

Community of Learners

SCHOOL FOR CHILDREN

Dear Parents and Children,

This is the new edition of the Handbook of policies and procedures of the School for Children. This Handbook is designed to familiarize you with the different programs of the school in addition to the rules that we in the school community must observe in order to create and maintain a safe, orderly and conducive learning environment. One handbook will be provided for each family this year. You will sign the Home – School Agreement each year. If there are changes or additions, you will receive additional pages within the year or the following year.

The School has grown since the last edition of the Handbook was first released. We have informed parents and children of the School sections concerned about the newly developed policies related to the new programs. But it is now time to inform the entire school community and provide you with the reference for the entire family. We have opted to include as many of the policies, procedures and details that pertain to the life of each of the sections of the School. We feel it will be helpful if you all understand what rules are applied to sections than those to which you belong.

It will be most helpful to you if you take the time now to read it and become familiar with all its contents. This way you can use it as a quick reference throughout the year. We encourage those of you with children from 4/5's and above to go through the parts of the handbook relevant to your child to help him/her gain a broader perspective on the life of the school as a community.

All of our policies and procedures are carefully thought-out and periodically reviewed. We considered the well-being, growth and development of children as priorities in making policies. Our goal is to have our school, in all its practices, reflect our commitment to the needs of children at varied stages.

If you have any questions about specific items in the handbook, or suggestions we would appreciate it if you write these (whether major or minor points) and send them through your child's teacher or the school office. You may address them to the Section Coordinators and /or the School Director. Concrete suggestions will be most helpful. While we carefully consider these suggestions, we hope that you will also consider the fact that there are numerous considerations in developing school policies that are intended to ultimately serve the best interests of all the children in school.

We look forward to other productive and meaningful year of learning and growing together.

Sincerely,



FENYA DE LOS ANGELES BAUTISTA
School Director

Procedures for the Opening of School

Enrolment

Schedule:

Dates for registration / enrolment of your child for the incoming school year are announced at the end of every school year.

Two weeks in April are scheduled for enrolment or registration of students for the incoming school year which begins in June. COLF usually observes the opening date a week or two later than the one prescribed by the Department of Education.

Parents can enroll their children on any of the scheduled dates (Monday – Friday, 8:00 am – 5:00 pm). Formal written requests for late enrolment are required. If the school is not informed, the slot will have to be given to another student.

Fees:

Payment of fees is required during the enrollment period. Your child's placement / homeroom teacher, a list of requirements, the parent's handbook of school policies are distributed at this time. Only students who have fulfilled enrollment requirements and have paid the tuition and school fees are considered enrolled and will be given admission slips.

For 5s and 6s up to the Upper School, supplies, materials and required textbooks are available for sale at prices comparable to regular bookstores. This is intended to make school preparations more convenient for you. However, you are free to purchase books and supplies from your preferred stores.

Admission Slip:

An admission slip is issued after all requirements have been completed. This should be submitted to your child's homeroom teacher on the first day of school. Every student should submit the admission slip to be considered officially enrolled. If you forget to send the slip and other missing requirements through your child on the first day, you must be able to send them through your child before the end of the first week.

Late Enrolment

Late enrolment (beyond the scheduled regular enrolment) is possible if written requests are received by the School Office by April 15 of each year. Reservations / deposits must be paid as well before these are considered approved

If no written notice is received and the student has not been enrolled within two weeks after the last day of enrollment, the school reserves the right to admit another student. The student's slot and reservation / deposit will be forfeited in such a situation.

Since the school maintains small class sizes, every slot is critical to sustaining the viability of school operations. It is difficult to call upon the other applicants who may have made other plans by May or June.

Medical Forms / Emergency Cards:

It is required that all children have an annual physical examination. Medical forms signed by the attending pediatrician should be returned by each family annually.

Parents accomplish an emergency card annually or update an emergency card already on file.

It is important that you inform the school about changing contact numbers or details in your child's emergency card within the school year.

Placement

You will be notified about your child's placement and homeroom teacher upon enrolment. (For information on the process of class placement, see Class Placement and Grouping.)

The school administration, in consultation with the child's previous teacher (for previously enrolled students), determines the placement. Whenever possible, the school tries to accommodate parents' / guardians' requests for scheduled that are more convenient. However, the school cannot always guarantee this.

For new students an assessment of the student is administered to determine the student's strengths and weaknesses and the actual grade level within the context of COLF's educational program. Should there be a difference between the student's grade level based on the previous school's report card or if the student needs additional help, this will be discussed with the parents and the student. The appropriate grade level will be established and recommendations for individual students will be made.

Phasing In

All students, from Lower School up to Upper School, have staggered class schedules for the first week of school. Each class will be divided into two groups. Each half-group attends school on alternate days of the first week of school to enable the children to adjust more easily. This also allows the teachers to spend more time with individual children during the first week. On the fifth day of school, the entire class begins the regular daily schedule as a whole group.

Please take note of the schedule you will receive during enrollment. This is written on the admission slip.

School Visits

New students in the Lower and Middle and Upper School Sections are scheduled for school visits twice before classes begin. The first is scheduled in February. During the first visit, students get a chance to join a class for one work period. An individualized assessment is also conducted on the same day either immediately before or after the scheduled class visit. During the first week of June, new students are again scheduled for a brief visit to meet their teachers as well as to familiarize them with their classroom and the school.

New students in the Upper and the High School Sections are likewise scheduled for a school visit in February. Then a student orientation is scheduled before classes begin. This is usually conducted by high school students and aims to familiarize the students with the section and school wide activities, procedures and other details that pertain to the life of the Upper and High School sections

You will be informed about these schedules by phone or by mail.

Assessment of New Students:

An individualized assessment for new students is scheduled before classes begin. This usually coincides with the school visit. This assessment is for curriculum development needs. There will be no formal written report. It is for internal consideration by the school admission committee.

Application / Admission

1. Fill up an application form. Applications are processed throughout the year depending upon the availability of slots. Parents are expected to follow-up applications for the first semester (which ends in November) by September. A limited number of slots are available each year. The date of application and fulfillment of all requirements for admission are strictly considered.

2. Parents will be informed about their schedule for the school visit and an interview. This allows us to inform you about our programs so that you can also decide if the educational programs of COLF are appropriate for your child and your family.

3. When a slot is available for your child and the school visit / parent interview have been completed, you will be informed about the status of your child's application to the school.

4. After admission is confirmed, payment of a deposit / reservation fee is required. This amount will be applicable to the full and final payment of tuition fees when your child's is enrolled.

This deposit / reservation fee is refundable within a two-week period starting on the date of payment (as indicated in your official receipt).

If you enroll your child, the policy of applying this deposit / reservation fee to the last and final payment is followed. In case of withdrawal within the school year, or beyond the two-week period after payment of the fee, the reservation fee is no longer refundable. Only tuition fee for the period that your child is no longer officially enrolled (based on the date of the formal, written notice of withdrawal) will be refunded.

Additional requirements for elementary and high school applicants

- Assessment of the student by COLF staff (to be scheduled)
- Latest progress report or report card
- Student Information Form (SIF) accomplished by the school principal of the previous school
- If records, assessment, and interview show that a child may need additional interventions, parents will be informed about this and are expected to comply with the requirements. For instance, a child may be required to seek the services of allied health professionals or support services of educators for evaluation or specific and long-term interventions.
- Parents will be informed if their child will be placed on a probationary status for the school year. Certain conditions will be set and both students and their parents are expected to comply with these conditions. Periodic evaluation will be held and family conferences will be convened to discuss his status and identify continuing needs.

For children with special needs, all ages

- Recent formal evaluation by developmental pediatrician or neuro-psychologist
- Medical certificates from the child's attending physician
- Therapist's progress report
- Assessment of the child by COLF staff (to be scheduled) – a formal report is not issued to parents since this is purely for internal (admission and placement) purposes

Application for children with siblings already enrolled:

As long as an application form has been filed ***not later than August of the previous school year*** and the applicant is not being considered for any of the special education programs, the admission process ***tries*** to prioritize admission of children who already have siblings in the school.

There may be cases where certain classes (especially in the Middle and Upper School) do not have any available slots. In these cases, we cannot admit students even if they already have siblings enrolled in the school.

Returning former students:

Former students who leave automatically give up their slot and must reapply for admission through the regular process. Given the limited number of slots available and in fairness to new applicants who have previously filed their applications, it is not possible to prioritize returning former students.

SCHOOL PROGRAMS:

Family Center Infants – 2-3 yrs old

Lower School: 3-6 yrs old

Middle School: 6-10 yrs old

Upper School: 10-13 yrs old

High School: 13-17 yrs old

Extended Day Program

After School Programs

- **On Fridays, the regular schedule for is as follows**

8:00 – 12:30 noon for Middle and upper School classes except

For Grade Seven classes

8:00 – 2-30 p.m. for High school classes

NOTE: REGULAR SCHEDULE OF CLASSES WILL BE OBSERVED FOR LOWER SCHOOL CLASSES

Extended Day Program

The extended day program is open to infants and children up to age 8 who need child care services before or after their regular class hours. The extended day program operates from 8:00 to 5:00, Mondays to Fridays excluding holidays, community days and school vacations.

Limited slots are available. Students previously enrolled in the extended day program, those with siblings who have to come to school together or are fetched at the same time will be given priority. Fees are charged on a monthly basis and are computed on the basis of half-time (1 – 2 ½ hours daily or 3 – 6 hours, 2x a week) or full-time (3 – 6 hours) service.

Parents have the option to send food for the day or avail of the food service program. Additional fees will be charged for food service. For more information, please contact the Lower School Coordinator through the school office.

The After School Program:

Community of Learners offers an After School Program. The After School program consists of special activities / lesson (e.g. Music, Movement, Arts and Crafts, Sports or Tutorial Services). For more information, contact the After School Program coordinators through the school office.

Families with outstanding unpaid accounts for tuition and other school fees will not be accepted to After School programs until the accounts are updated.

GENERAL PROCEDURES FOR ALL CHILDREN

Arrival:

Children should be brought to school in time for their classes.

Children who are always late for school are unable to make the most of the learning experiences and often have difficulty adjusting to school.

Habitual tardiness contradicts our goal of teaching children self-discipline and good work habits. Middle, Upper and High School students are required to make up for double the time they are late at the end of the day. After three instances of tardiness within a two-week period, a student will receive a verbal warning; the student will receive a written warning. Two written warnings will result in more serious disciplinary action. This will also be entered in the student's disciplinary record. He will also be required to render community/school service. If the student continues to be tardy after the second warning, he will given the third and final warning and will be placed on probationary status for the rest of the school year. If tardiness persists, the student will n longer be admitted to school and will be dropped out from the official enrolment list.

There is no formal supervision of children who are brought to school more than 15 minutes before their scheduled class hours.

We reiterate the importance of bringing your child to school not more than 15 minutes before the scheduled class hours because accidents and transgressions of rules generally occur during these periods before or after the class.

COLF staffing patterns already allow for smaller adult-child ratios for each age group of children at specific periods of the day.

Dismissal:

Children in the Family Center and Lower School: Infant / Toddler program to 5s & 6s class should be picked up from their classrooms.

Parents and caregivers who pick up children from the Lower School should arrive slightly before dismissal time and wait in the assigned areas.

Children who are not picked up on time wait by the school office of at the canteen. They are not allowed to leave the school premises and wait elsewhere (e.g. nearby convenience store) until they are picked up. The school cannot assume responsibility for children after 5:00. While there are staff members assigned to yard duty (up to 5:00), there are days scheduled for staff meetings. There is no formal supervision of children after dismissal.

Parents must notify the school in writing of any change in dismissal routines of children who are picked up or who avail of a bus service.

All children are made anxious by the uncertainty surrounding their daily departure, whether by car-pool, bus service or parent pick-up. So please be sure to communicate clearly and fully with your child and the school (a written notice is better than a phone call) about pick-up arrangements.

We strongly discourage request for permission to leave with other classmates or changes in plans communicated by phone as these often lead to difficult situations.

Parents who allow their children to commute should inform the school in writing about such arrangements, and also submit an ID picture of their children before the school can issue a commuter's pass. Students should present the commuter's pass to the guard on duty to be allowed to leave for the day.

Absences:

Children are expected to attend classes regularly (i.e. daily). This enables them to maximize school experiences for their own benefit.

Parents are expected to notify the school office or the child's teacher of absences. Children returning to school after an illness are expected to participate in all school activities. If your child's doctor has advised otherwise, then a letter from the doctor is required.

Parents are asked to keep children home during the early infectious period of a cold, or when a child is still recovering from an infectious or viral illness. e.g. chicken pox, measles, mumps, conjunctivitis.

If a child becomes ill at school, the school office will call the parents. If the parent(s) cannot be reached, the school office will notify others listed on the emergency card.

The school discourages absences other than for illness, or for genuine fatigue which can lead to it, because they disrupt a child's academic and social life in school. If your child will be away from school for whatever reason, please let us know. A letter from you and the child's physician (if prolonged absence is for medical reasons) is required.

Students who are absent will be required to accomplish tasks and submit these within a given period. However, they will not be given make-up long tests or quizzes. The computation of their grades will be based only on the scores of the tests or quizzes that they were able to take.

Students must comply with the minimum attendance requirement and the completion of all school requirements in order to receive credits for all subjects. **This means that even if a student completes all requirements but has been absent beyond the maximum number of absences allowed, the student will not be promoted to the next grade.**

For Middle, Upper and High School Students

Frequent and unexplained absences (i.e no written explanation from parents or guardians and valid causes) will be cause for a warning. A recurrence will mean conditional acceptance / probation. A third occurrence of invalid absence will mean the students and parents are no longer interested in continuing attendance in the school.

Teachers will contact parent(s) / guardian(s) immediately in each case of an unexplained absence by a student. An individual family conference will be scheduled to discuss the issues at hand and to agree on solutions.

Typhoons / Heavy Rains:

The current Department of Education policy is to provide private school administrators with discretionary authority to decide on suspension of classes due to weather conditions.

In the event of continuous rain overnight (starting in the afternoon of the previous day lasting throughout the night), you can assume that classes in all levels will be suspended due to flooding. This policy will change with the successful implementation of the flood control program in Metro Manila.

As a rule, COL decides in favor of holding classes with consideration for the safety of your children and your family's convenience.

If classes are suspended mid-day by the Department of Education or the Local Government the following guidelines are observed.

- Lower School noon and afternoon sessions, half-day Middle School classes for the afternoon are suspended.
- Whole day Middle, Upper and High School classes (8s /9s and above) will proceed as usual to maximize your children's presence in school and avoid unnecessary confusion.
- However, bus riders and students who are regular commuters will be dismissed early. We ask you to call home from your workplace to check up on your child's arrival at home.

Bus Service:

"School bus" services are provided by the school, as well as by private operators. The Bus Service Coordinator will inform you through the school office about bus operators assigned to your area.

If your child is not going home by bus, please let the school office know through a note or by phone. It is not enough to tell the bus operator or driver.

Adjustments in schedules during special events (Community Day, Christmas Bonfire) are made with an effort to accommodate all bus riders. Please take note of changes in the schedules for pick-up or drop-off at home.

Rules for Children in the Building:

We have certain rules for children that apply to all common spaces and classrooms. Please help us by respecting and supporting the following expectations:

- NO running or rough housing anywhere in the building.

- NO outdoor-type games indoors
- No Shouting.
- Put litter and trash where they belong.

Telephone Calls:

Parents should not phone the school and leave messages for their children, except in an emergency situation. Whenever possible, send a note to school instead of calling.

To reach a member of the school staff, leave a message at the school office and it will be delivered to the teacher as soon as possible. Teachers are not called to the telephone during class hours.

Please expect teachers to return your calls after 3:45 or 4:00, when they are generally available.

Students are not allowed to use the phone except in case of illness and pick up arrangements would have to be changed. A written permission from the homeroom teacher is necessary before a child can be allowed to call home. They are not allowed to call home to have their things brought to school in case they forget them at home. Students are encouraged to check their bags and make sure they have everything they need before going to school.

Safety / Security

School I.D.:

All students are expected to have a school I.D. A new one need not be issued each year (during enrollment) unless the old I.D. is already defaced or damaged. Old I.D.'s only have to be countersigned for the current school year.

Lost I.D.s must be replaced. Provide an I.D. photo and pay for the new I.D. at the school office.

The I.D. card is used for:

- all fieldtrips
- availing of library and food services (especially during the first months of school)
- security check - .g. to match permits and commuter passes.

Middle, Upper and High School students who are regular commuters will be issued a commuter's I.D. valid only for one semester. These ID's will be issued only with a written request from parent(s) or guardian(s) during the enrolment period or at a later time as needed.

Logbook:

All parents / visitors are requested to sign in at the gate so that the security guard can monitor entry to the school premises.

Caregiver and Drivers:

Caregivers (yayas) and drivers who bring and pick up children are required to acquire an I.D. at the school office. This I.D. should be presented to the guard before they are allowed entry into the school. Yayas are required to wear their I.D.s at all times. Please instruct them to minimize movement within the school to avoid disrupting classes. They also need constant reminders to observe cleanliness rules in different parts of the school.

We discourage you from requiring caregivers to wait for your child in school. If this is unavoidable, please instruct your child's caregiver to cooperate in a "yaya volunteer program".

Parking

Parking within the school is prioritized for: vehicles of school staff and buses, car pools, vehicles of children with special needs. Any additional space can be used only for brief periods – no more than 30 minutes during peak times. For parent conferences after class hours, please park at the designated areas.

When Your Child is Ill at School:

If your child becomes ill during the day, we will call you and request that you come for him / her as soon as possible.

In the event that you cannot be reached, we will contact the emergency person to act for you.

Serious Emergency:

If a serious emergency occurs at school, we will

First: call you, your spouse, or emergency name

Second: call the child's physician

Third: if we are unable to contact any of the above, we will take the child by car or ambulance to the emergency room of Cardinal Santos Hospital or St. Luke's Medical Center. In the meantime, the school will try to contact the parent(s) / guardian(s).

Expenses for emergency hospital care will be assumed parent(s) or guardian(s).

Accidents / Injuries / Problems Involving Children:

In cases where a child is injured as a result of an accident of situation involving conflict with another child, the school makes it a point to attend to the needs of all children concerned. Although it would be ideal if injuries, accidents and conflicts do not occur, occasionally they do.

Like most schools, we do not compel the parents of the child involved in the incident to shoulder the medical expenses of the injured child. Although undesired, accidents do happen, especially among children who are still relatively impulsive in their behavior. It would be helpful if parents of the child involved in an accident or incident causing injury to another could take the initiative to contact the other child and his / her parents through the homeroom teacher or the school office.

In these instances, the homeroom teacher sends a written note to the parents of the children involved or tries to reach the parents by phone. The conflicts between the children are expected to be resolved before they go home. These are considered significant opportunities for learning as well.

In the interest of positive interaction between children and among parents, we believe that these situations are best handled by the teacher(s) and children concerned in school. Parents are definitely encouraged to seek additional information as needed and it is the school's responsibility to make sure parents are fully informed. We understand and share your concern and your feelings. However, it is often best to wait until you have all the details before you make any conclusions. This is why teachers are required to send notes and make follow-up phone calls in cases of injury to children.

There have been rare instances when parents expressed a desire to confront a student responsible for an injury to their own child or wanted to meet the parents of the student. We strongly discourage this approach because it does not contribute to a constructive resolution to the problem at hand. Children and other parents will naturally feel intimidated and more negativistic feelings will develop instead of moving closer to resolving the issues at hand.

Appropriate disciplinary measures are taken to make sure the student(s) responsible for injury to another child will learn that this should not recur in the future. The student's parent(s) are likewise informed and urged to support the enforcement of the consequences.

In the past years, many of the incidents involving injuries to other children occurred before or after regular class hours. This is why we would like to strictly enforce the rules regarding time of arrival and dismissal. While there are staff members assigned to yard duty after dismissal in the afternoon only, there are still too many opportunities for accidents to occur if you do not fetch your children on time or bring them to school too early.

Please cooperate if it is inevitable for you to work out a reasonable schedule, you may enroll your child in the extended daycare program or send a caregiver who will be responsible for supervising your child before and after school hours.

Lost and Found:

The school makes every effort to help children keep track of personal belongings, but it will be impossible to do so unless items are clearly labeled.

Children are discouraged from bringing expensive toys to school. They should also refrain from bringing large amounts of money unnecessarily. The school cannot be responsible for these items.

Despite the best efforts of parents, teachers and children, a constant stream of lost articles gets turned in at the school office. If you suspect you are a “missing owner” please stop by the office and ask to look through its “Lost and Found” box.

Cell phones

Bringing of cellphones to school is not allowed except when there is a compelling reason for the child to bring one. A written request for special permission to bring a cellphone from parents is necessary before a child can be allowed to bring one. The request is subject for approval by the Section Coordinator.

Students who have been granted permission to bring cell phones must observe the following rules:

- Cellphones are to be used to confirm pick up arrangements only and can only be done after school.
- Cellphones must be surrendered to the school office during school hours.
- Cellphones that are brought to school without special permission will be confiscated. They can only be released to parents when they personally pick these up in school. We would like to appeal to you to cooperate with us on this. There had been cases in the past when parents were the ones who would insist on having their children bring cellphones to school even special permission had not yet been granted.

School Attire / Dress Code

Simplicity and comfort are the criteria for children’s clothing. We suggest washable clothing so that children may engage fully and freely in a variety of activities.

Lower School

Children of all ages are expected to engage in indoor or outdoor physical activities on a daily basis. Rubber shoes are most suitable. If your child chooses to wear sandals or leather shoes, please make sure your child brings rubber shoes and socks to school everyday.

As a rule, your child should be dressed comfortably for an active, happy day.

A complete change of clothing (including underwear) should be kept in school at all times.

Middle, Upper and High School

A dress code for Middle and Upper School students will be strictly enforced and we expect students and parents to cooperate:

Middle and Upper School :

- 1) Daily Attire: T-shirt, blouse, or sports shirt with sleeves.
Shorts (not shorter than 3 inches above the knee, long
Pants or skirts (not shorter than 2 inches above the knee)

- 2) For P.E - Fitness:
COLF T-shirt
Sports shorts or jogging pants
Rubber shoes with athletic socks

For P.E. – Dance

COLF T-shirt
exercise or dance pants (long or capri)
dance sneakers or jazz sneakers
or thin, soft rubber-soled sneakers

High School

For High School students the dress code is as follows:
expect students and parents to cooperate:

- 1) Daily Attire: T-shirt, blouse, or sports shirt with sleeves. (T-shirt length
Should always be below the waistline and should not be
Tight so as to restrict movement and cause discomfort)
Long pants or skirts (not shorter than 2 inches above the knee)
Rubber shoes or comfortable leather shoes or leather
Sandals (with strap) and socks.

- 2) For P.E.- Fitness : COLF T-shirt
Sports shorts or jogging pants
Rubber shoes with athletic socks

For P.E – Dance : COLF T-shirt
exercise or dance pants (long or capri)
dance sneakers or jazz sneakers
or thin, soft rubber-soled sneakers

(Your child needs to bring extra shirts, a towel and a plastic bag for soiled clothes.)

- 3.) For Culinary Classes : apron and hairnet or cap

- All students must be in their PE uniform during PE classes. Students who are not wearing required PE uniforms will be marked absent from PE class.
- Students are required to bring extra shirts or blouses everyday
- Mini-skirts, leggings, extremely loose-fitting pants, sleeveless tank tops/t-shirts, hanging blouses/shirts, loose(hiphop) shorts, untidy clothes, blouses or T-shirts with inappropriate designs or messages are not allowed
- Slippers or step-ins are not allowed

Meals/Drinks

Children in the Infant/Toddler programs through 7/8s classes eat their meals in their classrooms. A food service program (snacks, lunch or both) is available for children at all levels on a pre-paid monthly or semestral basis. This should be arranged through the school office.

The school canteen is open from 7:45 to 5:00 from Monday to Friday.

Children who are not enrolled in the food service program should bring food from home or buy food from the school canteen. They are not allowed to go out to buy food. They should also bring their own eating utensils.

Children who forgot to bring lunch will be given lunch at the school canteen and parents will be billed for this.

Please send nutritious food items from home. Pasta/sandwiches or rice and a viand are appropriate lunch items. Fine snacks include fruits, sandwiches, crackers or fruit juice.

Middle, Upper and High School

All students are required to bring jugs with drinking water to avoid unnecessary disruptions by way of trips to the canteen during school hours. They are not allowed to drink from jugs other than their own. Soft drinks brought from home are not allowed. The school sells juices but does not sell soft drinks.

Students will be allowed to buy food and drinks in the canteen only during each class' scheduled snacks or lunch hour.

Lines in the canteen are to be formed in an orderly manner. Each student should for his or her turn to buy food.

Students are discouraged from asking other students to buy food from them. Meal allowances should be worked out at home. Parents are expected to anticipate their child's/children's food requirements for snacks and lunch.

All students are expected to do assigned jobs/related to mealtimes.

Eating is allowed only inside the canteen or in front of the canteen. All litter must be put inside the trash cans. Eating is not allowed inside the classroom unless there are special reasons.

Students are not allowed to leave the school premises to buy food during school hours. ***After school, only those accompanied by parents or guardians will be allowed to leave the school premises to buy food. If students will be picked late in the afternoon for some valid reasons they are advised to bring additional snacks.***

Fieldtrips

All children are expected to go on class trips which are always essential to the curriculum. **No** in-school arrangements can be made for a child who does not go on a trip.

Parents may be requested to go on trips with classes to help out with supervision.

A child needs an accomplished (with parents' signature) reply slips for every field trip. Fees to cover transportation and entrance fees (as needed) are specified in every letter.

A child who does not have a reply slip will be allowed to call his/her parents so they can speak directly with the teacher. This should, however, be an exception rather than the rule.

Each child is required to wear a school ID on trips as a security measure. High school and elementary students are required to wear their COLF t-shirt during field trips.

Resource Center/Library

The library is open to children who are enrolled in school. They choose books for individual silent reading time in classrooms. While care for books is constantly emphasized in each of the classrooms we noted many instances in the past when books were lost or damaged. If there is inadequate supervision at home, we will constantly lose a significant number of books each year.

Library books are brought to each of the classrooms, selected by the students (for individual silent reading time) and teachers (for curriculum purposes). The COLF curriculum maximizes the use of the library books on a daily basis – inside classrooms for all levels as well as for individual and small-group research in the library.

If it has been clearly established that individual children are responsible for damage to or loss of a book, we will bill you for the cost of the book.

The learning materials in the Resource Center are used by all the children in their classroom daily. There are several resource centers in the school for each of the sections to the use. Teachers and staff members sign-out for materials to be used in their own classrooms, in the extended day program and some after school programs e.g. tutorials The fees you pay annually for learning materials are used in large part to add to the contents of these resource centers or replenish and replace damaged materials.

When your child is clearly responsible for loss or damage to materials, we will request you to replace the materials and equipment promptly.

Children in the Middle, Upper and High School are required to actually get involved in repairing the damage when possible.

SOCIAL MATTERS

Birthday Parties

Plans for birthday celebrations in school should be discussed with your child's teacher. Parents are urged to keep such celebrations simple.

You may wish to play a birthday party at home.

P We know that nothing crushes young spirits more than the
L dreadful realization that one is among the few or is the
E only one excluded from a classmate's birthday. Please do not
A have your child give out invitations at school if a few children
S in class are excluded. Phone calls to each child's home will be
E more appropriate in these instances.

After School Activities with Friends

If your child is going with a friend or a friend is going home with your child, please send a note to your child's teacher to inform her about it.

Children without written notices will be asked to go home as usual.

Parents and the School

We seek parent involvement. The presence of parents as participants and as volunteers, however, much or little time they can spend, strengthens the school as a community and supports children's experiences here. We urge parents to attend individual parent-teacher conferences, curriculum meetings, workshops, special classroom events and school activities. We ask, too, that parents give whatever time they can spare to the parent committees and to the various PTA activities. The work and participation of parents in the life of the school are both vital and enriching to the school and to the families.

The Parent-Teacher Association

The Parent-Teachers Association serves our school in several ways: in facilitating communication between school and families; in organizing meetings that expand parents' understanding of their child's educational experiences at Community of Learners, in helping out with a variety of classroom and school activities.

Each year, there are parent representatives from each class who serve as coordinators of the Parent Association. Parent representatives are recommended by teachers or selected by co-parents. Usually, teachers identify parents who signify their interest and are willing to commit their time and energies to the activities of the PTA.

All parents are encouraged to sign-up for committee work. Most PTA projects are implemented through the committees. A general meeting is held within the first quarter of the school year. Subsequently, meetings are held regularly by the different working committees.

During the school year of 1994-95, a group of parents (composed of “veteran” parents as well as “new” parents) initiated a process of formally organizing the Parents’ Association with the active participation of teachers. They worked actively to mobilize more active parent participation through working committees. They initiated and identified special activities and projects.

The Committees are as follows:

Special Projects
Resource
Information
Community Partnerships

For continuity from year to year, the school faculty and administration have requested the coordinators of the working committees to stay on for at least two to three years in order to sustain the ongoing projects.

Parent Visiting

Parents are welcome to visit classrooms, although advance arrangements with teachers are necessary. Visits to classrooms other than your child’s can be arranged through the school office from mid-July to February. We encourage parents from the Lower School to make arrangements to observe classes of the 6/7’s in the Middle School if they have any questions about the elementary school program. You may get in touch with the Middle School Coordinator.

Parents are also welcome to volunteer as parent guides for the Visitor’s Program for prospective parents. These visits are held in February. Please inform the Membership Committee of the PTA or the Section Coordinators if you would like to volunteer for this activity.

Communication with Faculty

If you need to speak with a teacher, it is best to send a note through your child asking him/her to call you to leave a message in the school office.

The school director, section coordinator and your child’s teachers are sometimes available at the spur of the moment, but making an appointment will ensure their undivided attention. School administrators and teachers are willing to meet with you as needed and schedules can be easily arranged.

Parent Conferences

At least three individual conferences with parents are required: one in July, another one in November and another one in April. Progress reports are given and discussed during the mid-year and year-end conferences.

These conferences are crucial to your child's school experiences because they facilitate close coordination between home and school. It is important that both parents attend whenever possible. Additional conferences with your child's teacher or other staff members can be scheduled upon request. Individual parent-teacher conferences are appropriate opportunities also for discussing your concerns about school policies and programs. All teachers consult frequently and immediately with the Management Team so these concerns are communicated and deliberated upon. Teachers also submit parent conference reports to Section Coordinators.

Parents of students admitted after June are required to attend a parent conference as early as possible upon the student's admission to provide and opportunity to discuss individual student's needs and facilitate adjustment to school.

Since teachers have to meet with several individual parents within a specific period or time, we urge you to abide by the schedule agreed upon. Please opt to reschedule only in case of emergencies.

Parent conferences can be scheduled and progress reports released if all financial obligations are up to date

Please feel free to request for a conference as needed.

Family Conferences

For Upper and High School, one family conference can be scheduled each year. A conference involving you, your child's teacher and your child provides an opportunity to discuss your child's school experiences, needs and interests that will help in clarifying expectations and setting goals. We believe children should be involved in the communication processes between home and school. These conferences will also help them assume responsibility for their own learning and progress in school.

Parental Concerns, Questions, Comments

We suggest that questions or concerns be communicated directly and immediately to your child's teacher or the Section Coordinators to avoid unnecessary misunderstanding, confusion or negative feedback that in turn affects children and other parents.

Inevitably, individual parents may wish to bring to the school's attention any concerns regarding the educational programs or school policies. This is your right and responsibility but we ask that you also recognize the school's responsibility to all other children, families or staff members who are part of the school community. In cases where your specific suggestion or recommendation may not be chosen for

implementation or may not be responded to immediately, this does not mean the school administration is not open or unwilling to listen. It means that there are many other considerations or that there are other factors that account for such a decision.

The relationship between parents and the school administration and staff must be based on mutual trust and respect. We would like to believe that you will be willing to entrust your children in our care. The school administration and staff also trust in your primary concern for your own children's welfare. Thus, there are surely acceptable compromises and meeting points for every concern or issue.

If there are problems and questions, we reiterate the need for straightforward and constructive dialogue. This is also the way we teach our children to approach problem-solving in their day-to-day school life with children and other adults.

Parents Absent from Home- Keeping in Touch

Should you take a trip out of town, please provide the following information in writing (to your child's homeroom teacher) before you go. Include the name of the person who will be responsible for your child/children. If your children will be temporarily living away from home, please give the address and phone number.

Class, School wide and Inter-School Events

Committees

An important part of the educational program is the student's participation in school committees. All elementary and high school students are required to choose from one of the committees. These provide additional learning experiences that develop important skills as well as opportunities to develop a sense of responsibility as members of the school community. This is part of every COLF students' civic action- to prepare them to be responsible Filipino citizens who can contribute to sustaining and strengthening a democratic way of life.

The school committees are central to the concept of student government in COLF. Every student from the Middle, Upper and High School must learn to participate actively- to work, to solve problems and to make decisions. The committees provide one more concrete opportunity to participate in decision-making about matters that affect their lives – an important right of all children.

Assemblies

Weekly, morning or afternoon gatherings are held for all sections of the school. The assemblies are needed to sustain inter-class relationships, and thus contribute to building a stronger community of learners. The inter-age interaction during these assemblies also broadens your children's experiences.

These assemblies are frequently valuable opportunities to share artistic talents, participate in community singing, poetry readings and sharing of class curriculum, as

well as information about relevant issues (e.g. caring for the environment) that reinforce learning about these in their own classrooms. Exploring these issues or events within a bigger group helps to broaden their perspective. It also gives them a chance to get to know the other adults and parents in school.

Community Day

Community Day for the entire school held at least once a quarter. The objective of Community Day is to develop in every child and adult a sense of belonging to the whole school community. The focus is on our multicultural educational goals which aim to develop in children a respect for the richness and diversity in Filipino, Asian and other cultures.

Family Activities

There are yearly school wide family activities like the Christmas Bonfire, Family Day (sportsfest/picnic), workshops with parents and children(e.g. Family Math and Science; Learnshop) which are held to further concretize home-school partnership and clarify the role of parents as important members of our learners' community.

All these activities are often opportunities to showcase our children's learning experiences and frequently reflect some aspects of the content of the curriculum.

Homeroom Potluck

Most classes have potluck meriendas in the months of July or August to introduce parents of children in the same class to each other and to provide them opportunity to interact with each other. This helps develop a sense of belonging to one small group within the school. It also takes the place of the parents' homeroom meeting. Now that there are always a good number of "veteran" parents (parents of previously enrolled students) in every class, they are in good position to share insights with incoming parents about the curriculum and educational program in general.

Middle, Upper and High School Performing Arts and Other Competitions

In recent years, students in the Middle, Upper and High School have been involved in school activities that build on special talents and skills. These are all part of the educational program. With the active participation of parents and children, teachers have initiated activities like the intramurals, speech fest, stage plays by the performing arts committee, music and dance festivals.

Interschool Activities

Sports Activities

Middle, Upper and High School students participate in sports competitions for at least two inter-school leagues within a school year. Children from the different classes try-out for these teams and will qualify if:

- 1.) they are in good academic standing
- 2.) all requirements are complete
- 3.) their attitudes and behavior are appropriate

Parental permission is needed and support for children's participation is strongly encouraged. You are informed by the teachers-in-charge (there is usually a teacher coordinator for these activities) about the requirements for participation and the schedules involved.

Art competitions, Writing Contests, Creative Drama

Over the years, COLF has participated in competitions with individual children or groups of children as official representatives of the school. Depending on the nature of the activity, in general, participation is on the basis of the child's/children's abilities, interest and willingness. The same requirements for participation (good academic standing, appropriate attitudes and behavior, all current requirements in all subjects completed) must also be satisfied.

Children with special talents and skills are generally encouraged by the school to participate. These are seen as valuable opportunities to build self-esteem, develop self-confidence and share their talents with others.

We envision increasing participation in these types of activities outside of the school and look forward to parent involvement and support.

Special Olympics

COLF also participates in activities like Special Olympics. This is done by invitation and all the special children who are interested are welcome to participate. COLF has often had a very active cheering squad composed of children, parents and teachers.

Participation in other Interschool Activities

Please inform the school if your child is participating in special activities outside of school e.g. interschool activities or competitions other than those that COLF participates in. If these affect in school, the student will be required to make up for his/her absence and must assume responsibility for completing requirements that were due during this period.

Educational Program

We believe that children are individuals – special, unique, complex and fascinating. They are born with an intense desire to learn. If nurtured properly, this will sustain a whole lifetime of learning.

Children learn best when they are involved in the process of learning within environments best suited to their age and their stage of development.

Our approach to teaching is strongly influenced by theories and practices of the “*developmental-interaction*” approach associated with Bank Street College of Education (New York City), a pioneer in progressive education.

This approach “stresses children's active engagement with materials and with other children and adults in the classroom”. It emphasizes the need to understand child developing curriculum.

The developmental-interaction approach to learning involves “creating a curriculum that responds to the capacities and needs of children at various stages of growth and providing opportunities for an interaction with the environment – *people, materials, natural resources – that is so critical to learning*”.

Our Program

- Classes for Children aged two to sixteen
 - preschool (lower school)
 - elementary (middle and upper school)
 - secondary (high school)
- A Family Center with Infant / Toddler (2to 18 months) play groups and extended day programs for ages two to eleven years old enrolled in the school
- Special Education Programs: mainstreaming program for children who are ready for integration in regular classes; a small-group special class; an individualized special education program
- After School Programs for 4-5 years old and above
- Summer Programs – Tutorials, Test-taking, Art, Dance, Music

Our Special Features

- Age-appropriate class sizes with an adult-child ratio that provides for close adult guidance and supervision
- Decentralized classrooms with interest centers and work / play areas, e.g. block area, reading and writing centers, science corner
- An integrated curriculum that maximizes social studies as the core through unifying themes and units of study about people and the environment – past, present, future
- Individualized assessment and evaluation procedures that provide qualitative information about children's development and learning experiences within a year
- “Hands-on” mathematics and science programs that apply innovative, research-based principles of teaching for all age levels; it emphasizes problem-solving and the understanding of basic concepts instead of just memorizing facts and figures
- Our approach to teaching of early literacy and the language arts programs throughout the elementary grades combine time-tested methods (e.g. phonics, sight reading) with the more innovative, experience and literature-based approach to the teaching of reading and

writing (e.g. the whole language approach)

- Close coordination between parents, teachers and school administrators to strengthen home-school partnership for the benefit of the children's
- Community Service – students' engagement in appropriate activities within COLF's community-based programs in poor urban and rural communities and in social institutions is an essential part of COLF's educational program for Upper School and High School

The Curriculum

Like all private and public schools, the curriculum of the School for Children satisfies the Minimum Learning Competencies (MLC) as prescribed by the Department of Education. These are the minimum levels of required instructional goals / objectives, curriculum areas (subject areas) for the regular preschool, elementary and secondary education program that are prescribed for the Philippine educational system. Department of Education also prescribes a class program with a required number of hours per day or per week for each subject area. The COLF program exceeds the required number of hours per week for Language Arts (both English and Filipino), for Mathematics and Science.

However as a private school, COLF has the freedom to: 1) innovate in the approaches, strategies used to implement the educational program and design the curriculum; 2) expand the program goals beyond the coverage of the Minimum Learning Competencies or to choose to emphasize certain curriculum areas.

The COLF educational program prepares students of the regular educational program (i.e. students who are not in the special education program) to succeed in taking national tests and entrance exams to traditional schools. Over the years, most of the graduates of the School for Children have been admitted for admissions to other elementary schools, high schools and colleges or universities. However, there may also be children who do not succeed in the entrance exams for other schools of their choice. There are many factors that account for this and ultimately the individual abilities and current conditions of the child make the difference combined with the foundation that they receive in elementary school.

Children in the special education program require other possibilities/options: (see section on Special Education)

The curriculum is organized in two ways:

- *Traditionally*, according to subject areas e.g. Mathematics, Science, Language Arts (English and Filipino), Social Studies (Sibika at Kultura for Grades 1 to 3, Heograpiya, Kasaysayan at Sibika for Grades 4 to 7, History and Government, Economics for the Secondary Education Program), Physical Education and Health Education.
- *Through integrated units of study* - "themes studies" or the core curriculum with units of study in Social Studies as the unifying central point of the curriculum.

Integration of the curriculum in this manner is advantageous because:

- 1) it allows many more opportunities to expand the knowledge or information base in greater depth and in a broader way;
- 2) it compels children to apply the information and skills learned across the subject matter or curriculum areas in a focused way;
- 3) it provides students with a tool for synthesizing the knowledge (facts, information, concepts) learned across curriculum areas in ways that are interesting and relevant. The expansion, application and synthesis of knowledge and skills are critical to effective teaching and learning. The involvement of children as active learners makes a significant difference in the teaching-learning processes.

COLF's curriculum and the traditional school curriculum

The basic difference between COLF's curriculum and the traditional curriculum are:

1. a systematic effort at integration while children learn and master the specialized skills and concepts for each of the basic curriculum areas: Language Arts (in Filipino and English), Mathematics, Science, Social Studies.
2. a commitment to maximizing learner-centered, activity-centered, experience-based approaches that are more effective and interesting. For example, play/games in the early childhood program (Lower School up to the first two years of the Middle School); projects and field trips (for all levels); emphasis on research in all its forms (observation, library research, interviews, interaction with resource persons); independent study balanced with cooperative learning e.g. group work, group-building activities.
3. a serious effort to pay attention to individual children's needs as whole human beings i.e. emphasizing the importance of cognitive development, social and emotional development and the interaction of a child's overall development within the context of his or her participation in the life of the classroom and school community and as a member of Philippine society.

Individualized approaches to teaching-learning

Individualizing the curriculum must not be taken literally to mean that COLF provides a special or unique curriculum for each child (except in the case of the individualized special education for children with special needs). Individualized curriculum has been interpreted in different ways depending upon the school's philosophy and the design of the curriculum. Some schools provide activities for children to work on independently and at their own pace. Within a curriculum which is highly structured and uniformly paced for a very large class (average class size in Philippine private schools is 55 students with one teacher); this is one viable way of interpreting the concept of individualization.

How individualization is achieved within COLF's educational program:

1. Knowing, understanding, accepting and respecting each child as an individual: his or her thoughts, feelings, skills and abilities, family background and personal history, current and emerging needs and interests.
2. Using this knowledge and understanding to:

- a) determine the child's current level of functioning and assigning appropriate group (whole group or small group) or individual/independent activities for a child to accomplish
 - b) assess and evaluate a child's progress, strengths and needs over time within a school year or through consecutive school years for consideration in curriculum development
 - c) recommend activities or strategies for supporting the child's learning at home, appropriate steps to address specific problems or needs starting with a formal assessment and diagnosis and subsequent interventions e.g. therapy, tutorial sessions, counseling.
3. Working with children within their groups (classes) and as members of families to help them fulfill expectations that are developmentally appropriate with flexibility for accommodating individual learning styles, pace of learning, growth and development.

For example, some children require closer adult supervision and guidance within small working groups and so they are provided this additional assistance. Some children progress at a relatively faster pace and can benefit from more enrichment activities to achieve mastery or apply skills and concepts in varied, more complex ways. They need not be promoted to a different grade level because this may be detrimental to another aspect of growth and development (e.g. psychosocial) but they can maximize more opportunities and challenges within their current grade level.

Some children go through difficult periods of experiences that affect their ability to fulfill expectations and accomplish tasks in the manner or within the time frame set out in a school year. They are provided with support systems as well as options in order to help them complete grade level expectations.

The guiding principle is completion and subsequent placement will depend upon careful consideration of all factors e.g. academic, socio/ emotional issues and the child's own thoughts and feelings on the matter. The students and parents are informed about all these considerations during each parent-teacher/ family conference in the process of decision-making. The team of teachers working with the child, Section Coordinators and school director are in constant consultation about these individual needs throughout the school year.

Structure in COLF's Educational Program

There are frequent concerns about whether COLF's educational program provides sufficient structure for the children at different stages in their development. This is understandable given the non-traditional approaches which characterize the school program that most parents have not experienced in their own school life.

There are many ways in which structure is provided for. The basic guiding principle is that the forms and strategies that structure takes depend largely on the developmental needs and characteristics of children and corresponding expectations at specific stages. Structure is important for any education program to succeed. But it is not always externally visible nor rigidly imposed.

The younger the children are, the more they need adult supervision and guidance. The choice of materials and activities must however match their greater need for active involvement and the use of all their senses in the teaching-learning process.

The older children and the adolescents are ready or more formal approaches to teaching and learning as they can deal with more abstract levels of thinking, and are expected to be able to concentrate for longer periods. However, their transition to adolescence and the inherent confusion and conflicts of the stage still require close guidance carefully balanced with space for self-expression.

What are the ways in which COLF provides structure within the educational program?

1.) The Curriculum

The activities and learning experiences are designed to communicate expectations about work, study and play. Each activity has several objectives and the children and adults need to cooperate in order to accomplish these objectives. Task and activity completion are non-negotiable.

There may be room for additional support to help individual students focus on the task at hand, accommodate special needs or circumstances, but they must clearly complete the activity. If they are unable to, the teacher exerts all efforts to guide the child and to understand the problem.

The clarity of the purpose and procedure – even as the principle of planning together with children and emphasis on group processes are practiced – provides an inherent structure.

2.) Organizing Time and Space

Every class works within a daily, weekly and monthly schedule covering daily classroom-based learning experiences and regular or special section and school activities, e.g. Assemblies, Community Day, Assessment. The schedule provides a structure and helps students internalize time management – whether independently or as a member of a group. They are given assistance by the teachers and their peers. Reasonable expectations are set.

Class schedules are designed in terms of blocks of time devoted to simultaneous small-group activities (activity period in the Lower school, subject periods in the Middle, Upper and High School) or whole-group activities (meetings, meal in the Lower School; group discussions/ whole-group lessons in the Middle, Upper and High School). Within each block of time (an hour to an hour and forty minutes), children must work on the task at hand. Some activities are designed for one period (a day); some are designed to be completed over several periods (spread out over two to three days or more).

Over the years we have noted that the children who have started with COLF's program in the early childhood years are generally more independent and move about confidently through the work periods compared to children from traditional schools who often wait to be told what to do and how to do things.

The rules regarding use of space in the classroom – especially in the Lower school where there are decentralized classrooms – provide structure. There are

specific ways in which children can use the space and materials in it. They learn the rules during the first weeks and are constantly reminded throughout the year.

There are also rules regarding shared spaces in the school that children are taught and constantly reminded about. They are not always required to move about in whole groups (in which case they form lines), e.g., they may go to the library, a resource center or another classroom in pairs or small groups or they may be doing assigned jobs outside the classroom. As a rule, the teachers should always know where students are and other adults they encounter generally check with the students to ask them where they are headed or expected to be.

There are some instances when children with special needs or problems leave the classroom without permission. As soon as the adults and classmates notice this or another staff member encounters the child, he or she is escorted back to the room.

3.) Self-management

One of the basic principles underlying an activity-based curriculum, from the early childhood years all throughout the elementary and secondary school program, is that of helping children learn to manage their day-to-day lives in school by internalizing the rules and fully understanding the reasons for being in school, i.e. ***to learn!***

Teaching children about the rules by: (1) constantly reminding them, (2) explaining the reasons, (3) clarifying expectations related to academic tasks and their attitudes towards people and work/ study, (4) making sure they assume the consequences of their inappropriate actions, behaviors and attitudes.

Most children need a lot of help and guidance in order to learn to move about independently and to manage themselves from day to day. This is the role of the teachers, teacher-aides and school administrators – to make sure that they receive the necessary supervision and guidance so that they learn to be responsible for themselves and others.

COLF's educational philosophy values the development of autonomy or independence within the context of cooperative or collaborative learning. Thus, children are helped to learn to be responsible for self-care needs, for independent work and activities while also participating fully in many opportunities to work within groups – assuming both leading and supporting roles depending upon the situation.

Thus children are taught to monitor their completion of individual tasks and activities for each subject, writer's workshop requirements, classroom jobs through close supervision from their teachers. At the same time, they help one another learn to be responsible to the group-to one another.

It is not realistic to expect children to learn to be independent and to manage their schoolwork without the support and guidance of parents or guardians at home. A common misconception is that COLF's non-traditional approach to education does not require parental supervision for homework, preparation of materials for school projects, review of lessons during the week or for assessment periods.

COLF's approach has always emphasized the importance of parent involvement and participation, first of all, in a child's educational experiences in school and, if possible, in school activities that help to build a stronger community of learners.

Over the years, we have noted that more parents tend to be more fully involved in the child's educational experiences during the early childhood years and primary grades. This is evident also in parent participation during class or school activities as well as parent workshops organized several times a year. Towards the end of the Middle School and in the Upper School and High School years, there is an apparent decrease in parental supervision for homework and other school requirements as well as participation in parent workshops and class activities. This is unfortunate because a child's optimum development throughout childhood and adolescence requires continuing parental involvement especially in school experiences. (*See also section on Parent Involvement*)

Children will learn and keep positive, constructive attitudes and work habits if both home and school invest in supporting them all throughout their school life. If they receive clear and consistent messages about support and realistic expectations, they are likely to flourish and maximize their individual potentials.

Textbooks and the COLF Curriculum

It is only in the recent years that we have been able to select appropriate, newly published textbooks that are compatible (for the most part, but not always entirely) with the COLF curriculum. Since the beginning of COLF's elementary school program, there have been constant efforts to review textbooks available in the market and attempts to select the appropriate ones. This is why there were books that were shelved or changed.

The textbooks serve as guides for teachers, students and parents in moving through the different units of study within the school year. However, unlike most schools, we do not necessarily adhere to the sequence prescribed in the textbook for two reasons: (1) the integrated curriculum involves synchronizing related units of study for certain subject areas, e.g. Social Studies/ Science/ Language Arts, instead of treating the content in a fragmented, unrelated way; (2) some textbooks are not sequenced in ways that would be more appropriate developmentally, e.g. it is better to delay introduction of abstract concepts to a later part of the year when a foundation has been laid for better understanding.

Textbooks will therefore serve as accurate "guide posts" to help you keep track of what your children are currently learning about. You simply have to check assignment notebooks, as well as ask your children which pages they are working on.

However, textbooks cannot and have never been the major source of knowledge or content for the curriculum. This has always been a point of departure of COLF's curriculum compared to the traditional school curriculum.

For subjects like Mathematics and Language Arts (English and Filipino), Science, Social Studies, there is much more reliance on other sources of information, e.g.,

reference books, trade books, fiction and non-fiction, activity-based worksheets, videos and multi-media sources (e.g. CD-ROMs).

The Language Arts program combines grammar lessons from textbooks and teacher-developed exercises with a literature-based reading program and the Writer's Workshop (involving writing of original stories, poetry, essays or scripts).

The Mathematics and Science programs require the use of concrete materials throughout the elementary and secondary programs. Even higher mathematics e.g. algebra and trigonometry are effectively taught with the use of these materials. Aside from the textbooks, COLF has continually invested in specialized/ activity worksheets for use by your children. These are paid for upon enrollment but are distributed throughout the year as the topics/ units of study are covered.

For Social Studies, there continues to be a need to rewrite full-length articles into short handouts for the students or to adapt other more reliable sources of information, e.g. Philippine Almanac for Students, CCP Encyclopedia of Arts and "coffee table" books and trade books about specific countries studied that are more interesting as well as accurate. However, Social Studies textbooks are prescribed for each student primarily to ensure that each student will have more time to practice reading *Sibika at Kultura*, *Heograpiya at Kasaysayan* in Filipino at home. This is important in view of the fact that the type of Filipino used in *Sibika at Kultura* is generally more formal and so children need more practice and exposure.

However, there are still no available textbooks that are fully accurate and updated, especially for Social Studies. Teachers will point out these inaccuracies and present documentation of the more accurate and/ or updated information in class. Students will take notes on these occurrences. During staff development and curriculum development activities, these are discussed with the teachers.

It is important for students to develop a critical attitude towards textbooks and to learn that there are so many sources of information beyond textbooks.

We welcome your feedback regarding the specific content of textbooks. Please bear in mind that we do not see textbooks as infallible nor are they the primary and only sources of information. It would help if you communicate this to your children mainly by helping them verify the content when in doubt, and support them also by providing additional sources of information at home.

COLF is constantly in search of the most interesting and effective books for your children. For this reason, we cannot assure you that the Social Studies and Filipino books currently prescribed will be in use for a long-term period. While we realize this will entail additional costs, do consider the fact that the cost of a textbook is less than one action figure or a pack of trading cards.

Homework/Assignment

We have evaluated the functions and quantity of homework in our students' educational experiences over the years. In the past, specific days are allocated for

specific subjects to balance the workload for students. Homework has also been kept to a minimum in order to allow children, parents and family members more opportunities for interaction at home. We also considered the need for students to have adequate (including travel time) time for leisure and rest so that they will be well-rounded individuals in addition to practical health reasons.

We have noted the advantages and disadvantages of the quantity of assignments to be completed after school. We have reconciled the issue of frequency and quantity with other considerations such as: 1) individual children's needs, capabilities and the available support at home; 2.) the need to provide a transition to the heavier homework load in traditional elementary, high schools and at the college level ; 3) the ages and stages of the students with varied requirements in relation to the school curriculum.

These are the guidelines for the homework:

- a.) Purpose: Additional opportunities to practice and master concepts; supplementary research; as in built-in evaluation
- b.) Frequency/Quantity:

Middle School: 2-3 subjects daily

Upper School: three subjects daily

High School: three to four subjects daily

- c.) Daily: For all levels- students are expected to read a variety of reading materials- books, magazines, parts of newspapers at home, in addition to the assigned exercises or readings

- d.) Parental Guidance and Supervision:

- Make sure your children complete all requirements at the appointed time after school at home
- Respond to questions as needed, providing clarification but please do not do your child's homework for him or her. This defeats the purpose of homework for refining and applying skills.
- Provide the necessary structure: a regular place for doing homework, a conducive atmosphere, resources (e.g. references, guide questions, examples) and ways of caring for or handling these resources.
- Take time to read your child's assignment notebook and books, completed homework daily.
- Sign your child's assignment notebook and write the date to indicate you read the notebook's entry for the day.

- e.) Teacher's Responsibilities

- Immediate feedback is essential so homework is discussed, checked and monitored immediately after submission
- Positive feedback as well as corrections should be provided. If the quality of work suggests the need for additional instruction/explanations/learning experiences, these should be provided. Teachers often spend extra time after classes to help children who need such additional support.
- If a student fails to submit homework on time or consistently submits unacceptable work (depending upon individual student's capabilities,

parents have to be informed in writing immediately and follow-up phone calls requests for a meeting should be sent

If students and parents have any questions regarding homework or requirements (e.g. materials for projects), the teacher and the Section Coordinator should be informed immediately. You may also write your comments/questions in your child's assignment notebook.

Monitoring Your Child's School Experiences: Lower School

Children in the Lower School are not given homework until they reach the 5/6s classes when they are given occasional assignments. However, you should make it a habit to check your child's bag for letter from school and materials or items needed for activities.

We also urge you to make sure a daily storytelling time is provided at home and your child is provided with interesting constructive play activities.

The Early Childhood Curriculum of COLF, while based on definite framework and prescribed sequence of units of study is play, activity and experienced-based, leaving sufficient room for a balance between child-selected activities (from among options offered) and teacher-assigned activities. Even if your children will surely tell you that they played in school, you will surely see evidence of the content of the curriculum through the songs, games, stories they learn daily and the skills they are acquiring across curriculum areas.

We also encourage you to visit your child's classroom as often as your schedule permits, no matter how brief, so you will have a chance to appreciate the children's work that quickly fill-up the wall spaces inside the rooms and spill-over to the corridors. This is one way of keeping yourself in touch with your child's experiences.

Monitoring Your Child's School and Academic Life in the Middle Upper and High School

Some parents have recently expressed a desire to closely monitor their child's academic experiences beyond the individual parent-teacher conferences and classroom or school activities designed to keep you abreast of the curriculum as it is implemented throughout the school year. Unlike most school we do not just allow you to enter the classroom on regular school days, we encourage you to participate in workshops and school activities that help you understand the curriculum.

At the same time the school administrators and teachers have observed that some misconceptions or issues requiring clarification can best be considered or resolved by designing additional monitoring systems for individual students. This will also hopefully strengthen home-school collaboration to effectively support individual children.

The student's completion of required tasks, projects and homework is documented through the School Planner. This is required as a classroom management/monitoring device for Middle, Upper and High School classes.

This chart will be accomplished daily as your child accomplishes required tasks in school and completes homework. You will review this chart every weekend, sign it and your child's teacher will check for your questions or comments, if any, every Monday. You can also refer to this planner at the midyear-end parent-teacher conference.

Evaluation of Individual Children

Lower School

For children in the 3's and 4's to 4's and 5's classes, individual and small-group assessment activities are conducted for every unit of study in Social Studies/Science and periodically throughout each semester for specific skills involved in Language Arts and Mathematics. Observation and monitoring of their physical and motor development as well as personal autonomy (their ability to care for themselves) is done over the entire semester.

Progress reports at the end of each semester document these processes of assessment and evaluation. Parents can read the progress reports for the first semester only during parent conferences.

Middle, Upper and High School

The school year is divided into four quarters for classes from the 6's and 7's through 12's and 13's and the 13's and 14's to the 16/17's. At the end of each quarter, a formal assessment is conducted to evaluate individual children's learning for the specific period involved.

Progress reports are discussed with parents during the second and fourth quarters (mid-year and year-end conferences). Samples of children's works every assessment period are compiled. Evaluation of children's progress, however, is not based only on performance of assessment tasks for every quarter. A child's scores represent a cumulative view of the quality of the child's work, attitudes and investment throughout each quarter.

Parents are encouraged to support children by keeping track of schoolwork, assignments and assisting them with reviewing their notes or assigned readings not only during each assessment week but throughout the year.

Child's Portfolio

For children of all ages, samples of a child's individual works are compiled from the beginning of the year to the end. This also serves as an important way of documenting a child's experiences and progress in school.

Group projects (especially for Social Studies and Science) are treated as essential evaluation devices. This includes a child's participation, the quality of group interaction as well as the end-result.

Individual Conferences with Children

At the end of every quarter (after each assessment week) children aged 6 to 17 meet individually with their teachers to receive feedback about their work for the period involved; identify needs and objectives for the coming weeks and discuss issues relevant to each child and teach them to assume responsibility for their own learning.

(See *Parents and the School* for Parent Conferences)

Forms of Evaluation.

There are two basic forms of evaluation provided for in the school program of COLF's School for Children

1.) **Built-in Evaluation**- Every teaching-learning activity provided each day involves a process of evaluating a child's ability to accomplish a task to fulfill an instructional objective at a specific level of functioning. The teacher or teacher-aide observes both the process and the outcome of a child's participation in an activity or while working on an assigned task. This informs the decision-making process regarding subsequent learning experiences or strategies.

These can be considered more informal means of evaluation- based on observed and recorded behavior or children and achievement tasks. These forms of evaluation are built-in to the daily classroom and school activities.

Some items in the developmental assessment checklist require sustained observation and interaction over a certain period e.g., semester. Important aspects of the program such as, work habits, attitudes, social and emotional issues.

2.) **Formal, periodic evaluation** – There are different types of formal evaluation which are used to determine a child's individual development and performance and specific curriculum areas. These periodic and formal types of evaluations however, are intended to provide both qualitative and quantitative forms of evaluation.

For the Lower School, there are specific activities that appear to be similar to regular activities especially for Language Arts, Mathematics, Social Studies. There are specifically indentified as means of evaluating whether individual children have learned certain skills and concepts.

For the Middle, Upper and High School, there are individual tasks and projects (e.g. writing projects, research papers), group projects as well as short tests in addition to the quarterly assessments.

Evaluation of an individual child's achievement level and school performance is always based on the combination of both the built-in/informal evaluation and the more formal and periodic evaluation. In that sense, evaluation is always cumulative.

Evaluation also takes into consideration a child's investment in the teaching-learning processes based on his or her potential. At the outset, from the very first years of a child's schooling at COL, there are numerous indicators of a child's learning style, thinking skills, language skills, work habits to consider as bases for determining whether

a child is functioning at a level that is developmentally appropriate. Social and emotional factors that both serve as support mechanisms as well as deterrents to individual children's progress are also identified.

For the Middle, Upper and High School, teachers are required to summarize individual children's strengths and needs every quarter. The details are discussed with children in the Middle, Upper and High School. Parents are informed about the details through the progress report and the individual parent-teacher conferences: mid-year and year-end. If children have problems, parents are requested to come for an additional conference so that the solutions can be immediately identified.

Quantitative Evaluation: Numerical Grades- Middle, Upper and High School

Every student is given numerical grade equivalents for all subjects. This is entered into a child's individual transcript of records.

Computation of numerical grade equivalents is based on:

- fulfillment of requirements (with percentages for each types of task/requirement)
- quality of work-all tasks, projects
- effort invested
- ratings/scores obtained in assessment tasks and projects
- class participation
- work habits

To guide teachers and to address the issue of possible subjectivity, there are specific and internal guidelines and recommended grades are reviewed by the team of teachers working with a particular class and the Section Coordinator. The School Director is consulted as needed. The advantage of COLF's approach and the size of the school is that every child is known to several teachers and staff members who all have opportunities for direct and sustained interactions with individual children in the school.

In the past, report cards with numerical grades were issued only upon request when applying for admission to another school- except for the secondary program. Since SY 1995-96, together with a new progress report format, numerical grades were issued quarterly for students in the 8/9's-16/17's classes.

Numerical grades particularly for High School students have a direct bearing on the student's chances for admission in a college for university of his/her choice. Colleges and universities require students to submit Form 138 (Report Card) and the school to submit Form 137 (Transcript of Records) as part of the admission requirements. The decision of most colleges and universities primarily depends on the result of the entrance exam and the child's numerical grades from 1st to 4th year.

Students in the Special Education Program and Numerical Grades

Children with special needs are not assigned numerical grades except for some students with minor learning problems or emotional/psychological problems who are able to cope with the regular program albeit at a different pace and with additional support.

Class Placement and Grouping

Our classes are set-up with primarily two ages or grades in one classroom and with an overlap between ages or grades from class to class. In most classes where there are children with special needs who are in our mainstreaming program their chronological age would be different from the two age groups.

For example, our 7's and 8's include first and second grades in the same classroom. The next age grouping, the 8's and 9's, includes both second and third graders. Second graders, or 8's then can be with 7's or with 9's; but regardless of where they are, they are what we call the school's 8's or what other schools call second graders. At the start of the year, all children go through assessment tasks/activities to clarify grade level competencies.

Some children sometimes stay in the same class for two years. Because of the strong association with traditional grouping arrangements, the vocabulary sometimes used by parents and children is that the child is "repeating" or being "held back". The idea behind "repeating" is that the child did not get it the first time around and needs to do it again. However, this is not the case with our grouping. We vary our Social Studies and Science so that children who are staying in the same group do not merely repeat experiences from the previous year. In terms of the "three R's" (reading, writing, mathematics) the work evolves and develops by its very nature whether the child moves to another age group or stays with the same age group. The child "moves on" in his/her work whether he/she moves into the next age grouping or stays with the same group.

Whether a child stays two years with the same age group (any number of times) or never stays in the same age group, all children (aged 12 or over) who satisfy grade level expectations for grade seven graduate together.

There is also an option for Grade Six students to apply for admission to high school in other schools. Parents are encouraged to consider involving their children in making this decision whenever possible. We encourage you to consult with your child's teacher about this.

Why Do This- The Philosophy of Interaging

For many children, the issue of whether they are an 8 in the 8's and 9's or an 8 in the 7's and 8's does not make a significant difference in their learning and growth, and they can be well-placed in either setting. For some children, however, the flexibility offered by interaging is of incalculable benefit. The possibility of staying in the same classroom or the same age group for two years can lessen role stereotyping that can happen in a family; often in a particular period in a child's life, it makes a big difference for an eldest sibling, for example to be placed as a younger child with older children. For others, who are socially or cognitively young, two years in the same age group allows for consolidation. For still others, especially very shy children, two years with the same teacher or a group of classmates is a strengthening experience.

The presence of two ages or grades in a classroom places children in a more diverse setting and promotes greater acceptance of differences in skills, abilities, and talents. And, although we know perfectly well that some children rank everyone in class

as to who's the "smartest" etc. we have no doubt that Community of Learners is much less plagued than other schools by the negative aspects of a tracking system (i.e. classifying students according to ability). This is partly because of intergrading.

The Process of Regrouping

In making up the list of children who will be in every class, we take into account many factors: the age and sex of the children, their stage of development socially, emotionally and intellectually, their role within the group, and their school history. Our goal is to create groups that will work well together and that are well balanced as to place individual children in situations that will be best for them. This regrouping is done within the constraints of the numbers of children at each age level and the admissions patterns. With so many factors to take into consideration, the process is a long complicated one.

During the final weeks of school and early summer the school directors forms temporary groups based on observations of children in different classes, recommendations of teachers, information from progress reports. These lists are revised several times to meet our grouping goals in the best possible ways. Lists are in final form by May but unexpected enrolment changes occur in the late summer, often requiring further revision. This is why grouping lists are actually finalized in June.

In the year-end conferences with teachers, you will be reviewing your child's schoolyear, discussing gains, identifying areas that need consolidation, looking over samples of work and sharing your impressions of your child's schoolyear. The subject of grouping is bound to come up and we welcome your opinions. However, we urge you not to focus too much on your child's placement during the year-end conference.

In so complicated a process, involving our families, placement decisions obviously cannot and are not made only on the basis of the strength of a parents' feelings on the subject. Requests for particular teachers cannot be honored.

Parental input forms our decision-making and teachers will take note of what you have to say. If for some reason, you have very strong concerns about grouping, you should make an appointment with the school director.

We assure that most children do well in more than one situation and our grouping arrangements are generally successful. The children themselves accept our grouping procedures as normal, if their parents do, so it is important for you to understand the reasons and the process.

The Special Education Program

Background and types of programs

When the COLF School for Children first opened in 1983, there are two kinds of Special Education Programs:

- 1) a special class – small-group of 6-8 students, all with special needs, in a two-three hour program, with a teacher and teacher-aide

- 2) a mainstreaming program – the integration of children with special needs in a regular class with most children involved in addition interventions e.g. therapy (physical, psychological, occupational, speech) tutorial sessions.

In 1985, the Special Class was discontinued because at that time, it was not viable to financially sustain to operations without drastically increasing tuition fees. COLF administrators did not want to resort to that move at that time. So only the mainstreaming program was continued.

In 1990, three kinds of special education programs were offered, including the revival of the special class. Today, COLF offers the following programs:

- 1) a special class – small-group, self-contained classes for two different groups:
 - a) younger children (preschool to middle years up to age 9 to 10
 - b) older children and adolescents (11 and above in a bigger class).
- 2) individualized special education program (ISEP) – begins with one-hour one-on-one sessions (one child, one teacher) increasing to longer periods including partial mainstreaming (participation for short periods in some activities of the special class or the regular class). A student in the ISEP Program may be recommended for special placement in COLF's extended day program depending on whether this will benefit the child
- 3) mainstreaming – integration of children with special needs within a regular class (for part of the day or the entire day) with small-group activities provided (in class or pull-out/resource room sessions). Additional interventions outside the school program may be required for some children.

The school works closely with a team of health professional e.g. developmental pediatrician, geneticist, and allied professionals to monitor a special child's progress and determine appropriate interventions strategies.

Our goals for children in a regular classroom include teaching them to respect individuals regardless of disabilities, race or color, creed and socio-economic status. The mainstreaming program helps them learn to be open to and respectful of people.

Children in the mainstreaming program are provided with additional resource room instruction (i. e. small-group/individualized instruction) within regular class hours. This is why SPED fees are applied.

Admission Procedures/Placement

There are far greater numbers of applicants to COLF's SPED Programs than we can admit on any given school year. An average of 60 to 70 students (from the Lower School to Upper School) out of the current enrolment of 750 students can be admitted with a year. Since some children in the small group Special Education classes will eventually be mainstreamed into the regular classes, we have to plan carefully and

limit admission of new students. This severely limits our capability to entertain new applications for the mainstreaming program.

While COLF wishes to serve more children with special needs we are unable to accommodate a significant number of applications each year. The basis for admission depends on the availability of slots for any of the three types of SPED programs we offer. It may happen that a student eligible for mainstreaming applied before another who would be better-off in small-group class but a slot may not be available for the mainstreaming program so the student who will be in a small-group placement will be admitted earlier.

Placement is determined by the school administrator and staff. Parents are expected to pursue recommendations for therapy as needed and to bring their children to a developmental pediatrician or neuropsychologist annually for formal evaluation. Full cooperation of all involved in caring for and teaching the special child always will greatly be beneficial to the child and his/her family.

Internal Assessment and Formal Reports

Students applying for the SPED program are scheduled for individual assessment and observation by a member of the school staff after we assess the available slots for each of the programs. Because there are too many applicants, it is futile to schedule each applicant for assessment if there are not available slots for any of the programs. So it is necessary to first ascertain the number of slots that can be made available.

The results of the in-school assessment, combined with the available required reports (from a neurologist, developmental pediatrician, therapist) and consideration of the child's previous placements and the school experiences from the basis for decision-making about appropriate placement for a child with special needs.

When Diagnosis is After Admission

Over the years, we have had experiences with individual students who were admitted into the regular school program but their special needs were manifested in the course of the school year. The parents were often unaware that their child had special needs. In such cases, parents are informed that a formal evaluation by a neuropsychologists or a developmental pediatrician (or both) is required. Parents are immediately informed about the observation.

In all cases, our own observations have been confirmed by the assessment and diagnosis of a psychologist or developmental pediatrician. This is inevitable because the approaches to teaching and learning applied in COLF's program involved sustained interaction between child and teachers, as well as child to child. Any problem and difficulties are immediately recognized. In addition, teachers request the school administrators who have extensive teaching experience as well as special education training and background to observe the child in different situations as well as review samples of the child's schoolwork. The section coordinators are also frequently inside the classrooms as part of the process of supervision and the instructional model so

problems of individual children are immediately recognized. After verification over a period of time, parents are informed and the process of the formal evaluation must be initiated.

The child's placement is reclassified as "special education." This means that additional interventions are required (in classroom or outside) and more realistic expectations are set in terms of the child's movement throughout the elementary school program.

Upon completion of the elementary school program, they receive a certificate of completion of the elementary school program. In some cases, students with special needs may be able to complete the regular elementary school program or secondary education albeit at a different pace and with additional support. In these cases, they may receive a diploma.

The Upper and High School Special Education Program

Students in the Upper and High School who have special needs are in one of the two types of programs: the special class or the mainstreaming program. The programs are designed to respond to their special needs and there is increasing need to develop special activities that build on their current abilities and provide for long-term independent education programs and objectives are discussed with parents and with all the teachers working with the child. These are evaluated periodically and revised as needed. The goal is to maximize their abilities and to identify appropriate place for the adolescent stage and beyond. For some students, the curriculum emphasizes practical arts and involves their participation in different "jobs"/tasks within the school.

Home-School Collaboration for the benefit of Children with Special Needs

This begins with a mutual agreement on the child's specific conditions and emerging as well as current needs and strengths. It is impossible for a special child to grow and develop and to benefit from any educational program without continuity, consistency and follow-through at home. At the same time, the objectives set in school cannot be considered fully appropriate for a child without an adequate appraisal and understanding of the child's home life and prevailing family situation, including caregiving arrangements. Teachers are expected to keep communication lines open between home and school. For younger children, teachers are expected to actively involve the child's caregivers in the school activities as way of investing in the training of the caregivers. This is also an additional mechanism for bridging home and school.

COLF's founders envisioned a school for children that would be committed to a diverse group of children from infancy through adolescence. The diversity includes provision for special educational programs for children who are special or differently-abled. The goal was to provide for maximum integration of the special education programs within all of COLF's educational programs.

All the sections of the School for Children (Lower School, Middle School, Upper School and High School) provide special education programs. At the moment, the COLF School for children is able to work with a limited number of special children, some of whom are autistic, learning disabled, hyperactive, mentally-retarded, hearing-impaired, visually-impaired. We also work with children who have Down's Syndrome, cerebral palsy, hydrocephalus, Tourette syndrome and other neurological and developmental disorders.

We refer applicants to other special schools with more appropriate programs, if we cannot provide adequately for their needs.

COLF's educational principles recognize the importance of clear and accurate diagnosis as an important consideration for planning an appropriate educational program. At the same time, the goal of the Special Education program is to achieve maximum integration. This is possible only with a concerted effort in the school community to facilitate acceptance by all – children and adults alike-and to nurture respect for human diversity. The importance of parent and family involvement in supporting the continuing development of children with special needs cannot be overemphasized. Many of the difficulties and problems that arise from differing abilities or developmental delays and disorders are impossible to resolve without a systematic application of a combination of home-based, in-school strategies and auxiliary services from allied health professional. A team approach to provision of services for children with special needs is ideal.

Administrative Procedures

Requests for Certification of Enrolment, Transcript of Records, Recommendation Letters, Report Cards

Requests for the above requirements can be made through the School Office – preferably by sending a note through your child rather than a phone call. You may also fill up a request form in the school office. A P30.00 fee will be charged for every school document that you will request for.

Always allow for five working days for preparation of these documents. While we may adjust to your needs under exceptional circumstance, please avoid last minute requests too close to the deadline you wish to meet.

Requests for Special Arrangements for Tuition Fee Payments

Families who experience financial difficulties may request for a special arrangement for the schedule of payment of tuition and other fees. The school cannot provide for discounted fees.

Formal, written requests explaining the situation that gives rise to the need for a special arrangement for the schedule of payment of fees must be submitted before the enrolment period. A photocopy of your lasted Income Tax Returns and a certificate of employment indicating current salary rates must be attached.

Requests are considered depending upon the details reflected in the submitted requirements and other factors e.g. previous history in meeting financial obligations. Written agreements are signed if these requests are approved. You are expected to comply with the schedule of payment prescribed in this written agreement.

Financial Obligations

All current school accounts (tuition and other school fees, food and bus services, after school programs) must be updated and paid for before mid-year or year-end conferences are implemented and before progress reports or report cards are released.

Schedule of Payment of Fees

Written statements of account are sent for quarterly and semestral payment, special arrangement or overdue fees. If after a third notice, we do not receive a letter indicating the reasons for the delay or requesting for reconsideration, you will receive a letter informing that you should keep your child at home until you are ready to settle the account.

This measure is a final resort in cases where, despite repeated reminders, parents or guardians do not attempt to explain the delay in payment of fees. While the COLF administration is flexible about this particular issue, we expect parents and guardians to fulfill all financial obligations too.

Please sign and submit the School's Copy after reading this handbook

HOME-SCHOOL AGREEMENT

We / I _____
Father/ Mother/ Guardian's Printed Name

have read the contents of the school handbook, and agree to abide by all the policies and guidelines therein.

Parent's Signature

Date

Child's Signature

Date

SCHOOL'S COPY

Please sign and submit the School's Copy after reading this handbook

HOME-SCHOOL AGREEMENT

We / I _____
Father/ Mother/ Guardian's Printed Name

have read the contents of the school handbook, and agree to abide by all the policies and guidelines therein.

Parent's Signature

Date

Child's Signature

Date