

THE BEACON ACADEMY

STUDENT-PARENT HANDBOOK



Welcome to Beacon!

This handbook contains information about Beacon Academy rules, procedures, and policies. Please take the time to read it carefully.

The rules and policies of the Beacon Academy are determined by the Trustees, Faculty, and Administration, and may be revised as needed during the school year. This handbook does not limit the authority of the Academy to revise its rules and procedures to suit any unusual circumstances.

ABOUT THE BEACON ACADEMY

The Beacon Academy Vision

The Beacon Academy is founded to be an exemplary secondary school -- faithful to its mission, of consequence to the country, and relevant internationally.

The Beacon Academy Mission

The Beacon Academy is an independent secondary school committed to academic excellence, citizenship, integrity, and the education of the whole student. It strives to be a learning community in which the collaborative search for understanding fosters thoughtful discourse, knowledge of self and the world community, and personal relationships that enhance moral character, mutual respect, and compassion. The Academy trusts in the strength and optimism of its students and their capacity to change the world.

The Academy Identity

Logo

The Beacon Academy's logo is an embodiment of the concepts of "zero" and "infinity." Zero, "discovered" by Hindu Academics, ushered in a new age in mathematics and allowed for the idea of creating value from nothing. Infinity, on the other hand, suggests limitless possibilities or solutions. These concepts are expressed graphically in the form of a Mobius strip, implying a journey along a defined and retracable path -- knowledge, experiences, and values that are constantly revisited, traveled upon, and reaffirmed. As a whole, the logo stands for an education that builds upon solid foundations for growth but demands the exploration of possibility -- one that embraces fluidity but is rooted in an integral, enduring core.

Colors

The Academy colors -- Green and Blue -- are a reminder of the context in which education takes place: these are the colors of the earth. They are also representative of the values and the dualities that the Academy aspires to address: humanity and spirituality, our nation and its role within the global community, the careful balance between nature and human endeavor, hope and integrity.

Motto

"Virtus et Ars" - Virtue (Goodness) and Applied Knowledge, or more simply, "Goodness and knowledge." These words express the core mission of the Academy.

All together, the logo, colors and motto define what the Academy is about: providing an outstanding education that encourages and enables its graduates, acting with goodness, integrity, and understanding, to change their world for the better.

In order to fulfil its mission and deliver an assurance of a global education of the highest quality to all of its students, the Beacon Academy will work with the International Baccalaureate Organization to deliver the IB Middle Years Programme in grades 9 and 10, and the Diploma Programme in grades 11 and 12. This academic year being its second year of operation, the Academy will run grades

9 and 10 with an academic programme built on the IBMYP framework and will begin to deliver the first year of the two-year Diploma Programme.

The Beacon Academy received authorization to run the IB Diploma Programme in April, 2011, and is a candidate school for the Middle Years Programme . This school is pursuing authorization as an IB World School.* These are schools that share a common philosophy -- a commitment to high quality, challenging, international education that Beacon believes is important for its students.

*Only schools authorized by the International Baccalaureate Organization (IBO) as IB World Schools can offer any of its three academic programmes: The Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme. Candidate status gives no guarantee that authorization will be granted.

IBO MISSION STATEMENT

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

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

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

Students, teachers, support staff, parents, and all members of the Beacon Academy community are encouraged to promote the development of the attributes in the Learner Profile.

THE IB LEARNER PROFILE

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

IB learners strive to be:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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Course Catalogue

Graduation Requirements

There are two possible graduation credentials available upon completion of coursework at the Beacon Academy.

Requirements for the IB Diploma

Successful completion of the IB Diploma requires students to take DP courses in the following subject areas over two years. Three are to be taken at Standard Level (SL) and three at Higher Level (HL).

Group 1: Language A1 – one course required at SL or HL level

Group 2: Second Language – one course required at SL or HL level

Group 3: Individuals and Societies – one course required at SL or HL level

Group 4: Experimental Sciences – one course required at SL or HL level

Group 5: Mathematics and Computer Science – one course required at SL or HL level

Group 6: The Arts – EITHER one course required at SL or HL level OR a second course required in Groups 1-5, at SL or HL level

In addition, all IB Diploma candidates are required to complete the core components of the Diploma Program:

Theory of Knowledge

Extended Essay

Creativity, Action, and Service.

From the DP General Regulations 2009:

“Article 15: Award of the IB Diploma

15.1 All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma, except under the conditions stipulated in section VII “Special cases C: Incomplete assessment” of the DP General Regulations

15.2 The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.

a. Numeric grades have been awarded in all six subjects registered for the IB diploma.

- b. All CAS requirements have been met.
 - c. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay. Students scoring 24-27 points MUST achieve at least a D in both.
 - d. There is no grade 1 in any subject.
 - e. There is no grade 2 at higher level.
 - f. There is no more than one grade 2 at standard level.
 - g. Overall, there are no more than three grades 3 or below.
 - h. At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
 - i. At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
 - j. The final award committee has not judged the candidate to be guilty of malpractice.
- 15.3 The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met.
- a. Numeric grades have been awarded in all six subjects registered for the diploma.
 - b. All CAS requirements have been met.
 - c. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
 - d. There is no grade 1 in any subject.
 - e. There is no more than one grade 2 at higher level.
 - f. There are no more than two grades 2 at standard level.
 - g. Overall, there are no more than three grades 3 or below.
 - h. At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
 - i. At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
 - j. The final award committee has not judged the candidate to be guilty of malpractice.
- 15.4 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma.”

Requirements for the Beacon Academy Diploma

All of the following requirements must be completed for the awarding of the Beacon Academy Diploma. One credit will be awarded for successfully passing (where “4” is considered a passing grade) at least two out of three terms in a course meeting at least three times per week. One half credit will be awarded for successfully passing at least two out of three terms in a course meeting less than three times per week.

Of the 34 credits available in the Beacon Academy course offerings, students must successfully earn 24 credits in the following manner:

English

Four credits earned in the regular English sequence of MYP English 9, MYP English 10, IB1 English HL or SL, IB2 English HL or SL.

Second Language

Three credits earned in MYP Spanish or Mandarin 9, MYP Spanish or Mandarin 10, IB1 Spanish B HL or SL, IB1 Spanish B ab initio SL, or IB1 Mandarin B HL or SL; and IB2 Spanish B HL or SL, IB2 Spanish B ab initio SL, or IB2 Mandarin B HL or SL.

Filipino

One credit earned in MYP Filipino 9 and MYP Filipino 10.*

Social Sciences

Four credits earned. Three credits earned in MYP Humanities 9, MYP Humanities 10, IB1 History HL, or IB1 Business and Management HL or SL; and IB2 History HL or IB2 Business and Management HL or SL. One credit earned in MYP Comparative Religions 9 and MYP Philosophy 10 (half credit courses).**

Science

Three credits earned in MYP Integrated Science 9, MYP Integrated Science 10, IB1 Biology HL or SL, IB1 Chemistry HL or SL, or IB1 Physics SL; and IB2 Biology HL or SL, IB2 Chemistry HL or SL, or IB2 Physics SL.

Technology

One credit earned in MYP Technology 9 and MYP Technology 10 (half credit courses).**

Mathematics

Three credits earned in MYP Math 9, MYP Math 10, IB1 Math HL, IB1 Math SL, or IB1 Math Studies SL; and IB2 Math HL, IB2 Math SL, or IB2 Math Studies SL.

The Arts

Two credits earned in MYP Visual Arts 9, MYP Drama 9, or MYP Music 9; MYP Visual Arts 10, MYP Drama 10, or MYP Music 10; IB1 Visual Arts HL or SL, IB1 Theater HL or SL, or IB1 Music HL or SL; and IB2 Visual Arts HL or SL, IB2 Theater HL or SL, or IB2 Music HL or SL.

Physical Education

Three credits earned in MYP PE 9, MYP PE 10, PE 11 and PE 12.

* The Filipino requirement may be waived for transfer students.

**Transfer students' transcripts will be examined for courses, including electives, which may be applied for meeting the credit requirements related to Comparative Religions, Philosophy, and Technology.

PROGRAM OVERVIEW

The Beacon Academy is an independent, non-profit, co-educational school that will provide a four – year college preparatory program to children of all nationalities, ages 14 – 18. Its curriculum, based on the International Baccalaureate (IB) Academic Programmes, will exhibit the best aspects of the Filipino ethos, and will prepare its graduates for both local and overseas colleges and universities.

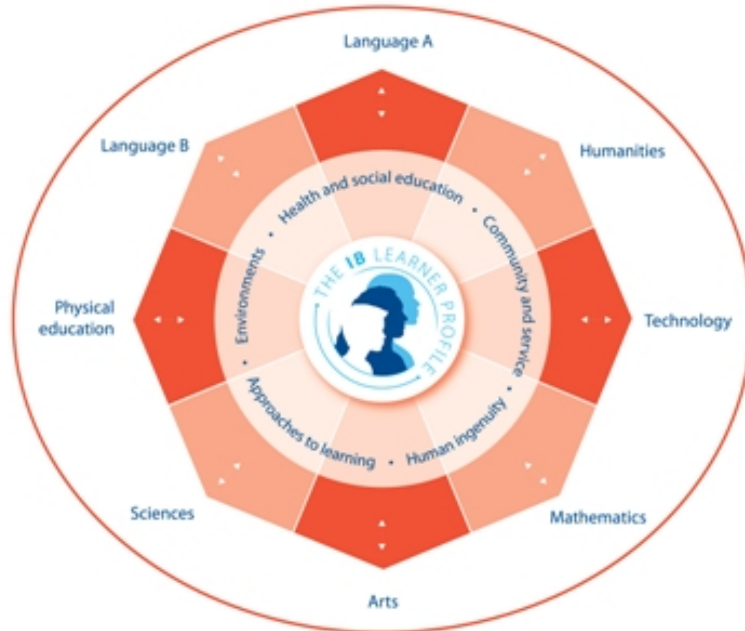
Beacon expects its students to become engaged citizens who value diversity of thought and belief, and are committed to fairness and justice. The curriculum is guided by a commitment to the values that underlie the approach to education: interactive learning, rigorous and disciplined thought, communication, holistic understanding.

GRADES 9 AND 10: THE MIDDLE YEARS PROGRAMME

“The International Baccalaureate Middle Years Programme (MYP) is designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a programme that helps students participate actively and responsibly in a changing and increasingly interrelated world. This is a time of uncertainty, sensitivity, resistance and questioning. An educational program needs to provide them with discipline, skills and challenging standards, but also with creativity and flexibility. The IBO builds its program around these considerations but it is also concerned that students develop a personal value system by which to guide their own lives, as thoughtful members of local communities and the larger world.”
(<http://www.ibo.org>)

The MYP for Grades 9 to 10 remains integrated in its approach while building subject-specific skills and abilities. Its structure is based on nine distinct subject areas: Language A (English), Humanities, Technology, Mathematics, Arts, Sciences, Physical Education, Filipino and the learning of a second language (Language B). The academic program is enhanced by the fundamental concepts of intercultural awareness, holistic learning, and communication. Five areas of interaction (health and social education, community and service, environment, human ingenuity, and

approaches to learning) connect the development of the individual with the educational experience in all subject groups by providing real world contexts for learning.



Because the school believes in the importance of spiritual development alongside cognitive, personal and social development, students are required to enroll in Comparative Religions and Global Values.

In Grades 9 and 10 students will be required to study one subject from each of the eight MYP subject groups. They are also required to take Filipino and must complete the Academy's Community and Service requirements. All Grade 10 students will be required to complete the MYP Personal Project. The time in class allotment for subjects has been developed in order to prepare students for IB Diploma level study. Prior to Grade 11 students will have access to extensive counseling to support their selection of IB diploma level courses. One of the indicators for success at the IB Diploma level is successful completion of The Beacon Academy internally awarded IB MYP Certificate. This requires Grade 10 students to:

- Achieve a minimum of 36 out of a total possible score of 63 for all eight IB MYP Subjects and the Personal Project.
- Complete the Academy's Community and Service requirements.
- Successfully complete the Grade 10 Personal Project.

For the 2009 - 2010 academic year the courses offered will be:

- Language A: English
- Mathematics
- Humanities
- Integrated Science
- Language B: Mandarin or Spanish
- Technology
- Filipino
- Physical Education and Health
- Arts (students select one of the following : Visual Arts, Music, Drama)
- Comparative Religions, grade 9; Philosophy, grade 10

LANGUAGE A English

Students develop skills in reading, listening to, and understanding a variety of text. They use language to articulate own ideas and insight, and to express opinions, orally as well as in writing, constantly striving for fuller, more precise expression.

Works read reflect a diversity of voices and viewpoints, across a wide spectrum of time and space. This experience with a variety of literature will enhance an understanding of self and community, and engender a greater appreciation of what it means to be human.

The course content through texts under study, is guided by a commitment to enhancing student imagination and originality while leading students towards a discovery of self and the world around them.

Grade 9 – Foundations

Students write from experience and in response to literature. Writing is vivid, precise, and expressive of vigorous, expansive minds. Students begin to be aware of their different audiences and begin to see from varied perspectives. Reading departs from the self to consider journeys, adventures, other worlds, and coming home.

Beginning from skills that students bring into 9th Grade, this course develops understanding and interpretation of text, sensitivity to language and nuance, and divergent responses to stories and ideas. Students write with deliberate attention to process. Speaking and listening skills are developed in small and large group discussions, presentations, and other opportunities.

Grade 10 – The Variety of Literary Expression

Students explore ways that writers have sought to express a wide range of

viewpoints, ideas, emotion, through style as well as through form and genre. This course moves from critical analyses to a unit on creative writing and sustained expository writing.

The course includes reading from a variety of styles, genre and time periods. Through this exposure, students understand that literature changes over time and in response to issues and ideas. They sharpen their analytical skills through discussion and examination of text to understand how the stories work. Students also strengthen their writing voices to explore the power of the written word.

HUMANITIES

The Humanities involves a range of disciplines: from history and geography to political science, economics, anthropology, psychology, and ethics. Students examine how the past informs the present, and how the present might ensure the viability of the future. They appraise how and why the world works the way it does, mindful that each one of them has the opportunity to become an agent of change, an advocate of humanity, a citizen of the world. They recognize and appreciate a multiplicity of cultures and beliefs. They value individuality tempered by a respect for the common good. Students are empowered to become critical thinkers, judicious decision-makers, and excellent communicators of the language of peace, tolerance, and understanding.

Grade 9

Grade 9 students consider how theory informs praxis; how ideas and ideologies lead to programmes of reform and revolution. Units of study focus on the European Enlightenment, the French, American, Russian, and Industrial Revolutions. Students also explore the dynamics of conflict and diplomacy in examining World War I and the League of Nations.

Grade 10

Grade 10 students examine issues prevalent in the modern world. Units of study will be thematic, focusing on how human beings, nations and institutions deal with change and conflict. Themes range from nationhood and independence, protest movements and authoritarian regimes, to World War II, postwar politics and the disparity between developed and developing countries.

COMPARATIVE RELIGIONS AND PHILOSOPHY

Examining and understanding the nature of the human condition and the ways by which we address this is fundamental to all the world's religions and an important consideration in any philosophy.

The objective of this course, which is taught in two strands — Comparative Religion

in 9th Grade and Philosophy in 10th Grade — is to equip students with an understanding and appreciation of the cumulative wisdom and values humanity has sought to preserve, practice, and promote throughout the ages.

The course employs the IB MYP Humanities framework, objectives, and assessment standards.

Comparative Religions

Grade 9 students will examine several of the world’s major religions using a thematic and comparative approach that provides a multiplicity of perspectives and emphasizes tolerance and openness. Similarities and differences, organic links, key concepts, teachings and practices in Judaism, Christianity, Islam, Hinduism, and Buddhism are the focal points of this course. Students will also learn about several of the world’s primal religious traditions.

Introduction to Philosophy

Socrates is believed to have said, “Wisdom begins in wonder” and in this introductory course students will learn about some of the world’s greatest thinkers and consider their legacies. Grade 10 students are expected to begin to develop an understanding of and appreciation for many of the great ideas that have revolutionized the world and continue to profoundly affect the lives of many.

TECHNOLOGY

MYP Technology aims to provide the means and the context to help students become skillful problem solvers who can appreciate the role of technology in everyday life and society, and who can respond critically and resourcefully to real-life challenges.

Using a variety of information, materials and systems, students continue to work in the framework of the MYP Design Cycle – *investigate, plan, create, and evaluate* – engaged, safely, and responsibly. Students are assessed on their understanding of process as well as the quality of their product.

MATHEMATICS

The thrust of the Grades 9 and 10 Mathematics programs is towards the development of problem solving skills, the ability to communicate mathematical knowledge using various forms of representations, and skills in evaluating and justifying processes and results.

Grade 9

Grade 9 Mathematics offers a more detailed study of algebra concepts and applications, including functions and polynomial expressions. Set theory, notation, and operations are given more attention, with applications in probability. Concepts

in geometry and statistics learned in previous grades are also extended.

Grade 10

Grade 10 Mathematics builds on the knowledge and skills attained in Grade 9 to tackle more complex functions, including quadratic, exponential, and composite functions. An in-depth study is made on matrices and operations with emphasis on their applications in solving systems of equations and representing geometric transformations. A more formal proof-based approach to geometry is also introduced.

ARTS

The Arts enable us to convey idea, emotion, and vision by giving form to imagination and finding solutions to achieve precise expression. The sense of discovery and the acceptance of the artistic responsibility are as important as the development of knowledge.

Students investigate the Arts, build an understanding of a chosen medium and an appreciation of its development through history. They have access to studio classes in Drawing and Painting, Printing, Photography, Pottery, Graphic Design, Music theory and Composition, ensemble playing, Band, Theater Arts and Drama, and Dance. They experience the joy of creation through the study of the Arts.

Music

Music 9 is an integrated study of western and non-western music theory, history and literature. Students listen to, analyze, compose, and perform examples of music taken from different music historical traditions. They learn and develop their musical skills through solo and ensemble performances. They learn how to use technology to write, edit and arrange their musical compositions. Students are encouraged to participate in individual or group musical ensemble classes during after school activities.

Visual Art

The Grade 9 and 10 Art courses aim to provide hands-on studio work on a wide variety of media to develop skills while pursuing an understanding of the socio-cultural and historical milieu that shaped these art forms as well as the representative artists who made distinctive contributions to them.

The students take an active and more independent role in their learning as they conduct research and develop project concepts and visual studies. They also document their explorations and experimentations as they progress towards original and inventive solutions that exhibit technical proficiency in the traditional and contemporary art media.

SCIENCE

The Science Programme aims to produce scientifically literate individuals, fluent in the scientific method and its application, to investigate and create a personal understanding of the natural world. It seeks to provide the student with a body of scientific knowledge as well as promote active inquiry and investigation of scientific principles through interactive instruction and real-world applications.

Courses emphasize the link between understanding scientific facts, concepts, processes and natural phenomena, and its integration with quantitative skills and analytical thinking. Students are encouraged to think scientifically, to solve real-world problems through reasoning and logic, and finally to evaluate the processes and outcomes.

In this Program of Study, Grade 9 Science is a foundations course, integrating Biology, Chemistry and Physics. Grade 10 Science places greater emphasis on problem solving and the development of critical thinking skills with an integration of Chemistry, Physics, and Biology.

PHYSICAL EDUCATION

The aims of the Physical Education and Health programme are to provide students experiential learning in order to :

1. enhance their self-esteem, sportsmanship, and overall social well-being;
2. develop efficient movement skills;
3. value personal fitness, healthy lifestyle, and safe living;
4. support a commitment to make and to act upon informed health decisions for self and for others as well, which may extend to immediate community.

There are four focus areas in Physical Education:

1. Wellness (fitness, personal health choices, growth and development, interpersonal relationships, safe living)
2. Sports and Games (individual, partner, and team sports)
3. Movement/Rhythm Composition and Performance
4. Outdoor and Adventure Challenges and Activities

There is a theory component to each focus area to reinforce skills and concepts

learned.

LANGUAGE B: Filipino

The approach to studying Filipino in the High School is that of a second language. As such, the students are exposed to a variety of experiences that allow them to experience, learn, and practice the use of the language.

The objective to language teaching is communicative competence using developmentally appropriate activities and material. The language is taught in two levels, Standard and Advanced, aiming to achieve accuracy before fluency. Thus, a progression of skills will create a foundation strong enough for the students to develop listening, speaking, reading and writing skills.

Grade 9

At this level, students will be expected to understand and follow a deliberate monolingual conversation in formal situations, using their knowledge of a range of vocabulary and idioms. They will be required to communicate orally with near-standard pronunciation given certain parameters, cognizant of register and its effect on language. They will read a variety of texts in the language, focusing on short novels, and will be expected to recognize structural elements present in them. Writing output will include simple poetry, well-written organized essays, short research reports, and simple stories.

Grade 10

For their final MYP year, students of Filipino will engage in monolingual conversations in both formal and informal situations, using their knowledge of a wide range of idioms and vocabulary. They will be expected to deliver a formal oral commentary on both fiction and nonfiction material, and to begin to exhibit the techniques and styles employed by native speakers of the language. They will continue to independently read a variety of texts, and they will now be expected to recognize and understand the role of structural elements found in a text. At the end of the course, written work will include short stories with complex plots, personal responses to other people's opinions as stated in written work such as editorials, and research papers. Style and register are expected to be appropriately and consistently applied in both oral and written tasks.

LANGUAGE B: Mandarin or Spanish

The aim of the Language B programme is to enable students to communicate in the language of the community in which they live and in one other world language. Apart from the integral Language B component of the school's Filipino programme, students have a choice of learning either Mandarin or Spanish as an additional language.

Language learning is a long and organized process. Research indicates that it takes about 1,000 hours of study in a second language to gain fluency in that language. To create a more cohesive and relevant study programme in Spanish or Mandarin, we ask that your child commit to one language throughout the Middle Years Programme. Consequently, movement from one language class to another is highly discouraged. Students from the Beacon School who have taken the first three years of the MYP in either Spanish or Mandarin are expected to continue work in that language.

The Language B instructional programme is organized around themes and associated topics. There are six interrelated learning outcomes, each of which is essential to develop skills to communicate effectively and appropriately in the target language:

1. Comprehend and communicate through listening, responding and speaking
2. View, read and respond to a variety of texts
3. Write for a range of purposes
4. Develop and apply cultural understanding
5. Understand the system of the target language
6. Acquire a range of language learning strategies

Personal Project Grade 10

Beginning in late Grade 9 and with completion in Grade 10 students must complete a personal project, a significant piece of work that is the product of the student's own initiative and creativity. Each project must reflect a personal understanding of the areas of interaction. Students apply the skills acquired through one of these areas as well as approaches to learning. Students are expected to choose their project, which can take many forms, and take the process through to completion under the supervision of a teacher in the school.

This involves:

- planning
- research
- a high degree of personal reflection.

The personal project is assessed by teachers against a set of IB assessment criteria. The completion of a personal project is a graduation requirement. To successfully complete a personal project, students must achieve a MYP grade of three or above. Students who wish to be considered for the full IB Diploma programme in Grade 11 must successfully complete their personal project prior to acceptance in the programme. All students who are admitted to Beacon Academy for Grade 10 must

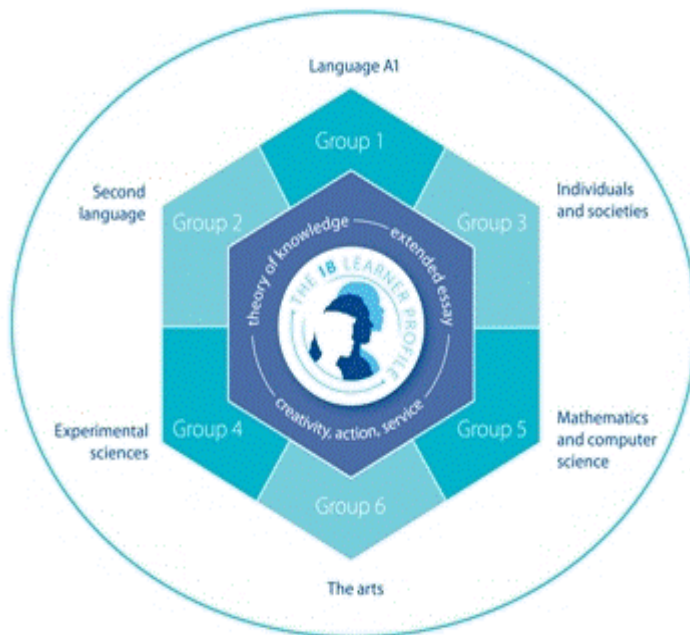
successfully complete a personal project before a Beacon Academy diploma will be awarded.

AGAIN -- need your input here

GRADES 11 AND 12: THE DIPLOMA PROGRAMME

The academic programme for Grades 11 and 12 has the International Baccalaureate Diploma Programme as its core curriculum and is designed as a comprehensive and academically demanding curriculum, which is recognized internationally as an excellent preparation for university.

Based on the educational tradition of no single country, it represents the desire to provide students of different linguistic, cultural and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world that lies ahead in today's global society.



To qualify for the award of an IB Diploma, students must take six subjects. The selection of three subjects at Higher Level (HL) and three at Standard Level (SL) requires students to engage in the study of Languages, Sciences, Mathematics, and Individuals and Societies over a two-year period. It is a deliberate compromise between the preference of specialization in some countries and the breadth often preferred in others. The intent is that students should learn how to learn, how to analyze, reach considered conclusions about languages, literature, society and the scientific nature of our global environment.

GROUP 1: Language A1

English HL; English SL; Filipino SL

GROUP 2: Second Language

Spanish ab initio; Spanish SL; Mandarin SL; Mandarin HL

GROUP 3: Individuals and Societies

History HL

Business and Management SL; Business and Management HL

GROUP 4: Experimental Sciences

Biology HL; Biology SL; Chemistry HL; Chemistry SL; Physics HL, Physics SL

GROUP 5: Mathematics and Computer Science

Mathematics HL; Mathematics SL; Math Studies

GROUP 6: The Arts

Visual Arts SL and HL; Music SL and HL; Drama SL and HL

In addition to these academic subjects, students are also required to:

- Write an Extended Essay
- Study the Theory of Knowledge (ToK) course
- Carry out activities in the Creativity, Action and Service (CAS) programme

Physical Education is not required for the IB Diploma, but there is a school requirement for all students of two lessons per week.

CREATIVITY, ACTION, SERVICE (CAS)

International education includes more than knowledge and examinations. It is the fostering of understanding, tolerance and a readiness to serve the cause of a better world. The International Baccalaureate believes that these aims cannot be achieved in the classroom alone. CAS is therefore an integral part of the school curriculum and is compulsory for all Grade 11 and 12 students.

The emphasis of CAS is on learning through experience, and students are expected to be involved for the equivalent of at least three hours per week over the two years in a balanced range of activities. Minimum requirements for graduation from BIS are an accumulation of 150 supervised hours during the 11th and 12th Grade years.

The CAS activities are designed to cover the main objectives of the IB curriculum. They broadly cover the environment, education health, sports, fine arts and the

humanities. Students have the opportunity to identify their areas of interest and set up specific projects. For an activity to be regarded as a CAS activity, there must be a teacher in charge or another adult leader who will act as supervisor and complete reports on the student's self-assessment form.

Creativity should be interpreted as imaginatively as possible to cover the widest range of arts, hobbies and interests and activities. Creativity by the individual student in designing and carrying out service projects that might include "action" are encouraged. Examples: art, languages, learning a musical instrument, musical productions, drama, choir, dance, yearbook.

Action can include physical activities where some form of physical training is involved (including team and individual sports and expeditions); it can also include carrying out creative and service projects. Examples: sports, intramural, dance, self-defense classes, squash, aerobics, tutoring, refereeing, coaching, teacher's aide, cross age tutoring.

Service does not mean exclusively social service although students are encouraged to complete minimum service hours for those in need. Service might include environmental and international projects or service to the school community.

EXTENDED ESSAY

The purpose of this essay is to develop skills in the methods of critical research. Students select a topic for research that is linked to one of their subjects, most usefully the one they plan to study at university. With the guidance of a teacher advisor they work over several months to produce an essay of a maximum of four thousand words.

THEORY OF KNOWLEDGE

The purpose of the course is to enable students to step back from the immediate demands of their six subjects and to ask some fundamental and critical questions about "knowledge." What are the different means by which we acquire knowledge? Are all forms of knowledge equally valid? Are there types of knowledge beyond the empirical and logical forms? To what extent do "values" constitute a form of knowledge? Theory of Knowledge is, above all, a course in rigorous, critical thinking.

It is assessed in two ways:

- An essay on a given title which is assessed externally.
- A presentation which is assessed internally.

When planning a course of study students should bear the following in mind:

- To gain the IB Diploma a student must have at least one Language A1.
- Self-Taught Language A1 should be the student's mother tongue language and may be studied at SL only, usually instead of English A1.
- Candidates may not take the same language in both Groups 1 and 2. If a Group 2 language is unavailable for a candidate who has good reason not to study Spanish B or ab initio Mandarin, it may possible, under certain circumstances,

to study an alternative Language B not offered in the school e.g. Dutch, German, Japanese. There are several conditions for the approval of an externally taught Language B.

- Payment for IB examinations is separate from school fees.
- The school reserves the right to withdraw courses for which there is not a minimum enrolment of three students.

COURSES IN THE DIPLOMA PROGRAMME

GROUP 1: Language A

English A HL/SL

The IB Diploma Programme Language A: Literature is intended to encourage an appreciation of world literature through a study of multi-cultural works including novels, essays, plays, and poetry. Students will be introduced to a range of literary works of different periods, genres and styles. It will examine the subtleties of the English language and help students to understand writers' techniques and broaden their appreciation of literature through the examination of works that vary both in time and in international setting. This course will also focus on the development of critical thinking skills, and the expression of ideas in both written and oral formats.

Filipino A SL

Beginning with an exploration of the history and evolution of the Filipino language, and moving on to a consideration of the relationship between language and knowledge and language and the State, students will read Romeo and Juliet in translation, as well as Agos sa Disyerto, a collection of short stories in Filipino, in grade 11 and "Bata, Bata, Paano ka Ginawa" by Lualhati Bautista. Through the delivery of these course topics, students will develop social, aesthetic and cultural literacy as well as effective communication skills. Students will understand and appreciate the different ways in which culture influences and shapes the experiences of life common to all humanity. Students will develop an understanding of how language sustains or challenges ways of thinking and being as they respond to their understanding of the texts' form, content, purpose and audience.

GROUP 2: Second Language

Mandarin SL/HL

This course aims to cultivate a balance in the development of the target language as well as provide intercultural awareness to the students. Through a variety of activities in oral and written forms, the development of receptive, productive and interactive skills are further enhanced. These skills will be developed further through the study and use of a range of written and spoken material, extending from everyday oral exchanges to literary texts written in the target language (for HL). Given the core topics on communication and media, social relationships, and global issues, the students explore and analytically compare the Chinese culture in relation to their own. The optional topics further enhance students' appreciation and

understanding of the intercultural dimension to language. The texts selected also aim to enable students to understand and use the language they have studied in a range of contexts to help enhance international-mindedness. By establishing the link between the target language and the four ways of knowing, (reason, emotion, perception and language) the course also provides opportunities for students to develop their meta linguistic, sociolinguistic, pragmatic and intercultural skills and competencies.

Spanish Ab Initio SL

Students will examine the themes of Individual and Society, Leisure and Work, and Urban and Rural Environments in the context of the Hispanic culture while comparing it to other cultures, including their own. In so doing, they will fortify their receptive, productive and interactive skills, as well as develop their communicative competence in Spanish, in order to achieve intercultural understanding. The other goal is for the students to understand the importance of learning a widely spoken language in a globalized world, thus enhancing their international-mindedness, and in so doing, understand more deeply their own backgrounds and cultures. In the process, links will be made with Theory of Knowledge (TOK) as the students reflect on how they acquire (and how the teacher imparts) the necessary pragmatic competencies.

Spanish SL/HL

Students will examine social relationships, communication and media, as well as global issues. They will study Hispanic culture in relation to other cultures, including their own. In addition to analyzing unique cultural aspects of each Spanish-speaking country, and in so doing, fortifying their language skills, they will develop their critical thinking and analytical skills as they compare and contrast one with another. One goal for the course is to develop the communicative competence of the students in Spanish. Another goal is for the students to understand the importance of learning a widely-spoken language in a globalized world, thus enhancing their international-mindedness, and in the process, understand more deeply their own backgrounds and cultures. Links will be made with Theory of Knowledge (TOK) as the students reflect on how they acquire pragmatic competencies and intercultural skills.

GROUP 3: Individuals and Societies

History HL: 20th century World History, Asia and Oceania

The course begins with a study of Stalin's Soviet Union, moves on to Hitler's Germany and Mao's China, Japan 1912-1952, and ends in the aftermath of the Cold War, 1989-2000. Through the delivery of these course topics, students will develop essential skills in critical reading and analysis, the application and evaluation of concepts and theories, and the development and defense of arguments explaining these concepts and theories. Students will develop an appreciation for the cultural diversity that makes up our world, while at the same time identifying commonalities

across cultures and perspectives. Combining the rigor of compiling and understanding breadth and depth of information with the ability to analyze that information, consider a range of perspectives and opinions, this course will develop students capable of making informed and effective decisions, using the past to inform and shape the present.

Business and Management SL/HL

The Higher Level Business and Management course is an in-depth study of how decisions are made in the varied activities of the business world. Essential to understanding these decision making processes is the understanding and wedding of business theory with business practice. Further, the course is intended to facilitate an understanding of how the many varied activities in business are indeed linked, and often interdependent. In particular, students will focus on marketing, production, human resource management, and finance.

The Business and Management course is intended to develop attitudes of ethical practice in a global marketplace, particularly through the analysis of a range of case studies. By understanding the interdependent nature of that global marketplace, they are better positioned to advocate and support ethical and responsible actions, taking into account the multiculturalism of world business.

GROUP 4: Experimental Sciences

Through studying any of the group 4 subjects, students should become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the group 4 subjects from other disciplines and characterizes each of the subjects within group 4.

Biology SL/HL

The course includes the exploration and investigation of such topics as Cells, Evolution, Ecology and Conservation, Genetics, Human Health and Physiology. Students will:

1. Demonstrate an understanding of scientific terminology, facts and concepts; scientific methods and techniques; and methods of presenting scientific information.
2. Apply and use their understanding to communicate effectively and present scientific information.
3. Construct, analyse and evaluate hypotheses, research questions and predictions, scientific methods and techniques, scientific explanations.
4. Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
5. Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

Chemistry SL/HL

Chemistry as a core science is primarily interested in furthering the students' understanding of how science is conducted and how the world works. With this in mind, the course will provide opportunities for students to look at the fundamental concepts of atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction and organic chemistry. Through the development of content knowledge and investigative skills, students will be able to engage in real world simulations and address problems seen through various contexts. Through formative discussions and presentations, communication skills will be honed, collaborative thinking encouraged and the frequent use of inquiry will help to address some of the more challenging problems.

Physics SL/HL

Physics is the application of mathematics to the physical world. Observing and keeping track of what happens is made much simpler when a thorough understanding of how math and physics are intrinsically linked; this course is designed to do just that. By looking at mechanics, thermal physics, harmonic motion, electrical currents, fields, nuclear physics, and energy students will be given the opportunity to relate how the world can be explained and why it works as we observe it. Also, as physics is a fundamental science it will be built upon the backdrop of experimentation within the classroom, so students can explore the different phenomena we encounter first hand.

The design portion of the class will be emphasized greatly, looking at how the theoretical science we discuss can translate into an achievable and data producing experiment. As this is the backbone of Physics, it is necessary that students understand the interplay between theory and results. With this the economic and ethical implications of different experimentation will need to be discussed and should be welcome within the classroom.

The instruction of the Physics will incorporate both global and local perspectives on issues surrounding types of research and as stated above the ethical, economic and even environment implications of various types of research being conducted in the world today.

GROUP 5: Mathematics

Math HL

Mathematics HL is a two year course designed to prepare students for university courses, either in the Philippines or abroad, for courses that require a very high degree of aptitude and skill in mathematics, like engineering, the physical sciences physics and chemistry, computer sciences, mathematics and finance. The topics to be covered are complete and comprehensive enough to prepare any student for any of the courses listed above or that are similar to such.

Math SL

The Mathematics Standard Level is a two year course, designed to prepare students for university courses, either in the Philippines or abroad, that require a sound mathematical background. These are courses like economics, geography, psychology, and business administration, and most other social science, humanities and business courses.

Math Studies SL

The Mathematics SL Studies Course is a two year course designed to prepare students for university courses, either in the Philippines or abroad, for courses that require a minimal degree of aptitude and skill in Mathematics, or courses that will hardly use any mathematics. This is also a course that is designed to be possibly the terminal math course for the student in the context of formal education.

GROUP 6: The Arts

Music SL/HL

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study.

Music, and all of its associations, may vary considerably from one musical culture to another: yet music may share similarities. Such richness offers a variety of ways to encounter and engage with a constantly changing world. A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity.

The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

Theatre SL/HL

In Theatre, the course is a study of four different yet interdependent components: theatre in the world, theatre in the making, theatre in performance and an independent project supported by journal keeping throughout the course. The purpose of the course is to enable students to become familiar with different forms of theatre as well as becoming knowledgeable through the inquiry and study of different theatre practices. This will inevitably lead them to create and explore their

own theater process. It is a vehicle, a foundation, and a springboard not only for understanding the inspiration behind a play but also in realizing the development of our modern theatre. Ultimately, this foundation is used to develop understanding and skills essential for staging a production in the role of an actor, a director, dramaturge or technical design.

Visual Arts SL/HL

Teaching and learning in the Visual Arts courses (SL and HL) rely heavily on student-driven explorations of various media and genres, centered around a theme chosen by the student. Both visual and verbal communication are developed as the student is encouraged to explore a wide variety of approaches and contexts in their artwork.

Students will analyze works of art in terms of the elements of art, the principles of design, and various contexts. They will learn basic and advanced techniques for a variety of media, explore the concept of personal relevance, and arrive at a theme around which they will create the majority of their finished works. They will also examine a number of TOK links. After the first half of the first year, students will be expected to work on their individual projects based on their chosen themes.

Beacon Academy Regulations

Fundamental Principles

The Beacon Academy assumes that its students attend the school because they want to learn, and that this serious purpose, as well as their conscience and good sense, are sufficient guide to behavior. The Academy dispenses fairness to all students and expects honesty.

Attendance

It is expected that every student will attend every class period every day. Students who have good attendance generally achieve higher grades and develop better understanding, skills, and comprehension of the subject matter. An absence from class can never be completely made up for because a class discussion, teacher presentation, or classroom activity will have been missed.

In circumstances such as an illness, a death in the family, or attendance at a school-sponsored activity, a student's absence will be viewed as an excused absence if the school is informed.

In the event that a student is unable to attend school on a particular day, for reasons of illness, a death in the family, or attendance at a school-sponsored activity, parents are requested to notify Student Services through a call or email to studentservices@beaconacademy.ph. The absence will be excused and the student will be given the opportunity to make up for the work missed. When a student misses school without prior notification or approval, or returns to school without a written excuse signed by a parent or guardian, the absence will be unexcused, and the student will be unable to make up for work missed.

Parents are strongly encouraged to schedule vacations during normal school breaks to avoid disruption of students learning.

If, for reasons of health, a student will need to miss classes for more than one or two days, a parent or guardian must contact their student's Adviser, state the reason for the absence, and agree on ways that the student can make up for work missed. A medical certificate from an attending physician must be presented.

Advisory System

Students are assigned Academic Advisers at the beginning of the year. The role of the Academic Adviser is to monitor the academic development of each student, identify opportunities for academic or personal growth, and advocate on behalf of the student with other teachers and administrators. Academic Advisers will maintain effective communication with parents so that they, too, may be enabled to support student efforts.

Students may make an appointment to consult their Advisers at any time, but the third period on Wednesday is designated Adviser/Advisee time, unless there is a whole-school assembly on. It is important to cultivate a relationship with your adviser. He/She is your advocate in the school, and can help you in many ways. Advisers will initiate contact with Advisee families in the beginning of the year, and

parents are encouraged to course any questions or requests through their student's Adviser.

Academic Support Program

The Academic Support Program (ASP) is a mechanism designed to support the learning of students who have difficulties meeting deadlines. As it states in the Academy assessment policy, “6. If students do not turn in assessments when they are due, they may be reminded to submit the work through attendance in the school’s Academic Support Program (ASP). If they are unable, for any reason, to turn in the work due after one ASP for that task, or as previously discussed and agreed upon with the teacher, the student will be required to submit whatever work has been completed, accompanied by a signed statement (see attached ASP Agreement) acknowledging the submission. The teacher will then mark the submission according to the rubric. If a teacher is unable to adequately judge student performance because of failure to turn in work over the course of a term, the teacher may issue a term grade of incomplete.”

It is important to note, ASP is not detention for behavioral issues. It is one additional opportunity to submit work that did not meet the required deadline, so that the learning objective may be met. ASP will take place in a designated room every Tuesday and Thursday after school, from 3:15-4:20, and will be supervised by one faculty member each session.

Academic Probation

Students who struggle with the academic work load and who receive marks of 3 or below on four or more subjects will be placed on Academic Probation. The procedure is as follows:

1. The student's Adviser meets with the subject teachers concerned. Problems are identified and recommendations to help the student meet the academic demands are made.
2. The Adviser then submits recommendations to the Guidance Counselor and the Academic Dean
3. The Guidance Counselor and the Academic Dean meet with parents and student to discuss the program and set a timeline that will not exceed 2 terms. Criteria for evaluation are set, and the student's performance will be reviewed every term.
4. At the end of the probationary period, if the student is not meeting the set criteria, the admissions committee will review their enrolment status and may recommend withdrawal from the Academy.

Security on Campus

The Academy maintains a security system similar to the system in place at the Beacon School. Security on campus is outsourced to an agency, but the Academy

maintains a cohort of inner guards who know the students and secure the academic buildings.

The inner guards know each student by name and are responsible for documenting Students on daily bus trips to and from school. A Security Guard is responsible for the release of each student from the bus to an authorized parent representative. A security guard also accompanies the class on field trips.

If a family requires that a student must be accompanied by a body guard or a security guard on campus, it is requested that the guards check in with the Operations manager and remain outside the academic building, preferably in their own vehicle.

Bullying and Harassment

The Beacon Academy attempts to build a community characterized by respect, tolerance, civility and generosity towards other members. While these characteristics cannot be legislated, they are encouraged, and each member of the community will be supported in the development of these characteristics.

Bullying and harassment of any kind is unacceptable, and the school community has a responsibility to respond to it. When bullying occurs anywhere within the community, all students should be able to report it with the assurance that the incident will be dealt with promptly and effectively. Incidents within the community include: before, during and after school, on or off school grounds, in buses, via text and email, on social networking websites and on school trips.

What is bullying?

The Beacon Academy community defines Bullying as direct or indirect physical or psychological intimidation that typically occurs to create a pattern of harassment and abuse. Cyberbullying may occur outside of school hours and still have a profound effect on a student's school life. Incidents of cyberbullying will be taken seriously and investigated.

What is harassment?

Harassment is any form of unwanted or unwelcome behavior designed to subject its victim to aggressive pressure or intimidation. Some examples of harassment include: name-calling, making disparaging remarks about racial, sexual, religious or physical characteristics, or small acts or threats of physical violence.

Why is it important to respond to bullying?

Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. Membership in either bully or victim groups is associated with school dropout rates, poor psychosocial adjustment, criminal activity and other negative long-term consequences such as poor school attendance and achievement, depression, eating disorders, etc. Of particular concern is that serious and sustained bullying in schools can have devastating long-term effects on the health and well-being of people.

Procedure

All incidents of bullying and harassment will be dealt with as with other behavior infractions. The severity, seriousness and frequency of the bullying will be assessed

and the appropriate action will be taken.

Developed with reference to NIST- Bangkok documents

Electronic Devices

Students may bring electronic devices such as mobile phones, iPods, and MP3 players to school to use on the bus, or before or after school hours. They are not to be used in the classroom or while a class is in session. These devices may also be used at lunchtime, though it must be cautioned that students must use them responsibly and put them away, preferably in a locked locker, after use. The school will not be responsible for the loss of these items.

Grooming

The School is a place of work. The Uniform Code is in place to ensure that student dress reflects this fact, and any other item not specified in the uniform, such as hoodies, cardigans, or jackets, while allowed, must not distract other students from their work. In the same manner, hair must be neatly groomed and make-up and jewelry or accessories kept minimal. Nail polish, if worn, must be clear. Hats or caps are not to be worn in the classrooms.

Prohibited Substances

Tobacco, Drugs and Alcohol

In recognition that the use of tobacco presents a health hazard, possession and use of all tobacco products is prohibited to students.

Students at the Beacon Academy are expected to be drug and alcohol-free. A student that is discovered to be using, possessing, purchasing, distributing or selling drugs or alcohol will be subject to major disciplinary action.

Students who choose to remain present when alcohol or other drugs rules are being broken will also be subject to major disciplinary action. As a condition of the student's enrollment at the Beacon Academy, parents and students are required to authorize the Academy to conduct drug and alcohol testing of the student if and when there is a concern that the student may be under the influence of, or breaking rules concerning, alcohol or other drugs.

Major disciplinary action may result in the student being permanently dropped from the student roll of the Beacon Academy. This may be noted on the student's official transcript if the school determines it necessary for the protection of the School's interests.

Fire Safety and Flammable materials

Students should not have in their possession while on campus matches, lighters, or any other device that produces an open flame. While students are expected to work with open flames in the Science Labs or the Visual Arts room, they may do so only under teacher supervision.

Possession of Weapons on campus

All students of the Beacon School are expected to respect the safety of others. Hence, possession of any firearm, dangerous weapon, or facsimile of such on campus or at any school- sponsored activity is prohibited. As a general rule the consequences of possession of weapons are as follows:

1. Any student who brings a firearm to school will be immediately suspended and recommended for permanent withdrawal from school. Additionally, any student who possesses on school premises any dangerous weapon in any confrontational situation will also be immediately suspended and recommended for permanent withdrawal from school.
2. Any student who is in possession of any BB, pellet, or similar firearm, a knife designed as a weapon, martial art weapons, or any other weapons, will be immediately suspended.
3. Students should not bring to school pocket knives or other sharp objects of this nature. These will be confiscated and returned only to parents.

Student Rights and Responsibilities (written by the student body, August 2011)

Beacon Academy Students have the right to be respected by teachers and all other adults on campus. We have the right to be heard, but we also have the responsibility to listen.

We have the right to express our ideas and opinions, provided that such expression is in language that is not offensive to others. We also have the right to express our individuality in various ways as long as this expression is not inappropriate or distracting.

We have the responsibility to be punctual at classes, and to come to class prepared. We must be participative and contribute to class discussions and projects, and do the best we can in our classes. We must turn in homework on time and be responsible for submissions.

We must avoid plagiarism and academic dishonesty.

We must respect the school facilities and environment by taking care of all school property.

We must accept the consequences of our mistakes and be responsible for our own actions.

Student Accountability for Discipline and Behavior

All students at the Beacon Academy are accountable for their actions. What follows is a discussion of the stages by which behavioral infractions will be dealt with:

Stage 1 Intervention / Verbal Warning / Reprimand

The teacher concerned will discuss the incident with the student and ask the student to reflect on the incident and the behavior. The teacher and student will develop a verbal or written plan to correct the behavior. The student's adviser will

be informed of the incident. It is the adviser's responsibility to maintain records of all incidents.

Stage 2 Intervention and parent notification

The student involved will write an account of the incident. The teacher, the student, and the student's and adviser will discuss the incident. The teacher and student will develop a written plan to correct the behavior. The adviser will notify parents and a parent-teacher conference may be requested. A referral to the Guidance Counselor will be made.

The incident report will be filed in the student's cumulative folder.

Citizenship Education

When teachers and Advisers agree that a student needs a revision in work habits and attitudes, Citizenship Education will be recommended. Students on Citizenship Education will receive coaching on work habits and attitudes by working on an assigned project that benefits the Beacon Academy community. Projects, time frame, and objectives for Citizenship Education are discussed and agreed upon by the student concerned, the Adviser, the Guidance Counselor and/or Academic Dean.

Stage 3 Referral to the Head of School

Upon referral to the Head of School for breaching the Code of Conduct, a student may receive the following:

In-School Suspension – this means the student will spend the school day completing class work assigned by the teachers, while being removed from the regular classroom and social setting, including all after school activities and special events. The student will be supervised by a member of the academic staff. Parents will be notified in writing of an in-school suspension decision.

Withdrawal – where a pattern of unacceptable behavior persists after repeated intervention, it may be necessary for the Head of School to recommend withdrawal or dismissal from school. This recommendation will be reviewed by an ad hoc disciplinary committee that will include a representative of the Board of Trustees for confirmation and action.

However, when a student's behavior or demeanor may pose an immediate danger to the school community, the student will be removed from class or the school, depending on the severity of the infraction. In these circumstances no warning will be given or exception granted. The safety and security of the majority will prevail. Parents will be immediately notified either by phone or in writing. Following such an action the parents and the student will be must attend a disciplinary meeting with the Head of School as soon as possible after the event.

When a minor misconduct continues after Stage 1 and Stage 2, the incident may be referred to the Head of School. When a major misconduct occurs, stages 1, 2, and 3 may occur simultaneously.

Examples of minor misbehavior:

Refusal to follow directions

Tardiness
Name-calling
Ethnic/Racial Slurs
Use of personal electronic equipment or cell phones without teacher permission
Infractions of the dress code

Examples of major misbehavior:

Academic dishonesty
Bullying (physical, mental, verbal, cyber bullying)
Fighting
Habitual neglect of responsibilities

Examples of serious or illegal behavior:

Willful destruction of property
Stealing
Possession of alcohol, tobacco products, drugs, weapons
Serious breach of The Beacon Academy Academic Honesty Policy or
Technology Use Agreement

Field Trips

Field trips are an important facet of instruction, providing powerful opportunities for experiential learning and enriched understanding of the curriculum.

Parents will be notified of details of the trip including dates, times, costs, mode of transport, and other relevant information. In order for a student to go on a field trip, it is necessary for parents to give signed permission on the form provided.

Assessment and Reporting of Student Learning

Beacon Academy students are part of a community that values learning and embraces opportunities to create knowledge and understanding. How a student learns is as important as how the knowledge is gained, and teachers are constantly seeking opportunities to observe and assess student learning. The structure of assessment and reporting is distinct in the MYP and the DP.

There are two forms of assessment employed at Beacon: formative assessment and summative assessment. Summative assessment takes place for the purpose of determining how much a student has learned over a particular period of time. It requires that the teacher make a judgment on how well or how deeply the learning has taken place, by grading a test or a paper, or perhaps even an oral presentation.

In contrast, formative assessment takes place constantly, with teachers taking every opportunity to assess how students are learning, and then using this information to adjust teaching methods and materials to meet student needs. In many cases, students are given feedback as part of formative assessment, and this strengthens their understanding of themselves as learners, which in turn builds responsibility and accountability for their own learning.

Parents receive feedback from assessment in several ways: through written reports given at the end of every term, and through discussions at the parent-teacher conferences. Parents are of course encouraged to contact their child's teachers should there be any concerns about their learning or assessment.

The grading system at the Beacon Academy is designed to provide feedback on the way a student has learned or is learning within a particular framework of time. The report card gives important information to parents on the progress of their student. This information is given through grades on a set of criteria and a final grade for each subject.

A report card is completed for each of the three terms of school. A student must be in attendance for a minimum of forty-five school days in a term in order to receive a full report card for that term. A student who has been in class for less than thirty days will receive the narrative section only.

School Bus

The Beacon Academy is under contract with JTB Tours and Travel to make use of their buses for transportation to and from the Beacon School campus in Taguig, Metro Manila to the Beacon Academy in Binan, Laguna. Buses depart from Taguig at 6:55 am and 7:05 am. They depart from Binan at 3:30 pm and 4:30 pm. All passengers are requested to be ready to board at least 5 minutes before the scheduled departure time. The buses will not wait for anyone and the drivers will not be responsible for anyone left behind.

There will be a Beacon Academy security guard on board each bus, who will be responsible for keeping a passenger log as well as for informing the school of any delays. Student Services at the Beacon Academy will then inform the students' families of any changes in retrieval time.

SCHOOL BUS CODE OF CONDUCT:

1. Student Conduct while waiting for the bus

- The buses will wait at the parking lots of the Beacon School Taguig Campus and the Beacon Academy Binan Campus
- The buses will leave at 6:55 am and 7:15 am from the Beacon School Taguig Campus and at 3:30pm and 4:30pm from the Beacon Academy Binan Campus. Students are expected to be ready to board at least five minutes before departure time.

2. Waiting areas:

- Beacon School: Alongside the gym and parking lot
- Beacon Academy: on the front end of Building

3. Student Conduct while boarding the bus

- Board quietly and in an orderly manner.
- Proceed immediately to a seat. The bus will not move unless everyone is

seated. The security guard on board will then log in all passengers.

4. Student Conduct while on the bus

- It is important to remember that this is a shared ride. Students are expected to respect each other's right to a peaceful and pleasant ride, so no playing of loud music, no physical displays of affection, loud voices or use of abusive language. Sit quietly in your seat and take up only as much space as you need to. Avoid switching seats or standing.
- Keep the bus clean, orderly and neat. Place your personal belongings such as school bags and lunch boxes in the overhead bins.
- It is to the advantage of all passengers to keep the bus in good condition so that the bus company keeps its engines and buses in good condition as well. Use the curtains, upholstery, and fittings only as they are meant to be used. Do not throw trash or any other items inside or outside the bus.
- Do not open the windows or open the emergency exits except in cases of emergency.

5. Student Conduct while unloading from the bus

- Remain seated until the bus comes to a complete stop.
- Disembark in an orderly manner

School Clinic

The Beacon Academy clinic is staffed by a Registered Nurse. The aim is to promote health and safety throughout the campus area, and maintain a high standard of health care and allied services for all. The nurse provides first aid and dispenses medication when authorized to do so. Parents are asked to fill out a medical authorization form indicating the medication that the clinic is allowed to dispense to their student. Lacking that form, the clinic nurse will refrain from providing medication of any kind. An ambulance from Lifeline Arrows is on call should a medical emergency arise and a student or a staff member needs to be brought to a hospital.

When a student is ill, the nurse makes the determination of whether to keep the student in the clinic to rest, or to send him home. If the student is kept in the clinic, the teachers and adviser is informed, and when the student needs to be sent home, the Clinic makes the arrangements.

The Clinic offers the following services to all students and staff:

1. Provide initial treatment for all injured or ill students and staff, referring cases on to other facilities should further treatment be required.
2. Oversee administration of medicines to students requiring daily medications, as well as keep a stock of medicines for students who require special first aid treatment, i.e. bee allergies or asthma medication.
3. Prepare adequate first aid supplies for field trips and special events.
4. Liaise with students, parents and teachers regarding pertinent health issues.

5. Be involved with health teaching on campus.

Uniforms

The school uniform is premised on a contract between the Beacon Academy and its students that academic dress must be comfortable and practical, but maintain a neatness and discipline by adhering to the rules as specified below. PE Uniform will be allowed in classes only if the class immediately precedes a PE class. Students are expected to change into PE uniforms during break time.

Men

standard academic dress: White polo shirt with the school logo; Khaki/beige/ sand colored pants or trousers, full-length and well-fitting (i.e. not too low on the hips), no large pockets or cargo pants, please; dark colored socks, dark-colored casual shoes or sneakers.

Athletic: blue shorts and Beacon Academy PE shirt, athletic shoes or sneakers

Presentation Dress*: Light-colored long sleeved shirt with collar and buttons down the front. Light stripes or checked pattern allowed. This will be worn, tucked into belted khaki/beige/sand colored pants or trousers. No overly large buckles on the belts, please. Dark colored socks, dark colored leather shoes

Women

standard academic dress: White polo shirt with the school logo; Khaki/beige/ sand colored pants or trousers, full-length, no large pockets or cargo pants, please; OR khaki school skirt that does not exceed 4 inches above the knee; dark colored closed flat shoes or sneakers.

Athletic: blue shorts and Beacon Academy PE shirt, athletic shoes or sneakers

Presentation dress*: Light-colored long-sleeved shirt with collar and buttons down the front. Small, light colored patterns allowed. This will be worn tucked into the school skirt; dark colored flat shoes.

*Presentation dress will be required by teachers as needed in school activities. Students will be informed more than a day in advance.

Typhoon alerts and Guidelines

When typhoon or tropical storm systems become severe, the following procedures will apply.

- Should Storm Signal No. 2 or higher be declared, the school will be closed and classes cancelled.
- Should Storm Signal No. 1 be declared in either Taguig City or Binan, Laguna, classes will be cancelled. If storm signal no. 1 is declared but the weather is clear in both Taguig and Binan, students will be informed that classes will take place that day through a telephone tree that will be established early in the year.

- Should there be NO Storm Signal, but DepEd has cancelled classes, then the school will be closed, and classes cancelled, unless you hear otherwise through the telephone tree.

It is intended that a decision on school closure will be made by 5:30 a.m. and the telephone tree activated by 6 am. This may vary depending on the situation and the declaration of storm signals by PAGASA.

Please note that the tree begins with the HOS who contacts teachers and staff. A text blast will then be sent to all families. Please also be alert for radio announcements. Should these conditions develop during the school day, Student Services will contact parents. Students will be held in a secure situation until it is safe to travel to Taguig and/or parents have come to collect them.

It is best to prepare for such a situation whenever Storm Signal No. 1 is declared, as conditions can deteriorate quickly. In order to ensure clear communication and effective decisions, parents are asked to wait for information from the school office prior to coming to school. Decisions will always be made with students' safety as the highest priority.

Use of Telephones and Cell Phones

Students are not permitted to use school telephones, except in cases of emergency. In such cases, students must seek authorization from teachers to use the school telephones.

Students who bring cell phones to school are required to have the phones turned off and stowed in their locked lockers during the school day. Students may only use their phones at lunch period, or before or after the school day. If a student uses a cell phone in class, the phone will be confiscated for the duration of the school day. Cellular phones are brought to school at the owner's own risk. No responsibility will be taken by the school for lost, stolen or damaged phones.

Use of Lockers

Each student at the Beacon Academy is assigned a locker in the first floor of the academic building. Padlocks or keys are likewise assigned. Students are expected to keep their belongings and personal effects in the locker assigned to them, and to keep it locked. Students are to respect the others' property and keep away from their lockers.

Lockers in the Gym locker room will be assigned only to students who are involved in after school sports.

Waste Disposal on campus

The Beacon Academy will make every attempt to dispose of its trash in a responsible manner. A school campus generates much paper waste, and this will be minimized by paperless submissions, and by using both sides of a sheet of paper when possible. Each classroom will have a carton for paper waste. The contents will be collected and bundled every week, and recycled every month.

Large bins are available in strategic locations for waste disposal. Blue bins are labeled trash and green bins are labeled recycleable. Students are requested to throw glass or plastic containers in the green bins, and to dispose of food wrappers or other trash in the blue bins. Food waste will be collected and placed in compost bins. The compost generated by the school community will feed an edible garden located along one side of the gym.

Withdrawal of Students

If, for some reason, parents need to withdraw a student from school, administration and the Finance Office must be advised in writing at least two weeks prior to the departure, so that the withdrawal process can be completed.

If a letter of withdrawal is submitted within the first 15 calendar days after the beginning of the school year or from the day that the student first attends classes, the Student forfeits PHP100,000 of the tuition payments paid (whether annual or trimestral) plus the Reservation fee of PHP 100,000. The remainder of tuition payments will be refunded. Fees and other expenses will likewise be forfeited with the exception of the CDF that is refundable.

After 15 calendar days from the beginning of the school year or from the day that the student first attends classes, no refunds on tuition will be given.

In case of default on any tuition, fees or penalties, the Capital Development Fee will be applied against all unpaid obligations to the school. Academic and other school records will not be released to parents until all financial obligations are settled.

Student Activities

Timetable of Classes Grades 9 and 10

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:55					
9:00 - 9:55					
9:55 - 10:15	R E C E S S				
10:15- 11:10					
11:15 -12:10					
12:10 -12:50	L U N C H				
12:50-1:45					
1:50 - 2:45					

Timetable of Classes Grades 11 and 12

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:55					
9:00-9:55					
9:55-10:15	R E C E S S				
10:15-11:10					
11:15-12:10					
12:10-12:50	L U N C H				
12:50-2:20					
2:25-3:20					

Academic Honesty

The Beacon Academy Academic Honesty Policy states:

"Beacon students are expected to be honest in their dealings with each other and with their teachers. Academic honesty is premised on the belief that authors have a right to own their work, and must be acknowledged by following accepted procedures for citation and attribution. Further, each student is expected to create and submit his/her own work and be assessed based on the work submitted".

Academic honesty is a set of values and skills, and as such can be taught and promoted within a school community. It must also be understood, valued and

promoted by parents and guardians. Students at Beacon Academy are taught research skills, including how to use the words and ideas of another person to support one's own arguments, and acknowledgement and citation of sources.

An IBDP document on Academic Policy defines an authentic piece of work as: "one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged."

As an academic institution that values knowledge, information, ideas, and critical and creative thought, the Beacon Academy seeks to instill in its students a respect for the ideas of others and the ability to use those ideas to formulate and support their own arguments. It is expected that parents are able to do the same.

For more on Academic Honesty at the Beacon Academy, please see the Academic Honesty Policy on p. 47 of this handbook.

Assemblies

The third period on Wednesday is designated Assembly period for the whole school. At this time, the student body may convene in the central assembly hall on the first floor to listen to a guest speaker, hold a consultation, or carry out an activity. All students are expected to be at whole school assemblies.

Athletics and After-School Activities

The school offers a range of athletic activities after school, with a goal of building skills and sportsmanship for the development of varsity teams. This year, the after-school athletics program will include:

First term:

Second Term:

Third Term:

Other after school activities on offer are Leadership development in the first term, Model United Nations in the first and second terms, Yearbook, Community and Service, and other activities as advised by students and teachers.

Books and Supplies

Basic school supplies are issued to each student at the beginning of each year. Students are expected to keep their materials and supplies responsibly, and to put them away at the end of each class. Should the materials provided be broken or lost, they must be replaced by the student.

Textbooks and books are assigned to students during the course of the year. All materials will be numbered and recorded to ensure accountability. They remain

school property, however, and it is expected that students will treat all books with respect and will keep them in good condition for return at the end of the year.

Students who lose or misplace their books are to report the loss to the teacher rather than take another book of the same title that was left lying around by someone else. Students should not write in books unless explicitly instructed to do so by a teacher. If a student loses or damages a textbook or library book, that student is responsible for the cost of the replacement. The Finance office will provide information about replacement costs for a book should a problem arise.

College Counseling

The Counselor is available to give guidance about tertiary programmes and assist with application to colleges and universities in different countries. Students with the IB Diploma have entered more than 700 universities in some 70 countries. Many colleges in the U.S. readily accept students with the IB, and may give credit for Higher Level IB courses. They recognize that applicants who have taken the IB are well prepared for university study and that their willingness to complete such a rigorous course speaks well of their academic potential.

The Beacon Academy uses Naviance Succeed, a software application that provides a system for integrating the tools that a Student needs to prepare for college planning. Students have already begun to use this, but 11th graders in particular will be working on Naviance this year to begin their college application processes. Parents can also expect some communication from the Counsellor regarding this. For more information, please see www.naviance.com.

Early Release days

The first Wednesday of every month is early release for students. This enables teachers and staff to collaborate, plan, and train together.

On these first Wednesdays of each month, the first two class periods proceed as usual. AA/Assembly period is cancelled, and the class normally scheduled on fourth period will take place on the third period. Students are then released at 11:25, and a school bus leaves Binan at 11:45 am to arrive at the Beacon School by 12:30.

Emergencies

Student safety is of paramount importance. Telephone trees are established and tested to ensure that we can prepare for emergencies. Please ensure that we have your current contact information.

Fire Drills

Fire drills are conducted regularly. Fire exit directions and procedures are posted in all rooms and public areas, and teachers review fire exit procedures with students on a regular basis.

In the event of a fire, everyone immediately evacuates the building and assembles by

the covered court. If students are unable to return to the building because of smoke or fire conditions, the school implements emergency evacuation procedures.

Earthquake Drills

Earthquake drills will be conducted regularly, following a similar set of procedures for the fire drills.

Evacuation from the School

Should emergency situations occur, due to fire, earthquake, or any other emergency, students will be held in a secure setting in the school, or at an adjacent facility should this be necessary, until parents, guardians, or authorized parent representatives have collected their students.

Homework

Homework assignments are given to reinforce classroom learning and to develop desirable work and study habits. In cases of extended absence from school, students may be given additional homework in order to cover aspects which have been missed due to the absence.

Teachers will make every attempt to coordinate homework assignments and avoid burdening the students with too much homework. However, it remains the Student's responsibility to manage the workload and give in homework when it is due.

Much of the homework in the Academy requires the use of a computer with Internet access. It is the parents' responsibility to ensure that students have access to working computers and printers.

When students miss crucial homework, the teacher may refer the student for the Academic Support Program in order that they may complete the work. Academic Support takes place on Tuesday and Thursday afternoons.

Printing Homework In School

If, for some reason, students are unable to print out homework assignments at home, they may use the School printers at minimal cost.

Library

The Library is located on the ground floor. It is open to students from 7:30 a.m. until 4:00 p.m. each school day. The Library offers opportunities for students to locate, use and evaluate information, or to read for pleasure.

Students are allowed to borrow library books for a period of one week. Borrowers are to use their IDs when checking out books and resource materials from the library. Use of ID for borrowing is nontransferable. Book loans may be renewed. Students may borrow up to 5 books at a time. Exceptions to the book limit will be extended to students doing the Personal Project or the Extended Essay.

Students with overdue materials may not check out books. Overdue books are charged Php 10.00 per school day. Checkout privileges are restored once the book is returned and the fine is paid.

Food and drink are not permitted in the Library. Students are asked to leave school bags on a shelf just inside the library.

The Library is a quiet place in which individuals can pursue their own reading interests. Everyone using the Library is expected to work quietly and independently, take good care of books and other Library material, and ask for help from the Librarian when they need it.

Lunch Program

Lunch period is from 12:10 - 12:50 pm. Upon dismissal from classes at 12:10, students are expected to vacate the academic building and make their way to the lunch area. Students may decide to spend part of lunch period playing in the gym or fields, eating, or chatting at the tables. As lunch period is time away from academic work and is a social time, students are not to enter the school building at lunch time unless there is pressing need to do so. Students must seek the permission of the Lunch Supervisor.

Lunch period is supervised by Teachers, but students are expected to behave appropriately and respect others' needs.

Students on the lunch program may serve themselves anytime between 12:10 - 12:35. All students are expected to clean up after themselves, and scrape any leftover food scraps into the bin for composting. They will put away their plates and utensils in a designated area, and be in their classrooms by 12:50.

Release of students

Students are not released from the classroom without official notice from his/ her Faculty Adviser.

Students who need to leave school for part of the day should bring a note signed by a parent or guardian. Students leaving early must check out at the main office before checking out with security at the main door. The student needs to

17have a parent, guardian or authorized parent representative come to the main office first to sign the student out before they leave campus. Teachers cannot, under any circumstances, release students to anyone other than a parent or guardian without a signed written request.

Seeking Guidance

The office of the Guidance Counselor is located in the front of the building, beside the Head's Office. Access is through two doors, one through the Administration Office, and the other by the front stairs opposite the male toilets. Make an appointment personally or through email, or drop by and take a chance that he is free.

Seeking Academic Assistance

Teachers are ready to support students in their learning outside of class time. If you would like clarification or consultation in a particular class or subject area, simply approach your teacher at the end of a class and make an appointment to see them either after school hours or during AA time if there is no whole school assembly on that week. The lag time between end of school and departure of the first school bus at 3:30 is meant to provide for this kind of consultation between students and teachers.

Student Health

Here are some tips for taking responsibility for your own health:

1. Wash your hands thoroughly, frequently and with soap. Hands are the most common means of disease transmission.
2. Get fresh air and exercise. Go outside for breaks; don't stay inside and work on the computer or do your homework. Your brains as well as your bodies need break periods to relax and de-stress.
3. Cover your sneezes with a handkerchief and not with your hands. Use disposable tissues or sneeze into your arm or shoulder. Remember, your hands will spread germs!
4. Drink plenty of water, don't wait to feel thirsty. This means 2-3 liters a day (more when you spend time out in hot weather). Drinks with caffeine make you lose more liquid than you take in, so they don't count. In addition, remember that if you feel thirsty, you are already dehydrated !
5. Eat a good breakfast. Your body hasn't had any fuel since the night before.
6. Get a good night's sleep. Sleep is important to our physical, mental and emotional well-being.

Student Health Record

The School Clinic needs have updated Health Records on each student, as knowing current or ongoing conditions will need to be considered in the Nurse's response for first aid or injury. Particularly important to keep on file are conditions such as Asthma, Epilepsy, Diabetes, Hemophilia, congenital heart condition, and allergies. The Student's health record must also contain information on the student's blood group rhesus.

HEALTH GUIDELINES AND POLICIES

Administering Medication During the School Day

Medication sent to the school with a student should be accompanied by a note to the nurse, explaining how the medication (and its dosage) is to be administered. In the

event of an emergency, parents will be contacted and Fortmed will coordinate with the designated hospital or clinics for emergency treatment.

Unnecessary absence from classes may have a negative effect on a student's attitude, work habits and progress. One of the problems confronting parents occurs when a student complains of not feeling well on a school day. A decision must be made as to whether the student stays home or goes to school.

The Academy must be informed immediately of any type of communicable diseases that a student contracts so that parents of other students in the class may be notified and appropriate measures taken. Recommendations for students with suspected infectious diseases

This information is designed to provide guidelines to be followed until your doctor or health advisor can be contacted. Become familiar with the symptoms outlined below and use your own common sense.

Fever

A fever is a warning that not all is right with the body. The best way to check for fever is with a thermometer, which every home should have. No student with a temperature over 37.8 C (100 F) should be sent to school.

The student's body temperature should be normal 24 hours before returning to school.

Cold, Sore Throat, Cough

A student with a "mild" cold, but otherwise feeling well, may go to school. A student with a "heavy" cold and a hacking or productive cough belongs at home, even if there is no fever. A student complaining of a mild sore throat with no other symptoms may go to school. If white spots can be seen in the back of the throat, or if fever is present, keep the student at home.

Rash

Rash or spots may cover the entire body or appear in only one area. Keep your student at home and consult a doctor.

Stomach Ache, Vomiting, Diarrhea

Consult your doctor if your student has a stomach ache which is persistent or severe enough to limit their activity. If vomiting occurs, keep your student home until they can keep food down. A child with diarrhea should be kept home.

Conjunctivitis (Pink Eyes)

A student with a pink eye exhibits symptoms such as burning, tearing, redness, and itching of one or both eyes should be kept home. Conjunctivitis is highly communicable.

Consult your doctor. Keep your child home during the acute stage or 24 hours after therapy has been commenced.

Beacon Academy Policies

Academic Honesty Policy

Beacon students are expected to be honest in their dealings with each other and with their teachers. Academic honesty is premised on the belief that authors have a right to own their work, and must be acknowledged by following accepted procedures for citation and attribution. Further, each student is expected to create and submit his/her own work and be assessed based on the work submitted.

What is Intellectual Property?

An original work created by an individual or a group of individuals remains the intellectual property of the authors. If used by others, the work must be properly and appropriately cited, following recognized convention.

What is Plagiarism?

Plagiarism is defined as passing off someone else's work/ideas, or expressions of the ideas or concepts (whether literary, artistic, musical, mechanical, or electronic) as your own. Plagiarism includes paraphrasing an idea as well as failure to cite sources, whether willfully or inadvertently.

What is Authentic Authorship?

Authentic authorship is defined as having created and produced, through one's own abilities, a piece of work submitted, or even an idea expressed in class. When the work submitted is produced using another's ideas, skills or abilities without proper attribution or citation, such work is deemed inauthentic and therefore constitutes academic dishonesty. When a student attempts to exhibit knowledge that is not gained through one's own efforts, such as copying from another student's work, that is deemed academically dishonest.

What is Collusion?

Collusion is defined as the willingness of one student to commit academic dishonesty to favor another, and to give the other an undeserved and unfair academic advantage. A student who allows his/her work to be used dishonestly is an accomplice and therefore also subject to disciplinary action.

Disciplinary Action:

1. First Offense: Incident Report to Headmaster and to parents, and no grade for the work submitted.
2. Second Offense: In-school suspension, parent report, and no grade for the work submitted.
3. Third Offense: The Student is asked to withdraw from school.

Drugs and Alcohol Testing

Students at the Beacon Academy are expected to be drug and alcohol-free. A student

that is discovered to be using, possessing, purchasing, distributing or selling drugs or alcohol will be subject to major disciplinary action.

21 Students who choose to remain present when alcohol or other drugs rules are being broken will also be subject to major disciplinary action. As a condition of the student's enrollment at the Beacon Academy, parents and students are required to authorize the Academy to conduct drug and alcohol testing of the student if and when there is a concern that the student may be under the influence of, or breaking rules concerning, alcohol or other drugs.

Major disciplinary action may result in the student being permanently dropped from the student roll of the Beacon Academy. This may be noted on the student's official transcript if the school determines it necessary for the protection of the School's interests.

Technology Use Policy

Context: Role of Technology in Beacon Academy from the Technology Vision, March 1 2010

Technology is a tool. Used well, it helps the school advance its vision for learning, and aids in communication and building a sense of community. At Beacon Academy, Technology goals are to:

1. Enhance teaching through access to a variety of technologies: internet and intranet access throughout the school buildings, projectors in classrooms to bring in audiovisual tools, interactive whiteboards, 3D programs for simulations and modeling (math), greater access to listening to a Language B through iPods and podcasts.
2. Provide more opportunities for active learning and genuine assessment of learning through technology that can serve as a format for collaborative learning, problem solving, critical and creative thinking through podcasts, video production, interactive presentations, word processing and audio recording. Technology is here regarded as an adjunct to language and cognition in that it helps express learning, and in so doing, promotes greater understanding, allows better engagement, and thus, ownership.
3. Enhance communication between teachers, students, and students and teachers. Technology makes possible connections beyond the classroom and meeting rooms. Build a greater sense of community through a community site or online communication between parents and advisors, administration and parents, and the Beacon Academy community with a larger audience.

Guidelines for Technology Use

adapted from: Beacon School Technology Use Agreement (2009), Phillips Exeter Academy Acceptable Use Policy (2009), Beacon School Cyber Safety Policy (April 2010)

The following guidelines ensure the ethical and effective use of technology at the Academy and applies to all such resources available at the Academy:

Responsibilities of Individuals and Technology Use

Members of the Beacon Community who are provided access to Academy systems and network resources assume responsibility for their appropriate use. The Academy expects individuals to be careful, honest, responsible, and civil in the use of computers and networks, as well as the Internet.

Individuals are solely responsible for their Academy network accounts and credentials. Individuals may not share passwords, or borrow the password of another individual. Accessing personal or confidential accounts and files of others without permission is prohibited.

Individuals may not send messages via Academy systems anonymously or using a pseudonym. All communication must identify the sender. Individuals are expected to abide by the generally accepted guidelines relating to responsible network etiquette which includes, but is not limited to, using only appropriate language and not revealing personal information about others over the Internet.

Individuals may not download, install, or use programs that have the potential to break or otherwise interfere with system security and operations.

Individuals must abide by all official posted rules and official communications from the IT/AV Office or from the HOS regarding use of facilities and resources.

Individuals with personal computers on the Academy network are expected to take reasonable precautions to ensure the security of their systems, including owning and maintaining up-to-date anti-virus software. Individuals may be held responsible for misuse by others that occurs on or through their systems.

No individual may use the school network and its resources in any circumstances unless the appropriate Usage Agreement has been signed and returned to the Academy. Use agreements also apply to the use of privately owned/leased equipment used on campus or at any school-related activity, regardless of venue.

The safety of students is of paramount concern. Any apparent breach of cyber safety will be taken seriously. The response to individual incidents will follow the procedures developed as part of the Academy's published disciplinary procedures. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal materials or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.

Rights of the Academy

Academy network resources are the property of Beacon Academy. Use of this network is a privilege and not a right. The Academy, will to the extent possible, respect the privacy of all account holders on the network. However, the IT/AV Office is responsible for investigating possible violations of all Academy rules governing the network and for enforcing these rules, as directed by the Headmaster, Programme Coordinators, and/or the Technology Coordinator. Individuals should therefore keep in mind that the Academy reserves the right to access any information stored on or transmitted over the network.

The Academy also reserves the right to protect systems, software, individuals, and contents of the network from potential or actual harm.