



# **BANNISTER**

## **ACADEMY**

**Student Handbook SY 2023-2024**



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## **ABOUT BANNISTER ACADEMY**

Bannister Academy is a private non-sectarian, secular and co-educational institution in Quezon City, Philippines that is open to learners from pre-school to senior high school.

It was founded in 2009 to offer holistic, integral formation through a basic education program that molds students to become individuals of competent intellect and upstanding moral character.

Education at Bannister Academy is founded on the principle that every learner has the capacity to overcome his or her limits with the combination of rigorous academic exercise and a well- rounded formation program.

### **Vision Statement**

Bannister Academy aims to produce highly competent, morally upright, and socially responsible graduates who will be Renaissance Men and Women in, and for, the modern world.

### **Mission Statement**

Bannister Academy provides its students quality education that is holistic, personal, character-centered, and community-oriented — preparing them for local and global society with strong skills of critical thinking, communication, and research.

The institution engages young learners who demonstrate a disposition to learn, and who endeavor to grow both in academics and in character.

Our approach to learning is guided by the three pillars of our educational philosophy:  
First, that learning has three stakeholders: the child, the parent, and the teacher.



Second, that learning must develop a well-trained mind through the Trivium of classical education, namely grammar, logic, and rhetoric.

Third, that learning is a pursuit that is at once more rigorous and more accessible in a Paideia classroom, where a student acquires knowledge, develops intellect, and deepens the understanding of ideas and values

## **Beliefs**

1. Every child is capable of reaching his or her full human potential.
2. Any child who demonstrates a disposition to learn has the aptitude to realize the promise of his or her individual gifts. Bannister Academy's learning environment promotes diversity in ideas, beliefs and perspectives.
3. Every teacher is a character educator.
4. A teacher in Bannister Academy believes that he or she has the moral responsibility to educate character — helping students achieve not only excellence in academics, but also excellence in personality and disposition.
5. Education is a personal responsibility of both home and school.
6. Learning is never limited to the school environment, and thus, parents share the role of Bannister Academy and its teachers in providing the learner a holistic education.
7. The school is the focal point of the community; its end should constantly be the good of the society where it belongs.
8. Bannister Academy is only the child's first foray into society, and from there they gain an understanding and an appreciation of the good that they are capable of contributing to the world at large.



9. Classical education is a foundation of integral development.
10. A well-trained mind is the distinctive outcome of a child's classical education at Bannister Academy, which is the cornerstone of his or her life-long journey to self-actualization.

## **Transcendere**

The hallmark of the Bannister Education is training both mind and character of every learner to constantly and consciously discover and attain his or her human potential, and find joy in the process.

Transcendere [/trānscondēre/]

Latin — to climb; to surmount; to overcome

Bannister Academy believes that its learners are capable of taking a step beyond their limits — climbing, surmounting, and overcoming their backgrounds, circumstances, and perceived thresholds to constantly become the best versions of themselves.



# INTERNATIONAL BACCALAUREATE

## Mission Statement

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

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

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

## IB Learner Profile

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

The following are what each IB learner strives to be:

|               |  |
|---------------|--|
| INQUIRERS     | We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. |
| KNOWLEDGEABLE | We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.                             |
| THINKERS      | We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.                               |



|               |  |
|---------------|--|
| COMMUNICATORS | We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.   |
| PRINCIPLED    | We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.                                       |
| OPEN-MINDED   | We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and are willing to grow from the experience.   |
| CARING        | We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.   |
| RISK-TAKERS   | We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.                             |
| BALANCED      | We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. |
| REFLECTIVE    | We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.   |



## School Hymn

### **BANNISTER'S PRIDE**

Alma Mater we sing this hymn to you  
We will forever be faithful and true.  
We stand with joy and shout with might,  
that we are Bannister's Pride.

Let your walls echo the pledge we've made  
Sing the oaths, to your ideals, we've claimed  
Your glorious deeds, our souls delight  
for we are Bannister's Pride.

We will all walk in unison  
Your name will never be forlorn  
To lands beyond, our shield reminds,  
that we are Bannister's Pride.

We ride the wind, our voices raised  
We live with Love and walk with Grace.  
Your fame, we aim, our hearts decide,  
for we are Bannister's Pride.  
For we are Bannister's Pride.



## **General Expectations of Students**

The school owes its existence and sustenance to the students. To enable the school to carry out its mission effectively, students are expected

- (a) to help build an academic community, where each one becomes personally responsible in maintaining an environment conducive to teaching and learning;
- (b) to maintain their disposition to learning and overcoming their limitations in attaining the learning objectives; and
- (c) to respect everyone in the face of individual differences of culture, religion, and political beliefs.

## **The School and the Local, National, and International Community**

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- (b) to maintain their disposition to learning and overcoming their limitations in attaining the learning objectives; and
- (c) to respect everyone in the face of individual differences of culture, religion, and political beliefs.

## **Relationship with the Academic Community**

The Bannister community is composed of teachers, staff, students and their parents. The relationships within an academic community such as Bannister Academy are rich, extensive, and intense, no matter how large or small the school population may be. The undertaking of education is a complex process that requires close collaboration among the individuals and sectors concerned. Hence, human relations become crucial, its norms requiring deliberate thought and purposeful incorporation in the school culture.

Within a school, personal dealings should be characterized by high levels of respect for—as well as trust and confidence in—one another, without turning a blind eye to matters that require correction and even sanctions. In a manner of speaking, the school is a “second home”, but it should not take on those qualities and environment proper to a home (e.g., familiarities or comfort levels, greater flexibility with standards and rules of conduct, greater tolerance for character defects).



Management, teachers, and administrators deal with one another with high levels of deportment and professionalism; they deal with students as an authority does with those for whom he is responsible. Students in turn should engage their teachers with the appropriate respect and reverence due to persons in authority. All these relationships, however, are cemented with friendship and confidence that must pervade a school striving to shape minds and hearts.



## Subjects

Bannister Academy follows the subject offerings prescribed in the national curriculum set by the DepEd for the K-12 Program. In general, subjects in the Grade School (Grades 1 to 6) and in the Junior High School (Grades 7 to 10) are categorized as Academic and Non-Academic. The two categories differ in the forms of assessments given in each term and in the assigned weights when computing for the term average – academic subjects are given a full weight while non-academic subjects share a full weight. Regardless, both academic and non-academic subjects are required subjects that all students must pass in order to proceed to the next Year Level. The table below summarizes the subject offerings for Grades 1 to 10.

|              | Grades 1–3         | Grades 4–6           | Grades 7–10        | Weight |
|--------------|--------------------|----------------------|--------------------|--------|
| Academic     | English            | English              | English            | Full   |
|              | Filipino           | Filipino             | Filipino           | Full   |
|              | Mathematics        | Mathematics          | Mathematics        | Full   |
|              | Reading            | Reading              | Literature         | Full   |
|              | Science            | Science              | Science            | Full   |
|              | Social Studies     | Social Studies       | History            | Full   |
|              |                    | (Latin) <sup>1</sup> | Latin              | Full   |
| Non-Academic | Art                | Art                  | Art                | Full   |
|              | Physical Education | Physical Education   | Physical Education |        |

### Notes:

1. Latin is an additional Bannister subject taken by the students on top of what is prescribed by the DepEd. Originally, it was offered beginning Grade 5 and until Grade 10. Since SY 2020-2021, it is only offered for Grades 7-10.



Effective School Year 2022 – 2023 and with authorization to run the International Baccalaureate Diploma Programme (IBDP or DP), the school will offer these IBDP subjects for our first and second cohorts (Grades 11 and 12). An exception exists for Filipino subjects (see italicized course titles). As stated in the Language Policy of the School, Filipinos nationals are required to learn the subject in compliance to the Filipino language requirements of the SHS. On the other hand, foreign students are not required to take these courses and may choose to take Filipino as a Secondary Language (FSL) instead. Below is the subject offerings of Bannister Academy of the Diploma Programme.

| <b>Subject Group</b>                         | <b>Subject Offering</b>             | <b>Level</b> |
|--|-------------------------------------|--------------|
| Core   | Theory of Knowledge (TOK)           | -            |
| Core   | Creativity, Activity, Service (CAS) | -            |
| Core   | Extended Essay (EE)                 | -            |
| Group 1 – Studies in Language and Literature | English A: Literature               | SL & HL      |
| Group 1 – Studies in Language and Literature | Filipino A: Literature              | SL & HL      |
| Group 2 – Language Acquisition               | Classical Languages (Latin)         | SL only      |
| Group 2 – Language Acquisition               | English B                           | SL & HL      |
| Group 3 – Individuals and Societies          | Business Management                 | SL & HL      |
| Group 3 – Individuals and Societies          | Global Politics                     | SL & HL      |
| Group 3 – Individuals and Societies          | Philosophy                          | SL & HL      |
| Group 4 – Sciences                           | Chemistry                           | SL & HL      |
| Group 4 – Science                            | Physics                             | SL & HL      |



|                       |   |         |
|-----------------------|---|---------|
| Group 5 – Mathematics | Mathematics: Applications and Interpretations | SL & HL |
| Group 6 – the Arts    | Visual Arts                                   | SL & HL |

For the procedures in selecting subjects in the DP, see the *Admission Policy* of the School.

**Character Education** pervades all subjects and the entire school in pre-eminent ways, providing students with norms and standards of study and the strength of the will to give meaning to what is learned through a spirit of service to God and people. While character and values education permeates the various subjects of the curriculum, this formative aspect of Bannister education is particularly addressed and consolidated in student mentoring as well as in their daily advisory classes.

**Co-curricular activities**, as manifested in clubs and school-wide events, complement the curriculum in educating the whole person by cultivating their interests, developing other aspects of the student's personality, and providing alternative venues for learning that complement what goes on in the classroom.

## PRINCIPLES OF ASSESSMENT

- Teachers are actively engaged in assessing students;
- Teachers may choose from a wide variety of assessment tools, techniques, and strategies;
- Students are regularly assessed throughout the academic year;
- Assessment and evaluation practices and tools are free of any biases and prejudice against any student;
- Assessment helps students exhibit both conceptual understanding and critical thinking;
- Assessments allow students to reflect on their own learning and set goals for improvement;
- Assessments are criterion-referenced as students are assessed against published learning outcomes;



- Rubrics are given and explained to students before the assessment;
- Teachers use assessment to guide instruction and to provide feedback to improve future learning;

## ASSESSMENT PRACTICES

### Types of Assessments

Assessments at Bannister Academy are classified into two main types: **formative** and **summative**.

*Formative Assessments* are ongoing assessments carried out by teachers both formally and informally during a unit of work. The results of formative assessments directly impact the teaching materials and strategies employed immediately following the assessment. Marking students' work is also an essential part of formative assessment, helping students note errors and know the next steps in their learning or targets. These can be further differentiated into class activities and quizzes.

- Class Activities are generally guided exercises and works facilitated within the period of instruction, either as a form of coaching or a method of determining a student's progress with regard to a particular skill or knowledge. Feedback is given on the spot or almost immediately.
- Homework are generally short practice exercises to be accomplished by the student after the period. The goal of the homework is to elicit independent learning and mastery of the lesson. Feedback is given within three (3) days after the due date or during the class period where the homework is to be discussed.

*Summative Assessments* are done at the midpoint and at the end of a learning unit. These can either be in the form of a quiz, a pen-and-paper test, a project, or a performance task. The results of the summative assessments are used to evaluate students' mastery of the entire instructional period. Moreover, the results of the summative assessments reflect the efficacy of the approaches employed to learning and teaching. It helps the teachers adjust their pedagogical approaches to suit the learning style of the students.

All summative assessments are done in school.



As a rule, whenever more than 50% of the class population fails to achieve the passing mark, a retest may be given upon the coordinator's advice.

## **Assessments Specific to the IB Diploma Programme**

Integrated within these types of assessments are the formal assessments required by the IB. Aside from the formative and summative assessments taken by all Bannister students, students enrolled in the Diploma Programme (DP) are further evaluated through the Internal Assessment and the External Assessment.

*Internal Assessments* (IA) are subject-specific assessments designed to test the knowledge and skills acquired throughout the DP. These assessments are internally marked and are sent to the IB for external moderation. Most of these assessments are project-based and are marked using standardized rubrics. IAs may also be worked on throughout the two-year program, which may involve a series of revisions before the final submission.

*External Assessments* (EA) are examinations that are moderated and marked by IB examiners. These assessments are administered with strict adherence to protocols set forth by IB to ensure a fair and equitable assessment. EAs are also done as synchronously as possible and are designed to test students on their aptitude for the subject matter within a time constraint.

## **Planning**

Before the academic year starts, teachers plot their term academic coverages. It contains the list of topics, concepts, or skills that the class is expected to learn, understand, and master for the whole year. Teachers administer an assessment during or after a lesson before proceeding to the next lesson. Teachers are encouraged to collaborate and may design assessments that target more than one subject area.

The scheduling of these assessments must be planned to balance students' workload. In practice, the assessment schedule must adhere to the following restrictions:



- Maximum of three (3) homework per day.
- Maximum of three (3) quizzes per day.
- Maximum of three (3) summative assessments per day during the examination week.
- For projects and performance tasks, ample time must be given to students to accomplish the task. Scaffolding activities and consultation periods must likewise be given to ensure students understand what is expected from them and monitor their progress.

Likewise, DP-specific assessments must be planned following the deadlines set forth by the IB. Teachers must ensure ample time in their class schedule to fulfill IAs, presentations, papers, projects, and mock examinations. A review period must also be plotted to prepare the students for the EAs.

## **Strategies**

Teachers may choose from a wide variety of formal and informal assessment strategies to yield evidence of student learning. These may include but are not limited to written assignments, oral presentations, fieldworks, portfolios, laboratory works, objective tests and examinations, research papers, peer assessments, and reflection papers. Emphasis should be given to teacher-supported self-evaluation, systematic use of assessment descriptors, and peer evaluation. Formative assessments must be designed to target the specific learning outcomes of the lesson. Teachers should ensure that the quantity and quality of formative assessments are sufficient to prepare the students for their summative assessments.

## **Criterion-Referenced Assessments**

Assessments in IB, much like all of the assessments in Bannister, are criterion-referenced. This means that evaluations of students' works and performance are gauged against a predefined criteria or a standard based on the learning outcomes expected in each course. Assessment practices, marking schemes, and subject-specific criteria are discussed at the beginning of the course and are likewise included in the course plan or syllabus distributed during the orientation. Rubrics and exemplars are



discussed ahead of (and during) each assessment to ensure that students understand the different levels of achievement set according to the criteria and the corresponding evidences of learning each level requires. Course projects, performances, IAs, and mock exams are discussed, especially during consultations, in referenced to their respective criteria and marking schemes to allow students to pinpoint the strengths and the areas of improvement in their work.

## **Feedback**

Teachers must give students feedback as immediate as possible regarding their achievement so they can reflect on their own progress. Teachers must provide students with rubrics that clearly state what is expected of them and its relevance to their subject. For projects and other performance-based assessments, teachers must provide or show students examples of the highest standard of achievement in the given task.

Teachers must give students accurate and prompt feedback about their performance. This can be done through formal chats, student journal notes, and the students' progress reports. Teachers must record assessment results in a secure online grading database that is accessible to the teachers and the administrative staff.

At the beginning of the school year, students and parents receive a copy of the term academic coverage (syllabus for Grades 11 and 12). Parents receive a report of student progress through the score tracker in the student journal and printed copy of the mid-term and end-of-term progress report cards. For Grades 1 to 10, parent-teacher conferences are held once in each of the first two terms of school. Meanwhile, parent-teacher conferences are held once in each semester for Grades 11 and 12. Regardless, anytime during the school year, or as needed, parents may ask for consultation with the teachers via journal correspondence, phone, or a formal chat.

## **Interventions**

Teachers must advise students through the term academic coverages the dates of the major summative assessments and other due dates.



Students must be given the pointers to review a week before the summative assessment. In the case of short quizzes, the pointers must be given at least two days before the assessment.

Absenteeism shall not exempt students from missed assessments or tests. Upon return to school, arrangements shall be made to address the missed assessment.

In the cases of late submission of major assessments, the following procedure must be followed:

- A reminder will be given via the student journal or posted in Google Classroom (for distance learning).
- A grace period will be given (5 school days for Grade School; 3 school days for High School) for the student to submit. Their submission will incur deductions.
- In unable to submit even after the grace period, the teacher can already assign a grade of 0.

The school believes that homework is a significant tool that contributes to the student's successful mastery of topics taught in class. Therefore, it is highly recommended that teachers give a reasonable amount of homework to students every once in a while.

## **Accommodations**

Accommodations for students with learning support requirements are given following the recommendations forwarded by the Office of the Academic Support and/or the Office of the Guidance and Counselling. These are discussed and set in place through team conferences and in accordance to the SEN Policy included in the Student Support Services document of the School. The student's teachers, adviser, academic coordinator, and the Support Services meet and determine the appropriate accommodations that would not decrease the standards of the assessment and therefore, the whole curriculum.



## GRADING SYSTEM

### System for School-Based Assessment

Effective School Year 2020-2021, Bannister Academy will follow a standardized grading system where Final Grades (FG) are computed by taking the weighted average of each assessment component and transmuting the resulting Percent Grade (PG) following the transmutation table indicated in Appendix B of the [DepEd Order No. 8, s. 2015](#) or by using the formula below.

$$FG = \begin{cases} \left\lfloor \frac{5 \times PG}{8} + 37.5 \right\rfloor & \text{if } PG \geq 60\% \\ \left\lfloor \frac{PG}{4} + 60 \right\rfloor & \text{if } PG < 60\% \end{cases}$$

The Final Grades for each term is maxed at 100 while the lowest is 60. At the end of the school year, the Final Grade for a subject is computed by taking the average of the Final Grades in each term. The passing grade for any subject is 75.

Below is the summary of the numerical grades and letter grades used in the progress report.

| Percent Grade  | Final Grade  | Description        | Remarks |
|----------------|--------------|--------------------|---------|
| 95.20 - 100.00 | 97-100       | Excellent (E)      | Pass    |
| 88.80 - 95.19  | 93-96        | Proficient (P)     | Pass    |
| 80.80 - 88.79  | 88-92        | Very Good (VG)     | Pass    |
| 69.60 - 80.79  | 81-87        | Good (G)           | Pass    |
| 60.00 - 67.99  | 75-80        | Satisfactory (S)   | Pass    |
| less than 60   | less than 75 | Unsatisfactory (U) | Fail    |



A student is promoted to the next grade level only when the Final Grade in all subjects is at least 75 or Satisfactory.

Failing at most two (2) subjects will result in an Extended School Year (ESY) for the student. To be promoted to the next grade, the student taking ESY must pass the removal exam given at the end of the two-week remedial classes. Passing the removal exam will result in a final grade of 75 in the subject.

Failing more than two (2) subjects will automatically result in the student failing the entire year. Hence, the student is retained in the current grade level and must retake all subjects.

### **Academic Weights for School-Based Assessment**

*For Regular In-person Classes (Face-to-Face)*

#### Academic Subjects (Grades 1 to 10)

|                    |      |
|--------------------|------|
| Term Assessment    | 30%  |
| Midterm Assessment | 30%  |
| Graded Assessments | 40%  |
| TOTAL              | 100% |

#### Non-Academic Subjects (Grades 1 to 10)

##### Art

|                    |      |
|--------------------|------|
| Term Assessment    | 40%  |
| Graded Assessments | 60%  |
| TOTAL              | 100% |



## Physical Education

|                    |      |
|--------------------|------|
| Term Assessment    | 40%  |
| Midterm Assessment | 40%  |
| Graded Assessments | 20%  |
| TOTAL              | 100% |

## System for Formal IB Assessment

Individual coursework subjects are graded on a scale of 1-7, with 7 being the highest grade. These grades serve as points used in the determination of awarding the IB diploma to the student. Core subjects such as Theory of Knowledge (TOK) and Extended Essay (EE) are graded using letter grades A to E.

| Subject Grades | Description  |
|----------------|--|
| 7              | The candidate has displayed a consistent and complete understanding of the subject matter. Both the required knowledge and skills are demonstrated almost flawlessly. Submissions by the candidate are always of high quality.               |
| 6              | The candidate has displayed a consistent understanding of the subject matter. Both the required knowledge and skills are demonstrated with much mastery. Submissions by the candidate are almost always of high quality.                     |
| 5              | The candidate has displayed a relatively consistent and general understanding of the subject matter. Both the required knowledge and skills are demonstrated adequately. Submissions by the candidate are generally original and insightful. |
| 4              | The candidate has displayed an adequate understanding of the subject matter. Both the required knowledge and skills are demonstrated fine. Submissions by the candidate are occasionally original and insightful.                            |



|   |   |
|---|---|
| 3 | The candidate has displayed a rather limited understanding of the subject matter. Both the required knowledge and skills are demonstrated with some difficulty. Submissions by the candidate are mediocre. Application only occurs with full support. |
| 2 | The candidate has very limited understanding of the subject matter, and the required knowledge and skills that come along with it. Even with support, there is difficulty observed.   |
| 1 | The candidate has very minimal understanding of the subject matter, and does not possess the required knowledge and skills, even with full support.   |

These letter grades are run through a matrix to determine the appropriate weighted points for IB diploma awarding. Creativity, Action, Service (CAS) is an un-assessed and ungraded required core subject. As such, the maximum number of marks a candidate may garner is 45. This is made up of the 7 maximum marks for each of the six subjects (42 total), and the 3 maximum marks for TOK/EE.

Table 1. Matrix for TOK/EE points.

| TOK/EE | A                 | B | C | D | E                 |
|--------|-------------------|---|---|---|-------------------|
| A      | 3                 | 3 | 2 | 2 | Failing Condition |
| B      | 3                 | 2 | 2 | 1 |                   |
| C      | 2                 | 2 | 1 | 0 |                   |
| D      | 2                 | 1 | 0 | 0 |                   |
| E      | Failing Condition |   |   |   |                   |

## Awarding of the IB Diploma

A candidate earns the full IB diploma by earning at least 24 points from the combined grades of in six subjects, as well as the grades from TOK and EE. If the candidate scores less than this threshold, the



diploma is not awarded. Moreover, the candidate must fulfill a number of requirements before the diploma is awarded.

- All class requirements for CAS must be fulfilled.
- There is no “N” awarded for TOK, EE, or any of the coursework subjects.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 in any subject, whether SL or HL.
- There are no more than two grade 2s awarded in either SL or HL subjects.
- There are no more than three grade 3s awarded in either SL or HL subjects.
- At least 12 points have been awarded on HL subjects. For candidates taking up four HL subjects, the highest three grades will be counted.
- At least 9 points have been awarded on SL subjects. For candidates taking up only two SL subjects, at least 5 points must be awarded.
- There is no penalty awarded for academic misconduct.

## **Academic Awards**

Awards are given at the end of Terms 1 and 2 and at the end of the school year as a way of recognizing awardees’ diligence and hard work, as well as inspiring other students to attain higher levels of excellence. An awardee may receive any of the following awards:

*First Honors* is given to students who (1) attained a final weighted average of 97- 100 (Excellent), and (2) have not received failing final grades in any subject.

*Second Honors* is given to students who (1) attained a final weighted average of 93- 96 (Proficient), and (2) have not received failing final grades in any subject.



A *Headmaster's Award* is given to students who (1) attained a weighted average of 88-92 (Very Good), and (2) have not received failing final grades in any subject.

Any student who is placed under academic probation is disqualified from receiving any awards.

### **Non-Academic Awards**

The *Bannister's Pride Award* is considered as the highest award attainable by an undergraduate student of Bannister Academy for demonstrating the highest overall excellence expected from a Bannister student. A student who receives the award must have displayed good academic performance; have consistently modeled exemplary behavior by manifesting the attributes of the ideal Bannister student; have shown extraordinary leadership qualities among his/her peers; and have not been the subject of any disciplinary infraction.

The *Leadership Award* is given to an undergraduate who has been actively involved in civic service for the public good and has displayed a deep sense of moral responsibility and obligation towards people, inside and/or outside of Bannister Academy. The awardee must have displayed good moral character; have been actively involved in community-building initiatives inside and/or outside of the School; has managed to balance community service with his/her academics; may be a member of an NGO that is committed to community-building efforts; and has exhibited some/all of the following positive qualities inside and outside the School: leadership, ambassadorship (a good representative of the school), excellent work ethic, respect for other people; and commitment and loyalty to the community he/she is supporting.

The *Lion Award* is given to the classes who have displayed exemplary academic performance and behavior as a whole class. Prides have been collected through activities that foster class unity, teamwork and camaraderie. Recognition is given for the achievements of the classes that promote excellence in the school in the spirit of class cooperation and friendly collaboration.

### **Terminal Awards**

The *Transcendence Award* is considered as the highest award attainable by a Bannister student for demonstrated the highest overall excellence as a Bannister student. A student who receives the award



must have displayed good academic performance; consistently modeled exemplary behavior by manifesting the attributes of the ideal Bannister student; and shown extraordinary leadership qualities among his peers, and has not been the subject of any disciplinary infraction.

### *Subject Excellence Awards*

Only the grades of the terminal years will be considered (i.e. Grade 6 and Grade 12). The final grade for each subject has to be 97 and above. The qualified students for each subject will then be ranked. The student with the highest final grade for each subject will receive the Subject Excellence Award.

## **BANNISTER ACADEMY AND ACADEMIC INTEGRITY**

Bannister Academy, in accordance with the International Baccalaureate (IB) standards, recognizes that academic integrity should be maintained at all times. In order to ensure the fairness and reliability of assessment outcomes, the school must strive to accomplish the following:

- Ensure that the stakeholders understand what Academic Integrity is
- Ensure that the stakeholders understand the extent to which this policy defines certain behaviors pertaining to academic integrity
- Ensure that all avenues are exhausted in order to provide the students with a conducive environment for learning.
- Ensure that the stakeholders will be able to recognize patterns of Academic Misconduct/Dishonesty
- Ensure that the stakeholders understand the penalties they will incur should they break certain protocols.
- Post these policies in places where they can easily be accessed and retrieved by the stakeholders.



## **SCOPE OF THE POLICY**

This policy shall apply to all students, parents, faculty members, and school administration. All of the student's academic works shall be scrutinized carefully and objectively in order to ensure its fairness, reliability, and originality.

## **RESPONSIBILITIES OF STAKEHOLDERS**

In order to uphold Academic Integrity, stakeholders must learn how to conduct themselves accordingly.

1. Students have the responsibility to:

- be honest about their work;
- be knowledgeable of how to be a person of academic integrity;
- be respectful of other people's work and ideas;
- be mindful of how they use other people's work and ideas;
- be aware of what an original work is and how to create their own;
- demonstrate and receive proper credit for own creative process;
- give proper credit when adapting/using another person's work or idea;
- be mindful of prejudices regarding academic work;
- be aware of systemic and personal barriers to academic integrity and strive to overcome them;
- be aware of the consequences of violating the rules and regulations set in place regarding academic integrity.

2. Parents have the responsibility to:

- understand the importance of academic integrity and how it can be achieved;



- support their children and nurture them so that they can create original work without excessive intervention from external factors (family, friends, tutors, teachers);
- support the faculty and school administrators in their academic integrity programs;
- be aware of the consequences of violating the rules and regulations set in place regarding academic integrity.

3. Faculty members have the responsibility to:

- be responsible for promoting academic integrity within their classroom environments in accordance with the school policy;
- craft learning experiences that would help nurture creative and critical thinking among students;
- design assessments that enable students to produce authentic, original work rather than a reproduction of factual information;
- provide students with skills and knowledge on how to paraphrase, cite, and quote properly;
- provide students with knowledge on the various forms of academic dishonesty and how to avoid them;
- support student learning and enrich their interpersonal skills by encouraging collaboration rather than collusion;
- encourage students to reflect on their behavior and actions that might lead to academic dishonesty and allow them to learn and grow from these experiences;
- be aware of systemic and personal barriers to academic integrity and strive to overcome them;
- be aware of the consequences of violating the rules and regulations set in place regarding academic integrity;
- report any incident involving academic misconduct.



4. The school administration has the responsibility to:
  - work together with the IB and the IB coordinator to ensure that academic integrity based on the IB standards is upheld in the institution;
  - provide guidelines on academic integrity to its faculty, staff, the parents, and the students;
  - provide faculty members opportunities to improve their skills in promoting academic integrity;
  - deliver explicit expectations regarding academic work to the school community;
  - communicate these expectations through multiple channels that can easily be accessed and retrieved by the stakeholders (website, social media groups, group chats, etc);
  - provide programs and activities to the school community to meet the expectations of this policy;
  - ensure all curriculum materials are aligned with the Academic Integrity Policy;
  - monitor student incidents of academic misconduct;
  - conduct a THOROUGH and FAIR investigation regarding reports of academic misconduct.
  - deliver FAIR and APPROPRIATE sanctions to violators.

## **CAUSES OF ACADEMIC DISHONESTY**

Furthermore, certain situations can lead to academic dishonesty and it is imperative that we recognize and resolve them:

- lack of knowledge and skills in order to complete an academic work;
- lack of knowledge and skills of how to embody academic integrity;
- misinformation of acceptable academic standards;
- pressure from academic workload;
- pressure from internal expectations;
- pressure from external expectations;



- misunderstanding/misinterpretation of a certain task;
- poor/ lack of time management skills.

## **PROCEDURE IN HANDLING ACADEMIC DISHONESTY CASES**

In case a student commits any form of academic misconduct, a procedure shall be followed to ensure that the case will be thoroughly investigated and proper consequence/s will be enforced.

The process will begin when a subject teacher reports a potential case of academic dishonesty that happened in his/her class. A written report shall be written and signed by the subject teacher and the class adviser and must be submitted to the Academic Honesty Committee within seven (7) days after the supposed case has taken place. For breach of examination regulations related to the IB, the incident will be reported to the IB within 24 hours.

The Academic Integrity Committee, which is composed of the headmaster, the coordinator of the department concerned, the officers of the guidance and disciplinary office, and the proponents of this policy, will conduct an investigation that may take seven (7) to fifteen (15) working days depending on the nature and gravity of the misconduct. Once the committee arrives with a decision, the appropriate consequence will be imposed on the student/s responsible in the case.

## **SANCTIONS FOR VIOLATIONS**

After thoroughly following the procedures indicated in the flowchart, the verdict will be given by the committee. The committee shall meet with and notify both the offender and the parent regarding the decision. The sanctions applied shall be relevant to the severity of the case:

*\*\*\* Please note that the following guidelines will be used on a case-by-case basis. The severity of the misconduct will determine the appropriate sanction given. \*\*\**



| <b>Level of Offense</b> | <b>Examples</b>   | <b>Persons Involved</b>   | <b>Sanction</b>  |
|-------------------------|---|---|--|
| Minor                   | <ul style="list-style-type: none"> <li>• improper citation</li> <li>• allowing another student to copy their work</li> <li>• using another device when the instructions explicitly say not to</li> <li>• collusion</li> </ul>   | Subject<br>Teacher<br><br>Student<br><br>Parent                           | <ul style="list-style-type: none"> <li>• sit-down meeting with the student and parents</li> <li>• academic work can be resubmitted with grade penalties or be given a zero mark</li> </ul> |
| Moderate                | <ul style="list-style-type: none"> <li>• two minor violations in the same subject in the same year</li> <li>• three minor violations in more than one subject in the same year</li> <li>• persistent low-level misbehaving during assessments (always turning off cameras during online synchronous tests, non-compliance with submission standards, etc.)</li> </ul> | Subject<br>Teacher<br><br>Department<br>Head<br><br>Student<br><br>Parent | <ul style="list-style-type: none"> <li>• sit-down meeting with the student and parents</li> <li>• academic work shall be given a zero mark</li> <li>• counseling</li> </ul>                |



|         |   |  |   |
|---------|---|--|---|
| Major   | <ul style="list-style-type: none"> <li>• copying / looking at another student's paper during class for any graded assessment</li> <li>• submitting an academic work done by another person as their own (ex. having another person complete their thesis and submitting it as their own)</li> <li>• intentionally altering sources or citing sources that do not exist</li> <li>• two moderate offenses in the same subject in the same year</li> <li>• - three moderate offense in any subject in the same year</li> </ul> | Subject Teacher<br><br>Department Head<br><br>Level Coordinator<br><br>Student<br><br>Parent                   | <ul style="list-style-type: none"> <li>• sit-down meeting with the student and parents</li> <li>• suspension from school</li> <li>• resubmission of affected academic work</li> <li>• removal of any major awards that the student may acquire</li> <li>• counseling</li> </ul>   |
| Extreme | <ul style="list-style-type: none"> <li>• plagiarism</li> <li>• falsification of documents</li> <li>• alteration of grades in the school database</li> <li>• two major offenses in any subject</li> </ul>  | Subject Teacher<br><br>Department Head<br><br>Level Coordinator<br><br>Headmaster<br><br>Student<br><br>Parent | <ul style="list-style-type: none"> <li>• formal meeting with the student and parents</li> <li>• counseling</li> <li>• failing mark in the affected subjects</li> </ul> <p>*sanction may include but not limited to removal from the curriculum program or permanent expulsion from the school and a permanent mark on the student's record*</p> |



## **ACADEMIC INTEGRITY POLICY FOR IB DIPLOMA PROGRAMME (GRADE 11–12)**

As indicated in the IB Academic Integrity guide, student academic misconduct may happen at any point of the assessment cycle which may affect the completion of the coursework or the examinations. Such acts may be intentional or due to poor knowledge of the assessment procedure. Throughout the coursework, students may commit academic misconduct by seeking or receiving assistance from others such as (but not limited to) peers, tutors, teachers, and parents, beyond what is recommended in the subject guideline. During examinations, students may commit misconduct by possessing banned items such as notes, mobile phones and other IT equipment, exhibiting disruptive behavior, not answering the examination but instead using the time to do other activities irrelevant to the examination, and colluding with other students from the same or other schools either physically or thru online platforms.

### **Internal Checks and Validations**

Preventing students from committing academic misconduct is the primary strategy of the School to ensure that academic integrity is maintained. Hence, students and parents are required to attend orientations and chats relevant to the Diploma Programme (DP). To equip students with the necessary skills needed to maintain academic integrity, DP students must likewise attend the programs and workshops on academic honesty, technical writing, and referencing provided by the library at the start of every school year. Library services and consultations are also available during school days to students. It is highly recommended that students avail these services instead of asking others online.

As indicated in the IB Academic Integrity guide,

“When a school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation must be resolved as per the school’s academic integrity policy, provided it specifies if resubmissions are permitted. However, the school should not submit to the IB a piece of work that does not meet the expectations in regard to academic integrity or award a mark of zero.

If a final piece of work has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an “F” on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the



extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned.

When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible.”

As such, it is important that all possible academic misconduct be identified and corrected before the submission of the Final version of any student’s work. Subject teachers and the librarian are responsible for identifying instances of plagiarism and signs of collusion, fabrication, and duplication. Such cases must be caught early during the drafting phase and feedback, commensurate to what is allowed in the subject guides, must be given to allow students to redo their work before the deadline.

### **Sanctions for Academic Misconduct**

The School and the IB does not take academic misconduct lightly. The Final version of student’s work, if found containing plagiarized content, will not be submitted to the IB and will automatically be awarded an “F” or marked as “non-submission”. Meanwhile, instances where students are found to be in breach of examination regulations will automatically be reported to the IB within 24 hours for investigation. Students will be allowed to continue with their examination unless their presence is disruptive or deemed unsafe to other students.

Appendix 1 lists the Penalty Matrices that IB may apply to infringements by the student. Meanwhile, Appendix 2 identifies some historical cases of academic misconduct in the DP and the subsequent outcome.

It is worth noting that the School recognizes academic misconduct as a Major Offence (item 18 of the Major Offences in the Discipline Handbook). Hence, aside from academic sanctions imposed by the IB, the School concurrently imposes applicable disciplinary sanctions to academic misconduct. The table below summarizes sanctions to student’s academic misconduct.

*\*\*\* Please note that the following guidelines will be used on a case-by-case basis. The severity of the misconduct will determine the appropriate sanction given. \*\*\**



| Instances of Academic Misconduct |               | Persons Involved                             | Sanction   |
|----------------------------------|---------------|--|--|
| Draft                            | First Offense | Subject Teacher<br>DP Coordinator<br>Student | <ul style="list-style-type: none"> <li>• For minor issues, the subject teacher will take this opportunity to guide the student and reiterate the importance of academic integrity practices.</li> <li>• For serious issues, student must redo their work to comply with the set standards.</li> <li>• Sit-down meeting with the student to discuss the incident and reiterate consequences for repeated offense.</li> <li>• Incident report including the resolution will be sent to the parents.</li> </ul> |



|  |                               |  |   |
|--|-------------------------------|--|---|
|  | Subsequent/ Multiple Offenses | Subject Teachers<br>DP Coordinator<br>Discipline Officer<br>Counselor<br>Parent<br>Student | <ul style="list-style-type: none"> <li>• The student must revise or redo their work to comply with the set standards.</li> <li>• Sit-down meeting with the student and the parents to discuss the incidents and the possible implications in fulfilling the requirement of the subject(s).</li> <li>• Discussion with the Discipline Officer on the possibility of disciplinary sanction: detention, suspension, or expulsion depending on the severity of the case.</li> <li>• Counseling session as needed.</li> <li>• Incident will be added to the student's permanent record.</li> </ul> |
|--|-------------------------------|--|---|



|                  |  |  |
|------------------|--|--|
| Final Submission | Subject Teacher<br>DP Coordinator<br>Discipline Officer<br>Counselor<br>Head Master<br>Parent<br>Student | <ul style="list-style-type: none"> <li>• The student will receive no mark.</li> <li>• Sit-down meeting with the student and the parents to discuss the incidents and its implications in fulfilling the requirement of the DP.</li> <li>• Discussion with the Discipline Officer on the possibility of disciplinary sanction: detention, suspension, or expulsion depending on the severity of the case.</li> <li>• Counseling session as needed.</li> <li>• Incident will be added to the student's permanent record.</li> </ul>                    |
| Examination      | Subject Teacher<br>DP Coordinator<br>Discipline Officer<br>Counselor<br>Head Master<br>Parent<br>Student | <ul style="list-style-type: none"> <li>• Incident will be reported to the IB within 24 hours.</li> <li>• Sit-down meeting with the student and the parents to discuss the incidents and its implications in fulfilling the requirement of the DP.</li> <li>• Discussion with the Discipline Officer on the possibility of disciplinary sanction: detention, suspension, or expulsion depending on the severity of the case.</li> <li>• Counseling session as needed.</li> <li>• Incident will be added to the student's permanent record.</li> </ul> |



## **PRACTICES IN PROMOTING ACADEMIC INTEGRITY**

### **In the classroom**

All subject teachers can constantly remind their students of the importance of observing academic integrity in every scholastic activity that they do. Integration of proper academic practices in their classroom activities and discussions is also a way to instill this in the minds of the students.

#### *Orientation on the Academic Integrity Policies of the School*

At the start of each semester, the subject teachers must be able to impart information regarding the Academic Integrity Policies present in the school. This can be done before the start of the formal classes or during school orientations.

#### *Activities for Kinder-Grade 6*

For younger students, teachers can guide them on various important values such as honesty and integrity. This can go hand-in-hand with the monthly values being discussed for mentoring. Teachers may also allot class time to conduct reflection sessions that will help the students arrive at the conclusion that they should actively pursue academic honesty on their own.

### **In the library**

The library, as the heart of knowledge of an academic institution, should be able to utilize its resources and conduct programs that will supplement the academic integrity practices that are already conducted in the classrooms. The librarian should also provide academic guidance to the students, such as selecting and citing credible sources for their various academic requirements.

#### *Library Orientation*

The librarian shall conduct yearly library orientation that will provide its patrons with knowledge on how to access the library materials present. They will also be introduced to various tools, both physical and digital that will help them in accessing, retrieving, and assessing information from different sources.

Technical Writing Workshop



At the start of every school year, the subject teachers, in cooperation with the librarian, shall conduct a seminar workshop on how to properly cite papers that are used in class. Furthermore, students will be given an overview on how to properly write a paper from conception to finish.

### *Online Tools*

Aside from the traditional lectures on how to promote academic integrity, the library will also provide students with tools such as Turnitin that will enable them to submit their work and have it checked by the app for plagiarism, grammar, and citation errors. With this tool, students themselves will be able to monitor their work and will enable them to craft authentic pieces of work for submissions.

### **In the community**

To further uphold the academic integrity of the students, the entire school community is encouraged to apply this policy in every possible way. As educators and role models for the students, the school community must be able to set a concrete example of academic integrity.

### *School Bulletin*

The school shall provide a place wherein information regarding the academic integrity policy shall be posted. This can be a bulletin board that is physically present in the main area of the campus, or an online bulletin board in the school's LMS.

### *Parent-Teacher-Student Conference*

Every once in a while, the school can conduct a conference wherein both students and parents are invited to discuss matters relating to certain academic integrity issues and how to resolve them as a community. Frequent consultations with each stakeholder will also be done in order to assess the effectiveness of the current policy in place.

### *Student Handbook*

The Academic Integrity Policies discussed shall be placed in the Student Handbook by the school in order for everyone to have quick access to them.



## **ABSENCES, TARDINESS, MAKE-UP WORK, and STAYING in SCHOOL BEYOND SCHOOL HOURS**

*Absences.* A student who is absent must present a letter to his/her adviser, explaining the nature of the absence and signed by his/her parent or guardian. In cases where the absence is on account of medical reasons, a medical certificate, duly signed by a licensed physician, must be presented to his/her adviser as soon as he/she is present.

Failure of the student to provide the School with such a document may merit him/her an unexcused absence, which consequently can lead him/her not being able to take formative assessments given during the time of his/her absence. Excused absences include medical reasons; family emergencies (death in the family); injuries in school; government transactions; and on account of natural and man-made disasters. Anything outside these scopes, including travel for leisure, will be considered unexcused absences. Repeated cases of unexcused absences are subject to violations of the Student Disciplinary Code.

*Tardiness.* A student is considered tardy if he/she is not in the school by 8:00. In cases where the tardiness is on account of medical reasons, a medical certificate, duly signed by a licensed physician, must be presented to his/her adviser as soon as he/she is present. Failure of the student to provide the School with such document may merit him/her an unexcused tardiness, which consequently can lead him/her not being able to take formative assessments given during the time of his/her absence. Excused tardiness include medical reasons; family emergencies (death in the family); injuries in school; and on account of natural and man-made disasters. Repeated cases of unexcused tardiness are subject to violations of the Student Disciplinary Code.

- Three consecutive tardiness is equivalent to one absent.
- If a student arrives in school beyond the second period, he/she is considered absent and will be sent home unless a valid excuse letter from the parent is given.

*Make-Up Work.* A student who presents a duly signed excuse letter and/or a medical certificate from his/her parents, guardian, and/or physician may be allowed to make up for minor (i.e., formative assessments) and major requirements (i.e., summative assessments) missed during his/her absence. Students may do makeup work within three days of going back (case-to-case basis). In cases of unexcused absences, students will already receive a grade of 0 on missed assessments.



*Overstaying in School.* No student is allowed to stay in school beyond 5:00 PM. Students who violate this rule will incur disciplinary sanctions.

## **STUDENT DRESS CODE POLICY**

### **Grade School and High School**

Students shall wear the prescribed school uniform from Mondays to Thursdays and at official school events, unless otherwise specified. The general guidelines include the following:

#### *For Females*

- Closed black leather shoes (no heels or platform shoes), heels should not exceed 2 inches
- Uniform (skirt) must not fall above the knee
- Plain White socks (length must be over the ankle)
- No jewelry
- Basic hair accessories
- Natural hair color
- No nail polish
- No make-up
- ID (as part of the uniform) must be worn at all times. No alterations of ID allowed.



### *For Males*

- Undershirt or sando worn must be plain white
- Uniform (shirt) must be tucked in, with black leather belt
- Plain White socks (length must be over the ankle)
- No jewelry (bracelets, necklace, expensive watch, etc...)
- Simple wrist watch will do
- Closed black leather shoes (loafer style or with shoelaces)
- No ballers ID, wearing of cap/hat and sunglasses inside the classroom
- No body piercings and tattoos
- Hairstyle should be presentable and school appropriate.
- Hair should not go beyond the eyebrows, ears and collar (No man buns, extreme Mohawks, fancy hairstyles, hair color, etc...)
- ID (as part of the uniform) must be worn at all times. No alterations of ID allowed.

### **P.E. Uniform**

P.E. uniform (for boys and girls) comprises the set (upper and lower garment) provided by the school. This is to be worn with shoes appropriate for exercise and are to be worn during P.E. class only. Students who fail to wear complete P.E. uniform during P.E. class may not be able to participate in class drills and graded exercises. In the event that a student cannot wear his/her P.E. uniform due to unforeseen events, he/she may be allowed to participate during P.E. class, provided that he/she wears appropriate exercise attire, following the guidelines stipulated under “Casual Friday” attire. After P.E., students must change into their regular uniform or “Casual Friday” attire. Failure to abide by this protocol is subject to violations of the Student Disciplinary Code.



## Casual Fridays

Students wear casual clothes on Friday, subject to the following general guidelines:

- Shorts are NOT allowed.
- Cross-dressing is NOT allowed
- Tight clothing is NOT allowed.
- See-through or sheer fabric, off-shoulder tops are NOT allowed.
- Slippers and slip-ons (bare-heeled and flat, open or close-toed) are NOT allowed.
- Caps and shades MUST NOT be worn inside the classroom.
- Designs on clothes MUST NOT contain, explicitly or implicitly, foul language, vulgar or suggestive messages and those with double meaning.
- Tops must cover the torso and undergarments at all times.
- Sleeveless outfits and low-cut necklines are not appropriate. Sleeves must fully cover at least one-third of the upper arm.
- Shoulders, back, and knees should be fully covered at all times.
- Skirts and pants should cover the knees at all times. When seated, the hem of the skirt or pants should fall on top of the knees. Slits should not go higher than 3 inches above the back and side of the knees.
- For female students, flat footwear, open or close-toed, with back and ankle straps are allowed.



## **STUDENT DISCIPLINARY CODE**

The Student Disciplinary Code consists of the following basic guidelines necessary to maintain an atmosphere conducive to academic and personal formation. Following the expanded jurisdiction exercised by educational instructions in accordance with law, the Student Disciplinary Code applies as well to acts committed by a student outside the School premises when these acts involve student status, or are committed on the occasion of School functions or activities, or injure, or prejudice the good name or reputation of the School, acts violating public or social norms, and acts that disrupt regular academic life.

The school considers three general categories of offenses, as described below.

### **Minor Offenses (Category C)**

These are offenses meriting warning or suspension.

1. Violations of Class Protocols
2. Violations of the School Dress Code
3. Violations of Electronic Devices Policy
4. Other misdemeanors or unbecoming conduct on School premises
5. Unexplained and/or disruptive loitering
6. Repeated cases of tardiness
7. Going to off-limits area



For offenses that fall under Minor Offenses, the following procedures are followed:

1. 1st offense: a verbal warning is given by the adviser to the student.
2. 2nd offense: the student is sent to the Discipline Officer and a letter will be sent to the parents regarding the offense.
3. 3rd offense: the offense is automatically elevated to a major offense (or Category B) and the student may be asked to serve an extended detention period or may be suspended, depending on the gravity thereof.

### **Major Offenses (Category B)**

These are offenses that may be punishable by suspension, probation, dismissal, expulsion and non-readmission, or detention, as may be called for by the gravity thereof.

1. Unauthorized use of the name of the School or of an official, faculty member or personnel.
2. Threats to and/or disrespect of a School official, faculty, staff and other members of the Bannister community.
3. Theft of School or other private property.
4. Vandalism of School property.
5. Unauthorized possession and/or consumption of alcoholic beverages within School premises, and/or upon entering School premises under the influence of alcohol.
6. Engaging in the prohibited acts of the school's Anti-Bullying Policy.
7. Misbehavior during examinations. The first offense automatically merits a failing mark in the exercise and a written warning. The second offense is punishable by suspension. The third offense may be grounds for exclusion.
8. Any form of disruption of classes.



9. Physical disturbance or scandal, or engaging in a physical fight.
10. Bringing pornographic materials, or other pornographic media or representations thereof, whether in printed or electronic form.
11. Sexual misconduct, lewd or indecent behavior, or sexual harassment.
12. Indecent behavior also includes public displays of affection that are inappropriate in a school setting.
13. Providing false information in any form to School officials, including but not limited to the following: forgery, falsification, or tampering with academic or official documents of any kind; intentionally making a false statement or misrepresentation of any material fact; giving false testimony; and/or practicing or attempting to perpetrate fraudulent act, deception, or misrepresentation in connection with one's admission, enrollment, advancement, graduation or other participation or involvement in any other School undertaking, function, or activity including deceit or misrepresentation at examinations or other academic exercises.
14. Libelous publications or utterances.
15. Bribery, influence peddling.
16. Gambling. Gambling refers to any activity that involves betting, using monetary or other means. The use of gambling paraphernalia and play of any inappropriate card games (e.g. Cards Against Humanity) are strictly prohibited within the School premises and vicinities. Students are not to be seen gambling and playing inappropriate card games in their uniforms anywhere.
17. Violations of the No Smoking Policy.
18. Violation of disciplinary or administrative sanctions and restrictions.
19. Willful failure, disruption, or refusal to comply with disciplinary and other School rules or procedures, or other directives, verbal or written, from the School.
20. Academic misconduct. (See Academic Integrity Policy)



21. Repeated Cases of Absences. A student who has incurred absences up to a maximum of 20 percent of school days during the school year, without any written excuse letters and accompanying medical certificates (for absences with medical reasons), may be marked as having Failed Due to Absences (FDA).

### **Grave Offenses (Category A)**

These are offenses that may be punishable with expulsion.

1. Possession, use, or trafficking of prohibited drugs.
2. Possession of firearms, or other deadly weapons or explosives, within School premises and its vicinities or during School functions or activities.
3. Assault, physical or verbal, against a School official, faculty, staff and other members of the Bannister community.
4. Membership or participation in the illegal and internal activities of a fraternity or sorority or gangs.
5. Hazing. Hazing refers to any rite, practice, or activity conducted for the purpose of admission to membership in an organization, employing acts that expose or subject the applicant to physical or psychological suffering or injury. This is regarded as a serious affront against the dignity of a person.

Additional Notes:

1. Two or more minor offenses may yield a major offense. Two or more major offenses may yield a grave offense.
2. Three minor offenses can yield a major offense. Two or more major offenses can yield a grave offense.
3. Suspended students shall not be allowed to enter the school premises and will get a grade of 0 in all seatworks, tests, activities, projects, Paideia seminars and any assessments during the



duration of the suspension. In cases of In-house Suspension, the student will be in school but will not join his/her class and will be staying in the Formation Office where he/she will serve his/her suspension and may be allowed to submit requirements in his/her class depending on the severity of the case.

In the end, sanctions are to be seen as meeting two major objectives, in the stated order:

1. the requirement of justice for the offended party and the academic community, and hopefully,
2. the realization by the student of the wrong committed and consequent repentance.

In the interest of improving Bannister school culture and student traditions, the student body, through the Student Council, may also propose amendments or refinements to school rules, subject to management approval.

## **DISCIPLINARY ACTION**

As a general rule, the school utilizes measures of progressive discipline to the extent that such measures are reasonable and appropriate for ensuring a conducive environment of academic work and study. There is more weight given to disciplinary measures that are more formative than punitive in nature. Hence, while the student disciplinary code describes disciplinary infractions with prescribed penalties, the school may use its discretion in applying measures it deems appropriate to address a particular infraction, taking into account the attendant facts and circumstances of a student's misconduct.

At the minimum, any violation of school rules, policies or procedures that fall under Category B and C Offenses will involve a discussion of the infraction and a verbal warning or reminder. Depending on the circumstances, it may also involve an escalation of disciplinary actions as follows:

1. a student conference with subject teacher, headmaster, or other school officials and a verbal warning;
2. parental contact or written note to the parent, which may be sent through the student or directly communicated;



3. parent-teacher conference to discuss the infraction;
4. isolation and/or removal of student from class for an indicated number of class, periods, not to exceed 3 periods;
5. detention and extra work, during lunch hour or on Saturday mornings, which will require the student to stay in the classroom or school to accomplish additional tasks;
6. in-campus suspension, which involves the student reporting to school for a minimum of one school day, but separated from the class or the student body and requiring completion of tasks imposed by the Headmaster or the Discipline head;
7. preventive suspension, if student is perceived as a threat to the general welfare of the school community, and prevented from entering the campus without possibility of academic make-up;
8. where appropriate, rendering time for community and/or in-campus service, as an alternative to punitive sanctions;
9. disciplinary probation for a minimum of one academic term, during which time the student should not commit any major disciplinary offenses that will result in the student being dropped from the rolls or denied admission the following school year;
10. non-readmission for the following school year;
11. dropping from the rolls, which means dismissal with all the credentials necessary for a mid-year transfer; and
12. other disciplinary actions as may be deemed appropriate by the Headmaster or Management Committee, which may include rendering some form of community service.



## **BULLYING**

Bannister Academy believes that bullying is a serious matter. The School has preventive measures in place, including mentoring and the character education program, to ensure that no such thing ever happens on campus. While bullying is a serious case, the School still follows that it is better to be formative than punitive.

Before any case becomes an official disciplinary offense, the school will exercise due discretion in resolving such issues without going into a formal inquiry.

### **Anti-Bullying Policy**

In accordance with Republic Act No. 10627, more popularly known as the Anti-Bullying Law of 2013, and its Implementing Rules and Regulations prescribed by the Department of Education, Bannister Academy enforces an Anti-Bullying Policy. This policy is enacted by the school's Discipline Office and the Anti-Bullying Committee, composed of the members of the Management Committee and the Discipline Head, the Guidance Counsellor, a parent representative assigned by the Parents Association, and the head of the Student Council.

Bullying, is defined by law in the DepEd's IRR for Republic Act No. 10627, as any or a combination of the following: any severe, or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

1. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
2. Any act that causes damage to a victim's psyche and/or emotional well-being;



3. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on the victim's looks, clothes and body;
4. “Cyber-bullying” or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepED Order No. 40, s. 2012; and
5. Any other form of bullying as may be provided in the school’s child protection or anti-bullying policy, consistent with the Act and this IRR.

The term “bullying” shall also include:

1. “Social bullying” – refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group.
2. “Gender-based bullying” – refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity (SOGI).

## **Procedure for Bullying Cases**

Bullying is considered as a Major Offense, punishable by Suspension or Exclusion (depending on the gravity of the case), following the revised Student Disciplinary Code. Following what the DepEd’s IRR prescribes, a bullying case is processed as follows:

1. A formal complaint is filed by the student to the school’s Discipline Office citing a possible bullying incident. It will then be studied following the guidelines for determining which complaints are considered to be valid disciplinary cases. The involved students and their parents or guardians shall be duly informed.
2. Once a bullying complaint is determined to have enough cause to be a preliminary inquiry is then carried out. The student accused of bullying shall be given a notice, with an opportunity to



answer the complaint in writing. Then, the students involved and the witnesses to the incident shall be interviewed. This shall all be done by the Discipline Office and shall be put on record.

3. When all the pertinent documents – interview transcripts, written statements, evidences, etc. – have been prepared, the school's Anti-Bullying Committee shall determine what sanction is appropriate to impose on the bully or bullies. The Discipline Office shall provide a formal notice of decision.
4. The Anti-Bullying Committee shall also determine the necessary intervention program needed to help the students involved, both the victim and the bully. The intervention program is carried out through the Guidance Office and through the mentors of the said student.

## **Student Mentoring**

### *Our Philosophy on Mentoring*

We believe that education is ultimately a one-on-one enterprise between the teacher and the student.

We want our students to assimilate (i.e., understand and desire) for themselves the Academy's ideals: the marks of a maturing boy and girl, young man and woman growing in human virtues; freedom and responsibility; and spirit of service. This ideal finds reality chiefly through mentoring, deemed an inalienable feature of the school and its distinguishing mark.

Mentoring is integral to the teaching function, and all faculty members shall strive to become mentors. Its ideals, including the assimilation of habits of mind and will, shall be coherent with the Academy's vision and mission, and contiguous with the objectives of the curricular and co-curricular programs.

### *Mentoring Defined*

Mentoring is a foundation stone of the personalized education imparted by Bannister Academy to its students throughout their stay in the School.

At its most essential, mentoring is a channel for and a process of academic and personal formation whereby designated teachers methodically, but with flexibility and naturalness, help the students plot and direct their own lives during their stay in the Academy, complementing the classroom and campus life in strengthening learning and life skills for daily use.



*Frequency.* Each student is assigned a mentor for the year. The mentor and student meet at least twice a month, or more often as circumstances permit.

*Mentoring Content.* While there is no rigid structure to the mentoring conversation, there is a recommended set of mentoring topics to be taken up with the student and with naturalness. It bears stressing that mentoring sessions should be natural conversation between the student and the teacher, with the former bringing up matters of concern to him. Academic performance and school matters serve as a natural springboard for conversation, but the student is encouraged to bring up other personal concerns, to be treated with the appropriate confidentiality. However, it is important to note that mentoring does not include, in any form, academic tutorials.

*Mentoring Venues.* Mentoring can actually take place anywhere in the School, but ideally such a conversation is best done in a quiet place that assures some privacy (with the exception of the faculty room and administrative offices). Ideally mentoring takes place outside of class hours, but to ensure the regularity of mentoring, the mentor may pull out the student from class, provided prior arrangements have been made with the subject teacher.

*Confidentiality.* Given the need to establish trust between the mentor and the student, the content of mentoring is treated with the degree of confidentiality appropriate to the age level. There is complete and open disclosure between the mentors and parents of Grade School students, while the mentors of High School students need to observe greater discretion and confidentiality in discussing mentoring content with parents.

### *Expectations of Mentoring*

Mentoring addresses in a seamless mode the academic and personal formation of the student in the Academy. No distinction is made between these two major facets of formation because they refer to a unifying set of knowledge, skills, attitudes, and dispositions that a person needs for wisdom, citizenship, professional competence, and a worthwhile life. Personal formation refers to the acquisition and development of habits that facilitate the student's academic performance. As mentioned above, academic tutorials are not part of what is expected in mentoring sessions.



At the end of mentoring for each school year, the students are expected to continue striving to firm up the knowledge, skills, and dispositions expected of their level. The success of mentoring shall be gauged from the friendship and confidence that has been struck between the mentor and mentored student to the level that helps the latter to seek and prudently use the wisdom and experience of the former.

### *Mentoring Plan*

The plan contains topics that may be brought up during mentoring sessions. These topics range from personality development to study habits, all with the goal of helping the student get to know himself or herself better. Because of the personal nature of mentoring, each session may vary depending on the circumstances or the immediate concerns (or issues) of the student at any given time. However, in order to facilitate effective mentoring sessions, below is a list of recommended topics to be covered with the students throughout the school year.

## **STUDENT SUPPORT SERVICE**

Concern for student development and well-being is the focus of the Student Support Service. This concern has intensified as society has become even more complex and demanding. Students are faced with an increasing demand for self-reliance in a world that is as expansive and exciting as it is overwhelming and uncertain. More so, pressure from societal expectations, addiction and substance abuse, bullying, and unstable family environments, have created barriers to learning for students. For schools, the increasing prevalence of anxiety and depression among students are pressing concerns that must be addressed in order for the students to succeed.

The Student Support Service of Bannister Academy is designed to evaluate incoming students according to their emotional readiness and learning support requirements. It is our belief that students must first come to terms with their goals, values, abilities, aptitudes and interests before they can continue to progress socially, educationally and occupationally. As such, the Student Support Services provides Bannister students services and programs that foster growth, both in academics and in character.

The Student Support Service is handled by the Counselor and the Academic Support Head. Both are directly working under the Headmaster (Student Support Head) and in constant communication and collaboration with the Academic Coordinators.



## **Objectives**

The Student Support Service is an integral component of the whole school program. Ideally, the services should be designed to foster support from both officers and administrators to meet the developmental needs of students. The Student Support Service establishes services to address student needs which are achievable through a variety of means, including curriculum activities, small group and/or individual counseling, accommodations, referrals to specialists, and mentoring.

The aims of school counseling services, which are based on a developmental hierarchy, are to provide students with the following:

- services that provide support and resources to students
- services to enhance and promote student learning
- services that promote balanced academic and personal-social aspects of life
- services that are relevant to the needs, interests and developmental level of students

Meanwhile, the goal of the Academic Support is to ensure that students with learning support requirements, once admitted, are able to be supported and given accommodations in order for them to thrive according to their potential. The Office of the Academic Support works closely with the parents, therapists, subject teachers, adviser, and the academic coordinator thru team conferences in order to determine the current progress of the student and the appropriate learning support that must be given.

## **SERVICES AND PROGRAMS**

### **Admission Services**

The work of the Student Support Services start during the Admission process of a student applicant. As stated in the Admission Policy of the School, the Counsellor and the Academic Support Head are in charge of evaluating students according to their socio-emotional needs and learning support requirements. They interview and observe students to identify possible needs and work with the parents/ guardians (including therapists if available), for formal evaluation. It is necessary that special needs be diagnosed and declared before the formal enrollment to ensure that resources are available in order to support the needs of the students. At present, Bannister Academy, considers the following additional needs:



- hearing
- speech delay
- mild autism
- attention deficit and hyperactivity disorder (ADHD)
- attention deficit disorder (ADD)
- anxiety
- depression
- bipolar disorder
- physical impairment
- and other learning disability

The admission of students is on a case-to-case basis and considers the compatibility of the student to class and the commitment of the parents/ guardian to support and interventions. The parents/ guardian of student applicants are required to participate in team conferences and other programs of the Student Support Services throughout the School Year. Failure to do so may result to non-admission the following year.

### **Accommodations and Collaborations**

More importantly, the goal of the Academic Support beginning the admission process is to determine the accommodations that can be given to the students with learning support requirements. Moreover, the Academic Support must ensure that communication and collaboration with all concerned parties are in-place and done frequently. This is to ensure that accommodations are given routinely and are updated whenever significant change in the student has been observed. Below is the summary of the process for determining the accommodation.



Students with special needs:

- Identify the need
- Coordinate with Learning Support to observe and create Individualized Education Plan (IEP)
- Set Team Conference (optional if needed)
- Implementation of IEP by endorsing to teacher and specialists
- Learning support to do push-in and pull-outs to work on skills for primary years
- High school learning support would focus more on study skills and executive function skills
- Evaluate after 3 months of implementation to update IEP

Students with red flags:

- Identify student and need
- Coordinate with Academic Support
- Academic Support will observe and collect data alongside with teacher
- Meet parents to provide data and suggested accommodations
- Refer to see a specialist if needed

Regular students displaying difficulty with selected subjects or tasks:

- Identify the need
- Coordinate with Academic Support
- Observe student if there are other concerns
- If special needs are ruled out, provide accommodations to help in class
- Academic support to do push-in and pull-outs to work on skills for primary years



- High school learning support would focus more on study skills and executive function skills

As for collaboration and team conferences, these are held and scheduled following the process below.

Collaborations:

- Short weekly meetings with Grade Level teachers and academic coordinator to discuss on cases

Team Conferences

- beginning of first term
- if there is an immediate concern
- if the IEP needs to be updated
- if teachers, specialists, doctors need to align goals
- before and after every term
- when requesting inclusive access arrangements for examinations in the International Baccalaureate Diploma Programme (IBDP or DP) subjects

## **Student Support Services and the IB**

The Student Support Services, specifically the Counsellor and the Head of the Academic Support, are in charge of ensuring that the Access and Inclusion Policy of the IB is realized and that all students in the DP are given all opportunities to succeed in the program by removing or reducing barriers for learning and assessment. The Student Support Service must be knowledgeable with the guidelines and procedures set by the IB when planning, requesting, and administering for inclusive access arrangements. The Counsellor and the Head of the Academic Support must ensure that collaborations with all parties concerned, especially the parents, teachers, and the therapists and/or specialists are happening regularly and are properly documented. They are responsible for informing the DP Coordinator for formal requests to the IB when inclusive access arrangements require IB authorization. Further, they are responsible for collating, recording, and safe-keeping of all supporting documents needed to support such requests.



## **Character Education and Student Mentoring**

Character education in Bannister Academy takes place within the seamless continuum of formal subject classes, the class advisory sessions, and personal mentoring. These essential components address the development of each student's personal qualities, attitudes, and dispositions, as well as acceptance of universal human values. Bannister Academy embraces the challenging mission to achieve not just academic excellence, but more importantly, the integral formation of the students to become effective agents of transformation.

Personal mentoring, which takes place between the student and an assigned teacher-mentor, is the premier venue for character formation. The mentoring conversation covers the entire range of the student's experience at Bannister Academy: academic work (and struggles), relations with peers, relations with teachers and Bannister staff, personal and family concerns, personal quest for fulfillment, and self-actualization. Every student from Grades 1 to 12, is assigned a personal mentor who becomes his/her life coach and friend. The mentoring system paves the way for each student's character growth and development, which consequently impacts his/her academic performance. The student benefits as he/she improves his/her self-awareness, self-discipline, responsibility, and ability to turn values into productive actions.

## **Personal Development Series**

Personal Development Series (PDS), is comprised of monthly talks and workshops for high school students. Professionals from different fields such as digital marketing, culinary arts, photography, management, entrepreneurship and finance are invited to talk about their fields and interests. Workshops in theater, photography, culinary arts, creative writing in both English and Filipino, study skills and leadership are also given to enhance student experience and hopefully to discover their passions.

## **Parent Formation**

As part of the school's commitment to forming students, it organizes two major parenting talks every school year. The school invites experts in the fields of psychology, communication, and family development to talk to parents about current issues that affect parents and children.



## COUNSELING PROGRAM CALENDAR

| <b>Objective</b>  | <b>Program</b>                  | <b>Counseling service</b> | <b>Timeframe</b> | <b>People involved</b>   | <b>Materials</b>   |
|---|---------------------------------|---------------------------|------------------|--|--|
| To properly profile the learners and identify potential students in the watch list                                | Profiling                       | Individual Inventory      | June             | Headmaster<br>Academic coordinators<br>Advisers<br>Subject teachers<br>Counselor<br>Academic Support | Entrance test<br>SAMS result<br>Application form<br>Good moral certificate   |
| To equip parents with information from schedules to programs and services being offered for the school year ahead | General orientation for parents | Information service       | July             | School Director<br>Headmaster<br>Academic coordinators<br>Counselor<br>Academic Support              | Presentatio<br>n<br>School kits that include school calendar, waivers, academic coverage, mentoring assignment, policies |



|  |                                  |  |  |   |   |
|--|----------------------------------|--|--|---|---|
| To equip students with information from schedules to programs and services being offered for the school year ahead | General orientation for students | Information service                              | August                                 | School Director<br>Headmaster<br>Academic coordinators<br>Counselor<br>Academic Support     | School handbook/<br>policies<br>Class management  |
| To instill universal virtues that students will need in life and beyond school                                     | Virtue of the Month (VOM) talk   | Information service                              | August to May (Monthly)                | Headmaster<br>Academic Coordinators<br>Advisers<br>Mentors<br>Counselor<br>Academic Support | Presentatio<br>n<br>Chat                          |
| To assist students in developing life skills and prepare them beyond school  | PDS for high school              | Information service                              | August to May (Weekly)                 | Headmaster<br>Academic Coordinators<br>Student Support<br>Counselor<br>Academic Support     | Presentatio<br>n<br>Speakers                      |
| To make students aware of the different career paths available   | Career talk or seminar           | Information service<br><br>and career counseling | October, December, February, and April | Headmaster<br>Academic Coordinators<br>Counselor<br>Academic Support<br>Advisers            | Presentatio<br>n<br>Speaker<br>Company<br>Parents |



|   |                   |                       |                    |   |   |
|---|-------------------|-----------------------|--------------------|---|---|
| To equip parents with tips and strategies that they can use to better connect with and raise their children   | Parent formation  | Information service   | November and March | Headmaster<br>Academic Coordinators<br>Counselor<br>Academic Support Advisers | Presentatio<br>n<br>Speaker<br>Parents    |
| To update the information provided in the cumulative record of the students   | Routine interview | Individual counseling | August to May      | Counselor<br>Academic Support   | Chat/<br>session                          |
| To get more information on the new students, check on their adjustment in terms of academics, relationship with peers and family, and discuss possible issues | Intake interview  | Individual counseling | August to October  | Counselor<br>Academic Support   | Chat/<br>session<br>Intake interview form |



|  |           |                       |                             |  |                  |
|--|-----------|-----------------------|-----------------------------|--|------------------|
| To acquire information regarding the issues or problems that have brought the student into counseling and preliminary information regarding personal and family history                                      | Referrals | Individual counseling | August to May               | Counselor<br>Academic Support<br><br>Referrals from the ff:<br>Adviser<br>Academic Coordinator<br>Subject teacher<br>Mentor<br>Discipline Head | Chat/<br>session |
| To give students personal guidance and formation in standards of learning and behavior, relations with peers and superiors, and management of emotions, difficulties, and the other challenges of growing up | Mentoring | Individual counseling | August to May twice a month | Mentors  | Chat/<br>session |



|   |                                |                        |  |   |   |
|---|--------------------------------|------------------------|--|---|---|
| To remind students of proper etiquette and develop good manners                       | Manners talk for grades 5 to 7 | Group counseling       | October                                      | Headmaster<br>Academic Coordinators<br>Counselor<br>Academic Support Advisers | Presentatio<br>n<br>Speaker   |
| To properly evaluate the mental ability and current learning capacity of new students | Assessment for new students    | Testing and Assessment | November to July of the previous school year | Admissions<br>Head Academic Coordinators<br>Counselor<br>Academic Support     | Entrance exam or OLSAT 8th edition<br><br>NOTE: With CAPS (ability test) and OASIS (interest test) for new students of grade 11 |



|  |   |  |          |  |                      |
|--|---|--|----------|--|----------------------|
| <p>To properly evaluate the current mental ability and interest capacity of grades 8 to 11 students</p> <p>To guide them in choosing the right course and college for them</p> | Career tests<br>mental ability<br>and interests<br>test | Testing and<br>Assessment                  | January  | Academic<br>Coordinators<br>Counselor<br>Adviser<br>Mentor               | CAPS and<br>OASIS    |
| To assess self-<br>concept<br>in individuals<br>for<br>grades<br>7 to 12   | Personality<br>test                                     | Testing and<br>Assessment                  | November | Academic<br>Coordinators<br>Counselor<br>Adviser<br>Mentor               | Piers-Harris<br>2    |
| To help for the<br>realization of<br>the aims of<br>the Student<br>Support<br>Service in<br>respect of job-<br>placement of<br>the students<br>(for grades 10<br>to 12)        | Immersion<br>Program                                    | School Fair/<br>Educational<br>exploration |          | Academic<br>Coordinators<br>Adviser<br>Counselor<br>Partner<br>companies | Partner<br>companies |



|  |                        |                         |   |   |            |
|--|------------------------|-------------------------|---|---|------------|
| To know where the graduates go to and check up on them                                     |                        | Tracking of Alumni      |   | Counselor   |            |
| To have a documentation on the result of the PTC chats and Headmaster's chats with parents | Feedback documentation | Research and Evaluation | Every end of the academic term for the advisers<br>Second term for the headmaster | Academic Coordinators<br>Adviser<br>Mentor<br>Counselor<br>Academic Support<br>Headmaster | Chat forms |

## Clubs

Bannister Academy offers Clubs and Organizations as part of its holistic approach in educating its students. These extra-curricular activities aid them in developing various skills while forging a well-rounded character. The clubs offered each year aim to address the different interests of the students while accommodating different skill levels.

For the Grade School, the clubs offered will either be led by a faculty member or be offered by the school's partner organizations. Club meetings will happen once a week. A culminating activity will also happen either after each term or after the entire school year to showcase what the students have learned throughout the year.

For the High School department, each club will mainly be student-led but with some assistance from an assigned club adviser from the faculty. Club offerings will be both determined by the school and by the students' interests. On the latter, the Student Council will be surveying the high school student body on what clubs they want to see the school offer. With the data gathered, the Student Council will coordinate with the Office of Student Affairs in determining possible clubs for the year. Club meetings will depend on the club president and adviser, however, similar to the Grade School, each club must be able to present what they have done throughout the year during the culminating activity.



## Student Council

Students may opt to run for a position in the Student Council (SC) as an avenue to practice their leadership skills and, more importantly, learn how to serve others truthfully. The positions offered are as follows: President, Vice President, Secretary, Public Relations Officer, Treasurer, and a Representative from each grade level. The following are the descriptions for each position:

### *President*

- The *President* is the head and thus represents the entire SC. As its head, the president oversees all plans and decisions made by the SC as well as properly delegate tasks to each of the members. He or she will also be spearheading meetings and is in charge of communications between the SC and the faculty.

### *Vice President*

- The *Vice President's* main role is to be right-hand man of the President and take over his or her duties when needed. He or she has the responsibility of double-checking the SC's plans and decisions before the President makes the final decision.

### *Secretary*

- The *Secretary* organizes all ideas, opinions, plans, tasks, and letters concerning the SC while creating formal documents. He or she will be keeping everything said in meetings in check and make sure that each member's opinions are being heard. Lastly, he or she will need to take note of comments, suggestions, and revisions made by the Management Committee regarding the proposals of the SC.

### *Treasurer*

- The *Treasurer* deals with anything that requires budgeting. He or she is responsible for making sure that expenses and receipts will be collected and audited. The Treasurer should also keep the proposed during meetings financially grounded.

### *Public Relations Officer (PRO)*

- The *Public Relations Officer* serves as the bridge between the SC and the student body. He or she is in charge of gathering data and presenting them to the SC during meetings. He or she will work closely with the secretary to ensure that all information to and from the SC is accurate.



### *Class Representatives*

- The *Class Representatives* act as the eyes and ears of the SC within each grade level. They will be ensuring that the class follows and or participates in the projects of the SC. The class on the other hand may also bring up their concerns to the SC through the Class Representatives.

## **Library Procedures**

### *General Rules*

1. *Who Can Borrow.* Only bonafide Bannister Academy students are allowed to borrow from the Library. Use of the Library by faculty and staff are governed by a separate set of guidelines.
2. *Library Hours.* For the meantime, the Library will be open from 12-1 pm and 3-4 pm Mondays to Fridays. Use or access to the Library outside these hours may be allowed, subject to approval by school management.
3. *Entry.* Students are allowed access to the Library only upon presentation of a valid student ID.
4. *Exit.* Students must present their belongings for inspection when they leave the Library.

### *Decorum*

5. As a place for study, the Library is a noise-free area. Loud conversations, boisterous laughter and playing of games are absolutely prohibited.
6. Food and beverages are not allowed inside the Library.
7. Readers are responsible for putting books back as well as for returning their seats and clearing their tables.
8. Used books must be placed in the designated Returned Books area after use.
9. Misbehavior inside the Library may be grounds for eviction from the premises. Repeated disruptive behavior may be grounds for official disciplinary action or a prolonged ban from Library access.

### *Borrowing*

10. Students may borrow library material only upon presentation of a valid student ID.



11. Students may borrow any material in General Circulation. Borrowing privileges, however, do not extend to general references, periodicals or special library collections, although access to these may be allowed provided explicit written permission from school management has been secured.
12. Library books in General Circulation may be borrowed for a maximum of two (2) weeks.
13. Borrowed books may be renewed only once, unless there is a prior request from another user.
14. Students may borrow up to a maximum of three (3) books only.

### *Accountability*

15. Students are responsible for materials checked out of the Library until they are returned.
16. Overdue library material will be charged Php 10.00 per day.
17. Delinquent library users will not be allowed to borrow until all his or her library accounts are settled.
18. Lost or damaged library books must be replaced with the same author, title and edition or pay the cost of the book, plus a processing fee of Php 500.00. A newer edition may be accepted as replacement. Readers who find significant damage in the library material they intend to borrow must report such damage immediately to the library staff; otherwise they are held responsible for the damage.

## **General Policies**

### *Student ID Policy*

Students are required to wear their student identification cards (ID) upon entering and while within school premises. Non-compliance with this policy will be subject to disciplinary action. A lost ID should be reported immediately to the Administrator's Office. An ID replacement fee is charged per student.

### *Suspension of Classes during Typhoons*

The school abides by public regulations governing suspension of classes on account of severe weather conditions.

Classes in all levels are suspended once a Storm Signal No. 1 has been issued by PAGASA.



Classes are also automatically canceled once PAGASA issues an Orange or Red Rainfall Warning. If the Warning is issued at a time when classes have already begun, the school shall immediately suspend the classes and send the students home, if it is safe to do so.

If a Yellow Warning is issued by PAGASA, it will be the Local Chief Executives who shall decide on the cancellation or suspension of classes.

### *Leaving Campus*

Students are not allowed to leave the school premises during school hours or at dismissal, unless they are in the custody of their parents/guardians or those expressly authorized to accompany them off-campus. In case the parents and/or guardians cannot fetch their child, they should inform their child's adviser, in electronic or in written form, before dismissal time, the full name of the designated person to fetch their child at dismissal. Likewise, if a student has to leave the school early for legitimate reasons, a written note duly signed by the parents or guardians must be presented before the student is allowed to leave.

### *Birthday Celebrations*

A student's birthday may be celebrated in school provided that it is a simple celebration and not an elaborate occasion that results in the undue disruption of classes. Birthday celebrations may only be held in the classroom during lunch break and the School must be notified a week before the intended celebration. Provisions must also be made by the child's parents to ensure that:

1. adequate adult supervision is provided;
2. activities do not result in a disruption of class schedule; and
3. the classroom is cleaned up and put in order before the next class starts

### *No Smoking*

Students are NOT allowed to smoke on school grounds and within its vicinity or be seen smoking in public places in their school uniform. In addition, students MUST NOT bring or be seen carrying any



smoking paraphernalia on school grounds and within its vicinity. Non-compliance with this policy will be subject to disciplinary action.

### *Use of Electronic Devices*

To keep non-academic distractions to a minimum, students are not allowed to bring laptops, tablets and game consoles to school unless advised by a teacher as necessary for class.

Students may be allowed to bring mobile phones for emergencies, but they are required to surrender them to their respective class advisers for safekeeping during the morning advisory period and claim them during the afternoon advisory period. Students are prohibited from stepping outside the classroom to make or receive calls, unless there is a grave or legitimate reason for doing so and the subject teacher has given explicit permission. Teachers are authorized to confiscate undisclosed or unauthorized electronic devices, which can only be redeemed by the student's parents and/or guardians.

### *Off-Limits Areas*

The areas listed below are off-limits to students and guests. Students in these areas without express authorization from a teacher may be treated as instances of unexplained or disruptive loitering.

- Parking Space (beside the cafeteria)
- Preschool stock room
- Faculty Room
- Back veranda
- Accounting Office
- Clinic (unless with medical reason)
- Utility Room
- Science lab (unless there is class)
- Veranda (beside the lavatories)
- Fire Escape
- Lavatories of the opposite sex
- Classrooms (before 7 AM, during lunch, and after dismissal)



### *Lost and Found*

All items found within the premises of the school will be handed over to the “Lost and Found” at the front area of the school gate where it is kept by the Prefect of Discipline. All unclaimed lost and found items after 4 months will be donated to a charitable institution chosen by the school.

## **Statements of Commitment**

### *For the Student*

I have read and understood the contents of the Bannister Student Handbook.

I agree to abide by the policies contained therein and commit to the diligent and full observance of the norms of conduct expected by the Bannister community.

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Student's NAME and SIGNATURE

### *For the Parents*

I have read and understood the contents of the Bannister Student Handbook. I have discussed the contents with my son/daughter and commit to collaborate fully with the School as regards the observance of the norms of conduct expected by the Bannister community.

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NAME(s) and SIGNATURE(s) of Parents(s) / Legal Guardian(s)