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)
Welcome Message
Mr. Dick Robbins
Ms. Ximena Silva

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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 \( : 252-6871 \)
Admissions Office \( : 252-6871 \)
Headmaster \( : 252-6872 \)
Deputy Headmaster \( : 252-2687 \)
Lower School Principal \( : 252-5497 \)
Director of Admissions and Registrar \( : 252-6873 \)
Director of Student Activities \( : 252-1640 \)
School Nurse \( : 252-1321 \)
Lower School Library \( : 252-1625 \)
Accounting/Business Office \( : 252-6198 \)
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
Dear Parents and Students,

It is with great pleasure that I welcome you all to Brent International School Subic and to the Academic Year 2013–2014.

We are really looking forward to a wonderfully exciting school year ahead. My warmest welcome is extended to our “new” families, students and parents—welcome to the Brent family!

The *Student-Parent Handbook* serves as a vital resource in understanding the rich variety of our school-wide programs.

The Handbook will enable you to participate in all aspects of campus life to the fullest extent. It contains essential information on rules and discipline, grades and assessment, details of student activities, guidelines for participation in clubs and sports, as well as other general information. Please take the time to read it carefully so that you are well informed and thus are able to get the very utmost out of the Brent Subic Experience. We encourage all students and parents to ask questions. Get to know your fellow students, teachers and administrators. Let us know how we can be of assistance. We are here to clarify and assist in any way we can, whether you are “new” or a returning member of the Brent family.

On a personal note, I would like to offer my best wishes to all students and parents for the challenging year ahead. May your time at Brent Subic be one of great endeavor, rich reward and deep happiness.

God bless you all!

Mr. Dick Robbins  
Headmaster
Dear Parents and Students,

I am delighted to welcome you to the 2013-2014 school year.

As we welcome new faculty and families into our Brent Community, we are working hard at preparing for the challenges and adventures in learning for the year ahead.

We hope that your child’s experience in the Lower School is positive and gratifying as it establishes a sound educational foundation. The teachers work and plan to develop organized, appropriate and meaningful lessons. Our students are able to take instructional risks and assume responsibility for their own learning as we guide them through the different units of instruction in all the different subjects.

Please take the time to read through the handbook as it is the guideline we follow as we establish rules, routines and activities during the school year.

Looking forward to another successful school year at Brent International School Subic.

Ms. Ximena Silva Barth
Lower School Principal
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.
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 Episcopaliants/Anglicans. Trustees are not required to have children enrolled in the School but are chosen by the Board on the basis of their areas of expertise and their willingness to help the institution.

The Headmaster is the Chief Executive of the School and bears the responsibility for successful management at all levels of operation. He serves as the link between the Trustees, the Management Committee and the School’s constituency of parents and students. The Headmaster of Brent Manila also holds the same position for Brent Subic and Brent Baguio, thereby consolidating all three main Brent organizations under one Headmaster or Chief Executive.
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 world.
Lower School Building

Computer Laboratory

Lower School Library
Gymnasium

Swimming Pool

Playground
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 does 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.
CURRICULUM OVERVIEW

The Lower School Curriculum is unique as it is drawn from the best international sources worldwide to ensure we provide our students with diverse experiences that better enable them to work in a global community.

We use the North American developmental philosophy, which places a heavy emphasis on experiential, hands-on learning. This has been proven to allow students a deeper level of comprehension than the traditional model, which focuses on rote memorization at the expense of comprehension and transfer of knowledge. We also work to develop the whole child, which includes fostering social and interpersonal skills, often through collaborative projects.

Our schools Expected School-Wide Learning Results are integrated throughout our program to ensure the consistency of goals between the schools.

Through the curriculum, students are engaged in activities that are meaningful and encourage cooperation. They are required to be reflective and communicative. Individual learning styles are recognized and activities that the children are involved in are varied and interesting.

Homeroom teachers, Specialists and ESL teachers collaborate to ensure that topics of study are integrated into a variety of disciplines such as Art, Music and Computer Studies.

Curriculums are revised regularly to ensure we are up to date with new research and approaches to teaching worldwide.

Language Arts

The Elementary School Language Arts program is focused upon the individual learner. Through developmental approaches to literacy, children, teachers and parents can monitor progress, set goals and celebrate achievements. The program encourages students to engage with and enjoy language in all its varieties. Students will be encouraged to understand, respond to and use oral, written and visual language.
effectively in a range of meaningful situations and contexts. To achieve these goals students will develop control over the processes associated with language such as reading, writing, speaking, viewing and listening. They will develop an understanding of grammar and language conventions and understand how language varies according to the user, audience and purpose. Children will be encouraged to respond personally and think critically about a range of text and information.

Through the effective use of language, students will become self directed and critical thinkers who understand and appreciate cultural diversity as members of a global community.

**Mathematics**

Mathematics in Grades Pre-K-5 is developed through 4 strands: Numbers, Measurement, Geometry and Data. These strands are studied each year and are designed to help the students think mathematically. They are encouraged to explore, inquire and to express themselves using appropriate mathematical terminology. Mathematics is a practical activity and students are encouraged to understand the everyday application of this subject. Teachers strive to provide students with 'hands on' and meaningful mathematical experiences.

**Science**

Science at Brent International School strives to give students experiences that will develop their interest and curiosity in the world around them. It encourages them to ask questions and provides them with tools and avenues to find answers to their questions. Science is designed to be hands on; developing skills of observation, manipulation, and problem solving. It is our desire that students become familiar with technology, develop a love for learning and the ability to think critically.

**Social Studies**

Social Studies Education in the Elementary School aims to enable students to participate in an ever-changing society. The program strives to make our students better informed, confident and responsible citizens.

In an international setting our students are global citizens and will build upon multicultural and
international perspectives. Within the social studies context, students will develop knowledge and understanding about society as they study:

- people’s organization in groups and their rights, roles, and responsibilities as they interact within and outside a group.
- the contribution of culture and heritage and identify change and consequence of cultural histories.
- people’s interaction with their surroundings both physically and culturally and the impact of these interactions in environmental, social, political, and historical terms.
- people’s allocation and use of resources in an economic sense and their participation in economic activities.

Many disciplines encompass and underpin this learning area such as ecology, economics, geography, history, and sociology. Its inter-disciplinary nature enables broad integration into other subject areas.

**Computer**

The computer program at Brent Lower School, utilizes a fully networked, Internet connected computer lab, and prepares our students to meet the challenge of computer technology in the 21st Century. Our program begins in Pre-Kindergarten and goes through to grade 5. Students have computer class once a week with the computer teacher. Many classroom teachers also access the lab during the week. The labs are open during some lunch times for student use.

In the early levels of our program, along with the basics of computer knowledge, computers are used extensively to support (integrate) classroom instruction. At every opportunity we seek to reinforce and integrate the learning that is taking place in the classroom in the computer class.

Our programs are constantly being updated to stay current and relevant. As students progress through the program, skills are sequentially and successively introduced, enabling students to acquire the computer skills needed to use a computer successfully.

There is also a focus on teaching the language of computers at each grade level, with students acquiring and understanding the new words that are now part of our lives. Students exiting our program have a strong foundation to successfully meet the challenges of a computer driven world.

**Art**

Art in the Lower School is multi-disciplinary. Not only are the children exposed to a variety of age appropriate media, skills, and techniques, they also experience a wide assortment of cultural and historical inspirations for art production. In the earlier grades, art is integrated
with themes and lessons from the core subjects while the elements and principles of design are acquired and fine motor skills are further developed. In grades 3 to 5, there is a more formal approach to art creation, history and appreciation. Art production is geared towards the conscious use of the elements and principles of art and design. Activities

Religious Studies

The Pre-Kindergarten Curriculum begins with a study of God’s creation with an emphasis on the uniqueness of man created in His own image. It includes the value of families and friends in the child’s environment. It introduces the foundation of the Christian faith and learning about the love of Jesus for us. The Pre-K curriculum also familiarizes the children with the Christmas and Easter Celebrations.

The Kindergarten Curriculum exposes the children to learning about the power of Jesus and following God’s ways. It further discusses listening and talking with God [prayer], why and how we can obey God’s word, and how we can shine for Jesus in our environment by being kind, helpful and loving.

The Grade One Curriculum talks about God’s care, protection and guidance of His children. It prepares them to be the salt and the light of the world through teaching them how to love and forgive others. It emphasizes the importance of prayer as a means of communicating with God. The Christmas message about Jesus is also developed.

The Grade Two Curriculum stresses the need to seek God’s help and forgiveness and to trust Him in their problems. It demonstrates ways to serve God by obeying Him and knowing His promises. Through Jesus’ Ministry towards others, the children can emulate such positive character traits such as: respecting others, playing fair and standing up for what is right.

The Grade Three Curriculum expounds on the meaning of the Holy Eucharist and how it differs from church. It also introduces the Lord’s Prayer as the model for praying. The third graders are also exposed to Bible characters and scriptures that talk about the topics of honesty, fairness, jealousy, forgiveness etc. Easter, Pentecost, and the beginning of the church are also studied in this grade level.
The **Grade Four Curriculum** brings awareness to the beginnings of God’s plan: His creation of the world, angels and man. It introduces Baptism as an outward manifestation of one’s faith, and the Apostle’s Creed as a profession of one’s belief. Rules about loving God and loving others are discussed in practical ways through the 10 commandments and the Beatitudes.

The **Grade Five Curriculum** begins with a review of the Christian faith. It further emphasizes the importance of showing one’s faith through actions in our immediate environment. A variety of stories of outstanding Christian figures are studied to exemplify this.

**Music**

Performing, creating and responding to music are the basic music processes in which humans engage. Our elementary students learn effectively by doing. Singing, playing instruments, listening, moving to music and creating enable them to acquire musical skills and knowledge that can be developed in no other way. Learning to read and notate music using the Kodaly method gives them a skill with which to explore music independently and with others. Since motor skill plays such a large part in musical performance and rhythmic sensitivity in musical interpretation, the Dalcroze method takes a significant role on this. Eurhythmics and related body movements are introduced to the first and second graders. Listening to, analyzing, and evaluating music are important building blocks of musical learning. Musical growth of every child is best facilitated by simultaneous singing and playing using the Orff method. Teaching each instrument part to the entire group allows maximum class participation and develops sensitivity to texture and tone color. Ensemble Orff and rhythm band playing are offered to third, fourth and fifth graders. Further, to participate fully in a diverse, global society, our students are introduced to great composers and different music from around the world.

Because music is a basic expression of human culture, we believe that every student should have access to a balanced, comprehensive and sequential program of study in music. Thus, our music curriculum focuses on the five basic elements of music: melody, harmony, rhythm, tone, color and expression.
Physical Education (PE)

In the elementary Physical Education program we endeavor to help our young students to appreciate the importance of physical fitness and the life long pursuit of a healthy lifestyle. Central to these goals is an emphasis on teamwork, participation and fair play. This is achieved by:

- Being able to apply physical education to life (understand and appreciate basic physical fitness, be a wise consumer of sports equipment, be able to use behavior which is safe for self and others in all physical activities, and be able to demonstrate proper social, cooperative, and competitive skills).
- Being able to demonstrate knowledge and skills which better enable participation in group and team activities.
- Being able to assess physical fitness level and participate in activities that improve physical fitness, wellness, and cardiovascular capacity.
- Being able to demonstrate fundamental swimming, water safety, and diving skills.
- Being able to develop movement through rhythm and dance.
- Being able to demonstrate knowledge and skills which better enable participation in individual and dual sports and recreational activities.
- Possessing an awareness and respect for individual and cultural differences through a variety of sports and dances.
Language Philosophy
The ESL department recognizes and appreciates the cultural and social identity of each ESL 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 ESL students to maintain and to develop their native language and culture in school and community contexts.

Mission
Within a framework of mutual respect, the ESL 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
ESL 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.

Grade 1 and 2 Primary Levels
- ESL 1: Beginner Primary Level
- ESL 2: Intermediate/Advance Primary Level

Grade 3, 4, and 5 Elementary Levels
- ESL 1: Beginner Elementary Level
- ESL 2: Intermediate Elementary Level
- ESL 3: Advance Elementary Level

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 ESL department equips every ESL 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
- Previous school performance based on academic and behavioral records with other required documents
- The result of language proficiency test and interview, and
- 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 ESL program.

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

2-Week Assessment Period
In the first 2 weeks upon the entry of ESL students, all ESL students, new or returning, are given the opportunity to show their level of language proficiency in language classes for final placement. All new ESL 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 ESL 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 ESL student to be promoted, he/she must incur a grade of 80% (B-) or better in his/her ESL classes.
- No promotion is granted to an ESL student incurring F in any subject (Math is an exemption).
- 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 ESL HOD and principal must approve the promotion/retention.

ESL Lower School Academic Program
The ESL 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 ESL 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

ESL 1 Beginner Primary Level
ESL 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 ESL resources. A selection of books used in regular grades 1 and 2 syllabi from the core Language Arts class is modified for accommodation purposes.

ESL 1 students attend ESL and mainstream subjects:

ESL subject/s:
ESL  Language Arts
ESL 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.

ESL 2 Intermediate/Advance Primary
ESL 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.

ESL 2 students attend ESL and mainstream subjects:

ESL subject/s:
ESL  Language Arts
ESL support in Social Science and Science **

Mainstream subjects:
Math/ Social Science/ Science
Art/ Music/ PE/ Computer/ Religious Studies

**ESL support is provided whenever necessary.
Elementary Levels: Grades 3 to 5

ESL 1 Beginner Elementary Level
ESL 1 introduces learners, aged 9-11, to English through a variety of learning instructions which provide prefatory stages in acquiring a second language through listening, speaking, reading, and writing skills. While developing the four areas of language, ESL 1 students focus on cognitive academic learning following the ESL curriculum for language, supported by modifications from the mainstream syllabi from the core of reading readiness program.

ESL 1 students attend ESL and mainstream subjects:

ESL subject/s:
ESL Language Arts
ESL Support in Social Science and Science for Grade 3 **
ESL Social Science and Science for Grade 4-5

Mainstream subjects:
Math/ (Social Science/ Science – for Grade 3)
Art/ Music/ PE/ Computer/ Religious Studies

ESL 2 Intermediate Elementary Level
ESL 2 reinforces and expands upon the content of level 1 for young learners, aged 9-11. It continues to develop listening, speaking, reading, writing, and critical thinking skills. While the emphasis is on developing active communication skills, more importance is given to expanding vocabulary, moving toward more challenging reading and writing skills, and strengthening academic skills. ESL students are equipped with critical thinking and academic skills all throughout their stay in this level to prepare them for more rigorous work in mainstream Social Science and Science subjects.

ESL 1 students attend ESL and mainstream subjects:

ESL subject/s:
ESL Language Arts
ESL Support in Social Science and Science for Grade 3 **
ESL Social Science and Science for Grade 4-5

Mainstream subjects:
Math/ (Social Science/ Science – for Grade 3)
Art/ Music/ PE/ Computer/ Religious Studies

**ESL support is provided whenever necessary.
ESL 3 Advance Elementary Level
ESL 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 ESL curriculum for Language Development and mainstream syllabi for content lectures. ESL 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.

ESL 3 students attend ESL and mainstream subjects:

ESL subject/s:
ESL Language Arts

Mainstream subjects:
Math/ Social Science/ Science
Art/ Music/ PE/ Computer/ Religious Studies

Length of Stay
Lower School students generally stay in the ESL 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 ESL Program when they reach Level 4 in the assessment criteria.
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._

School Days

_School offices and facilities are open Monday to Friday from 7:30 A.M to 4:30 P.M and on Saturday from 8:00 A.M -12:00 noon._

The first class of the day begins promptly at 8:00 a.m. except for Thursdays when the first class starts at 9:00 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; from Mondays through Fridays. Pre-Kindergarten classes end at 11:30 a.m. Mondays to Fridays. Parents may not drop off their children in school 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. These are scheduled from 2:45 p.m. to 3:45 p.m. or sometimes until 5:00 p.m., depending on the sport or activity. A list is provided each semester through the Student Activities Office. Parents will be informed whenever their students’ presence is needed after school hours. Lower School students must leave campus immediately after classes end or after their clubs/ and/or remedial class finish at 4:00 p.m. They may only return to campus after this time with a parent or guardian.
### ELC Class Schedule

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>ARRIVAL</th>
<th>DISMISSAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSERY/ PRE-KINDER</td>
<td>8:00 AM</td>
<td>11:30 PM</td>
</tr>
<tr>
<td>KINDER</td>
<td>8:00 AM</td>
<td>2:45 PM</td>
</tr>
</tbody>
</table>

### Lower School Class Schedule

**Monday, Tuesday, Wednesday, Friday**

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIME</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARRIVAL</td>
<td>8:00AM</td>
<td></td>
</tr>
<tr>
<td>HR AND BLOCK A</td>
<td>8:00-9:20AM</td>
<td>80 MINUTES</td>
</tr>
<tr>
<td>BREAK 1</td>
<td>9:20-9:35AM</td>
<td>15 MINUTES</td>
</tr>
<tr>
<td>BLOCK B</td>
<td>9:35-10:50AM</td>
<td>75 MINUTES</td>
</tr>
<tr>
<td>LUNCH</td>
<td>10:50-11:40AM</td>
<td>50 MINUTES</td>
</tr>
<tr>
<td>BLOCK C</td>
<td>11:40-1:05PM</td>
<td>85 MINUTES</td>
</tr>
<tr>
<td>BREAK 2</td>
<td>1:05-1:20PM</td>
<td>15 MINUTES</td>
</tr>
<tr>
<td>BLOCK D</td>
<td>1:20-2:45PM</td>
<td>85 MINUTES</td>
</tr>
<tr>
<td>DISMISSAL</td>
<td>2:45PM</td>
<td></td>
</tr>
</tbody>
</table>

**Thursday Late Start and Chapel Schedule**

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIME</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY MEETING</td>
<td>7:30-8:45AM</td>
<td></td>
</tr>
<tr>
<td>CHAPEL</td>
<td>9:00-9:30AM</td>
<td>30 MINUTES</td>
</tr>
<tr>
<td>BLOCK A</td>
<td>9:30-10:30AM</td>
<td>60 MINUTES</td>
</tr>
<tr>
<td>BREAK 1</td>
<td>10:30-10:45AM</td>
<td>15 MINUTES</td>
</tr>
<tr>
<td>BLOCK B</td>
<td>10:45-11:45AM</td>
<td>60 MINUTES</td>
</tr>
<tr>
<td>LUNCH</td>
<td>11:45-12:35PM</td>
<td>50 MINUTES</td>
</tr>
<tr>
<td>BLOCK C</td>
<td>12:35-1:35PM</td>
<td>60 MINUTES</td>
</tr>
<tr>
<td>BREAK 2</td>
<td>1:35-1:45PM</td>
<td>10 MINUTES</td>
</tr>
<tr>
<td>BLOCK D</td>
<td>1:45-2:45PM</td>
<td>60 MINUTES</td>
</tr>
<tr>
<td>DISMISSAL</td>
<td>2:45 PM</td>
<td></td>
</tr>
</tbody>
</table>
EUCHARIST OR HOUSE EVENT SCHEDULE

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIME</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>EUCHARIST/HOUSE EVENT</td>
<td>8:00-9:00AM</td>
<td>60 MINUTES</td>
</tr>
<tr>
<td>HR AND BLOCK A</td>
<td>9:00-10:05AM</td>
<td>65 MINUTES</td>
</tr>
<tr>
<td>BREAK 1</td>
<td>10:05-10:20AM</td>
<td>15 MINUTES</td>
</tr>
<tr>
<td>BLOCK B</td>
<td>10:20-11:20AM</td>
<td>60 MINUTES</td>
</tr>
<tr>
<td>LUNCH</td>
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</tr>
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<td>BLOCK C</td>
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<td>65 MINUTES</td>
</tr>
<tr>
<td>BREAK 2</td>
<td>1:15-1:30PM</td>
<td>15 MINUTES</td>
</tr>
<tr>
<td>BLOCK D</td>
<td>1:30 - 2:45PM</td>
<td>75 MINUTES</td>
</tr>
<tr>
<td>DISMISSAL</td>
<td>2:45 PM</td>
<td></td>
</tr>
</tbody>
</table>

**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.

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.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUGGESTED HOMEWORK TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 2</td>
<td>20 – 30 minutes plus reading</td>
</tr>
<tr>
<td>3, 4, and 5</td>
<td>30 – 60 minutes plus reading</td>
</tr>
</tbody>
</table>

**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.
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.

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 late August there is an opportunity to meet your child's homeroom teacher along with other parents during the Parent Orientation. The teacher will explain the class program and materials 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.

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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.

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

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

ND = No Data

The minimum passing mark is D-. No student who has completed the required work with good-faith and effort will receive an F.

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 ESL program and/ or receiving modifications.
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 integrity, self-discipline, social conscience, and initiative. Included in these expectations are the following:

- Honesty in all dealings with individuals and groups;
- Ability to make moral and ethical decisions on the basis of a sound integrated value system;
- Demonstrated awareness, in terms of feeling and behavior, of the positive values of education;
- Respect of and advocacy for the rights of others – their person, property and beliefs;
- Ability to recognize and respond to the needs of others, particularly in rendering assistance above self;
- Regular exhibition of an ability to carry one’s share of the work in a group;
- Appropriate reverence during the religious portions of the school activities, as well as proper behavior at group assemblies or programs;
- Behavior indicative of good sportsmanship before, during and after any sports competitions;
- Patterns of responsibility in situations without supervision;
• Leadership through volunteering and assuming responsibility, even in situations where it is not required or assigned;
• Cooperation with teachers relative to classroom and school rules;
• Being punctual for school, classes and related assignments and responsibilities;
• Showing an awareness of the value of criticism;
• Caring for personal and school property such as books, lockers, supplies, equipment, etc.;
• Showing increased independence in completion of assigned tasks.

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.

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

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.
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 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 not 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 designated exit points.
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, 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.brentubic.edu.ph](http://www.brentubic.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, audiocassettes, videocassettes 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 1-5 are welcome to participate in the student council as Lower School Representatives by filing their candidacy and participating in the elections held at the beginning 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 canteen 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
School Bus Schedule

<table>
<thead>
<tr>
<th>PICK-UP POINTS</th>
<th>DEPARTURE</th>
<th>RETURN</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBIC GAS or KALAKLAN GATE</td>
<td>7:00 AM</td>
<td>4:15 PM</td>
</tr>
<tr>
<td>PARK AND SHOP (Near SBMA Main Gate)</td>
<td>7:10 AM</td>
<td>4:00 PM</td>
</tr>
<tr>
<td>KALAYAAN (waiting shed near Kalayaan Swimming Pool)</td>
<td>7:25 AM</td>
<td>3:45 PM</td>
</tr>
<tr>
<td>SUBIC HOMES OFFICE (Binictican Dirve, corner Mango Street)</td>
<td>7:45 AM</td>
<td>3:35 PM</td>
</tr>
<tr>
<td>BRENT INTERNATIONAL SCHOOL MANILA CLARK CAMPUS (beside Puregold)</td>
<td>6:45 AM</td>
<td>3:45 PM</td>
</tr>
</tbody>
</table>

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

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.
   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.
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 International School Subic, 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) on the south super highway, etc.

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

2. **Absences** – 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. Textbooks and other Schoolbooks 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\textsuperscript{st} step = Student will be sent to the office and parents will be called
2\textsuperscript{nd} step = Lunch detention
3\textsuperscript{rd} step = Social restriction/probation
4\textsuperscript{th} step = In-school suspension
5\textsuperscript{th} step = Out of school suspension
6\textsuperscript{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 flats or leather-type shoes. Black, brown, or maroon colors are acceptable. 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.
RECOGNITION AND AWARDS

Merit Grams

This is issued to any student who has tried really hard and whom a faculty wishes to acknowledge for his or her effort and improvement in academic performance.

Happy Grams-or- Teacher Awards

This is issued to any student whom a faculty wishes to acknowledge for his or her effort, behavior, and attitude. They are a wonderful motivator for the student who may not always be at the top of the class or may not receive positive feedback in other situations. It is a way to acknowledge behavioral improvements or exemplary behavior exhibited by a student at a certain situation or instance.

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.

**Theater award:**” Take another Bow”

This is awarded to students with exemplary performance on stage and with outstanding contributions to the theater.

“The Great Christmas Giveaway”
Lower School Production 2012
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 (ESL) Program. The ESL exit test and recommendations from the ESL Specialist and the subject teachers determine the completion of the ESL program. Promotion or retention in a student’s ESL level is determined at the end of 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. Dick Robbins
Headmaster

Mr. Patrick Higgins
Deputy Headmaster/ Upper School Principal

Ms. Ximena Silva Barth
Lower/ Middle School Principal

Mr. Stephen Davis
Student Activities Director

Ms. Maricar Peralta
Director of Admissions/ Registrar
# ELC AND LOWER SCHOOL FACULTY

## ELC

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Aspillaga</td>
<td>Pre–K</td>
<td><a href="mailto:jaspillaga@brentsubic.edu.ph">jaspillaga@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Miel Sadhwani</td>
<td>Kinder</td>
<td><a href="mailto:msadhwani@brentsubic.edu.ph">msadhwani@brentsubic.edu.ph</a></td>
</tr>
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## Lower School Homeroom

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Gaffney</td>
<td>1A</td>
<td><a href="mailto:pgaffney@brentsubic.edu.ph">pgaffney@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Craig Greenan</td>
<td>2A</td>
<td><a href="mailto:cgreenan@brentsubic.edu.ph">cgreenan@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Lianne Dominguez</td>
<td>3A</td>
<td><a href="mailto:ldominguez@brentsubic.edu.ph">ldominguez@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Lauren Scannell</td>
<td>3B</td>
<td><a href="mailto:lscannell@brentsubic.edu.ph">lscannell@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Michelle Almanzor</td>
<td>4A</td>
<td><a href="mailto:malmanzor@brentsubic.edu.ph">malmanzor@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>David Waitzer</td>
<td>4B</td>
<td><a href="mailto:dwaitzer@brentsubic.edu.ph">dwaitzer@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Marilyn Gates</td>
<td>5A</td>
<td><a href="mailto:mgates@brentsubic.edu.ph">mgates@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Erin Carney</td>
<td>5B</td>
<td><a href="mailto:ecarney@brentsubic.edu.ph">ecarney@brentsubic.edu.ph</a></td>
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## ELC & Lower School Specialists

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
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<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Sagun</td>
<td>Art</td>
<td>K-5</td>
<td><a href="mailto:dsagun@brentsubic.edu.ph">dsagun@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Mary Ann Elman</td>
<td>Band</td>
<td>Gr. 4-5</td>
<td><a href="mailto:melman@brentsubic.edu.ph">melman@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Tamara Davis</td>
<td>Band</td>
<td>Gr. 5</td>
<td><a href="mailto:tdavis@brentsubic.edu.ph">tdavis@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Salvador Justiniano</td>
<td>Music</td>
<td>K–3</td>
<td><a href="mailto:sjustiniano@brentsubic.edu.ph">sjustiniano@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Christopher Dominguez</td>
<td>Computer</td>
<td></td>
<td><a href="mailto:cdominguez@brentsubic.edu.ph">cdominguez@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Francis Factura</td>
<td>PE</td>
<td>K-5</td>
<td><a href="mailto:ffactura@brentsubic.edu.ph">ffactura@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Raulito Jayme</td>
<td>PE</td>
<td>K-5</td>
<td><a href="mailto:rjayme@brentsubic.edu.ph">rjayme@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Myra Theresa Misa</td>
<td>Religious Studies</td>
<td>K-5</td>
<td><a href="mailto:mmisa@brentsubic.edu.ph">mmisa@brentsubic.edu.ph</a></td>
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## Lower School ESL

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Marjorie Capili</td>
<td>ESL 1-2 Gr. 1-5</td>
<td><a href="mailto:mcapili@brentsubic.edu.ph">mcapili@brentsubic.edu.ph</a></td>
</tr>
<tr>
<td>Danette Keshka</td>
<td>ESL 3-4 Gr. 1-5</td>
<td><a href="mailto:dkeshka@brentsubic.edu.ph">dkeshka@brentsubic.edu.ph</a></td>
</tr>
</tbody>
</table>
**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,  
Where so’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.
We have read through the handbook and understand its contents.

<table>
<thead>
<tr>
<th>Student’s Name and Signature</th>
<th>Date</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Parent’s Name and Signature</th>
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<table>
<thead>
<tr>
<th>Guardian’s Name and Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Address: ________________________________

_______________________________________

Contact Numbers: __________________________

_______________________________________

Email Address: ________________________________

(Please return this copy to the LS/MS Office or Homeroom Teachers on Monday, August 12, 2013.)