

POLICY NAME: Policy on Admissions
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POLICY CROSS-REFERENCED:

- The Beacon Academy Student & Parent Handbook 2015-2016
- Policy on Language
- Policy on Definitions and General Principles
- Policy on Special Education Needs
- Policy on Scholarships and Financial Aid

REFERENCES

- IB Learner Profile (International Baccalaureate Organization 2013)
 - Republic Act No. 10533 “An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and For Other Purposes”
 - 2011 Revised Manual of Regulations for Private Schools in Basic Education
 - Compendium of School Laws in the Philippines Vol II. (2015)
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POLICY STATEMENT

The Beacon Academy seeks to enroll a broad range of students who have the potential to contribute to and succeed in a small, participatory learning community.

Aligning qualities from identified developmentally-appropriate attributes with both the IB Learner Profile and the school’s values, the Academy recognizes that the factors with the best chances of leading to student success include a balance of academic and non-academic achievement; an eagerness to learn; self-motivation, adaptability and a sense of personal responsibility; and a service orientation towards others.

The Academy aims to ensure that each admitted student is in an educational environment in which he or she flourishes from the Academy’s full range of programs, is sympathetic to its goals, and contributes positively to the community.

A student will be admitted to the Beacon Academy only upon successful completion of the admissions process and in accordance with the guidelines below.

POLICY GUIDELINES

1. Grade Level, Subject Class Size and Vacancies

- i. Together with specific criteria described in this policy, the admissions process of the Academy takes into account the total absorption capacity of the school’s facilities, the level of instruction, the nature of the subject, and other factors as may be conducive to the teaching-learning process

in determining grade level limits, subject class size requirements, and protocols governing waitlisted applicants ¹

ii. Definitions²

- i. Grade Level: In secondary education, this refers to the appropriate level of academic achievement in the third stage of compulsory education. It consists of four (4) years of junior high school education and two (2) years of senior high school education
- ii. Subject Class size: This refers actual number of pupils taught by a teacher at a particular time.
- iii. Each grade level at the Beacon Academy may have 120-140 students, provided that the number of students from Grades 9-12 shall not exceed 500.
- iv. The enrollment and class size in every subject (subject class size) shall not exceed 20 students.
- v. Once this threshold has been reached, applications will be entertained but placed on a waitlist. In the event of a vacancy, the Admissions Committee (see below) shall review waitlisted applicants and recommend the candidate best suited to fill the vacancy.
- vi. The Academy emphasizes collaborative learning in its pedagogy and, for this reason, it shall select waitlisted applicants with a profile and personality that will merge most easily and most beneficial to the larger group.

2. Minimum Requirements for Admission

i. Academic Requirements

- a. The minimum requirements for admission at Grade 9 is the completion of regular kindergarten, six (6) years of elementary, and two (2) years of junior high school.
- b. The minimum requirements for admission at Grade 10 is the completion of regular kindergarten, six (6) years of elementary, and three (3) years of junior high school.
- c. The minimum requirements for admission at Grade 11 is the completion of regular kindergarten, six (6) years of elementary, and four (4) years of junior high school.
- d. Only students transferring from IB Diploma Programme schools will be considered for admission to Grade 12.

ii. Age Requirement

- a. The Beacon Academy believes that the age requirement for admissions (e.g. that the student must be at least 14 years old for Grade 9; 15 years old for Grade 10; 16 years old for Grade 11) is a guideline but not a decisive factor for acceptance. It reserves the right to decide, based on a thorough review of application documents, to place the child in the grade level it

¹ Section 118. Enrollment and Class Size. The enrollment and class size in every subject of each private school shall be determined by the school, taking into account the total absorption capacity of its facilities, the level of instruction, the nature of the subject, and such other factors as may be conducive to the teaching-learning process. (*The 2011 Revised Manual of Regulations for Private Schools in Basic Education, as amended by DepEd Order no. 11, series of 2011; 4 February 2011*)

² Sarmiento, Upiano III. *Compendium of School Laws in the Philippines Vol. II. (2015). p.18.*

deems most appropriate and beneficial to the student given his or her maturity, skills and achievement levels. The Academy seeks to place each student in the grade level deemed most fitting and developmentally appropriate.

iii. Special Requirements

- a. Foreign temporary residents shall be eligible for enrollment provided that he or she has a student permit or visa granted by the Bureau of Immigration.

3. Criteria for Admissions

- i. The admissions criteria stem from an alignment of attributes across identified developmentally-appropriate qualities, the IB Learner Profile, the school's values. This is expressed in the following table (Figure 1):

Policy Statement	Developmentally Appropriate Desired Attributes (ALT Planning)	Alignment to IB Learner Profile	Alignment to BA Mission	Possible Indicators
... succeed in and contribute to a small, participatory learning community	Communication. Prospective students must have a command of language and facility for communication.	Communicators	Learning community Collaborative	<ul style="list-style-type: none"> Admissions test (proficiency in English) Marks in language classes Teacher assessment: class participation
... a balance of academic and non-academic achievement	Balanced. Prospective students must demonstrate a balance between academic potential and the pursuit of non-academic passion and skills.	Knowledgeable Balanced	Academic Excellence Thoughtful discourse	<ul style="list-style-type: none"> Admissions test (proficiency in English, Math, Science) Marks in classes: awards Extra-curricular pursuits: awards Counselor recommendation: non-academic passion and skills
... an eagerness to learn	Inquiring Mind. Prospective students must demonstrate a natural curiosity for matters other than him/herself.	Inquirers Thinkers Open-minded Risk-Takers	NA	<ul style="list-style-type: none"> Extra-curricular pursuits: awards Teacher assessment: class participation
... self-motivation, adaptability and a sense of personal responsibility	Self-Mastery. Prospective students must demonstrate developmentally appropriate self-mastery and directness.	Principled Reflective	Integrity Knowledge of Self Optimism	<ul style="list-style-type: none"> Marks in classes: awards Extra-curricular pursuits: awards Teacher assessment: self-mastery and responsibility, ethics Counselor assessment: self-mastery and responsibility, ethics
... an service orientation towards others	Social responsibility. Prospective students must demonstrate an other-orientation.	Caring	Citizenship Knowledge of the World Mutual respect Compassion	<ul style="list-style-type: none"> Extra-curricular pursuits: awards Teacher assessment Counselor assessment

Figure 1. Alignment of Policy with Developmentally Appropriate Attributes, the IB Learner Profile & School Values

- ii. The admission criteria are assessed through a range of instruments developed in order to allow for a holistic appraisal of the applicant's potential for success at the Academy. This is expressed in the following table (Figure 2):

ADMISSIONS ASSESSMENT TOOLS									
Developmentally Appropriate Desired Attributes (All Mar 2021)	Entrance Examination	Transcript of Records	Application Form (DASH)	Application Form (Personal Essay/ Alternative)	Teacher Recommendation	Counselor Recommendation	DA Interview	KEY ASSESSMENT QUESTIONS	%
<p>Communication: Prospective students must have a career and life plan and ability for career decision</p>	<ul style="list-style-type: none"> • Career/Personal included in English, Science and Math 	<ul style="list-style-type: none"> • Major in English • Career choice 	<ul style="list-style-type: none"> • Extra and in-curricular projects 	<ul style="list-style-type: none"> • "I will contribute to society" • Career of teaching 	<ul style="list-style-type: none"> • Career goal on faculty 	<ul style="list-style-type: none"> • Communication skills (social) 	<ul style="list-style-type: none"> • Goal orientation skills 	<p>Does the applicant have the attainment of language and communication (writing) skills to succeed in D.A.?</p>	50%
<p>Balance: The question about a balanced education is balance between student's personal and the pursuit of FORGOTTEN DESIGN AND S.A.S.</p>	<ul style="list-style-type: none"> • Balance/Personal included in English, Science and Math 	<ul style="list-style-type: none"> • Major in Math, Science choose career ability • Career ability • Personal skills for H-S 	<ul style="list-style-type: none"> • Extra and in-curricular projects, applications 	<ul style="list-style-type: none"> • Balance of reading 	<ul style="list-style-type: none"> • Openness to new ideas • Problem-solving 	<ul style="list-style-type: none"> • Openness to new ideas • Problem-solving 	<ul style="list-style-type: none"> • Validation 		
<p>Learning Mind: Prospective students must demonstrate a natural curiosity for things other than themselves</p>		<ul style="list-style-type: none"> • Balance of personal and academic 	<ul style="list-style-type: none"> • Extra and in-curricular projects, applications 	<ul style="list-style-type: none"> • Statement of Purpose 	<ul style="list-style-type: none"> • Personal responsibility • Discipline 	<ul style="list-style-type: none"> • Personal responsibility • Discipline 	<ul style="list-style-type: none"> • Validation 		
<p>SALUSARIAN: Prospective students must demonstrate leadership capability, self-worth and character</p>			<ul style="list-style-type: none"> • Extra and in-curricular projects 	<ul style="list-style-type: none"> • Statement of Purpose 	<ul style="list-style-type: none"> • Personal responsibility • Discipline 	<ul style="list-style-type: none"> • Personal responsibility • Discipline 	<ul style="list-style-type: none"> • Validation 		
<p>Social responsibility: Prospective students must demonstrate an other-centeredness</p>			<ul style="list-style-type: none"> • Extra and in-curricular projects 	<ul style="list-style-type: none"> • Statement of Purpose 	<ul style="list-style-type: none"> • Social responsibility • Discipline 	<ul style="list-style-type: none"> • Social responsibility • Discipline 	<ul style="list-style-type: none"> • Validation 		
<p>SPECIAL: Demonstration of Learning Needs</p>			<ul style="list-style-type: none"> • Inclusion of Learning Support Records (in documentation) 	<ul style="list-style-type: none"> • Inclusion of Learning Support Records 	<ul style="list-style-type: none"> • Inclusion of Learning Support Records 				
<p>KEY ASSESSMENT QUESTIONS</p>	<p>Does the applicant demonstrate a positive academic potential to succeed in D.A.?</p>		<p>Does the applicant demonstrate an active or developing pursuit of non-academic activities?</p>	<p>Does the applicant demonstrate a natural curiosity/ openness to new ideas, problem-solving?</p>	<p>Does the applicant demonstrate a sense of personal and social responsibility?</p>				
5%	40%		20%		20%				

Figure 2. Alignment of Admission Evaluation Tools and Key Assessment Questions

4. Admissions Committee

- i. The Admissions Committee is composed of the Dean of Faculty or his/her designated representative, the Dean of Students or his/her designated representative, and the academic coordinator or his/her designated representative relevant to the applicant's intended program of study (i.e. the Middle Years Programme Coordinator for students applying for admission into Grades 9-10; the Diploma Programme Coordinator for students applying for admission into Grades 11-12). The committee may include relevant faculty members (e.g. subject-area experts, Learning Support) in the deliberation process if needed.
- ii. Coordinated and convened by the Admissions Director, the Admissions Committee employs a range of instruments in assessing applicants across various criteria (see above) in order to determine the applicant's potential for success in the school. The recommendations of the Admissions Committee are forwarded to the Head of School for final action or decision.

5. Admissions Process

- i. Interested parents contact the Admissions Office via email, phone or walk-in to schedule a meeting with the school's Admissions Director.
- ii. Interested parents and students are given an introductory tour of the school and are given an application packet that includes the forms that need to be filled and some general information about the school.
- iii. The Admissions Packet includes:
 - a. Application Form
 - b. Guidance Counselor/ Principal Recommendation Form
 - c. Math Teacher Recommendation Form
 - d. English Teacher Recommendation Form
 - e. Additional Teacher Recommendation Form (Optional)
 - f. Medical Clinic Report Form
 - g. Physical Examination Form
 - h. Check List of Admission Requirements
- iv. A non-refundable application fee of Php 2,500.00 is required in order to apply for admissions and should be paid to the Finance Office upon submission of completed admissions documents.
 - i. All admission forms in the packet need to be completed and submitted to the Admissions office along with the following:
 - a. For guardians: photocopy of guardians' identification documents and notarized proof of guardianship
 - b. 2 pieces 2x2 inches ID picture of the applicant
 - c. Photocopy of special needs assessment or document (if any)

- d. Photocopies of child’s passport and birth certificate
 - e. Photocopies of student’s study permit/visa (if foreign student)
 - f. Photocopies of child’s previous school records (Form 138-A (Report Card))
 - g. Application fee receipt from the Finance Office
- ii. The entrance examination, class sit-in, and interviews with relevant Academy faculty are scheduled by the Admissions Director.
 - iii. All documentation, including notes from interviews are forwarded to the Admissions Committee for deliberation. The Admissions Committee will only review completed applicants that have completed the admissions process outlined above.
 - iv. The Admissions Committee submits the recommendation based on its deliberations to the Head of School.

6. Results of the Admissions Process

- i. The final decision for admission into the Beacon Academy rests with the Head of School following processes outlined in this policy.
- ii. An official notification of acceptance or non-acceptance is written by the Head of School and given to the applicant’s family.
- iii. The Beacon Academy reserves the right to set parameters for conditional or provisional admissions if deemed appropriate.
 - a. Such may include but need not be limited to cases there are delay sin the submission of transfer credentials or where an applicant’s special education needs require attention. In either case, an applicant admitted conditionally or provisionally will be allowed to attend classes and to earn credits for subject/s he or she is enrolled in.
 - b. The maximum duration of conditional or provisional admissions/enrollment in the Beacon Academy is one academic year.
- iv. Applicants and their families may appeal for reconsideration of the decision for admissions by writing a formal letter of request and explanation to the Head of School. The Head of School assesses the merits of the appeal and determines whether or not the Admissions Committee needs to reconvene to assess the appeal.

7. Transfer of Information of Admitted Students

- i. Upon successful admission to the Academy, the School Registrar will transfer the following documents to specific school personnel based on submitted records:

Academic Coordinator (MYP/DP)	List of students with required annual grade averages, with indication schools of origin for each student. This list is used for academic monitoring.
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Dean of Students	List of all new students, including school of origin and scholarship type (if applicable).
Guidance Counselor	Copies of admission documents: letter of acceptance (with conditions, if applicable), application form, recommendation letters, academic records, interview and test results, psychological reports and recommendations (if applicable) Copies of scholarship documents, including scholarship type but excluding financial information.
School Nurse	Copies of admission documents: medical record and physical examination forms.

- ii. The Guidance Counselor is the key custodian of all information regarding the academic and socio-emotional well-being of all admitted students in the school. As such:
 - a. He/she coordinates with the Learning Support Teacher with appropriate information on the kind of academic support a student needs.
 - b. He/she coordinates with the Dean of Students/Faculty Adviser with appropriate information on the kind of socio-emotional support a student needs.
 - c. While it is acknowledged that there is a strong relationship between academics and socio-emotional well-being, these twin lines of communication are default modes that may, of course, be managed through ad hoc case conferences with appropriate school units based on the assessment of the Guidance Counselor.
 - d. No decision on academic or socio-emotional intervention of admitted students may take place without the Guidance Counselor's awareness and assent.
- iii. The Learning Support Teacher must coordinate with the Guidance Counselor on student assessment and interventions. It is the responsibility of the Learning Support Teacher to keep the Academic Leadership Team informed of all interventions.
- iv. The Dean of Students/ Faculty Advisers must coordinate with the Guidance Counselor on student assessment and interventions.
- v. Information on Admitted Students on Scholarship or Financial Aid
 - a. The scholarships at the Academy are granted only upon an applicant's successful admission to the school. Therefore, as default, scholars and non-scholars are treated equally in academic and school life. Should any concern arise regarding a scholar's finances, such concerns must be coursed directly to the Office of the HOS/ Development Officer.
 - b. The Scholarship Committee, through the Development Officer and in collaboration with the Guidance Counselor, will also monitor the experience of scholars in the school.
 - c. Scholarship information (type of scholarship) is confidential, except as indicated above

8. Admissions and Language Proficiency

- i. The Admissions Committee of the Beacon Academy assesses the student's proficiency in English, Filipino and other languages that the school is offering as part of the application process. This is to inform the extent of language support required of the school.
- vii. The School Registrar ensures that all new and current students will have a Language Profile which will detail their language background and educational needs.
- viii. The Language of Instruction (LOI) at the Beacon Academy is English. All applicants who are not proficient in English are required to take English as a Second Language (ESL) support courses from outside the institution before being accepted into the Beacon Academy. The Academy will assess the student's English proficiency to determine whether he/she may cope with the requirements of the academic program.
- ii. The Academy may provide opportunities for students whose mother tongue is not English (the school's language of instruction) depending on the school's readiness and capability to meet this need given the human, physical and technological resources available at the time of application. If these resources are available, then the student must undergo a program of Specialist Language teaching, overseen by the Learning Support teacher, that may include modifications in the academic program as specified in an Individualized Education Plan (IEP) signed by both the parents/guardians of the student and the school. This may include the provision of Filipino as the third language.

9. Special Education Needs

- i. The application of students with special educational needs is processed by the Admissions Committee. As per the admissions process, the committee may consult relevant faculty members or school personnel in its deliberations, however the Learning Support Teacher/ Coordinator and Guidance Counselor must participate in deliberations on these applications. The outcomes of the admissions committee are submitted as recommendations to the Head of School for final action or decision.
- ii. Full disclosure and partnership between the families of students with identified special educational needs and the school are required. In addition to the regular requirements of The Beacon Academy admissions process, applications of students with identified special educational needs must include:
 - a. The submission of recent (at least one year prior to application) diagnostic test results and/or assessment reports from qualified neuropsychologists, developmental pediatricians, special educators, or other professionals.
 - b. An interview or series of interviews with parents by the Guidance Counselor and/or Learning Support Teacher or Coordinator.
- iii. The admission of students with identified special educational needs is predicated on the ability of the Academy to provide the necessary support to meet these needs, i.e. whether the school has the necessary human, physical and technical resources to mount such support with reasonable success. Applicants are therefore initially classified according to the levels of learning support required. These levels are
 - a. Level 1: The applicant's condition requires time-delimited *minor support*, i.e. consultations, re-teaching, practice, peer tutoring.

- b. Level 2: The applicant's condition requires time-delimited *remediation*, i.e. content- or skill-specific programs, minor accommodations in class and for assessments, make-up or bridging classes.
 - c. Level 3: The applicant's condition requires regular *intervention*, i.e. based on the assessment of specialists; involve the creation of an Individualized Educational Plan (IEP) that may include major accommodations in class and for assessment, alternative assessments, and coordination with external specialists.
 - d. Level 4: The applicant's condition requires regular *foundational support*, i.e. based on the assessment of specialists; involves the creation of an Individualized Educational Plan (IEP) that may require regular pull-outs from class, major accommodations in class, alternative assessments, curricular modifications, and close coordination with external specialists.
- i. The admissions committee reviews all pertinent documents, including the determined classification of the student. Based on this, the committee determines whether acceptance of the student is advisable, or if the student's needs exceed the functional ability of the regular educational program with provisions of accommodation and differentiation. This decision is submitted as a recommendation to the Head of School as per the admissions process.
 - ii. Final decisions on admissions are by the Head of School and are communicated to families in a formal letter or enrollment contract signed by the parents.
 - iii. Students with identified special educational needs are admitted on a probationary basis, with specific conditions to be fulfilled by the student, families and school are specified in the enrollment contract and serve as criteria for evaluation at the end of every semester.
 - iv. The continuing enrollment of students with special educational needs—including the lifting of or return to his or her probationary status—is dependent on the semestral evaluation to be conducted by the student's advisory team (see below) although such evaluations may be called for at any point during the academic career of the student at the Academy due to special circumstances. Should the advisory team assess at this time that the school's regular educational program with provisions of accommodation and differentiation is insufficient or exceeds the functional ability of the school to be of service to the child, it will recommend that the student be counseled out of the Academy for the next academic term.
 - v. Final decisions on continuing enrollment lie with the Head of School and are communicated to families in a formal letter or continuing enrollment contract signed by the parents. The continuing enrollment of students with identified special educational needs may specify conditions to be fulfilled by the student, families and school which will serve as criteria for evaluation at the end of every succeeding semester.

10. Special Physical Needs

- i. Students with physical limitations or disabilities may be admitted to the Beacon Academy provided that the school can accommodate or provide for the unique needs of the student using the human, physical and technological resources available at the time of application; and that such limitations, disabilities or unique medical conditions do not pose, in anyway, a threat to the other students and persons inhabiting the same school environment.
- ii. Full disclosure and submission of current medical reports and files are mandatory for admission of students with physical limitations or disabilities.

11. Continuing Enrollment from The Beacon School

- i. The Beacon School and The Beacon Academy have shared both vision and the offering of the Middle Years Programme of the International Baccalaureate Organization in partnership since 2009. The Beacon School delivers the MYP framework for Grades 6-8, and The Beacon Academy delivers the framework for Grades 9-10.
- ii. As consequence of this curricular and pedagogical partnership between institutions, students of The Beacon School who are in good standing and who are completing Grade 8 are invited to complete their studies in the Middle Years Programme via continuing enrollment into The Beacon Academy for Grades 9-12. This entails the following:
 - a. The continuing enrollment policy offers a “right of first refusal” to Beacon School families and students, i.e. Beacon School families and students are given first priority for slots at the Academy where successful applicants from other schools have exceeded available places in Grade 9.
 - b. Upon acceptance of this invitation, Beacon School families and students must submit , through The Beacon School, completed copies of: a) The Beacon Academy Continuing Enrollment Form, b) a letter granting authority to The Beacon School to transfer pertinent school records to the Academy, and c) a recommendation from the Principal and/or Guidance Counselor of The Beacon School.
 - c. Upon confirmation of the receipt of the documents above, applicants from The Beacon School are automatically admitted into The Beacon Academy’s Grade 9 cohort.
 - d. The Beacon Academy shall schedule interviews with Beacon School students to facilitate school planning and sectioning; and shall request for updated records, if needed, during the Academic Year.

12. Admissions to Senior High School / The IB Diploma Programme

- i. Apart from the Admissions requirements as detailed above, students admitted or promoted to Grade 11 participate in advisement sessions with the Diploma Programme Coordinator and the College Counselor in the 2nd semester of 10th grade (for current students) or prior to the beginning of the 1st semester of 11th grade (for new students).
- ii. Together with a review of academic and guidance records, the advisement process for the Senior High School/ The IB Diploma Programme involves several stakeholders, information sources, and perspectives. This involves the following:
 - a. An orientation session on the Senior High School / IB Diploma Programme to Grade 10 students and parents in order to foster a common understanding of the expectations of programme to aid the former in the responsible ownership of his or her studies and to guide the latter in supporting their children. Students are given a DP Course Selection Form that is to be filled after fulfilling the processes or steps outlined below;
 - b. Consultation sessions with the College Counselor on college aspirations, e.g. intended programs or schools, and their characteristics and requirements, that play a part not only in course selection in the DP but also in the appropriate pathway in senior high school);

- c. Current students at the Academy are asked to consult their faculty advisers and teachers in Grade 10 on their potential course choices in Grade 11. These teachers recommend levels (SL/HL) based on students' class performance, and provide insight on the kind of preparation needed for each subject in the Diploma Programme. Grade 10 teachers are asked to sign off on the student's intended course selection as validation of their potential success in the DP programme; and
 - d. Current students at the Academy are allowed and encouraged to audit DP classes for a first-hand experience of the conduct and content of particular subjects in aid of a more informed decision on DP courses.
 - e. For new students, the orientation and consultations described above are gleaned from admissions documents and interviews prior to admission to the school.
- iii. At the end of this process, students decide which pathway to take in Senior High School at The Academy:
- a. *Pathway 1: The Beacon Academy Diploma.* – Students register for all required courses in the program but opt not to register for IB external assessment. Assessment for all courses is purely internal to the Academy.
 - b. *Pathway 2: The Beacon Academy Diploma + IB Certification in Select Courses.* Students register for all courses in the program but opt to register for IB external assessment in selected courses only. Registration for external assessment for Theory of Knowledge and/or Extended Essay is likewise optional. These students sit in externally moderated examinations for these specifics only at the end of their 12th grade.
 - c. *Pathway 3: The Beacon Academy Diploma + IB Diploma.* Students register for three courses at standard level (SL) and three courses at higher level (HL). They register for IB external assessment in all six courses as well as in Theory of Knowledge, Extended Essay and CAS. These students sit in externally moderated examinations for all their courses at the end of 12th grade
- iv. Students accomplish the Senior High School/ Diploma Programme Course Selection form. Their parents, faculty adviser, current grade teachers, and appropriate course teachers in the DP sign this form to validate the selection. All students choose 3 subjects at HL and 3 at SL. Students may opt to take Filipino A and register for the bilingual diploma, or they can sign up for a Group 2 language course and take a seventh course in Filipino language to satisfy national curriculum requirements.
- v. The HL subjects may only be changed to SL before the end of Grade 11, in case students choose to take the Courses Certification track or the non-IB track. The list of HL/SL subjects must be finalized before the end of Grade 11.

13. Annual General Admissions Calendar

- i. The following are the official dates for admissions into the Beacon Academy:
 - a. January 31: Deadline for Applications
 - b. March 15: Notification of Acceptance
 - c. April 30: Confirmation of Attendance; Payments Due

d. May 15: Notification of Waitlisted Applicants

POLICY REVIEW

This Policy on Admissions will be reviewed on a regular basis as needed, not to exceed five (5) years, by the Admissions Committee, the Head of School and in consultation with the Board of Trustees.