCCHARIST OR HOUSE EVENT SCHEDULE

PERIOD	TIME	DURATION
BLOCK 1	8:00 - 9:00 AM	60 MINUTES
RECESS	9:00 - 9:10 AM	10 MINUTES
EUCCHARIST or HOUSE EVENT	9:15 - 10:15 AM	60 MINUTES
BLOCK 2	10:15 - 11:25 AM	70 MINUTES
LUNCH	11:25 - 12:15 PM	50 MINUTES
BLOCK 3	12:15 - 1:25 PM	70 MINUTES
RECESS	1:25 - 1:35 PM	10 MINUTES
BLOCK 4	1:35 - 2:45 PM	70 MINUTES
DISMISSAL	2:45 PM	

Academic and Special Subjects

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

Academic Subjects

- Language Arts (0.25)
- Math (0.25)
- Science (0.10)
- Social Studies (0.10)

Special Subjects

- Art (0.05)
- Music (0.05)
- Computer (0.05)
- Religious Studies (0.05)
- Physical Education (0.10)

**Integrated Studies for Kindergarten*

Other than these subjects, students also have weekly Library classes. They do not receive grades for these classes.

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

English as a Second Language (ESL)

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

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

Language Philosophy

The ELL department recognizes and appreciates the cultural and social identity of each ELL student. Within a framework of mutual respect, the department is committed to ensuring all students to use English to communicate in social settings, to use English to achieve academically in all content areas, and to use English in socially and culturally appropriate ways. Furthermore, in keeping with innovation and best practice, the department encourages ELL students to maintain and to develop their native language and culture in school and community contexts.

Mission

Within a framework of mutual respect, the ELL Department is committed to ensuring all students to use English : To communicate in social settings, To achieve academically in all content areas, To use English in socially and culturally appropriate ways.

Program ELL is a semester program that offers intensive language courses in English language development, and integrated language skills in Social Science and Science classes. Students attending this program are placed in the following levels based on their language proficiency skills.

The language proficiency skills of the students are evaluated at the end of every semester for promotion or retention. This program takes a progressive mainstream approach.

Hence, ultimately, the ELL department equips every ELL student with basic and more critical thinking skills they need in mainstream classes.

Admission Requirements

Students enrolling at BISS who are from a Non-English Speaking Background are accepted based on the evaluation of **1).**Previous school performance based on academic and behavioral records with other required documents. **2).**The result of language proficiency test and interview, and; **3).** Slot availability

Level of English Proficiency Requirement

There is no minimum level of proficiency in English required, but the department is discouraged from admitting basic beginners in Grades 1 to 5.

The language proficiency test is used for the appropriate level placement in the ELL program.

Grading Policy

The school Grading Policy does not provide a final average for the ELL subjects as ELL is a semester course. Though without a final grade, and because Brent honors are given at the end of every semester, ELL students are qualified to receive honors.

Initial Assessment Period

In the first month upon the entry of ELL students, all ELL students, new or returning, are given the opportunity to show their level of language proficiency in language classes for final placement. All new ELL students entering the program all throughout the year undergo this period, aside from those entering late in the year.

Promotion and Retention

The language proficiency skills of the students are evaluated at the end of every semester for promotion or retention. All teachers evaluate the language skills of ELL students, which happens twice a year: December and May.

Factors considered for language skill evaluation are the following:

- Results of Standardized Exam
- Teacher's Evaluations
- Class Performance (Grades)

Requirements for Promotion

- For an ELL student to be promoted, he/she must incur a grade of 80% (B-) or better in his/her ELL classes.
- No promotion is granted to an ELL student incurring F in any subject (Math is an exception).
- If during deliberations the student has a D-range grade in one of his subjects, his promotion will be placed on a probationary status until the release of the final grades.
- Majority of the teachers must agree with a YES recommendation for promotion.
- The ELL HOD and principal must approve the promotion/retention.

ELL Lower School Academic Program

The ELL Lower School Program is based on an integrated curriculum designed to help students make successful transition into the mainstream academic curriculum. It provides dynamic activities that are student-centered. The diversity of strategies recognizes individual differences and addresses individual needs within a systematic framework.

The ELL Lower School course consists of listening, speaking, reading, and writing while focusing on cognitive academic language learning which incorporates language learning in a content area instruction.

Primary Levels: Grades 1 and 2

ELL 1 Beginner Primary Level

ELL 1 introduces young learners, aged 6-8, to English through a rich variety of active learning experiences. It presents high-frequency language in meaningful, age-appropriate contexts from ELL resources. A selection of books used in regular grades 1 and 2 syllabi from the core Language Arts class is modified for accommodation purposes.

ELL 1 students attend ELL and mainstream subjects:

ELL subject/s:

ELL Language Arts

ELL support in Social Science and Science

Mainstream subjects:

Math/ Social Science/ Science

Art/ Music/ PE/ Computer/ Religious Studies

Note: All Grade 1 students from a Non-English Speaking Background are tested for language proficiency in order to formally assess their English level.

ELL 2 Intermediate/Advance Primary

ELL 2 reinforces, recycles, and expands upon the content of level 1 for young learners, aged 6-8. It continues to develop listening, speaking, reading, writing, and critical thinking skills. The emphasis is on developing active communication skills, expanding vocabulary, and moving toward more challenging reading and writing skills.

ELL 2 students attend ELL and mainstream subjects:

ELL subject/s:

ELL Language Arts

ELL support in Social Science and Science **

Mainstream subjects:

Math/ Social Science/ Science

Art/ Music/ PE/ Computer/ Religious Studies

***ELL support is provided whenever necessary.*

ELL 3 Advance Elementary Level

ELL 3 enhances the language skills acquired by level 2 students. Listening, speaking, reading, and writing are expected to be highly proficient, incurring less error in word usage, grammar, and syntax. Learning the language is supplemented by comprehensive critical thinking skills, and intensive academic skills based on instructions following the ELL curriculum for Language Development and mainstream syllabi for content lectures. ELL students are equipped with proficiency skills required in all mainstream classes throughout their stay in this level to prepare them for more rigorous work in the mainstream.

ELL 3 students attend ELL and mainstream subjects:

ELL subject/s:

ELL Language Arts

Mainstream subjects:

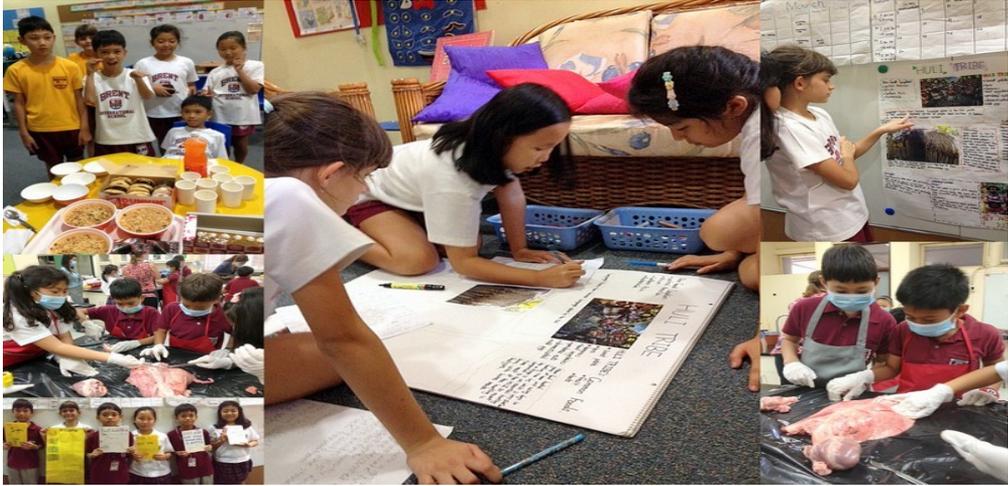
Math/ Social Science/ Science

Art/ Music/ PE/ Computer/ Religious Studies

Length of Stay

Lower School students generally stay in the ELL Program for two years. An extension of a semester is rendered on a case-to-case basis. If and when the student reaches the maximum length of stay in the program, he/she will be forced to **exit** the program; thus, losing the opportunity in getting language support.

*** A maximum of two years has been determined as a reasonable period of time that a student entering Level 1 needs to acquire the language skills to cope and succeed in the regular academic program. Students are allowed to exit from the ELL Program when they reach Level 4 in the assessment criteria.



Reading Benchmarks

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

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

<u>Beg of the Year</u> (August)	<u>Quarter 1</u> (October)	<u>Quarter 2</u> (December)	<u>Quarter 3</u> (March)	<u>Quarter 4</u> (May)
<u>Kindergarten:</u> Emergent Story Books Shared Reading	<u>Kindergarten:</u> Emergent Story Books Shared Reading A (with book intro)	<u>Kindergarten:</u> B (with book intro)	<u>Kindergarten:</u> 1=Early Emergent 2=A/B (with book intro) 3=C (with book intro) 4=D 4+=E or above	<u>Kindergarten:</u> 1=B or below 2=C (with book intro) 3=D 4=E 4+=F or above
<u>Grade 1:</u> 1=B or below 2=C 3=D/E 4=F 4+=G or above	<u>Grade 1:</u> 1=C or below 2=D/E 3=F 4=G 4+=H or above	<u>Grade 1:</u> 1=D or below 2=E/F 3=G 4=H 4+=I or above	<u>Grade 1:</u> 1=E or below 2=F/G 3=H/I 4=J 4+=K or above	<u>Grade 1:</u> 1=G or below 2=H 3=I/J 4=K 4+=L or above
<u>Grade 2:</u> 1=F or below 2=G/H 3=I/J 4=K 4+=L or above	<u>Grade 2:</u> 1=G or below 2=H/I 3=J/K 4=L 4+=M or above	<u>Grade 2:</u> 1=H or below 2=I/J 3=K 4=L 4+=M or above	<u>Grade 2:</u> 1=I or below 2=J/K 3=L 4=M 4+=N or above	<u>Grade 2:</u> 1=J or below 2=K 3=L 4=M 4+=N or above
<u>Grade 3:</u> 1=K or below (ave. H) 2=L 3=M 4=N 4+=O or above	<u>Grade 3:</u> 1=K or below (ave. I) 2=L 3=M 4=N 4+=O or above	<u>Grade 3:</u> 1=L or below 2=M 3=N 4=O 4+=P or above	<u>Grade 3:</u> 1=M or below (ave. J) 2=N 3=O 4=P 4+=Q or above	<u>Grade 3:</u> 1=N or below (ave. K) 2=O 3=P 4=Q 4+=R or above
<u>Grade 4:</u> 1=M or below (ave. J) 2=N/O (ave. N) 3=P 4=Q 4+=R or above	<u>Grade 4:</u> 1=N or below (ave. L) 2=O/P (ave. O) 3=Q 4=R 4+=S or above	<u>Grade 4:</u> 1=O or below 2=P 3=Q/R (ave. Q) 4=S 4+=T or above	<u>Grade 4:</u> 1=O or below (ave. K) 2=P/Q (ave. P) 3=R 4=S 4+=T or above	<u>Grade 4:</u> 1=P or below (ave. L) 2=Q/R (ave. Q) 3=S 4=T 4+=U or above
<u>Grade 5:</u> 1=P or below (ave. M) 2=Q/R (ave. Q) 3=S 4=T 4+=U or above	<u>Grade 5:</u> 1=P or below (ave. N) 2=Q/R 3=S 4=T 4+=U or above	<u>Grade 5:</u> 1=Q or below 2=R/S 3=T 4=U 4+=V or above	<u>Grade 5:</u> 1=Q or below (ave. O) 2=R/S (ave. S) 3=T 4=U 4+=V or above	<u>Grade 5:</u> 1=R or below (ave. P) 2=S/T 3=U 4=V 4+=W or above

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

Homework

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

GRADE	SUGGESTED HOMEWORK TIME
1 and 2	20 – 30 minutes plus reading
3, 4, and 5	30 – 60 minutes plus reading

Assigned homework should be written down in the Student Planning Calendar/Assignment Notebook. **Parents are urged to check this notebook nightly.** If there is any question on the amount, or the lack of homework, the student’s teachers should be consulted.

Computer Access and Support

Lower School students have access to the computers located in the lower school lab, in front of the LS Library. Students can also use computer located in the Lower School library. All labs have internet access, as well as a wide array of programs. Also, labs are open during set lunch hours for enrichment and catch up work. All students are required (Grades 3-5) to complete an AUP (Acceptable User Policy) in order to access the computers/ internet. The purpose of this is to protect our students from issues that relate to computer use.

Digital Citizenship:

Responsible Computer, Network and Internet Use The use of computers, the school network and the Internet at Brent International School Subic (the “School”) is primarily for enhancing student learning and is offered as a privilege, not a right. All students are welcome to access the internet provided that they follow the rules stated below and conduct themselves in a manner that constitutes responsible use and respectful behavior as laid out in the student-parent handbook

In addition, students are also subject to local laws governing many interactions that occur on the Internet. The School takes no responsibility for the accuracy or quality of information from Internet sources. Use of information obtained through the Internet is at the user’s risk. This agreement includes both wired and wireless network connections and applies to all digital devices including but not limited to computers, tablets, phones and storage devices.

Terms and Conditions:

1. Acceptable Use: The use of the Internet must be solely for activities directly related to education and research activities as directed by teachers and staff, in a considerate and responsible manner.
2. Unacceptable/Inappropriate Use: Unacceptable/Inappropriate Use includes, but is not limited to, those uses that violate the law. This includes use of sexual content, obscene material and threatening or harassing others.
3. Network Etiquette:

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

 - a. Be polite, courteous, and respectful in all communications.
 - b. Respect copyright laws and use information, images and other materials properly by acknowledging sources for the use of other people's intellectual property. Assignments on the web are like any other assignment in school, students are expected to abide by policies and procedures in the student handbook, including policies regarding plagiarism.
 - c. Use the network for authorized activities which have educational relevance and refrain from using the network for entertainment, downloading games, music, video and install software or any other activities unrelated to education and learning.
 - d. Treat information, resources and individuals with dignity and respect at all times. Gathering and expressing information in any form of media should never cause harm or threaten to be harmful to any person or group of people.
 - e. Use only decent appropriate language, photos and videos. Language and media that is inappropriate for school is not appropriate on the web. Harassing, bullying, discriminating against, threatening the safety of others or publicly humiliating people through published material on the internet, email, mobile phone and other forms of media will not be tolerated.
 - f. Refrain from disrupting the performance of the network by accessing the computer systems without authorization, unauthorized tampering and/or attempt to tamper with the school's computer systems, remove or change any hardware or software and "cheat" or "bypass" the filtering system of the School.
 - g. Respect the privacy of others and not to access other people's accounts or files. Attempting to access, open, print, or modify someone else's work or account without the permission of the owner will be treated as theft or such other offense, as may be deemed to have been committed under the circumstances.

- h. Maintain the security of the network by keeping information, especially passwords and account numbers, private.
- i. Avoid the knowing or inadvertent spread of computer viruses. Actively and knowingly spreading computer viruses will be treated as an infraction and will not be tolerated.
- j. Use real name in all communications. Impersonation, anonymity, or pseudonyms are not permitted.
- k. Note that all electronic mail (email) is not guaranteed to be private. Individuals who operate the system will have access to all mail. Messages relating to or in furtherance of illegal activities will be reported to the authorities.
- l. Report improper e-mail messages or improper use of the internet or network to the teacher.
4. Vandalism/Mischief: Vandalism and mischief are prohibited. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any networks that are connected to the Internet. This includes, but is not limited to, the deliberate creation and/or propagation of computer viruses. Sending unsolicited junk mail or chain letters, is prohibited. Any interference with the work of other users, with or without malicious intent, is construed as mischief and is strictly prohibited.
5. Rules and Responsibilities: To respect, follow the directions of the adult in charge and use all equipment carefully in the computer lab or other room where computers are in use. To leave computers, the area around them, and the labs ready for the next person to use, i.e. quitting all applications, saving all work in appropriately named personal folders and logging off of the network. Work not saved in one's own folder will be deleted. To have personal laptops and external storage devices such as flash memory or external hard drives scanned for viruses regularly.
6. Appropriate Use: Not to waste resources including bandwidth, file storage space, printers or paper. This includes forwarding any non-school materials or Brent International School Manila – ELC & LS Student-Parent Handbook 2019-2020 Page 30 communications, peer-to-peer networking or peer-to-peer file sharing that will cause a significant decrease in the speed of the network. Not to use at school any of the following types of Internet services unless directed by the teacher or Brent staff in charge: web based “chat or social networking” services such as Yahoo Messenger, Skype, Facebook, Twitter, Instagram etc.

7. Consequences for violation of this agreement:

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

Disclaimer

1. The School takes no responsibility for the accuracy or quality of information from Internet sources. The use of information obtained through the Internet is at the user's risk and the School is not responsible for any damages suffered by the students. The School is also not responsible for phone/credit card bills or any other charges incurred by the students and for any loss of service or data, and does not guarantee the privacy of email or of student generated work.
2. The System Administrator reserves the right to monitor student use of computers, including workstations, mail accounts, Internet activity, and server folders.
3. Concerns about information technology will be handled in the same manner as concerns about other educational materials. The School Administrator shall determine what constitutes unauthorized/ inappropriate use and shall amend, as the circumstances warrant, the terms and conditions of this Agreement.

Assessment

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

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

Grading System

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

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

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

Pre-Kindergarten – Grade 3

These classes use the same report format for every quarter. Your child's development is carefully tracked and reported upon every 8 weeks.

Grades 4 - 5

These classes receive a Progress Report and an end of semester Report Card. The Progress Report is in a narrative format. The report card uses letter grades such as A, B, C and so on as an indicator of achievements.

Quarter 1

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

In October you will receive a *Progress Report*. The progress report will give you an

overall picture of how your child is adjusting to a new grade level and their performance in Specialist subject areas.

The first *Parent - Teacher Conference* is also in October and is an important opportunity to establish goals with your child's teachers and to also celebrate your child's achievements. This time spent with the classroom or specialist teacher is an important link in establishing a positive home - school partnership.

Quarter 2

In January you will receive a first semester *Report Card*. This provides you with a summary of your child's achievements throughout the semester.

Quarter 3

Another *Progress Report* will be sent home in March and there will be the opportunity for another *Parent - Teacher Conference*. Many teachers encourage students to lead or be a part of this conference.

Quarter 4

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

Nursery and Pre-Kindergarten

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

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

Kindergarten to Grade 3

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

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

Any unmarked items are considered not evaluated at the time.

Grades 4 and 5

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

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

Letter Grade	Grade Point	Percent Equivalents
A+	4.0	100 – 97
A	4.0	96 – 93
A-	3.7	92 – 90
B+	3.3	89 – 87
B	3.0	86 – 83
B-	2.7	82 – 80
C+	2.3	79 – 77
C	2.0	76 – 73
C-	1.7	72 – 70
D+	1.3	69 – 67
D	1.0	66 – 63
D-	0.7	62 – 60
F	0.0	59 and below

ND = No Data

Inc = Incomplete W = Withdrawn P = Pass

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

GPA – Grade Point Average

The grades of all subjects, weighted according to the number of contact hours per week, are included in the computation of the GPA, except for students under ELL program and/ or receiving modifications.

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

Citizenship Evaluation

Citizenship grades reflect the students' conduct in relation to the standards of behavior required of Brent International School Subic students.

- 4 = Excellent - Behavior which indicates consistent compliance with the vast majority of standards.
- 3 = Satisfactory - This is the expected minimal norm and indicates usual compliance with the majority of standards.
- 2 = This indicates that the student frequently fails to meet the standards and should be undergoing some self-examination as to citizenship deficiencies.
- 1 = The student with this grade is consistently failing to meet standards and is demonstrating little or no effort to improve.

The teacher or teachers involved are to provide clarifying comments on both single-incident and ongoing causes of low citizenship marks.

Citizenship Standards

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

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

- 4 = Exceeding Expectations - Behavior which indicates consistent compliance with the vast majority of standards.
- 3 = Meeting Expectations - This is the expected minimal norm and indicates usual compliance with the majority of standards.
- 2 = Approaching Expectations - This indicates that the student frequently fails to meet the standards and should be undergoing some self-examination as to citizenship deficiencies.

1 = Not Meeting Expectations - The student with this grade is rarely/never meeting standards and is demonstrating little or no effort to improve.

Student Name:		Qtr:				
Approaches to Learning	Brent's Expected School-wide Learning Results (ESLRs)	N/A	1 - Not Meeting Expectations	2 - Approaching Expectations	3 - Meeting Expectations	4 - Exceeding Expectations
	Exercises leadership					
	Is punctual for classes and in meeting deadlines					
SELF MANAGEMENT SKILLS	Is independent in completing assigned tasks					
	Applies technology ethically and productively					
	Completes his/her share of the work conscientiously					
SCORE:						
	Avoids or resolves conflicts productively and peacefully					
SOCIAL SKILLS	Works effectively with others					
	Is actively engaged					
	Demonstrates honesty and integrity					
SCORE:						
	Uses a range of learning strategies to demonstrate learning					
THINKING SKILLS	Is resourceful and resilient in the face of challenges and change					
	Demonstrates intellectual curiosity					
	Reflects on his/her learning in order to integrate and apply feedback for self improvement					
SCORE:						

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

*Quarterly citizenship grades reflect the student's behavior for that quarter only.

BASIS and Student Email

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

For Parents:

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

For Students:

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

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

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

Accommodations and Modifications Guidelines

Accommodations

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

Modifications

Modifications may be necessary for a student with specific learning needs to be successful in the classroom. Modifying a child's program means that you have changed the curriculum and expectations. Modified grades are noted with an asterisk.

CHAPTER V

Parent-Teacher Conferences

Parent-Teacher conferences are used to keep parents informed on the student's progress and to discuss any special circumstances and needs of the students.

Should there be particular critical problems in the academic or behavioral performance of the student, a parent-teacher conference may be convened at any time. To the extent possible, the conferences will be scheduled after regular classes so as not to disturb the academic operation of the School.

Year-end Promotion

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

Academic Support

After School Remedial Sessions

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

Tutoring

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

CHAPTER VI

STUDENT LIFE

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

Accidents and Illness

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

If a student becomes ill during the school day, he or she is taken first to the clinic. If the nurse decides that the illness is serious, the parents are immediately notified and arrangements are made for the student to be taken home.

In the case of head lice, students will be sent to the School Nurse immediately. Those student (s) who checked positive for lice will be sent home for a pre-determined number of days and advised to treat the child with “Rid”, “Kwell” or other approved medicated shampoos.

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

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

Grade 4 & 5 Camps

The annual camp is a very important part of the school year. They are usually held in February and run from Wednesday to Friday. All children are expected to attend camps. They provide opportunities for academic, social, spiritual and emotional development and are one of the highlights of the year for the children.

Field Trips

Another form that parents are obliged to fill is the “Field Trip Authorization form” This form must be completed and returned to the appropriate teacher each time a student is to participate in a field trip. Off- campus trips are scheduled at various times during the year. Only students who hand in a field trip authorization form will be allowed to leave the campus. Students who are no allowed to participate in a field trip must report to school where they will be given special assignments. Unless given the privilege by the Headmaster, students going on field trips must be in their school uniform. On all field trips, students must also travel in authorized vehicles as well as depart and return together with their designated travel group. Students may leave the group only after returning to Brent. Privately driven cars are not permitted unless prior approval has been obtained from the Headmaster.

CANCELLATION OF CLASSES, TYPHOON SIGNALS, EARLY DISMISSAL FROM SCHOOL

If severe weather occurs, such as a typhoon, the following guidelines, established by the Department of Education, Culture, and Sports (DECS Order No. 28) shall be followed. Brent International School Subic follows the Zambales storm signals. Classes will be affected as follows:

- 1. Signal #1:** Normal operations: All classes will proceed as scheduled
- 2. Signal #2:** No classes or activities: No students or teachers are to report, however the school offices will remain open for the day. Administrators and office support staff report as usual if it is safe to do so.
- 3. Signal #3 & 4:** No School: The entire school operation will be closed. No classes, offices or activities will take place.

If Signals #2, #3 or #4 are announced over the radio after classes have begun, students will immediately be evacuated from the School in an orderly fashion. The telephone network organized by the school administration will help to inform all parents (or legal guardians) of the suspension or cancellation of classes. Students will stay in their assigned homerooms until they are picked up by their parents or by an authorized person. On this point, please take note that it is school policy that students, even after regular school dismissals, may never go home with a non-authorized driver. All non-parental drivers must complete an authorization form that is available in the School Office.

When non-presidential directives are announced which seek to cancel school classes, the Headmaster (according to DepED) possesses the authority to decide whether or not to comply. If the directive is not relevant to Brent School, the Headmaster will not cancel classes. His decision in these cases will always be relayed to the School Guard (Tel: 252-6043) who, in turn, will respond to all inquiries on the matter. If the Headmaster agrees to follow a non-presidential announcement, the PTA telephone network will again serve as the communication link to parents.

Evacuation and Emergency Guidelines

The ringing of the bell, either continuously (Fire Evacuation) or intermittently (Campus Threat) signals an emergency evacuation situation. In all cases, whether a drill or an actual emergency, students are to follow faculty instructions and move with haste but in a quiet and orderly fashion to the designated evacuation areas. Once in the designated evacuation area, students are to meet their Homeroom peers and Advisor who will take roll and report missing students to the Principal.

Earthquake Evacuation

Brent faculty and students must be knowledgeable about earthquake procedures as well. Following a few key procedures at the onset of an earthquake will do much to ensure the safety of those in the building.

Upon the initial shock of an earthquake:

1. 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. If no furniture is available, stand in a door frame.
2. Do not run or vacate the premises while an earthquake is occurring.
3. Stay away from windows and areas where glass or mirrors are located.
4. Stay away from objects, like picture frames, that may fall on you.
5. If you are outside, find a clear spot away from buildings, trees and power lines.

The initial shock of an earthquake may last from a few seconds to more than a minute. It is usually followed by aftershocks that are generally lesser in intensity. Aftershocks may come in rapid succession immediately after the initial shock. It may also vary from a few minutes to several hours or days.

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

1. Slowly get out of the place where you sought shelter.
2. Calmly and orderly leave the building through main stairways or different site.
3. Shut off all main switches, like electricity and gas, if possible.
4. Proceed to the athletic field where you can keep distance from structures and objects

like electric posts and wires that may fall.

5. Do not use elevators or exits which may place you in danger of being isolated or locked in a confined space.

Cellular Phones, Electronics, and Other Valuables

Cell phones may be brought to school but used only during lunch/recess breaks and after dismissal. They will be subject to confiscation if used during class. MP3 players, tablets, handheld video games, video cameras, portable television sets, and photographic equipment are not allowed on campus and will be subject to confiscation at any time. Parents and guardians are requested to help make sure that students do not bring valuables to school such as cellular phones, electronic devices, large amount of cash, and expensive jewelry. When the children are swimming or involved in sports, remember that all jewelry and watches are removed for safety purposes. It is better to not let your children wear valuables on sporting/P.E. days. These items are very difficult to find once they have gone missing and there is no need for them in the ELC and Lower School.

Communication

Brent International School Subic is committed to keeping students, parents, faculty and staff informed. Everyone is encouraged to visit the school website regularly in order to stay informed of the many activities and events happening in and around our school. Our official school website is www.brentsubic.edu.ph.

Textbooks

Textbooks and workbooks are issued to students for their courses but these are only “on loan” and remain the property of the school. It is the obligation of students to take good care of their textbooks and workbooks. Students must treat all textbooks as if they were their own, and return them at the end of the academic year in good condition. Students will be charged of the replacement cost for all lost or damaged textbooks.

Library

We have two separate libraries with books, magazines and DVDs available to check out.

Checkout policies are:

Pre-Kindergarten	3 books per week
Kindergarten – Grade 5	3 books per week
Brent Families	4 items per week

(Families will be charged the full dollar amount for lost and damaged books and all library materials)

Our libraries are open from 7:30am to 4:30pm as well as lunch recesses. Students are welcome to exchange library books during these times as well.

Clubs & Activities

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

Grade 1 to Grade 5 - A wide variety of clubs meet after class hours under the supervision of teacher and parent volunteers. These clubs offer students the opportunity to develop talents and interests they have and to acquire new ones. The Student Activities Office provides a list of currently active clubs at the beginning of each semester.

Brent School considers such activities as a very important part of its overall educational program. It is important that both faculty and students who commit themselves to a club keep their commitments and regularly attend scheduled practices, meetings, and rehearsals.



House System

All students at Brent School belong to one of two groups or Houses: Azure or Gold. Siblings are placed in the same House. The House system is established to promote special interaction and competition within the School, involving all the aspects of student life: academics, sports, behavior, etc. House activities and events are administered through the Student Activities Office. Parents are often invited to help out and sometimes participate in these events. At the end of the school year, a trophy is given to the House that has earned the greatest number of points throughout the year. House shirts are available at the Bookstore and are to be worn any time a House event is scheduled.



Students Councils

Student Council are elected by students to represent the student body and serve as direct channels of communication with the administration and faculty. Lower School students from Grades 3-5 are welcome to participate in the student council as Lower School Representatives by filing their candidacy and participating in the elections held at the end of the school year.

Bookstore – School Supplies

Our school Bookstore is stocked with school supplies, Physical Education uniforms, House shirts, etc. Students are provided with some supplies, such as notebooks, pens, paper, etc. to be used in the classroom at the beginning of the school year, but are thenceforth expected to replenish their supplies themselves. Students are requested to purchase most of their supplies from the Bookstore in order to ensure uniformity.

Cafeteria

The school is responsible for the operation of the cafeteria. School rules on behavior most certainly apply in the cafeteria. Students are to clean up after themselves, making sure their table is at least as clean if not cleaner than they found it. The school cafeteria is open before and after school hours and during recess and lunch breaks. Weekly menus are available in the school website.

Lost and Found

Any lost item left on campus will be turned in to the School Office. To prevent the loss of items, students are advised against bringing valuable personal property and/or large amounts of money to school.

Although the School takes seriously its duty to protect the possessions of students, it cannot prevent losses due to carelessness and/or irresponsibility on the part of students. The School will not reimburse for lost, missing or allegedly "stolen" items.

Office Telephone Use

The office telephone may only be used for an emergency or special circumstances to be determined by the teachers or administrator. We do not provide after-school supervision. All ELC and Lower School students are expected to leave at 3:00 pm unless participating in an after-school activity or remedial. Children in either of these activities are to be picked up or leave on the 4:00 pm bus.

Parent Absence Notification

We have created a Parent Absence Notification Form for parents who are going out of the country or out of town. This is to notify us/the school of who will be legally in charge of your children while you are away. We have copies of this form available in the ELC/Lower School offices.

Parent-Teacher Association (PTA)

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



Publications

Echoes

The school yearbook, the “Echoes”, is a pictorial record of student life and the main events of the school year. It is edited by students, under the advisorship of a faculty member appointed by the Headmaster. The staff directs its efforts toward making the yearbook not only a simple “memory” book but also a means of highlighting student’s art work, poetry, etc made during the school year. The yearbook may not be printed without the Headmaster’s permission.

Religious Life

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

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

School Bus

PICK-UP POINTS	DEPARTURE	RETURN
SUBIC GAS or KALAKLAN GATE	7:00 AM	4:15 PM
PARK AND SHOP (Near SBMA Main Gate)	7:10 AM	4:00 PM
KALAYAAN (waiting shed near Kalayaan Swimming Pool)	7:25 AM	3:45 PM
SUBIC HOMES OFFICE (Binictican Drive, corner Mango Street)	7:45 AM	3:35 PM

School Bus Schedule

For further details and registration, please contact the School Office.

Telephone Number: 047-252-6871 or 047-252-6833

Fax Line: 047-252-3240

Bus Rules

Riding our Brent International School Subic buses is both a privilege and a service we offer our students. In order to ensure that all scheduled trips are safe and trouble-free, students and parents or guardians must be familiar with and adhere to the following simple rules and regulations. Parents or guardians and students must also realize that failure on the part of the student to follow these regulations may mean temporary, or in repeated and/or more severe cases, permanent suspension of all bus riding privileges.

The most simple and important rule for all students riding our buses is this: **Students, when you step onto the bus, you are at school!** That is to say, all regular school rules relative to student behavior, actions, language, and following the directives of the adult supervisor or bus attendant on the buses apply. We expect our bus-riding students to behave just as they would with their Principal, teacher, or parent or guardian sitting next to them on the bus.

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

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

Security Guards

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

Visitors

BRENT^{INTERNATIONAL}
SCHOOL-SUBIC
VISITOR'S
PASS



We welcome visitors. Those wishing to observe classes at Brent Subic need to make arrangements through the lower school principal and check in with security to receive a visitor's pass.

Parents and guardians are welcome to drop off children and pick them up. If they are waiting on campus, we ask them to wait in the cafeteria. Waiting in the classroom building is not allowed, as it might discourage a child's independence and disturb the educational flow.

Household help and drivers are also allowed to wait on campus—but only in the cafeteria. No unauthorized adults may be in the classroom buildings/areas.

After Hours and Visitors Policy

- I. After school hours and on weekends all students and parents must show ID to enter the campus.
 - a. All students will be issued IDs.
 - b. No student will be allowed to enter the campus without their parents or a designated guardian unless they are participating in a school sponsored activity.
 - c. Parents may request a school ID for a small fee to allow for smooth entrance to the campus.
 - d. Regular visitors with specific business on campus, such as special club instructors, may request a school ID for a small fee to allow for smooth entrance to the campus.
 - e. Everyone who enters the campus outside of school hours must check-in at the guard’s desk first.

- II Only the “Brent Family” will be allowed to enter the campus to use its facilities.
 - a. Brent Family includes: Students, Students’ immediate family members, Teachers, and Staff.
 - b. Parents who wish to use the facilities may use the soccer field and playground during daylight hours when not in use for school activities.
 - c. Indoor facilities, such as the gym and Multi-Purpose Hall, may only be used through coordination with the Activities Office.
 - d. Visitors who wish to tour the campus may obtain a “Visitors Pass” and be escorted to the office for assistance. If they wish to enter after office hours they must be accompanied by a Faculty member or member of the Admin staff.

CHAPTER VII

BEHAVIORAL EXPECTATIONS, DISCIPLINE, RECOGNITION AND AWARDS

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

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

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

Policies Governing Student Conduct

The following principles and guidelines underlie discipline of the school.

Discipline Guidelines

Good Manners

1. Proper deportment is expected from all students at all times. Members of the administration, faculty, staff and fellow students are to be treated with respect;
2. Students are expected to conduct themselves in the educational setting in such a way that teachers can teach and other students can learn. Disruptions to this important process will not be tolerated;
3. Consistent with exercising proper deportment and good manners, the following violations are NOT permitted:
 - a. Rude 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. Bullying
 - h. Kicking, pushing
 - i. Wrestling or rough playing
 - j. Fighting or attack games

Students who commit any of the above violations may incur any of the following consequences: detention, in school suspension, out of school suspension, removal or restriction from activities or dismissal from Brent pending authorization by the Deputy Head or Headmaster.

Lower School- consequences are modified depending on circumstances with focus on learning.

Accountability

1. Every student shall be held accountable for his or her own actions;
2. 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;
3. Although Brent School 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. Appropriate disciplinary action may be applied.

Student Attendance

1. **Tardiness** – Students arriving after 8:10 a.m. are considered tardy and should not be permitted into class without a pass from the ELC/Lower School Office. Exceptions are made for late buses and heavy traffic days (accidents/out of the ordinary).

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

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

a. Explained Absences - The following reasons “explain” a student’s absence:

- Illness or medical appointments;
- Crisis in the student’s family;
- Observance of major religious festivals.

b. Unexplained Absences - The following are examples of “unexplained”

absences:

- Cutting classes
- Leaving campus without permission, etc.

Students Leaving School Grounds

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

Infractions and consequences

Academic Honesty- every student is required to sign and abide by the following Brent International School Subic Honesty Statement:

“Brent International Subic 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 the 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 humanity must underlie these ethical and moral standards and provide the foundation for proper conduct and accountability.”

In accordance with the principles we share, we will not condone cheating, lying or plagiarism.

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

- Lying is any misrepresentation of the truth or failure to state the truth, with the intent to deceive.
- Plagiarism is any presentation of the ideas, thoughts, or words of another as one's own, regardless of intent.

To indicate agreement to and acceptance of the principles of the Academic Honesty in our school, every student, as well as their parent or guardian, is requested to sign the Academic Honesty Form.

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

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

Lower School- consequences are modified depending on circumstances with focus on learning.

RESPECT FOR PROPERTY

1. Personal belongings are the students' responsibility. The school is not responsible for the loss or disappearance of money, cellular phones, or personal articles; use of cellular phones, Ipods, mp3 player, Ipads, tablets or other items similar to such is not allowed during the school hours (7:45am – 2:45 pm) unless they are being used for academic purposes, or during school assemblies. Unauthorized use may result in a confiscation (for a certain period of time) of the said personal item. Non-academic use of laptops is further disallowed.
2. Stealing others' belonging, 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.
3. Books entrusted to the students are to be handled with great care. These textbooks, workbooks and library books remain the property of the School. Any lost

or damaged materials assigned to the student will be charged to the student's account at replacement cost;

4. Vandalism is a serious offense. Any student caught writing on desks or walls, breaking windows, etc. will be subject to disciplinary action and would be required to make restitution for any damaged property.

Weapons

Dangerous weapons or toys resembling weapons are forbidden on campus. Also forbidden are firecrackers and any other object that might present a safety hazard. While suspension is the normal penalty for such an offense, withdrawal from school may be imposed.

Student Discipline

Consequences –Minor Disciplinary Actions

The key phrase for students to remember in all disciplinary actions is “one-trial learning”. We understand that all human beings make mistakes, what we are looking for in our students is the ability to learn from those mistakes and not make the same mistake a second time.

Students infringing the language and uniform policies of the school shall render after-school campus service tasks.

Minor disciplinary actions are generally applied for first time offenses. These would include the failure to show respect, smoking on campus (as first offense), etc. In all cases, parents would be notified and involved in the disciplinary process. Parents are urged to sign and return all detention notices as soon as possible. Otherwise, sanctions as in extended detention may occur.

The following penalties may be imposed by the teachers or the Deputy Head in case of minor breaches of discipline.

1. Teacher warning,
2. Expression of apology-verbal or written,
3. Time-out,
4. Teacher detention,
5. Administrative lunch detention,

Discipline Process

Consequences- Major Disciplinary Actions

More serious offenses (drug or alcohol use, fighting, cheating, etc) or repeated minor offenses would require more serious consequences. These sanctions may only be imposed by the Deputy Head, or the Headmaster and parents will be notified immediately.

1 st step =	Student will be sent to the office and parents will be called
2 nd step =	Lunch detention
3 rd step =	Social restriction/probation
4 rd step =	In -school suspension
5 th step =	Out of school suspension
6 th step=	Referral to the Deputy Headmaster

Students due Process Rights

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

School Uniform

Uniform Guidelines

1. Uniform for girls
 - a. There will be one style of blouse for girls (white) grades Pre-K- 12. There will also be one style of short and/or skirt (checkered blue, white, and maroon) for Pre-K - 12. The short and skirt length may be between two inches above the middle of the knee to two inches below the middle of the knee.

- b. The girls' shoes must be black flats or leather-type shoes. Rubber soles are also acceptable. No platform shoes. Tennis or basketball shoes are For P.E. only. (No high-cut boots allowed.)
2. Uniform for boys
- a. There will be one style of shirt (maroon collared shirt). Boys' shirts must be tucked in. There will be shorts or pants (beige) option for boys. This is applicable for Lower School students only.
 - b. Any undershirt worn must be white. No designs, colors or words on undershirts are permitted.
 - c. Shoes are to be loafer style or with shoelaces – the soles of the shoes may be rubber. Black, brown, or maroon colors are acceptable. Tennis or basketball shoes are to be used only for P.E.
3. P.E. Uniform - P.E. shorts are maroon and t-shirts are white. All sizes may be purchased from the bookstore for both boys and girls. This uniform is to be worn to school with tennis or basketball shoes during P.E. days only.

ELC and LS students are allowed to come to school in Physical Education uniform. They need to bring their house shirt to change into after PE. PE teachers have the responsibility of ensuring that students change their clothes in the appropriate manner and for supervising student change areas.

All uniforms may be purchased directly from the bookstore for boys and girls.

Classroom Parties

Birthday parties of any type are not allowed in classrooms or during lunch in the cafeteria. Parties that are acceptable throughout the year and in general include Christmas and end of the school year parties only.

If a student wishes to distribute invitations for a private party they must be given to all students in the class or to none at all. If they wish to only invite select students/part of the class the invitations must be distributed in another manner or mailed to the invitees. Addresses and phone numbers of students in a particular homeroom class may be obtained by the student recording them from classmates during recess time. Due to personal privacy the school is unable to release this information.

Brent International School Subic Safeguarding Policy

Policy Statement:

Brent International School Subic (BISS) 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.

BISS 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. BISS 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 BISS employee was reported as an alleged offender, BISS 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:

There are four categories of child abuse:

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

a) Sample manifestations of physical abuse:

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

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

a) Sample manifestations of emotional abuse:

- Physical, mental or emotional development is delayed
- Dressed differently from other children in the family
- Severe symptoms of depression, anxiety, withdrawal or aggression
- Inappropriate emotional responses to painful situations

- Fear of new situations
- Low self-esteem
- Severe symptoms of self-destructive behavior: self-harming, suicide attempts, engaging in alcohol or drug abuse
- Overly compliant, too well-mannered, too neat and clean
- Displays attention-seeking behavior
- Display of negative acts and/or mannerisms probably acquired through constant exposure of the same negative acts and/or mannerisms at home
- Constant lying

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

⇒ **Contact**

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

⇒ **Non contact**

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

a) Sample manifestations of sexual abuse:

- Sexual knowledge, behavior or use of language inappropriate to age level
- Unusual interpersonal relationship patterns
- Venereal disease in any child of any age
- Evidence of physical trauma or bleeding in the oral, genital or anal areas

- Difficulty in walking or sitting due to anal or vaginal soreness
- Refusing to change into P.E. clothes, fear of bathrooms
- Child running away from home but not giving specific complaints
- Not wanting to be alone with an individual, frightened and reluctant to socialize with friends
- Refusal to continue with school or social activities
- Pregnancy, especially at a young age
- Extremely protective parenting

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

⇒ **Physical neglect**

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

⇒ **Emotional neglect**

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

⇒ **Medical neglect**

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

a) Some manifestations of child neglect:

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

- Child has poor hygiene
- Child is showing extreme loneliness or need for affection

Code of Conduct:

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

- Be aware of our own and other’s vulnerability.
- Be responsible for maintaining physical, emotional, and sexual boundaries with students.
- Do not engage in sexual activity or have sexual relations with any Brent student, irrespective of the definition of the age of majority or the way in which consent is legally recognized in different countries.
- Avoid any covert or overt flirtations with those for whom we have responsibility. This includes speech (such as saying “Hello, Beautiful” or “Hello, Handsome” or “Hi, Gorgeous”) or gestures as well as physical contact that exploits, abuses, or harasses. Any gesture that makes a student feel uncomfortable is a gesture that should not be made.
- Do not touch a student inappropriately.
 - o Be aware of how touch may be perceived or received.
 - o Brent employees are prohibited at all times from physically disciplining a child.
- Avoid working alone with students. If a one-on-one meeting with a student is necessary, hold the meeting in a public area, where the interaction can be (or is being) observed; or in a room with the door left open. Inform another staff member about the meeting.
- Always intervene when there is evidence, or reasonable cause to suspect, that students are being abused in any way. Suspected abuse or neglect must be reported as outlined in the reporting procedures below.
- Any form of hazing is not permitted at Brent.
- Do not condone or participate in behavior by students that is illegal, abusive or endangers their safety.
- Do not act in ways that sets a negative example for any student present;
- Do not use tobacco products, alcohol and/or drugs when working with students.
- Never give students any drugs, cigarettes, images or reading material that is inappropriate.
- Do not discriminate against, show differential treatment towards, or favor to particular students
- Avoid accepting gifts from students or their parents in situations where this may be mis-

construed as a personal favor or favoritism.

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

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

Reporting Procedures for Abuse:

Brent International School Subic 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.

Anti-Bullying Policy

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

Definition

AS DEFINED BY THE PHILIPPINES ANTI-BULLYING ACT 2013

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

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

Procedure for Reporting Incidents

1. Anyone in school can report a possible bullying behavior. The report may be done orally or in writing.
2. All faculty and staff are responsible for receiving and responding to oral and written reports. If possible, faculty and staff who initially receive an oral or written report of bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of bullying, no further action may be necessary under this procedure.

3. All reports (resolved and unresolved) need to be documented on an Incident Report Form and submitted to the Principal.
4. For unresolved and severe issues, the Principal will begin an investigation and inform the parents of the students involved.

Procedure for Investigation

1. During the course of the investigation, the Principal in charge of the investigation will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the student/s who complained and the alleged bully. If necessary, the school will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged bully in the classroom or at lunch; identifying a staff member who will act as a safe person for the complainant; altering the alleged bully's schedule and access to the complainant, and other measures.
2. The investigation shall include, at a minimum:
 - An interview with the student/s who complained.
 - An interview with the alleged bully.
 - A review of any previous complaints involving either the complainant or the alleged bully.
 - Interviews with other students or staff members who may have knowledge of the alleged incident.
- a. The Principal may determine other steps to take before the investigation is complete.
- b. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the school will provide the parent/guardian and/or the student with weekly updates.
- c. No later than two (2) days after the investigation has been completed, the Principal shall respond in writing and may also meet with the parent/guardian of the complainant and the alleged bully explaining:
 - The results of the investigation.
 - Whether the allegations were found to be factual.
 - Whether there was a violation of the Anti-Bullying Policy.
 - The process for the complainant to file an appeal to the Headmaster if the complainant disagrees with results.

Range of Disciplinary Actions

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

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

Support for the Targeted - Students and Bully

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

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

Bullying Prevention Initiatives

1. Information Dissemination

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

2. Education

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

3. Training

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

4. Other Prevention Strategies

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

RECOGNITION AND AWARDS.

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

Bishop Brent Scholar's List	=	4.0
Headmaster's List	=	3.5 - 3.9
Honors List	=	3.0 - 3.4

Year-End Awards

Perfect Attendance

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

Citizenship Award (Grades 4 and 5 only)

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

Honors Recognition (Grades 4 and 5 only)

Bishop Brent Scholar's Award is given to students who have made the Brent Scholar list by keeping a GPA of 4.0 during the semester. **Honors Certificate** is given to students who have been on the Honor Roll or higher each semester of the school year.

CHAPTER VIII

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 may be admitted, provided that the parents designate, legally and in writing, a guardian who shall be responsible in the parent's 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 all fees have been paid.

Admission Policies

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

Non-English Students

Students applying for admission to the Lower School, whose competence in the English Language is not sufficient for them to participate actively in, and benefit from the regular instruction program, are enrolled first in the English-as-a-Second-Language (ELL) Program. The ELL exit test and recommendations from the ELL Specialist and the subject teachers determine the completion of the ELL program. Promotion or retention in a student's ELL level is determined at the end of the each semester.

Grade Level and Section Placement

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

Student Records

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

The Registrar's Office is responsible for maintaining accurate and up-to-date

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

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

Request for Transcript of Records

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

Tuition and Other Fees

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

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

Financial Obligations

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

ADMINISTRATORS



Mr. Brett Petrillo
Headmaster/ Upper School Principal



Ms. Sheila Marie Griarte
IB Coordinator



Ms. Ximena Silva-Barth
Lower/ Middle School Principal



Ms. Michelle Almanzor
Director of Activities Office



Ms. Cathrine Aster Lim-Rivero
Director of Admissions/ Registrar

ELC AND LOWER SCHOOL FACULTY

ELC

Ms. Myra Theresa Misa	Nursery and Pre-Kinder	mmisa@brentsubic.edu.ph
Ms. Mylene Leynes	Kinder A	mleynes@brentsubic.edu.ph

Lower School Homeroom

Ms. Ma. Isabela Maravilla	1	mmaravilla@brentsubic.edu.ph
Ms. Nasreah Gutierrez	2	ngutierrez@brentsubic.edu.ph
Ms. Mikaela Beier	3	mbeier@brentsubic.edu.ph
Ms. Poppy Morgan	4	pmorgan@brentsubic.edu.ph
Ms. Alexandra Golfetto	5	agolfetto@brentsubic.edu.ph

ELC & Lower School Specialists

ELL

Ms. Kim Misola	Computer ELL 3-5	kmisola@brentsubic.edu.ph
Ms. Cristime Osteniane Pagado	Music K-3 ELL 1 & 6	costeniane@brentsubic.edu.ph
Mr. Stephen Sedo	Band 5	ssedo@brentsubic.edu.ph
Mr. Francis Factura	PE PK-5	ffactura@brentsubic.edu.ph
Ms. Myra Theresa Misa	Religious Studies K-5	mmisa@brentsubic.edu.ph
Ms. Cathy Maycon	Art ELL 2	cmaycon@brentsubic.edu.ph
Ms. MaryAnn Elman	Music 4	melman@brentsubic.edu.ph

2018-2019 SCHOOL CALENDAR



February 20, 2019

BRENT INTERNATIONAL SCHOOL SUBIC SCHOOL CALENDAR 2019 – 2020

July/August 2019

S	M	T	W	T	F	S
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

July 29-July 31 New Fac. Orientation
 Aug 1,2 and 5 All Faculty In-service
 Aug 6 Open House
 Aug 7 Start of 1st Semester
 Aug 21 Ninoy Aquino Day
 Aug 26 National Heroes' Day

December 2019

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 20 End of 1st Semester
 Dec 21-31 Christmas Break

April 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		

April 6-11 Easter Break
 April 6-7 Offices Open
 April 12 Easter Sunday
 Apr 9 Araw ng Kagitingan

January 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	

Jan 1-12 New Year's Break
 Jan 6-10 Offices Open
 Jan 13 Start of 2nd Semester
 Jan 25 Chinese New Year

May 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
24/31	25	26	27	28	29	30

May 1 Labor Day
 May 24 Eid'1 Fitr (tentative)
 May 25 Faculty In-service
 May 28 Baccalaureate Service
 May 28 Moving Up Day
 May 29 Graduation Day

September 2019

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					

October 2019

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 7 Parent-Teacher Conferences
 Oct 28-30 Offices Open
 Oct 28-31 All Saints Break

February 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

Feb 25 EDSA Revolution Anniversary

March 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				

Mar 9 Parent-Teacher Conferences

November 2019

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 1-2 All Saints Break
 Nov 30 Bonifacio Day

First Semester:

Midterm: October 7, 2019

Second Semester:

Midterm: March 9, 2019

Student Contact Days:

First Semester = 90
 Second Semester = 90
 Total = 180

Faculty Work Days:

First Semester = 96
 Second Semester = 93
 Total = 189

Brent School Song

*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.*

BRENT INTERNATIONAL SCHOOL SUBIC

*We have read through the handbook
and understand its contents.*

Student's Name and Signature

Date

Parent's Name and Signature

Date

Guardian's Name and Signature

Date

Address: _____

Contact Numbers: _____

Email Address: _____

Please return this copy to LB/MS Office or Homeroom Teacher.

Bldg. 6601 Binictican Drive
Subic Bay Freeport Zone
2222 Philippines