

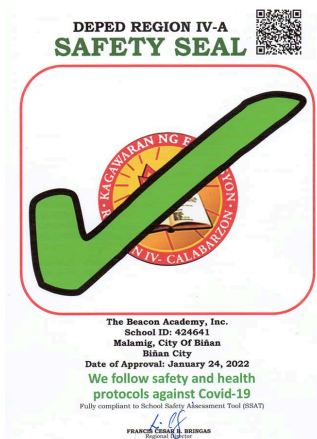
# THE BEACON ACADEMY

## STUDENT & PARENT HANDBOOK

2022-2023



## IMPORTANT



The Beacon Academy is under the purview of the Department of Education and honors the requirements, conditions and processes set in place by the Philippine government for the resumption of face-to-face learning in the context of the global pandemic. This includes the continuing consideration of community risk classification, the risk in school-aged children, health and safety standards, and the immunization programs of the national government.

On January 24, 2022, the Beacon Academy was granted permission by the Department of Education Region IV-A to participate in limited face-to-face operations for the last quarter of AY 2021-2022, having received its “safety seal” for the school’s health protocols against COVID-19. Thus, from March to June 2022, the Academy’s campus was reopened for limited face-to-face learning that culminated in the first in-person commencement exercises in two years.

The school has since updated its protocols based on the April 6, 2022 joint circular of the Departments of Education and Health (DepEd-DOH JMC No. 001, s.2022), the revised DepEd School Safety Assessment Tool (DepEd Memorandum No. 030, s.2022, and the national government’s current objective of resuming 5 days of in-person classes by November 2022 (DepEd Order No. 034, s.2022).

For AY 2022-2023, the Beacon Academy will adopt a blended learning schedule with both junior and senior high school students on campus for whole class days from Monday to Thursday; with Friday concentrated on remote work and learning. This will be effective for the first quarter of year. from August 8 to October 7. The continuance of this modality will be dependent on internal evaluation and government regulation.

The content, policies and protocols of this document remain as default for the school but may be adjusted depending on health and safety contexts.

All school operations will comply with the latest guidelines on COVID-19 mitigation, and the Academy will be ready to pivot effectively to blended or remote learning modalities if needed.

*For more information, please refer to Annex 10: Implementation Plan for Face-to-Face Learning 2022-2023.*

## **Welcome to the Beacon Academy!**

The success of a student in an educational institution is co-created. It is the result of a constellation of influences—of which the professional, productive and collaborative relationship between the school, parents and students is paramount.

*The Beacon Academy Student-Parent Handbook* was created with this insight in mind. It contains the information, policies and protocols designed to maximize a student's growth and development at the Academy. It provides guidance in both academic and school life concerns and hopes to encourage shared values that govern the behavior and relationships of all stakeholders in the school.

The first part of this handbook offers an overview of the Beacon Academy as an educational institution, its identity, and its relationship with the programmes of the International Baccalaureate.

The second part offers details of the Academy's academic program, its curriculum and graduation requirements, various academic policies and procedures, and academic support resources and opportunities in school.

The third part provides an overview of the Academy's school life program, including descriptions of its advisory system, guidance counseling, and after-school activities. It also details the rules and regulations governing student conduct in the school and provides an overview of health and safety protocols.

This Handbook and serves as the enrollment contract between the school and the families of our learners. The student's registration in the Beacon Academy is considered an expression of willingness to abide by all rules, regulations, and policies prevailing at the Academy.

Please read this handbook carefully prior to the start of the term, and feel free to approach any member of the Academy for help or clarification.

**Note:** *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 to revise its rules and procedures to suit any unusual circumstances.*

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## **PART ONE: THE BEACON ACADEMY**

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### **Section 1. About the Beacon Academy**

Established in 2009, Beacon Academy is an independent, non-profit, co-educational school that provides a four-year college preparatory program to children of all nationalities, ages 14-18. It is founded on a distinctive vision, mission, and identity.

#### **1.1 Vision**

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

#### **1.2 Mission**

The Beacon Academy is a learning community that offers students from all backgrounds the opportunity to receive and succeed in a unique, holistic and globally recognized education that allows them to enter a local or international college or university best fit for their talents and who will, in the future, make a positive contribution to the country.

#### **1.3 Core Values**

The Beacon Academy 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.



## Overview of Programs

The Beacon Academy fulfills its mission through four distinct programs:

- a. Curriculum & Instruction: The delivery of curricula based on the requirements of the Department of Education of the Republic of the Philippines and the Middle Years and Diploma programs of the International Baccalaureate; and the deployment of conceptual teaching and learning.
- b. School Life: The provision of extra-curricular, community and support initiatives towards the development of the whole student. These include socio-emotional, artistic, leadership and athletic pursuits.
- c. Outreach: The integration of authentic service learning (subject integration), exposure, and problem-solving initiatives in partnership with local communities.
- d. Scholarships and Financial Aid: The offering of scholarship opportunities to students from all backgrounds. These include merit scholarships to students excelling in academic, creative, athletic and leadership and community service, as well as financial aid scholarships to deserving Filipino students.



### Logo

The logo of the Beacon Academy is a representation 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 something out of nothing. Infinity, on the other hand, suggests limitless possibility. These concepts are expressed graphically in the form of a Möbius strip that demonstrates a journey along a defined and retraceable path where knowledge, experience, and values are constantly revisited, traveled upon, and reaffirmed. The logo stands for an education that builds upon solid foundations for growth that at the same time constantly demands an exploration of possibility—a fluidity rooted in an integral and enduring core.

### Colors

The colors of the Academy—Green and Blue—are reminders of the context in which education takes place. These are the colors of the earth and sky. They represent various dualities that the Academy aspires to address: humanity and spirituality, our nation and its role within the global community, nature and human endeavor, perseverance and hope, transformation and integrity.

### *Motto*

The motto of the Academy is “Virtus et Ars” — Goodness and Knowledge.

Together, these describe what the Academy values: an outstanding education that encourages and enables students—acting with understanding, goodness, and integrity—to change their world for the better.

## **Section 2. The Beacon Academy and the International Baccalaureate**



In order to fulfill its mission and deliver global education of the highest quality, the Academy is an IB World School. It works with the International Baccalaureate in offering a junior and senior high school program aligned with the Department of Education of the Republic of the Philippines and to the IB Middle Years Programme (for Grades 9 and 10) and IB Diploma Programme (for Grades 11 and 12). These frameworks share a commitment to a high quality, internationally recognized education that the Academy believes is important for its students.

The Academy and the IB also share a holistic vision of the students as described in the IB Learner Profile and a belief in the efficacy of conceptual teaching to foster and enable true understanding and lifelong learning.

## **Section 3. Mission Statement of the International Baccalaureate**

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

To this end, the organization works with schools, governments and international organizations to develop challenging programs 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.

*(c) International Baccalaureate (2013)*

## **Section 4. 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. 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. As IB learners, we strive to be:

### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love for learning throughout life.

### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **Thinkers**

We use critical and creative thinking skills to analyze and take responsible action across a range of disciplines. We exercise initiative in making reasoned, ethical decisions.

### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **Open-Minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **Risk-Takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **Balanced**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## **Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB Learner Profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

*(c) International Baccalaureate (2013)*

## **Section 5. Data Privacy Statement**

The Beacon Academy respects your right to privacy and aims to comply with the requirements of all relevant privacy and data protection laws, especially the Data Privacy Act of 2012 (DPA). The school also stays relevant on any reports or filing requested by the National Privacy Commission (NPC) for an educational institution. The Academy works to balance between personal privacy and the free flow of information in carrying out its responsibilities as an educational institution.

*For more information, please refer to Annex 6: Data Privacy Statement of the Beacon Academy.*

## **Section 6. Communication Protocols**

To encourage more efficient and productive communication, the community may link directly with the following offices for inquiries, concerns, or complaints

- Matters related to Students (Academic, School Life, Learning Support): c/o Faculty Advisers
- Matters related to the IB Diploma Programme/ Senior High School : c/o DP Coordinator
- Matters related to the IB MYP Programme / Junior High School: c/o MYP Coordinator
- Matter related to Faculty: c/o Dean of Faculty
- Matters related to Student Activities and Events: c/o Dean of Students
- Matters related to Health and Safety: c/o Student Services
- Matters related to School Leadership and Policy: c/o Head of School

These channels are open during regular work/school hours (Mondays to Fridays, from 8:30 am to 4:30 pm). Academy faculty and staff will endeavor to respond to messages during this time as promptly and efficiently as possible.

In cases of complaints, the office concerned will create actionable plan towards investigation and resolution as appropriate.

*Please see Annex 11 for Faculty & Staff Directory*

## **PART TWO: ACADEMIC LIFE**

### **THE CURRICULUM**

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Section 9	Requirements of the IB Diploma

#### **Section 1. The Beacon Academy Academic Program**

To meet the diverse needs of the school’s Filipino and foreign students, the Beacon Academy academic program integrates the Philippine national curriculum with the curriculum prescriptions of the International Baccalaureate Programmes.

This is in recognition of the manner in which the Department of Education of the Republic of the Philippines and the International Baccalaureate uphold the value of pedagogy alongside instructional content— i.e., the importance of how and what is taught, and the value of cultivating lifelong learning—as global standards in pre-university education.

The curriculum at Grades 9 and 10 satisfies the requirements of the Junior High School curriculum and is based on the framework of the IB Middle Years Programme (IBMYP).

Students work on an independent personal project to mark their completion of Junior High School at the end of 10th grade.

The curriculum at Grades 11 and 12 integrates the content and requirements for the Senior High School - Academic Track - General Academic Strand with the curricular prescriptions of the IB Diploma Programme (IBDP). It also recognizes a strong consonance between Grade 12 Key Outcomes outlined by the Department of Education, the College Readiness Standards of the Commission on Higher Education, and the IB Learner Profile. As such, Senior High School curricular content is aligned and embedded in the core subjects and subject groups of the IBDP.

The program culminates in the Beacon Academy High School Diploma that is a recognized qualification for Philippine and international colleges and universities. It also offers opportunities for students to pursue the International Baccalaureate Certificate in selected courses, and the full International Baccalaureate Diploma.

## **Section 2. Graduation Requirements (Amended: June 2018)**

Students are eligible to receive official certification and/or the Beacon Academy Diploma upon completion of the coursework required for its Junior and/or Senior High School programs. Senior High School students may also be eligible to receive either IB course certificates or the IB Diploma.

In order to graduate, students must successfully complete Junior High School and all thirty-two (32) of the Senior High School courses as integrated into the Diploma Programme subjects specified by the Academy throughout its two-year programme. Students must pass all subjects before the start of the succeeding school year in Senior High School to earn the Senior High School diploma from the Beacon Academy. Students who have not completed the requirements for Senior High School are ineligible to participate in the Academy's commencement ceremonies.

In addition to the Beacon Academy Diploma awarded by the school through the authorization of the Philippine Department of Education, students who are registered with the International Baccalaureate for the completion of the Diploma Programme may be eligible for the IB Diploma.

*For more information, please refer to Section 8.6 and Section 9 below.*

## **Section 3. Grades 9 and 10: Junior High School / The IB Middle Years Programme**

Courses in Grades 9 and 10 are integrated and interdisciplinary in approach as they simultaneously build subject-specific skills preparatory to the socio-emotional maturity and independent learning expected in senior high school.

Students take ten (10) subjects: English Language and Literature, Individuals and Societies, Mathematics, Design, Arts, Sciences, Physical and Health Education, Filipino, a second language (either Spanish or Chinese) and—because the Academy believes in the importance of spiritual development alongside cognitive, personal, and social development—Comparative Religions in Grade 9 and Philosophy in Grade 10.

The academic program in Grades 9 and 10 adopts the framework of the IB Middle Years Programme. In addition to their work in the subject areas above, students engage in at least one interdisciplinary unit a year and, in Grade 10, complete the Personal Project. A self-directed, faculty-mentored inquiry done over an extended period of time, the Personal Project provides an excellent opportunity for students to demonstrate the skills they have developed through approaches to learning in the form of a personal or creative independent work.

Students in Grades 9 and 10 also have the opportunity for action and service to community.

*For more information, please refer to Annex 1: Course Descriptions: Grade 9 and 10.*

## **Section 4. Grades 11 and 12: Senior High School / The IB Diploma Programme**

The Beacon Academy's Senior High School (SHS) Program (Academic Track / General Academic Strand) integrates the national curriculum with curriculum prescriptions of the International Baccalaureate Diploma Programme (IBDP).

This is in recognition of the manner in which the Department of Education and the International Baccalaureate uphold the value of pedagogy alongside instructional content—i.e. the importance of how and what is taught and the value of cultivating lifelong learning—as global standards in pre-university education. It also recognizes a strong consonance between Grade 12 Key Outcomes outlined by the Department of Education, the College Readiness Standards of the Commission on Higher Education and the IB Learner Profile. As such, SHS curricular content is aligned and embedded in the core subjects and subject groups of the IBDP.

Students study six (6) subjects selected from 6 subject groups and are engaged in three core aspects of the program designed to be completed over a two-year (four-semester) period. The six subjects are English A Language and Literature, a second language course, and courses in the Social Sciences, Natural Sciences, Mathematics and/or Visual Arts. The three aspects are critical thinking in Theory of Knowledge classes, research skills manifested through the Senior Project/Extended Essay, and various activities to develop Creativity, Action, Service (CAS).

*For more information, please refer to Annex 2: Course Descriptions: Grade 11 and 12*

## **Section 5. Pathways to Graduation**

### **5.1 Types of Pathways**

Senior High School curricular content is aligned and embedded in the core subjects and subject groups of the IB Diploma Programme. Whether course performance is assessed internally by the Academy teachers or externally via official registration with the IB itself is dependent on the type of pathway a student elects to pursue.

There are three pathways to graduation available at the Beacon Academy:

#### *Pathway 1: The Beacon Academy Diploma*

All students who have successfully completed the requirements for graduation as stipulated above will receive the Beacon Academy high school diploma recognized by the Department of

Education. In this pathway, students do not register for IB assessment. Assessment for all courses is purely internal to the Academy.

*Pathway 2: The Beacon Academy Diploma + IB Certification in Select Courses*

Together with the completion of the requirements for graduation as stipulated above, students on this pathway may opt to take any number of the six required courses at standard level (SL) and/or higher/level (HL). Here, students opt to register for IB assessment in selected courses only. Registration and external assessment for Theory of Knowledge and/or Extended Essay is optional. Students will then sit for externally moderated examinations of these specific courses in May of their 12th Grade year. The certification of IB courses is made by the IB.

*Pathway 3: The Beacon Academy Diploma + IB Diploma*

Together with the completion of the requirements for graduation as stipulated above, students on this pathway must take three courses at standard level (SL) and three courses at higher level (HL). Students register for external IB assessments in all six courses and in Theory of Knowledge, Extended Essay and CAS. Students will sit in externally moderated examinations of all their courses in May of their 12th grade year. The awarding of the IB Diploma is made by the IB.

5. 2 Summary of Pathways

These three options for graduation credentials at the Beacon Academy are summarized in this table:

	<b>The Beacon Academy Diploma</b>	<b>The Beacon Academy Diploma + IBDP certificate</b>	<b>The Beacon Academy Diploma + the IB Diploma</b>
<b>Number of Courses</b>	<p>Six courses –English, Filipino, a social studies course, a science course, a mathematics course, and either an Arts or any subject from groups 1 to 5. Students may also opt to study an acquired language – Spanish or Chinese – as a seventh course.</p> <p>In addition, all students must complete Creativity, Action, Service (CAS) activities, Theory of Knowledge, and the Senior Project.</p>	<p>Six courses – English, Filipino, a social studies course, a science course, a mathematics course, and either an Arts or any subject from groups 1 to 5. Students may also opt to study an acquired language – Spanish or Chinese – as a seventh course.</p> <p>In addition, all students must complete Creativity, Action, Service (CAS) activities, Theory of Knowledge, and either an Extended Essay or a Senior Project.</p>	<p>Six courses – English, Filipino, a social studies course, a science course, a mathematics course, and either an Arts or any subject from groups 1 to 5. Students may also opt to study an acquired language – Spanish or Chinese – as a seventh course.</p> <p>In addition, all students must complete Creativity, Action, Service (CAS) activities, Theory of Knowledge, and the Extended Essay.</p>



<b>Course Levels</b>	Students may opt to take any number of the six courses at standard level (SL) and/or higher level (HL).	Students may opt to take any number of the six courses at standard level (SL) and/or higher level (HL).	Students must take three of the courses at Higher Level (HL) and three at Standard Level (SL)
<b>Assessment / IB registration</b>	Students do not register for IB external assessment. All assessment is internal.	Students register for IB assessment in selected courses only. Registration of TOK and/or the Extended Essay is optional.	Students register for IB external assessment in all courses, including CAS, TOK and EE.

## **Section 6. Academic Advisement and the Course Selection Process**

A student's selection of a specific pathway is dependent on his or her interests, skills, and university plans.

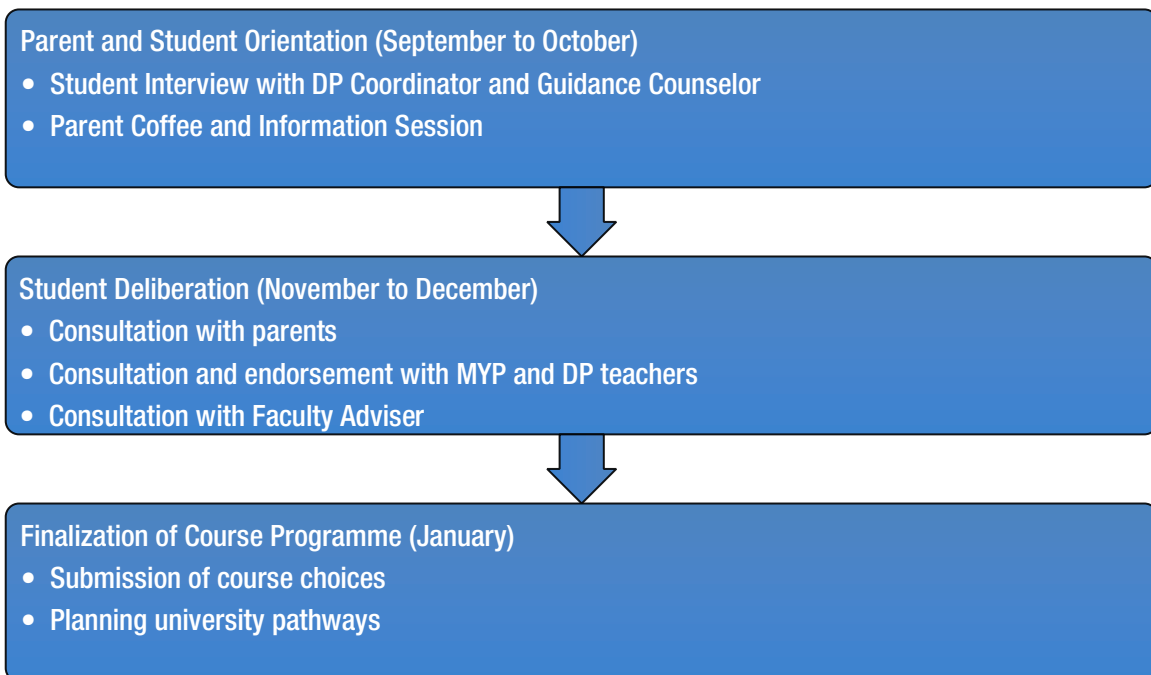
A process of academic advisement, in which collaborative discussions take place between the student, his or her parents, the Faculty Adviser and the College Counselor, is organized and led by the Diploma Programme Coordinator. This takes place in order to ensure an optimal pathway for the student's senior high school. This process begins in the first semester of 10th grade and follows this general schedule:

The Diploma Programme Coordinator will communicate the exact dates for each stage during the 1st semester of the school year.

Academic advisement for incoming Senior High School (Grade 11) students is incorporated into the admissions process and special sessions for such students may be scheduled during the 1st semester.

## **Section 7. Subject Revision**

Any change of course in senior high school after academic advisement must be done in consultation with the subject teachers concerned, the Faculty Adviser, the College Counselor and the Diploma Programme Coordinator. The Academy allows students to revise their course selection only until the end of the first semester of Grade 11.



Students opting to revise their course selection load must procure and complete a Change of Subject Registration Form from the IB Office in order to trigger the consultation process. Final decisions on subject revisions are made by the DP Coordinator and will be communicated to the student within 2 weeks of the submission of the Change of Subject Registration Form.

Students who will miss lessons due to the change in subject registration are expected to set consultation periods with the teacher in the new subject. These consultations should cover the topics, requirements, and assessments missed and the student is expected to work on catching up in class.

## **Section 8. Assessment and Reporting**

### **8.1 Assessment and Student Learning**

Students at the Beacon Academy 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.

Alongside the school's focus on conceptual teaching, the assessment and reporting practices of the Academy are designed to provide students with the means to take ownership of their own learning. The school values transparency in its assessment practices, and students are provided with task-specific descriptions of the performances that are sought to demonstrate learning.

## 8.2 Forms of Assessment

There are two forms of assessment employed at the Academy: *summative assessment* and *formative assessment*.

A 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. The judgment is based on how well a student has demonstrated the learning based on a set of subject group objectives.

In contrast, formative assessments take 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. Formative assessments help teacher and student identify the knowledge, skills and understanding that students are developing during the course. Students are given feedback as part of formative assessments, and this strengthens the understanding of themselves as learners, which, in turn, builds responsibility and accountability for their own learning, helping them develop strategies to improve.

Assessments allow teachers and learners to monitor progress. Transparency of assessment objectives (through task specific clarifiers) and constant feedback place assessment squarely in the middle of the learning process and informs further learning.

## 8.3 The Continuum of Assessment from Grades 9-12

All assessments at the Beacon Academy are developed from the learning objectives in the various subjects. Although the courses in grades 9 and 10 are based on the Middle Years Programme framework and the courses in grades 11 and 12 follow the prescriptions of the Diploma Programme, every attempt is made to present the learning and development in the subject areas in a seamless continuum, with the knowledge, skills and understandings spiraling through the four years. The same is true for assessment and assessment practices.

All assessments in grades 9-11 are internal to the Academy. In the twelfth grade, those students who have registered for the IB Diploma or certificates will perform assessments internally but will also be sent out for moderation/marking. Teachers develop assessment instruments to gain information on student achievement and learning based on learning objectives set out and made clear to students at the beginning of every school year. The information gained through either formative or summative assessments is shared with students to allow them to have greater control of their own learning.

At the end of their tenure at the Beacon Academy, students have the option of registering for external exams, which allow them to be measured against other twelfth grade students across the world that have taken similar courses of study across the two years. External exams at the Beacon Academy are taken in May of every year. Exams are then sent to IB examiners across the world for marking and moderation, and final results are released in July of the same year. Formal external assessment results lead directly to final Diploma qualifications.

This table summarizes the assessment criteria used in grades 9 and 10 across subject groups at the Beacon Academy:

	A	B	C	D
<b>Language and literature</b>	Analyzing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken, written, and visual text	Using language in spoken and written form
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
<b>Personal Project</b>	Planning	Applying Skills	Reflecting	---
<b>Interdisciplinary</b>	Evaluating	Synthesizing	Reflecting	---

*For more information, please refer to Annex 3: Grades 9 and 10 Grade Boundaries.*

This table summarizes the assessment objectives used in Grades 11 and 12 across subject groups at the Beacon Academy:

<b>Subject Group</b>	<b>Assessment Objective # 1</b>	<b>Assessment Objective # 2</b>	<b>Assessment Objective # 3</b>	<b>Assessment Objective # 4</b>	<b>Assessment Objective # 5</b>	<b>Assessment Objective # 6</b>
<b>Language A</b>	Knowledge and Understanding	Analysis, synthesis, and evaluation	Selection and use of appropriate presentation and language skills			
<b>Language B</b>	Ability to communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding	Ability to use language appropriate to a range of interpersonal and/or cultural contexts	Ability to understand and use language to express and respond to a range of ideas with accuracy and fluency	Ability to organize ideas on a range of topics, in a clear, coherent and convincing manner	Ability to understand, analyze and respond to a range of written and spoken texts	Ability to understand and use works of literature written in the target language of study (HL only).
<b>Individuals and Societies</b>	Knowledge and Understanding	Application and Analysis	Synthesis and Evaluation	Selection and Use of Appropriate Subject-Related Skills (Research and Writing)		
<b>Sciences</b>	Knowledge and Understanding	Application of concepts, methodologies and communication of scientific information	Formulation, Synthesis and Evaluation of Research Methodologies, Techniques and Data	Selection and Use of Research, Experimental and Personal skills appropriate to the subject		
<b>Mathematics</b>	Knowledge and understanding	Problem-solving	Communication and interpretation	Use of Technology	Reasoning	Inquiry and Investigative approaches
<b>Arts</b>	Knowledge and Understanding	Application and Analysis of Knowledge and Understanding	Synthesis and Evaluation	Use and Application of Appropriate Skills and Techniques		

## 8.4 Grading System

<b>MARKING SYSTEM</b>			
<b>GRADE DESCRIPTOR</b>	<b>GRADE</b>	<b>LETTER</b>	<b>DEPED EQUIVALENT</b>
The student consistently demonstrates an excellent understanding of the knowledge and skills, and can apply these to a wide variety of situations.	7	A	95 - 100
The student consistently demonstrates a thorough understanding of the knowledge and skills, and can apply these to a variety of situations.	6	A-	90 - 94
The Student demonstrates a proficient understanding of the knowledge and skills, and can apply these to most situations.	5	B	85 - 89
The student demonstrates an adequate understanding of the knowledge and skills, and can apply these to most familiar and some unfamiliar situations.	4	B-	80 - 84
The student demonstrates a basic understanding of the knowledge and skills, and has difficulty applying these to most familiar and some unfamiliar situations.	3	C	75 - 79
The student demonstrates a limited understanding of the knowledge and skills, and has difficulty applying these to familiar situations.	2	D Fail. No Credit Awarded	70 - 74
The student demonstrates a very limited understanding of the knowledge and skills	1	F Fail. No Credit Awarded	Below 70
No grade awarded.	0	NG	0

<b>For Creativity, Action, Service</b>	
<b>Grade Descriptor</b>	<b>Letter</b>
Pass - Shows Satisfactory Development	SSD
Pass - Needs Further Development	NFD
Pass - Requires Significant Attention	RSA
Fail	Fail

<b>For Theory of Knowledge and Extended Essay</b>	
<b>Grade Descriptor</b>	<b>Letter</b>
Excellent	<b>A</b>
Good	<b>B</b>
Satisfactory	<b>C</b>
Mediocre	<b>D</b>
Elementary (Failing Condition)	<b>E</b>
No Grade (Failing Condition)	<b>N</b>

### 8.5 Incomplete Grades

A student may obtain a grade of Incomplete (INC) for non-compliance of some requirements of a subject or course. In such cases, he or she will not be given any credit for the subject or course until he or she satisfactorily removes the Incomplete Grade within a time period specified by the Beacon Academy between semesters.

Failure to complete an Incomplete rating within the time period specified may disallow promotion to the next course.

(For more information, see 8.7 Promotion below)

### 8.6 Reporting of Assessment

Parents receive feedback regarding student assessment in several ways: through advisory notes issued in the first and third quarters, through grade reports at the end of each semester, and through face-to-face or online discussions with teachers during Parent-Teacher Conferences. Parents are encouraged to contact their child's adviser and teachers should there be any concerns about their learning and assessment at school.

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. Advisory notes are descriptive of the progress of learning and include teacher observations of the students' attitudes and approaches to learning that encourage success in school. Report cards include grades achieved, learner presence marks for accountability, respect and participation in class, and a record of student attendance.

Faculty Advisers have the role of observing student advisees' progress through their performance in the different subject areas. Should any difficulties be observed, subject teachers trigger a discussion with Advisers, in consultation with the Guidance Counselor and

possibly a member of the Learning Support team. If the difficulty is observed to be present in more than one subject area, the discussion includes the Academic Coordinator and may result in a Notice of Student Performance, sent out to parents. This activates a program of intervention through learning support or, if appropriate, school counseling.

### 8.7 Promotion

- a. The Revised Manual of Regulations for Private Schools specifies that, in the secondary level, the promotion of students be by subject and not curriculum year. As failing to achieve passing marks in a course disallows a student from being promoted to the next course in the following semester, the removal of that failing mark is necessary. Students will be informed of the manner in which they will be asked to demonstrate their achievement of the learning objectives of the subject (e.g. through assessment or remediation). In such cases, the maximum grade that can be awarded for the removal of a failing mark is 3 (see 8.4 Grading System above).
- b. Students who do not meet expectations in three or more subjects in a grade level before the start of the succeeding school year are not eligible for promotion and are retained at that level.
- c. Students must pass all subjects in Junior High School before the start of the succeeding school year in order to be promoted to Senior High School.
- d. Students must pass all subjects before the start of the succeeding school year in Senior High School to earn the Senior High School diploma from the Beacon Academy. Students who have not completed the requirements for Senior High School are ineligible to participate in the Academy's commencement ceremonies.

### 8.8 IB External Assessment

All students at the Beacon Academy are graded on internal assessments, demonstrations of learning through the two years of grades 11 and 12. Students who register for certification in IB courses or for the full IB Diploma also undergo a set of external assessments in May of their final year and receive their results in July of the same year. Grade reports issued by the Academy indicate student performance in class and are distinct from the results of the IB external assessments.

## **Section 9. Requirements of the IB Diploma**

Successful completion of the IB Diploma requires students to register in DP courses in 5 or 6 subject areas over the 11th and 12th grades. Three courses are to be taken at Standard Level (SL) and three at Higher Level (HL).

- Group 1: Language A – one course required at SL or HL
- Group 2: Second Language – one course required at SL or HL\*
- Group 3: Individuals and Societies – one course required at SL or HL
- Group 4: Experimental Sciences – one course required at SL or HL
- Group 5: Mathematics – one course required at SL or HL



Group 6: The Arts – one course required at SL or HL OR a second course required in Groups 1-4 at SL or HL

*\* Students also have the option to register as candidates for the bilingual diploma, which requires 2 Language As – English and Filipino*

In addition, all IB Diploma candidates are required to complete the core courses of the IB Diploma Programme: Theory of Knowledge, Extended Essay, and Creativity, Action Service (CAS).

## **AWARDING OF DIPLOMA - DIPLOMA PROGRAMME ASSESSMENT PROCEDURES 2021**

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements—see section “additional requirements”.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.
- The IB diploma is awarded based on performance across all parts of the DP.
- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma. See section “additional requirements”.
- The overall maximum points from subject grades, TOK and the EE is therefore 45:  $((6 \times 7) + 3)$ .
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

### **Additional requirements:**

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

## **PART TWO: ACADEMIC LIFE**

<b>ACADEMIC POLICIES &amp; PROCESSES</b>	
Section 1	Attendance
	1.1 Definition of Absence
	1.2 Maximum Allowable Absences
	1.3 Types of Absences and Implications
Section 2	Tardiness
	2.1 Definition of Tardiness
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Section 3	School Work
	3.1 School Work and Technology
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Section 4	What is Academic Honesty and Why Is It Important?
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	4.5 Procedures to Support Academic Honesty
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Section 5	Academic Probation
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	5.3 Academic Probation Process
Section 6	Withdrawal of Students

### **Section 1. 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 not only because a class discussion, teacher presentation or classroom activity will have been missed, but also because the curricular coverage of class content is calibrated for the prescribed number of class periods in a given school year.

The following policies govern the management of attendance and tardiness at the Beacon Academy:

### 1.1 Definition of Absence

An absence is defined as student not being physically or virtually present in a required class period. This includes instances during which a student misses an entire school day (and thereby misses a series of class periods); or times during which a student is on campus or attending remotely but misses specific class periods for various reasons.

### 1.2 Maximum Allowable Absences

The maximum number of absences a student may incur in a class period is twelve (12) per semester.

In keeping with Section 157.1 of the Revised Manual of Regulations for Private Schools in Basic Education, a student “who incurs absences of more than twenty percent of the prescribed number of class or laboratory periods during the school year or term should be given a failing grade and no credit for the course or subject.” Thus, at the Beacon Academy, a student exceeding the number of allowable absences in a semester will result in a withdrawal of credit from the class that may compromise the student’s completion of the school’s graduation requirements. It should also be noted that the number of days present in school is recorded in the student’s Official Transcript of Records and will form part of the permanent record of the student that is transmitted to colleges and universities upon application.

Parents or guardians must therefore judiciously schedule out-of-school student appointments, e.g. medical appointments, travel, etc., keeping the maximum number of allowable absences under consideration. Exemptions to the maximum number of allowable absences may only be granted for valid, reasonable, justifiable and acceptable grounds, and only upon review and approval by the school leadership.

### 1.3 Types of Absences and Implications

While the importance of regular attendance is emphasized, the school acknowledges that students may need to miss class periods or school days for various reasons.

#### a. Excused Absence

- An excused absence from a class period or class day is an absence that has a valid, reasonable, justifiable and acceptable reason.
- An excused absence may be planned, i.e. when the need for a student to miss school is known in advance. In these cases, parental notification two days in advance of the planned absence and the accomplishment of the Green Form— a form available from the Office of the Dean of Students that signifies that the student’s teachers have reviewed his or her academic standing and have assessed that he or she can afford to miss school— are required in order for the absence to be considered excused.

- An excused absence may be unplanned, i.e. in cases of illness, family or medical emergencies. In these cases, students are required to present a letter of explanation from his or her parent or guardian with an accompanying medical certification (if applicable) upon his or her return to school in order for the absence to be considered excused.
- Absences due to quarantine or isolation requirements in the mitigation of COVID-19 and other infectious diseases are excused absences. These are governed by policies and protocols in **Annex 10: Implementation Plan for Face-to-Face Learning 2022-2023**. In these cases, unless otherwise compromised by illness, the student must perform his or her duties via remote work and learning during this period.
- For excused absences in instances where the student cannot attend classes remotely, teachers will provide make-up work, prepare supplemental learning materials, conduct special sessions, or re-schedule summative examinations in order for the student to catch up on missed work.
- It is important to note that excused absences are counted towards the maximum number of allowable absences per term and shall not relieve or excuse the student of his/her responsibility in keeping up with lessons, assignments and examinations.

b. Unexcused Absence

- An unexcused absence from a class period or class day is an absence that has no evidence of a valid, reasonable, justifiable, or acceptable reason.
- In this case, there is no accomplishment or submission of the Green Form required of planned absences; nor is there a submission of a requisite letter from a student's parent or guardian required of unplanned absences. The on-campus and online cutting of classes without prior notice or communications are considered an unexcused absences.
- For unexcused absences, teachers are not required to provide make-up work, prepare supplemental learning materials, or conduct special sessions. They are required, however, to re-schedule summative examinations. Furthermore, mandatory supervised study hall after school shall be required of students with unexcused absences.
- It is important to note that unexcused absences are counted towards the maximum number of allowable absences per term and shall not relieve or excuse the student of his/her responsibility in keeping up with missed lessons, assignments and examinations.

c. Absence due to School-Sanctioned Activities

- School-sanctioned activities that require the presence of a student at an activity concurrent to class periods or class days are considered school activities and not counted as absences.
- For absences due to school-sanctioned activities, teachers will provide make-up work, prepare supplemental learning materials, conduct special sessions, or re-schedule summative examinations.

d. Absence due to Illness on Campus

- Students who are ill and unable to perform their regular school duties during the school day must report within five (5) minutes of the beginning of class to the School Clinic. Only the School Nurse can determine whether an absence from or tardiness in a class period is excused due to illness. This is communicated to the Office of the Dean of Students and the faculty.
- In these situations, teachers will provide make-up work, prepare supplemental learning materials, conduct special sessions, or re-schedule summative examinations in order for the student to catch up on missed work.
- Absences due to quarantine or isolation requirements in the mitigation of COVID-19 and other infectious diseases are governed by policies and protocols in **Annex 10: Implementation Plan for Face-to-Face Learning 2022-2023**.

e. Emergency Absences

- A student who is ill may be sent home upon the recommendation of the School Nurse to the Dean of Students. Parental notification will be given by the school, and only upon mutual agreement by the parents and the school shall the student release process be initiated. Here, the student will then be given an authorization form to present to the main office or security desk, to be signed out before leaving the campus.
- Students may also need to leave school for part of the day. In this case, students should present a letter signed by a parent or guardian, or an SMS or email sent by the parent or guardian to the Office of the Dean of Students. The student will then be given an authorization form to present to the main office or security desk, to be signed out before leaving the campus.
- In both cases, it is important to note that the Academy cannot, under any circumstances, release students to anyone other than a parent or guardian without a signed written request.
- Emergency absences due to quarantine or isolation requirements in the mitigation of COVID-19 and other infectious diseases are governed by policies and protocols in **Annex 10: Implementation Plan for Face-to-Face Learning 2022-2023**.

f. Extended Absences (Including Medical Leave)

- A student requiring an extended absence from the school must submit a written request with the appropriate supporting documentation to the Head of School. In cases of an extended absence due to physical or psychological challenges, a request for the parent(s) or guardian must be accompanied by an assessment and recommendation for such action from the student's professional caregiver, e.g. physician, psychiatrist, psychologist, etc.
- A student on extended medical leave will be relieved of all school responsibilities for its duration in order to allow time for healing. As such, the Head of School will convene

representatives from the academic, school life and counseling teams at the Academy to determine the accommodation or non-accommodation and implications of the request.

- The final decision of the granting of an extended leave of absence to a student, *as well as the conditions that must be met before his or her successful re-admission*, comes from the Head of School.

## **Section 2. Tardiness**

### 2.1 Definition of Tardiness

Tardiness is the absence of the student at the prescribed start time of the class day or class period.

### 2.2 Tardiness at the Beginning of the School Day

Students must be in their assigned physical or virtual classrooms by 8:30 AM, the beginning of the school day, and are considered tardy when they arrive in school or in class after this time. However, when the school bus is late for classes on campus, both bus riders and non-bus riders entering the school premises will not be considered tardy.

### 2.3 Late in Reporting to Class

In instances of reporting to class after breaks or in-between classes, the determination of tardiness and its relationship to the reporting of an unexcused absence is left with the individual teacher.

### 2.4 Consequences of Repeated Tardiness

A student who is tardy in class without a valid, reasonable, justifiable and acceptable reason is issued a Notification Slip by the class teacher. This is submitted to the student's Faculty Adviser. Notifications due to tardiness are included in the ten (10) notifications limit beyond which constitutes a Minor Infraction of school policy with its ensuing consequences (see below).

## **Section 3. School Work**

### 3.1 School Work and Technology

The Beacon Academy integrates digital work and learning in the delivery of its programs. Aligned to our distinctive educational philosophy, classes may be conducted remotely or concurrent with in-person classes, depending on circumstances such as school modality or when in-person attendance is compromised by illness.

Digital work and learning may take the following forms:

- Asynchronous and synchronous teacher-led instruction, e.g. lectures & facilitated discussion
- Asynchronous and synchronous small group collaboration, e.g. projects

- Asynchronous independent learning through playlists of internet resources, e.g. articles, essays, sites, multimedia, etc., curated by class teachers, guidance counselors, college counselors and learning support teachers for each individual learner.

### *Technology Requirements*

Academic work at the school requires the use of a video/audio-enabled computer with Internet access that they are to bring to campus on school days. It is the responsibility of parents or guardians to ensure that students have access to working computers and printers.

These must meet the following minimum requirements:

- Broadband or stable internet access that can provide sufficient bandwidth to sustain synchronous sessions (At Home)
- Hardware per student
  - ANY laptop that can access the Internet with camera and microphone functionalities
  - ANY generic headphones or earphones
  - Access to printer (At Home)
- Software per student
  - Productivity software (e.g. web browser, word processing, presentation, PDF readers)
  - Managebac (School-Provided Access)
  - Zoom
  - G Suite for Education (School-Provided Access)

### *The Academy Online Eco-system*

Managebac: Our School Learning Management System. This IB learning management system is the location of all class resources, including schedules, posting of student work and required/supplementary media, submissions, and reporting.

G Suite for Education: Our Virtual Classrooms. This is a suite of applications (Google Calendar, Gmail, Google Meet, etc.) is the virtual location for all asynchronous and synchronous class interaction, as well as supplementary tools. Online classes take place here.

Zoom: Our Auditorium / Virtual Classrooms. This web conferencing or meeting platform will be used primarily for School Life or special school events.

Official Beacon Academy Email. All students will have an official Beacon Academy email address linked to Managebac and the Academy's G Suite for Education applications.

Web-based Applications. Teachers and other school units may also employ a variety of interactive web-based applications for instructional purposes in their online classes, community and fellowship, communication, and college and career counseling.



### 3.2 Homework and Workload

Homework assignments are given to reinforce classroom learning and to develop desirable work and study habits. In cases of extended absences (see above), students may be given additional homework in order to cover aspects that have been missed.

Teachers will make every attempt to coordinate homework assignments and avoid burdening students with too much homework. This includes the clear communication of assessment requirements and refraining from assigning assessment deadlines due in 24 hours or falling on a weekend.

It, however, remains the student's responsibility to manage the required workload and to turn in homework when it is due.

### 3.3 Submission of Homework

It is important that each student hand in work when it is due. Generally, if a due date coincides with other assignments in other classes, or if the workload is deemed to be excessive, due dates may be negotiated with teachers. The negotiation must be transacted and reset with the consent of others in class.

### 3.4 Meeting Deadlines

- a. Based on the principles of assessment and the duty of the school to assess and report academic achievement, teachers may not assess or grade work that is not in their possession. Failure of students to meet assessment deadlines will have consequences on course completion requirements and on his or her Learner Presence marks.
- b. The non-submission of an assessment earns an incomplete mark for that requirement. An incomplete mark may be removed at a time determined by the teacher during the academic term.
- c. A student who fails to meet an assessment deadline without a valid, reasonable, justifiable and acceptable reason is issued a Notification Slip by the class teacher. This is submitted to the Faculty Adviser. Notifications due to failure to meet assessment deadlines is included in the ten (10) notifications limit beyond which constitutes a Minor Infraction of school policy with its ensuing consequences (see below).

### 3.5 Printing of Homework in School

If, for some reason, students are unable to print out homework assignments at home, school printers may be used at a minimal cost.

## Section 4. What is Academic Honesty and Why is it Important?<sup>1</sup>

Academic honesty is a set of values and skills (Garza, 2014) by which a school community gives importance to authorship and ownership of the ideas and knowledge by which we learn, and by which we forge our own understandings. It is important because, as a learning community, our thoughts, ideas and knowledge are our most important assets, and just as we would like to be given attribution for them, we must give the attribution to others.

Academic honesty is based on the belief that authors have a right to their own work and must be acknowledged by following accepted procedures for attribution. As members of an academic institution, teachers, students and staff of the Beacon Academy are expected to be honest in this matter with each other and with external publics. Students in particular are expected to create and submit original work and have the right to be recognized and assessed based on such work.

All members of the school community have a role in supporting Academic Honesty. The school administration provides a safe environment for students to learn, including provision of quality sources, mentorship and skills training. Teachers teach research skills in their classes as well as in workshops organized for this purpose, including the practice of using sources responsibly, of teaching students to use other peoples' work to support their own, and teaching procedures for attribution. Teachers are also responsible for making students aware of academic malpractice and proper procedures. Students must be methodical in their research practice and deliberate in their thought and production of authentic authorship. They must be honest and principled in their work, which must contain proper attribution of sources.

In general, the entire school community, parents included, must be vigilant in its prevention of malpractice, defined by the International Baccalaureate as "behavior that results in, or may result in, the candidate or any other candidates gaining unfair advantage in one or more assessment components." (Garza, 2014)

### 4.1 What is Intellectual Property?

An original work created by an individual or 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.

### 4.2 What is Academic Dishonesty?

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 an individual attempts to exhibit knowledge that is not gained through one's own efforts, such as copying from another student's work, it is an instance that is deemed academically dishonest.

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<sup>1</sup> Adapted from: Garza, Celina. "Academic Honesty: Principle to Practice." Presentation during the IB Africa, Europe & Middle East Regional Conference (Rome, 16-19 October 2014). Available at: <https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty.-principles-into-practice---celina-garza.pdf>

### 4.3 What is Plagiarism?

Plagiarism is defined as passing off someone else's work, ideas or expressions of 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. Plagiarism is both an academic and disciplinary matter.

### 4.4 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 or her work to be used dishonestly is an accomplice and therefore also subject to disciplinary action.

### 4.5 Procedures to Support Academic Honesty

- a. All students will be taught research methods in every grade level in the school. In addition to workshops and classes on research methods and procedures, students will be taught academic writing skills, including proper citation or attribution methods.
- b. All students must attend an Academic Honesty session at the beginning of each academic year. At the end of which, each student signs the Academic Honesty form (See Annex 9). These forms are then scanned and the original signed copy is returned to the student.
- c. Teachers will ensure that materials used in class have the correct and proper attribution.
- d. Teachers will provide time for students to consult and clarify details of the task and the honest presentation of sources.
- e. Teachers will provide feedback to students, parents and administrators regarding the progress and needs of students in this area, raising concerns and possible formative intervention, if necessary.
- f. The Academy employs Turnitin, an Internet-based plagiarism detection service to supplement its support of academic honesty in the community.

### 4.6 Procedural Due Process in Cases of Academic Malpractice

- a. Any member of the Academy may trigger an investigation or inquiry into a suspected instance of academic malpractice.
- b. The Dean of Faculty or a representative assigned by him or her serves as mediator between the parties involved (e.g. teacher and student) in an inquiry into a suspected instance of academic honesty. All inquiries into academic malpractice are confidential.
- c. The complainant writes the student suspected of academic malpractice about the suspected instance, of the nature and cause of the accusation, with evidence to support the claim.

- d. The student shall answer the charges in writing and will have the right to adduce evidence as presented, if applicable. The student may respond with an assistance of counsel (e.g. parent, guidance counselor).
- e. The Dean of Faculty shall consider the evidence based on submitted reports, decide on the case, and determine the type of offense and its consequences:
  - i. For a First Offense, an incident report is filed to the Head of School and the parents of the students. No grade will be given for the work submitted.
  - ii. For a Second Offense, an incident report is filed to the Head of School and the parents of the students. No grade will be given and the student will serve an in-school suspension.
  - iii. For a Third Offense, an incident report is filed to the Head of School and the parents of the students. The student is asked to withdraw from the school.

## **Section 5. Academic Probation**

### **5.1 Notice of Student Performance**

The Notice of Student Performance is a letter to be sent by the Academic Coordinator to parents of students who are struggling with academic requirements, those who are tracking to receive marks of 3 and below in any subject, and those who have received semestral marks of 3 and below. Identification of difficulties and recommendations for reinforcement will be provided.

The Notice of Student Performance may be sent mid-semester or as soon as the academic difficulties are discerned to be generalized across more than one subject. This triggers an intervention process designed to teach alternative strategies or study skills and mitigate failure in the subject areas.

### **5.2 Definition of Academic Probation**

Academic Probation indicates a student's academic difficulty in more than one subject and may demonstrate a more generalized struggle with prerequisite academic skills. As such, students who receive marks of 2 or below in two or more subjects at the end of either semester are immediately placed under Academic Probation.

The period of Academic Probation is two semesters.

### **5.3 Academic Probation Process**

The procedure for Academic Probation is as follows:

- a. Subject teachers notify and meet with the student's Adviser, the Learning Support Teacher, and the Guidance Counselor, as needed, to develop an intervention program for the student.
- b. The Faculty Adviser then submits a written recommendation to the Dean of Faculty and the Dean of Students who will review the student's need for additional support and eligibility for

participation in after-school activities in light of the need to improve the student's academic performance.

- c. Students who are placed on Academic Probation are required to attend Learning Support sessions at least twice a week. Unexcused absences to these sessions are reported to the student's Adviser who, in turn, reports it to parents. Extensive absence to required Learning Support sessions may result in the withdrawal of this privilege for the student.
- d. At the end of the first semester of Academic Probation, the Academic Coordinator reviews the student's grade profile. If the student achieves a failing mark, the academic team is convened with the Dean of Faculty and the student's Adviser to develop recommendations, terms, criteria, and conditions for the Academic Probation on a timeline that shall not exceed the school year. This is discussed with parents and the student who must sign a written document in agreement of these conditions.
- e. If the student has met the criteria at the end of the two-semester probationary period, the status of Academic Probation is lifted. The parents and the student will be notified in writing of the lifting of the probation.
- f. If the student has not met the criteria at the end of the two-semester probationary period, the Admissions Committee will review the student's enrollment status and may result in the non-admission of the student for the next academic year.
- g. Repeated placement on Academic Probation may result in a recommendation for withdrawal from the school.

## **Section 6. Withdrawal of Students**

If a student withdraws from the Academy, his/her parents or guardian must submit a formal letter of withdrawal addressed to the Head of School. This letter must be marked as "received" and dated by the Office of the Head of School.

If a student formally withdraws, regardless of whether he/she attended classes, the student shall be charged on the refund of tuition and other school fees as follows:

- Within the first week of classes at the start of the school year - 10% of the total amount for the term.
- Within the second week of classes at the start of the school year - 20% of the total amount for the term.

The student may be charged all school fees in full if he or she withdraws after the second week of classes.

Regardless of when the student withdraws, miscellaneous and other school fees are non-refundable; and depending on which payment option was chosen, the Capital Development Fee (CDF) may or may not be refunded.

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 (i.e. teacher and counselor recommendations) will not be released until all financial obligations are settled.

CDF refunds will be processed within forty- five (45) days from the end of the applicable school year and upon completion of school clearance forms.

## **PART TWO: ACADEMIC LIFE**

### **ACADEMIC SUPPORT SERVICES & OPPORTUNITIES**

Section 1	Books and Supplies
1.1	Supplies
1.2	Assignment of Textbooks and Required Books
1.3	Class Kits
Section 2	The Beacon Academy Library
2.1	Borrowing Books
2.2	Overdue Books
2.3	The Library Space
2.4	The BA Library Online
Section 3	School-sanctioned Activities
Section 4	Learning Support
Section 5	Seeking Academic Assistance
Section 6	Counseling Resources
6.1	Description
6.2	School Counseling
6.3	The College Readiness Framework
6.4	College Events and Student Attendance
6.5	College Counseling: Parents and Students

### **Section 1. Books and Supplies**

#### **1.1 Supplies**

Basic school supplies are available for purchase at Student Services at subsidized prices. It is hoped that this encourages students to use their materials and supplies responsibly and to put them away at the end of each class.

#### **1.2 Assignment of Textbooks and Required Books**

Textbooks and books are assigned to students during the course of the year. All materials will be numbered and recorded to ensure accountability. It is important to note that these remain school property. Students are therefore expected to treat all books with respect and to return them in good condition. The return of all textbooks and books/library books is included in the clearance process at the end of the school year.

Students who lose or misplace their books are to report the loss to the teacher. As these are individually assigned, students should not take books not assigned to them. Students should

not write in books unless explicitly instructed to do so by a teacher. If a student loses or damages an assigned book, the student is responsible for the cost of the replacement. The Accounting/Finance Office will provide information about the replacement costs for a book should a problem arise.

### 1.3 Class Kits

“Class Kits” unique to each student containing non-digital school materials such as books, laboratory/art supplies, notebooks, etc., will be prepared and made available. Students will be required to return pre-identified items in these kits. Schedules for their return will be provided by the school.

## **Section 2. The Beacon Academy Library**

The Library is located on the ground floor of Bldg. A. It is open to students from 7:30 A.M. until 4:00 P.M. each school day. All members of the Academy are encouraged to make full use of this learning resource.

### 2.1 Borrowing Books

Students are allowed to borrow library books for a period of one week and may borrow up to five (5) books at a time. Exceptions to this book limit will be extended to students conducting research for the Personal Project and the Extended Essay. All borrowers are asked to be responsible about using the library’s resources, to return books on time and pay overdue fines as incurred.

### 2.2 Overdue Books

Students with overdue materials must pay the overdue fine immediately to the Accounting/Finance Office. Overdue books are charged PHP 10.00 per school day. It is important to note that a student’s clearance from the school will be withheld for unpaid overdue fines and lost books until these are accounted for.

### 2.3 The Library Space

The Library offers opportunities for students to locate, use and evaluate information, or to read for pleasure. Everyone using the Library is expected to work quietly and independently, take good care of books and other Library materials, and ask help from the Librarian if required.

Food and drink are not permitted in the Library except on certain occasions such as workshops, meetings, faculty professional development sessions, faculty orientations or parent-teacher meetings.

Students are asked to leave school bags on a shelf inside the Library and to bring only what is needed for studying, reading and doing research.

Students are asked to practice CLAY GO – Clean as you go – and return chairs to their proper position, throw trash in the garbage bin and to leave un-borrowed books at the counter.



Students are not allowed to play cards or board games in the Library without the express permission of the Librarian provided these games are played during recess, lunch time or after school hours.

## 2.4 The BA Library Online

The Beacon Academy Library is committed to provide access to learning resources, conduct virtual readers' services, and implement programs that support inquiry, research and socio-emotional learning. The @theBA Library is an initiative that allows the community to do this regardless of school modality.

It will allow the community to:

- Access to the library online public access catalog (OPAC);
- Borrow books and print materials through the BA Library Book Pickup and Delivery service.
- Allow students to peruse the BA Library G-Site and its subject-specific subscriptions to databases and curated directories of online resources.
- Schedule consultations and research skills sessions with the Teacher Librarian.
- Access to IB recommended databases and online subscriptions, i.e. EBSCO Host, EBSCO eBook Collections and World Book Online.
- Contribute to the Learning Playlist/Knowledge Library, avail of the virtual reference and advisory services on Academic Honesty, Creative Commons, and strengthen professional partnerships with local and global leaders.
- Spend some time at The Pioneer, a virtual space where Griffins can jam on ideas, inquire, and question, and nurture one's sense of wonder.

### **The BA Library Personnel are:**

- Mrs. Zarah Gagatiga, Teacher Librarian – [teacherlibrarian@beaconacademy.ph](mailto:teacherlibrarian@beaconacademy.ph)
- Mr. Flynn Felix, Library Assistant – [library@beaconacademy.ph](mailto:library@beaconacademy.ph)

Students may schedule or request for a consultation on research and sourcing of references with Mrs. Gagatiga: [https://calendly.com/teacherlibrarian\\_zarahgagatiga](https://calendly.com/teacherlibrarian_zarahgagatiga)

### **THE BA Library Online Resources\* are:**

[The BA Library OPAC \(Online Public Access Catalog\)](#)

[The BA Library Google Site](#)

[The Pioneer](#)

[CCP Encyclopedia of Philippine Art](#)

[EBSCOHost](#)

[Philippine Studies: Historical & Ethnographic Viewpoints Science News](#)

[World Book Online](#)

\* Usernames and passwords for the above subscriptions are given to students on the first week of school.

### **Section 3. School-Sanctioned Activities<sup>2</sup>**

**Important: In the context of COVID-19, the DepEd Order No. 34, s2022 maintains that school days for AY 2022-2023 “shall be solely dedicated to academics and related co-curricular activities. The conduct of extra-curricular activities shall be strictly prohibited.” School-sanctioned activities will comply with this order until further notice.**

The Academy recognizes the importance of field trips and interdisciplinary unit trips as forms of instruction, providing powerful opportunities for experiential learning and an enriched understanding of the curriculum.

Parents will be notified of details of field trips including dates, times, costs, modes of transport, and other relevant information. The school will ensure that there are enough chaperones and security personnel on hand for field trips. A code of conduct, including a required dress code, will also be given to students.

In order for a student to go on a field trip, parents must signify their permission by signing on the form provided. Parents and students may be required to sign waivers and agreements prior to departure. The above applies also to any foreign trips students may take to represent the school and other educational opportunities that the Academy may offer as an option.

In cases when inclement weather is forecast, the school leadership reserves the right to cancel the activity, after consulting with the activity head and chaperones. Similarly, in instances when there are any concerns arising from political, health, social and other issues in the location or country of destination, school leadership may likewise cancel or postpone the planned activity, after consulting with the activity head and chaperones.

In any school-sanctioned activity, the costs of travel including air travel, contingency fund, hotels, transfers to and from the hotel and airport (local and foreign), DSWD clearance for students with Philippine passports, applicable taxes, registration fees and other charges will be shouldered by the parents of the participating students. Costs of the teacher-chaperones, including air travel, per diem, and hotel will be divided among the parents of the participating students.

### **Section 4. Learning Support Services**

The objective of the Learning Support and Development Program is to provide additional support to students in order to meet the academic demands in school and to help them develop as self-regulated learners with positive self-advocacy skills.

Learning support runs on a referral basis. Referrals may be done by Faculty Advisers, subject area teachers, or by Academic Coordinators through a Notice of Student Performance (NSP). The degree of support and frequency in which the support is provided to a student is determined on an individual basis depending on the identified needs of each student. Students may also seek support independently as needed by consulting with Learning Support teachers.

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<sup>2</sup> Adapted from DepEd Order No. 66, s.2017 - *Implementing Guidelines on Off-Campus Activities*.

Learning support is provided in a variety of ways such as individualized sessions to work on study skills and identified targets in academic areas such as language, literacy or math; supervised study sessions to monitor completions of academic requirements, and resource room pull-out sessions for leveled work in subject areas. Accommodations within classes may also be accorded to a student upon recommendation of the designated Learning Support teacher and approval of the Academic Coordinator.

Students who are placed on Academic Probation are required to attend Learning Support sessions at least twice a week. Unexcused absences to these sessions are reported to the student's Adviser who, in turn, reports it to parents. Extensive absence to required Learning Support sessions may result in the withdrawal of this privilege for the student.

Learning Support sessions are available to students by appointment through Calendly. Sessions are conducted on Google Meet. Learning Support sessions will be held after classes; or may be scheduled during free periods or study hall.

Referral information for recommended learning support organizations and individuals outside the school will also be provided.

## **Section 5. Seeking Academic Assistance**

Teachers are ready to support students in their learning outside of class time. If in need of clarification or consultation, students are highly encouraged to approach their teachers at the end of class or to set appointments to see them after school hours.

## **Section 6. Counseling Resources**

### **6.1 Description**

The Counseling Resource Center (CRC) provides a uniquely tailor-fit approach to college and career readiness through advising and mentoring and offers socio-emotional support through individual and group counseling, psycho-social practices, and techniques suited for high school students. In collaboration with the academic and school life teams, the CRC participates in the promotion of the "Griffin Profile" which focuses on the Academic Competence, Emotional Intelligence, a Sense of Empowerment, and a Sense of Community in each Beacon Academy learner.

School Counselors focus on the promotion of mental well-being in the school community. This includes efforts to ensure that social and emotional learning and mental health needs are supported and addressed through individual and group counseling as well as special learning sessions. Through digital tools, the counselors will intensify conferences and consultations with administrators, teachers, and parents to ensure that students' safety and well-being are at the forefront of all decisions.

College and Career Counselors utilize customized communications with students and parents through the guided use of Cialfo (<https://cialfo.co>)—an online platform for the planning and organization of college applications, including scheduling college "visits" via real-time webinars. Opportunities for career exploration and direction-setting through the guided use of Kuder Navigator (<https://navigator.kuder.com>)— a career planning online platform specifically targeted

for Grades 10 and 11. Students from all grade levels are required to attend quarterly workshops on relevant topics such as strategy, resume building, recommendations, procuring documents, decisions, and “pre-departure” orientations

## 6.2 School Counseling

The School Counselors are available to all students for counseling services.

The Counselors also supervise the process involving students who may need to go on extended absence for medical, psychosocial, and socio-emotional reasons. Recommendations and proposed courses of action, including appropriate supporting documentation, shall be transmitted directly to the Head of School. The Head of School will then convene representatives from the academic and school life groups at the Academy to determine the accommodation or non-accommodation of the proposed course of action. The final decision of the granting of extended absences comes from the Head of School.

Referral information for recommended counseling professionals and services outside the school will also be provided.

## 6.3 The College Readiness Framework

The College Readiness Framework was developed by the Beacon Academy to provide sustained personal guidance to all students in their pathway to higher education. Its objective is to assist and provide students with the information, self-knowledge, skills and strategies involved in allowing a student to successfully apply to colleges and universities best fit for their strengths and interests. It is a framework that runs through all four years of the high school program.

At Grade 9, the framework focuses on the exploration of opportunities for students, in terms of possible education and career paths. At Grade 10, the framework moves towards cultivating an understanding of each student’s strengths and talents as aligned to their college plans. At Grade 11, strategies of applying to specific programs, colleges and universities are developed and applied. And at Grade 12, assistance and support in actual application processes are provided.

## 6.4 College Events and Student Attendance

The College Counselors organize or link students to fairs, information sessions, and school visits that allow students and even parents to interact with admissions representatives from colleges and universities from all over the world. Announcements will be placed in the College Counseling Calendar posted around campus and via the Beacon Academy email system.

Students may participate in these sessions that are often held online or on campus during regular class days. Students notify the College Counseling Office of their interest and secure a Permission Slip from the subject teachers to attend should the event fall during the time in which the student has class. Permission Slips are not valid without Counselor and Teacher signatures and copies are given to both for documentation and verification purposes. Attendance to a

college event in school is considered attendance to a school-sanctioned activity and therefore not counted towards the maximum allowable absences of the student at the Academy.

It is important to note that subject teachers have the prerogative to either allow or disallow a student's participation in the college event.

#### 6.5 College Counseling: Parents and Students

The Academy considers parents a vital partner in the college counseling process. For this reason, regular communication with parents—both written and face-to-face—is highly encouraged. Parents and students can expect to receive invitations and notices several times during their stay at the Academy to attend briefings, presentations and orientations.

The College Counselors provide parents and students with updates periodically or as necessary via email.

## **PART THREE: SCHOOL LIFE**

### **THE SCHOOL LIFE PROGRAM**

Section 1	The Advisory Program
1.1	Role of the Faculty Adviser
1.2	Role of the Student Advisee
1.3	Relationship of the Faculty Adviser and Parents
Section 2	Assembly
Section 3	Co-Curricular and After-School Activities
Section 4	The Athletics Program
Section 5	Student Leadership

#### **Section 1. The Advisory Program**

The Academy believes that the establishment of a productive, nurturing relationship between teacher and student, as well as the support of a peer group, is a crucial component of the student's life while in school to help the student achieve his or her full potential.

To this end, each cohort is assigned a group of teachers, called #ASquads, who work together to mentor, coach and guide the students. Although each member of the #ASquad will have particular advisees, the team will collaborate and work together for the benefit of the cohort and as support for each other. Each student will thus have a particular adviser as well as a team to help him/her. If the student's adviser is not available, the student may approach any member of the #ASquad for consultation and assistance.

The school ensures that time is allocated to allow #ASquads to meet during Advisory periods scheduled on Wednesday afternoons in the last period after Assembly.

The goals of the Beacon Academy advisory program are

1. To create a safe and empathic environment to facilitate sharing and growth
2. To connect with students and their concerns, needs, and goals
3. To share strategies of dealing with situations at their level
4. To assist the guidance office in handling student concerns and needs
5. To build and strengthen community spirit

##### **1.1 Role of the Faculty Adviser**

At the start of each academic year, each student is assigned a Faculty Adviser. The roles of the Adviser are to monitor the academic development of each student across all subject areas, identify opportunities for academic and personal growth, advocate on behalf of the student with

other teachers and the school administration, and maintain regular communications with parents of their assigned advisees. The adviser also plays a crucial role in matters concerning academic probation, course selection and load revision.

Each adviser will advise his/her advisees of the adviser's consultation hours during the week. A list of advisers and their consultation hours will also be posted outside the Faculty Lounge and in the School Life Office.

### 1.2 Role of the Student Advisee

The student advisee attends advisory sessions whenever scheduled, participating and cooperating with the #ASquad in the planned activities. Each advisee is responsible for informing a member of the #ASquad if and when he or she is unable to attend a scheduled advisory. The student advisee should feel free to schedule individual sessions with the adviser or any member of the #ASquad should it be necessary to talk about concerns particular to the advisee. Each advisee should be aware of the needs and concerns of the other advisees in the group and try to provide help and support when necessary.

### 1.3 Relationship of the Faculty Adviser and Parents

Being privy to the over-all progress of a student, the Faculty Adviser is the first point-of-contact between parents and the school. Advisers will initiate contact with the parents of their advisees at the beginning of the year, and parents are encouraged to send any questions or requests related to their child's department at school through their assigned Adviser.

## **Section 2. Assembly**

Assemblies will be held every Wednesday afternoon from 2:00-3:00 pm.

This time is used for school leadership to make announcements and give updates, to build a sense of community, to listen to a guest speaker, hold a consultation, or carry out specific activities. All students and teachers are expected to be at Assembly.

Immediately after the school assembly, students seek out their Advisers for advisory periods, unless otherwise announced.

## **Section 3. Co-Curricular and After-School Activities**

The Beacon Academy offers a wide variety of after-school activities to complement and balance school life and ensure a well-rounded education. These activities may be recreational activities, clubs and organizations and athletic teams as well as projects or school activities held during specific times in the school year. Meetings, training and practices will commence after classes are dismissed at 3:00 P.M. for both JHS/MYP and SHS/DP students. The schedule for after-school activities clubs, music, sports and recreational activities will be announced at the start of the school year.

Each student is highly encouraged to join at least one (1) club, project, music, sports or recreational activity after school. There may be minor changes in the roster and schedules in the first and second semesters.

Sign-ups and try-outs for all after-school activities will be announced within the first month of the school year. The School Life team will make every effort to coordinate meetings, training and practice schedules during the week. Clubs and certain projects and activities will be required to take minutes of their meetings and submit a report on their activities to the School Life Associate. Attendance at sports and music programs will be left to the teacher/coaches/team captains.

New after-school activities may be proposed to the Dean of Students and the School Life Associate for evaluation and discussion with the proponents.

**IMPORTANT:** In the context of COVID-19, the DepEd Order No. 34, s2022 maintains that school days for AY 2022-2023 “shall be solely dedicated to academics and related co-curricular activities. The conduct of extra-curricular activities shall be strictly prohibited.” School-sanctioned activities will comply with this order until further notice.

#### **Section 4. The Athletics Program**

The Beacon Academy Athletics Program offers a variety of athletic activities with the goal of building skills and developing sportsmanship as part of educating the student as a whole.

The objectives of the After School Athletics Program (ASAP) are: to provide a variety of activities that meets the interests, needs and abilities of the students; to promote fun, good sportsmanship and discovery of talents; and to engage in and expose students to local and international tournaments.

**IMPORTANT:** In the context of COVID-19 mitigation, the Academy shall release and update available athletic opportunities and appropriate risk-mitigation conditions based on the latest requirements and regulations of the national government.

#### **Section 5. Student Leadership**

The Beacon Academy Student Council (BASC) presents one of the best opportunities for students to exercise leadership skills. BASC is under the direct supervision of the Dean of Students.

BASC is a valuable partner in building school spirit and developing a Beacon Academy culture and community that takes care of each other and works together for the success of each and every student, faculty member and staff.

The Executive Committee of BASC 2022-2023 is composed of the following student leaders:

President: Ariana Benitez, Grade 12  
Vice President: Noah Salazar, Grade 11  
Secretary: Sam Sicam, Grade 12  
Treasurer: Tobey Howe, Grade 12  
Public Relations Officer: Hannah Talusan, Grade 12



## **PART THREE: SCHOOL LIFE**

### **CODE OF BEHAVIOR**

Section 1	Student Rights and Responsibilities
Section 2	Discipline and Accountability
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Section 3	Student Code of Conduct
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4.7	Use of Fitness Equipment and Facilities
4.8	Campus Cleanliness and Waste Disposal
4.9	Use of Own Automobiles

#### **Section 1. Student Rights and Responsibilities**

“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 a 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 to 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 class. We must turn in homework on time and be responsible for decisions.

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.”

*-The Students of the Beacon Academy (August 2011)*

## **Section 2. Discipline and Accountability**

As provided under the Revised Manual of Regulations for Private Schools in Basic Education (Section 131), the Beacon Academy has the right, duty, and responsibility to impose discipline and cultivate responsibility among its students inside the school campus, as well as outside the school premises whenever they are engaged in authorized school activities.

All members of the Beacon Academy community are accountable for their actions.

### **2.1 Minor and Major Infractions**

Minor infractions are violations to school principles and regulations on the school premises or during any school-sponsored or school-sanctioned activity or event. These include, but are not limited to: disrespectful behavior towards a member of the school community, willful and repeated disregard for and disobedience to school policies, uniform code violations, name-calling or ethnic/racial slurs, absences beyond the maximum allowable number per semester, repeated tardiness, skipping of classes during a school day, repeated failure to meet assessment deadlines, littering, vandalism, unsportsmanlike conduct, public displays of intimacy on the bus and on campus, use of personal electronic equipment or cell phones without teacher permission, violations of the School Bus Code of Conduct.

Major infractions are serious violations of school principles and regulations on the school premises or during any school-sponsored or school-sanctioned activity or event. These include, but are not limited to: repeated minor infractions, habitual neglect of responsibilities; breach of the Beacon Academy Academic Honesty Policy, or Technology Use Policy; gambling on school premises on the bus and at any school-sanctioned activity, possession of alcohol, drugs, or other illegal substances; bullying (physical, mental, verbal, cyber bullying); fighting and any physical altercation; willful destruction of property; theft; possession and/or use of weapons on campus; and the sale, transfer or use of alcohol, tobacco, drugs or other illegal substances.

### **2.2 Reporting of Minor Violations**

As provided under the Revised Manual of Regulations for Private Schools in Basic Education (Section 134), “a teaching personnel or school official, in the exercise of his right as a substitute parent in relation to his students shall have the authority to impose appropriate and reasonable disciplinary measures in the interests of good order and discipline in case of minor offenses committed in his presence.”

To this end:

- a. Notification emails shall be issued to students for violations of school principles and regulations. Except as noted in this Handbook, these notifications may be issued by any

member of the academic and non-academic community and are submitted to the student's Faculty Adviser and the Dean of Students.

- a. When applicable, the teacher or school official concerned will discuss the incident with the student and ask the student to reflect on the incident and the behavior. The teacher/ school official and student will develop a verbal or written plan to correct the behavior. The student's adviser will be informed of the incident.
- b. Ten (10) notifications of minor violations result in a Minor Infraction of school policy with its ensuing consequences. It is important to note that repeated Minor Infractions constitutes a Major Infraction of school policy.

### 2.3 Reporting of Major Violations

As provided under the Revised Manual of Regulations for Private Schools in Basic Education (Section 134), "when the offense committed is serious, the teaching personnel or school officials shall submit a report concerning the violation to the school head who may cause the institution to appropriate disciplinary action against the erring student, if warranted by the circumstances of the case."

As such, violations that constitute as Major Infractions will follow the procedural due process for Major Infractions as outlined below.

### 2.4 Stages of Disciplinary Action

The form of disciplinary action is identified in stages, corresponding to the severity of infractions from minor to major cases as discussed above.

Minor Infractions merit a Stage 1 response.

Major Infractions may merit a Stage 2 or Stage 3 response.

The Stages of Disciplinary Action are:

#### Stage 1: Intervention and Parent Notification

When applicable, an incident report is submitted by a student, faculty or staff. The student involved will write an account of the incident/s. The teacher, the student, and the student's adviser and, when applicable, the Dean of Students 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 will be requested. A referral to the Dean of Students will be made and the incident reports will be filed in the student's school records.

#### Stage 2: Dean's Warning

When the Dean of Students, in consultation with the teachers and adviser, decides that a student needs a revision in attitude and behavior, the student will be placed on Dean's Warning. Students will receive coaching on improving their attitude and will be assigned to one or more Mandatory Supervised Study Hall sessions. The student will sign a Dean's Warning contract documenting the situation and the plan of action. The student, the parents, and the adviser will receive a copy of this contract and a copy will be filed in the student's school records.

### Stage 3: Referral to the Head of School

The breaching of conditions set forth in the Dean's Warning contract, or a serious infraction of school rules and regulations, merits referral to the Head of School. Inquiry and due process will follow and be documented, with the appropriate communication between parent and school made. If upon inquiry and due process, the severity of the infraction is determined, this may merit the forfeiture of certain rights afforded to the student by enrolling in the school, and may result in the following measures:

#### *In-School Restriction*

This means that 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 for a determined period. The student will be supervised by a member of the academic staff and, if applicable, scheduled summative examinations will be given during the period. Parents will be notified in writing of an in-school suspension decision.

#### *Out of School Suspension*

As provided by the Revised Manual of Regulations for Private Schools in Basic Education (Section 136a), "suspension is a penalty in which the school is allowed to deny or deprive an erring pupil or student of attendance in class for a period not exceeding twenty (20%) of the prescribed class days for the school year or term." A suspension is considered one step away from permanent separation from the Beacon Academy.

While at home during an out of school suspension, the student is expected to do his or her best to keep up with academic work. It is important to note that absences due to out of school suspension are counted towards the maximum number of allowable absences per term and shall not relieve or excuse the student of his/her responsibility in keeping up with missed lessons, assignments, and examinations. During the suspension period, the student should be assisted by the parents/guardians in coping with the lessons. If there is a scheduled summative examination during the suspension, the school is obliged to give him or her a make-up exam.

It is understood that, upon his or her return to school, the student is expected to be on his or her best behavior going forward, and that a repeat of the behavior that earned the suspension or any other violation incurred may lead to permanent separation from the school.

#### *Preventive Suspension.*

As provided by the Revised Manual of Regulations for Private Schools in Basic Education (Section 136b), "a pupil or student under investigation of a case involving the penalty of expulsion may be preventively suspended from entering the school premises if the evidence of guilt is strong and the school head is morally convinced that the continued stay of the pupil or student during the period of investigation constitutes a distraction to the normal operations of the school or poses a risk or danger to the life of persons and property in the school."

Thus, when a student's behavior or demeanor is determined to pose an immediate danger to the school community, the student will be removed from class or school. 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 students must attend a disciplinary meeting with the Head of School and the Dean of Students as soon as possible after the event.

#### *Withdrawal or Exclusion*

As provided by the Revised Manual of Regulations for Private Schools in Basic Education (Section 136c), “exclusion is a penalty in which the school is allowed to exclude or drop the name of the erring pupil or student from the school rolls for being undesirable, and transfer credentials immediately issued.”

Where a pattern of unacceptable behavior persists after repeated intervention, it may be necessary for the Head of School, in consultation with the Dean of Faculty and the Dean of Students, to recommend withdrawal of the student from the school or his or her exclusion from the school rolls. This may also be recommended if the student is found to be in possession of firearms and/or possession, sale or use of drugs or illegal substances on campus.

#### *Expulsion*

As provided by the Revised Manual of Regulations for Private Schools in Basic Education (Section 136d,e), “expulsion is an extreme penalty on an erring pupil or student consisting of his exclusion from admission to any public or private school in the Philippines and which requires the prior approval of the Secretary of the Department of Education. The penalty may be imposed for acts or offenses constituting gross misconduct, dishonesty, hazing, carrying deadly weapons, immorality, selling and/or possession of prohibited drugs such as marijuana, drug dependency, drunkenness, hooliganism, vandalism, and other serious school offenses such as assaulting a pupil or student or school personnel, instigating or leading illegal strikes or similar concerted activities resulting in the stoppage of classes, preventing or threatening any pupil or student or school personnel from entering the school premises or attending classes or discharging their duties, forging or tampering with school records or school forms, and securing or using forged school records, forms and documents.”

### 2.5 Procedural Due Process for Major Infractions

The following shall constitute the minimum due process procedures in investigations of Stage 3 or 4 infractions:

- a. Any member of the Academy may trigger an investigation or inquiry into a suspected major infraction.
- b. The Dean of Students or a representative assigned by him/her serves as mediator between the parties involved (e.g. the complainant and student involved in the suspected infraction.) All investigations are confidential.
- c. The parents whose child is suspected of a major infraction must be informed in writing of the nature and cause of any accusation against the student and will be called for a conference with school authorities.
- d. The student through his/her parents must be informed of the evidence against him/her.

- e. The student through his/her parents will be given sufficient time to answer the charges in writing, explaining the circumstances of the alleged infraction. He/she will have the right to adduce evidence as presented and to present witnesses on his/her behalf. The student may respond with an assistance of counsel.
- f. The Dean of Students reviews all evidence and determines whether referral to the Head of School is merited. If so, all documentation on the case is submitted to the Head of School for review.
- g. In observation of the procedural due process, the Head of School shall convene an investigating committee chaired by an individual designated by the Head of School and composed of at least two other members as may also be designated by the Head of School to consider the evidence based on submitted reports, decide on the case, and determine the type of infraction and corresponding disciplinary action.
- h. The student through his/her parents may make an appeal to the Head of School within 72 hours after receipt of the notice of decision on the charge.

### **Section 3. Student Code of Conduct**

The regulations in this Code of Conduct have been developed in order to secure the good order necessary for the effective pursuit of knowledge, to help students attain the level of quality work required of them and to ensure proper deportment of the entire community in keeping with the vision and mission of the Academy.

#### **3.1 General Regulations**

- a. Students are encouraged to use the library facilities and to consult regularly with faculty advisers, and with the School Counselors, in addition to the times scheduled by the Counselors and/or the adviser or member of his/her #ASquad.
- b. A student whose parents do not reside in Manila should have a guardian in the city who is duly authorized by the parent to assume the responsibilities towards him or her.
- c. Co-curricular and after-school activities are meant to supplement studies, not interfere with them. The Academy has the right to advise against or even restrict participation in such activities if the student needs to devote more time to studies.
- d. Students, as individuals or groups, may not use the name and/or seal or logo of the Beacon Academy without authorization from the Dean of Students and the Head of School. This applies to promotional products such as mugs, writing implements, stationery, glassware and items of apparel such as athletics uniforms, jackets, hoodies, sweaters as well as printed programs, invitations, announcements, tickets, and similar materials.
- e. Articles and news releases concerning the Beacon Academy should be cleared with the Head of School.

### 3.2 Personal Grooming and the Uniform Code

The school is a place of work. Students, faculty and staff are expected to look presentable and professional at all times. The following regulations are in place to ensure that student dress reflects this fact and that items not specified in the regulations below, while allowed, must not distract other students from their work.

#### a. Identification Cards

- The school ID is composed of a Beacon Academy lanyard and identification card with a photo.
- All members of the Beacon Academy community are required to wear their official school identification cards during the school day. The school ID must be clearly visible at all times.
- If a school ID is lost or any part of it broken, a replacement may be ordered from Student Services for a fee.
- The ID must be presented during exams.

#### b. Grooming

- Hair must be neatly groomed, make-up kept to a minimum and nails short and groomed. It is implicit that personal hygiene standards must be observed and maintained.

#### c. The Uniform Code

- The school uniform is premised on a contract between the Beacon Academy and its students that academic dress must be comfortable and practical but must maintain neatness and discipline in keeping with the idea of the school community as a professional environment.
- While wearing the uniform, the student is identified with Beacon Academy and therefore must act in accordance with Academy rules and regulations.
- No alterations in style, design or facsimiles of the school uniform are permitted.
- There are three types of dress: standard academic dress to be used during regular class days; athletic dress to be used for Physical Education periods or after-school athletics activity only; and presentation dress that is sometimes required by teachers for more formal school activities. Academy Polo and PE shirts may be purchased from Student Services.

#### d. The Uniform Code: Men

- *Standard academic dress:* White polo shirt with school logo; khaki/beige/sand colored pants or trousers that are full-length and well fitting (i.e. Not too low on the hips, no large pockets or cargo pants); dark colored socks; dark-colored casual shoes or sneakers. Flip-

flops and slippers are not considered professional wear and may only be worn with the approval from the Dean of Students.

- *Athletic dress*: Blue shorts or blue or black jogging pants and the Beacon Academy PE shirt; athletic shoes and socks.
- *Presentation dress*: Light-colored long-sleeved shirt (light stripes or checked patterns allowed) with collar and buttons down the front that is to be tucked into belted khaki/beige/sand colored pants or trousers; no overly large buckles on the belts; dark colored socks, dark colored leather shoes.

e. The Uniform Code: Women

- *Standard academic dress*: White polo shirt with the school logo; khaki/beige/sand-colored pants or trousers, full-length, with no large pockets or cargo pants; OR alternatively, khaki school skirt, which may likewise be purchased from Student Services. The skirt must be knee length or at most 2 inches above the knee. For skirts with a slit, the slit should be no more than 3 inches from the hem. The purpose of the slit is to provide easier movement especially in a straight skirt; it can best serve that purpose when it is not more than 3 inches from the hem. Sandals may be worn but flip-flops and/or slippers (i.e. footwear without ankle straps) are not considered professional wear and may only be worn with the approval from the Dean of Students.
- *Athletic dress*: Blue shorts (no volleyball shorts or short shorts please), thick leggings or jogging pants in dark blue or black and Beacon Academy PE shirt, athletic shoes and socks.
- *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.

f. Dress Code for Casual and Theme Days

- The Student Council may designate certain days throughout the school year as casual days or “theme” days when students are asked to wear clothing appropriate to the theme chosen. Students are reminded that attire such as pajamas and other nightwear, short shorts, strapless shirts or blouses with spaghetti straps and crop tops are inappropriate in a professional academic setting.

g. Dress Code for Field Trips and School-Sponsored Activities

- The Uniform Code will likewise be imposed during field trips and any school-sponsored activities off-campus or outside the country.



#### h. Dress Code for Remote Learning

- Students must maintain neatness and discipline in keeping with the idea of school community as an academic and collegial learning environment. For the period of online distance learning, we recognize the added value of cultivating a psychological preparedness for study and the separation of work and home experiences.
  - Students must be neatly groomed and wear comfortable but appropriate attire while attending their online classes. We remind students that attire such as pajamas, other night wear, short shorts, strapless shirts or blouses with spaghetti straps and crop tops are inappropriate in an academic setting, even a virtual one.
  - Students must wear the official BA polo shirt (with BA logo) with pants or leggings during school assemblies and special school-wide online events only.
  - For physical and health education and athletic online activities, students must wear comfortable shorts, t-shirt, athletic shoes or sneakers. There is no prescribed athletics uniform during the period of online distance learning.
- i. Hats, caps, hoods and sunglasses are not to be worn in physical or virtual classrooms. Pillows and blankets are likewise not to be brought into physical or be visible in virtual classrooms.
- j. Non-conformance to the dress code may result in a notification. Habitual violations of the dress code may result in a minor infraction.

#### 3.3 Code of Conduct for Remote Learning

- a. In attending all online school activities, students must identify themselves in online platforms by their full name and photos (i.e. no memes, game handles, etc.)
- b. By default, students must have their videos turned on and set to an appropriate viewing angle (ie. face can be clearly seen) during synchronous class sessions. It is recommended that, should virtual backgrounds be employed, that these are composed of neutral or plain colors to prevent visual confusion.
- c. The use of virtual chat boxes for personal conversations during synchronous sessions is highly discouraged.
- d. Screen shots and video recordings of any synchronous and asynchronous sessions of the school's online activities (as well as the uploading of these on public platforms) are breaches of the Beacon Academy Data Privacy Policy. These are not allowed without the written consent of the Academy.
- e. The Academy policies on Academic Honesty, Academic Probation, Discipline and Accountability, Technology Use and Electronic Devices, Anti-Bulling Policy, and Prohibited materials at the Beacon Academy all remain in effect during periods of remote learning.

### 3.4 School Bus Code of Conduct

The school is under contract with a company to make use of their buses for transportation to and from the Beacon School campus in Taguig, Metro Manila to the Beacon Academy in Biñan, Laguna. The availability of these buses are an institutional obligation to students who signify their intention to avail of this service at the beginning of each school year; and a professional, optional accommodation to the school's academic and non-academic community.

Buses depart Taguig at 7:00 A.M. (First Bus) and 7:10 A.M. (Second Bus). They depart Biñan at approximately 3:10 P.M. (First Bus) and 4:00 P.M. (Second Bus). Departure times from Biñan may be altered to accommodate after-school activities.

BA security personnel will be on board each bus. They are responsible for keeping a passenger log as well as for informing the Academy of any delays en route, e.g. traffic. Student Services at the Beacon Academy will then inform the students' families via SMS of any changes of pick-up time due to such delays. Upon arrival at the Beacon School, the security guard does not leave his post until all Academy students have been picked up by their designated fetchers. Any student who rides the bus to the Beacon Academy in the morning will be required to ride the bus back to Taguig unless alternative arrangements are made and which are communicated in writing from the parent. Parents will need to send an email or SMS to the Dean of Students for any changes in transportation arrangements, preferably at least one day in advance.

Whenever possible, a teacher representative is on board the buses. Faculty, staff and the security personnel present on the bus are empowered to act as marshals ensuring that order is maintained on the bus for the comfort, safety and security of all on board.

The Operations Team of the Beacon Academy is in charge of managing bus departure processes in an orderly and efficient manner.

The following regulations apply to students riding the buses designated by the school:

#### a. Bus Prioritization

To ensure that the priority of the school's bus transport system is maintained during departure times on regular school days:

- Seats on the school bus at the end of regular class days are available on a first come-first served basis. No seat reservations are allowed except upon advanced, explicit instruction from parents to the Dean of Students/Student Services (in cases of students) or from the Human Resources Manager or School Leadership (in cases of academic and non-academic staff).
- Beacon Academy faculty and staff will only be allowed to board buses on a first come-first served basis five minutes prior to departure.
- First Bus Departure. From Mondays to Fridays, students may board the first bus from 2:55 to 3:05 P.M. Faculty and staff will be allowed to board at 3:05 P.M. The first bus departs from the school promptly at 3:10 P.M.

- Second Bus Departure. From Mondays to Fridays, students may board the second bus until 3:55 P.M. Faculty and staff will be allowed to board from 3:55-4:00 P.M. The second bus departs from the school promptly at 4:00 P.M.

b. 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 Biñan campus.
- Waiting areas for passengers: At the Beacon School, the waiting area is alongside the gym and parking lot. Students are asked not to enter the main entrance of the Beacon School. At the Beacon Academy, the waiting area is the covered walk between the Gym and Building A.
- The buses will leave at 7:00 A.M. (First Bus) and 7:10 A.M. (Second Bus) from the Beacon School Taguig campus; and approximately at 3:10 P.M. (First Bus) and 4:00 P.M. (Second Bus) from the Beacon Academy Biñan campus. Departure times in the afternoon are approximate and will depend largely on how quickly students board the buses.
- All passengers are requested to be ready to board at least five (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.
- Please note: once the bus has departed the Beacon School parking lot or the Beacon Academy in Biñan, it will not stop for anyone, even another student. No one will be allowed off the bus until it arrives at the Beacon Academy campus in Biñan in the morning or the Beacon School parking lot in the afternoon.

c. Student Conduct While on the Bus

- It is important to remember that the bus transport is a shared ride. Students are expected to respect each other's right to a peaceful and pleasant ride. As such, the playing of loud music, public displays of intimacy, and loud voices or abusive language are prohibited.
- Students must remain in their chosen seats and refrain from switching seats or standing.
- Students are to place their personal belongings such as school bags and lunch boxes in the luggage compartment of the bus. These may be retrieved upon arrival at the destination. Empty seats are not to be used for personal belongings and must be kept free for other passengers.
- The center aisle of the bus must be kept free for unimpeded passage.

- Students are enjoined to keep the bus clean, orderly and neat. They are not allowed to leave trash or other items on the bus, or to throw anything outside the bus. Trash may be thrown in the nearest garbage bins immediately after leaving the bus.
- It is to the advantage of all passengers to keep the bus neat and clean. Students must use curtains, upholstery and fittings only as they are meant to be used.
- Students may not open windows or the emergency exits except in cases of emergency.
- Students must respect the belongings of others and may not move belongings of others without permission from the owner especially if the owner is not present on the bus at the time.

d. Student Conduct While Disembarking from the Bus

- Students must remain seated until the bus comes to a complete stop at its destination.
- Students must disembark in an orderly manner.
- Upon arriving at the Beacon School, fetchers are asked to allow the security to unload students' bags and other belongings from the luggage compartment of the bus. Fetchers are strongly discouraged from removing the bags and belongings themselves.
- Upon arriving at the Beacon School, it is important for students who are waiting for their fetcher to wait in the designated area near the gym. They are prohibited from entering the Beacon School main building. It is important to note that Academy students are guests of the Beacon School and must be respectful of its grounds and property.

e. Violations of the School Bus Code of Conduct may result in a notification and/or a minor infraction.

### 3.5 Code of Conduct for Athletes

The principles of professionalism, commitment, collaboration and sportsmanship prevail in all athletic activities of the Beacon Academy. The following are the regulations governing Beacon Academy athletes.

a. Attendance

- Students who signed up must attend the after-school program and the games organized by the school.
- The team captain must monitor attendance for each member and report absences to the respective coach.
- If a student will be absent from the program, he or she must present an excuse letter from a parent or guardian and present this to his or her coach.

- During games, players must be in the venue at the call time specified by the coach.
- b. Athletic Uniforms
- During the After-School Athletics Program: Men and women should wear comfortable shorts, t-shirt, athletic shoes or sneakers appropriate for the sport.
  - During Tournaments: The Beacon Academy team must wear uniformly designed jerseys. A player without an official jersey must adhere to the tournament guidelines governing attire
  - While wearing the athletic uniform, the student is identified with the Beacon Academy and there must act in accordance with Academy rules and regulations.
- c. Behavior during Home and Outside School Games
- At all times, good sportsmanship is a top priority in competitions and all athletic events.
  - Athletes should appreciate that coaches, teachers and school officials have the best interests of all athletes in mind as they equip, schedule, and conduct the athletic program. (Trust)
  - Athletes should respect the rights, dignity and worth of all participants regardless of gender, ability, cultural or economic background, race or religion. (Respect)
  - Athletes must commit to the best education they can, e.g. self-control and mastery, commitment to a healthy lifestyle. (Responsibility)
  - Athletes must live up to the high standards of fair play; be open-minded; and always be willing to listen, learn and participate (Fairness)
  - Athletes in team sports prioritize the team and teammates in order to achieve common goals. (Caring)
  - Athletes accept the responsibility of setting a good example for teammates, younger players, fans and the school community (Citizenship)
- d. Penalties for incidents of Unsportsmanlike Behavior
- a. Incidents of unsportsmanlike behavior may be observed by or reported to any of the coaches, faculty or guidance counselors present.
  - b. Incidents of unsportsmanlike behavior may result in a deduction of batch points, when applicable. A minimum of 50 batch points and a maximum of 200 batch points may be deducted depending on the severity of the case.
  - c. Other penalties for unsportsmanlike behavior may include forfeiture of the game, suspension from remaining games or ejection from the game.
  - d. A student who exhibits unsportsmanlike behavior is issued a Notification Slip by the coach. This is submitted to the Faculty Adviser. Notifications due to unsportsmanlike behavior is included in the ten (10) notification limit beyond which the act constitutes a Minor Infraction of school policy with its ensuing consequences (see above).

### 3.6 Technology Use and Electronic Devices

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

- a. Enhance teaching through access to a variety of technologies, e.g. internet and intranet access throughout the school spaces, projectors in classrooms to bring in audiovisual tools, 3D programs for simulations and modeling (math), etc.
- b. 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 doing so, promotes greater understanding, allows better engagement, and thus, ownership.
- c. Enhance communication between teachers and students and the Beacon Academy community. Technology makes possible connections beyond the classroom and meeting rooms. It may build a greater sense of community through a community site or online communication between parents and advisers, administration and parents, and the Beacon Academy with a larger audience.

Members of the Beacon community who are provided access to Academy systems and network resources assume responsibility for their appropriate use, and must abide by all official posted rules and official communications from the IT/AV Office or from the Office of the Head of School regarding the use of facilities and resources

All screens used during the school day, including those of personal devices, are considered public and may be subject to inspection. The Academy expects individuals to be careful, honest, and civil in the use of computers and networks in school.

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

#### 1. Academy Resources

- a. The Academy network resources are the property of the Beacon Academy. Use of this network is a privilege and not a right. 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 Head of School.
- b. The Academy reserves the right to protect systems, software, individuals and contents of the network from potential or actual harm. As such, the Academy will, to the extent possible, respect the privacy of all account holders on the network. However, individuals should therefore keep in mind that the Academy reserves the right to access any information stored or transmitted over the network.
- c. Individuals are solely responsible for their Academy network accounts and credentials. Individuals may not share school assigned network access or passwords. Accessing personal or confidential accounts and files of others without permission is prohibited.
- d. The cyber-safety of the community is of paramount concern and any breach is subject to the disciplinary measures as outlined in this Handbook.
- e. Students have priority in loaning devices from IT/AV Office and should return all borrowed technology after the subject indicated or at the end of the class day. Students

may not take home borrowed equipment.

## 2. Using Academy Devices

- a. The computers at the Beacon Academy are for use only for academic purposes, during school hours.
- b. Individuals may not send messages via Academy systems anonymously or using a pseudonym. All communication must identify the sender.
- c. 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. Academy systems may not be used to advocate violence, disrespectful or discriminatory acts towards others.
- d. Individuals may not download, install, or use programs that have the potential to break or otherwise interfere with system security and operations. Unnecessary download(s) (i.e. using Torrent engines) is strictly prohibited.
- e. With special permission from the Head of School, equipment may be loaned for non-academic use such as during school events and activities but students assume responsibility for any damage to the equipment. Any damage or replacement costs will be for the account of the student.

## 3. Using Personal Electronic Devices

- a. Students are allowed to bring personal electronic devices (e.g. mobile phones, tablets, laptops) to school but must register these devices with the IT/AV Office. 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.
- b. The Academy follows a “one student, one device” policy in order to manage network traffic on campus. Only one personal electronic device per student will be assigned a unique and non-transferable IP address to access the school’s WIFI system. In the event that the student wishes to replace an old device with a new one, he/she must register the new device with the IT/AV Office. The student will retain the IP address assigned to the original device. Loaning an assigned IP address to another student is strictly prohibited.
- c. Individuals with personal devices 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 occur on or through their systems.
- d. Personal electronic devices may only be used for academic purposes during class hours. Notifications on mobile devices must be turned off during these times. The use of these devices for emergency purposes during class time must be authorized by the class teacher.
- e. Personal electronic devices may be used for personal reasons only during recess, lunchtime, and at the end of the academic day. As a general rule, the playing of video games on campus is strongly discouraged.
- f. It is recommended that students store personal electronic devices not used in class in their respective lockers during this time. The school is not responsible for loss of these

items.

- g. If a student is found using any personal electronic devices outside the prescribed times above, the device will be confiscated for the duration of the school day.

### 3.6 Anti-Bullying Policy

The Beacon Academy attempts to build a community characterized by respect, tolerance, civility and generosity towards others. While the school is aware that there may be instances when students might encounter problems in relation with their peers, it is also cognizant of the possible serious repercussions or effects of bullying on young people.

As such, the school adopts the policies of the Anti-Bullying Act of 2012 with the objective of eliminating all instances of bullying and harassment. By the inclusion of this policy in the official Student-Parent Handbook and the process involving students, parents, faculty and staff and other sectors of the school community, the Academy aims to implement preventive policies and guidelines to eradicate bullying.

#### a. Definitions

- Bullying is psychological phenomenon characterized by the perception and exercise of power of one person or group over another. It is systemic in that an act of bullying always involves a bully, a bullied and a by-stander. School interventions to eradicate bullying involve protocols designed to disempower bullies, build personal resilience, and empower the community to consistently act with compassion, courage and integrity.
- “Bullying shall refer to any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of the other student at school; or materially and substantially disrupting the education process or the orderly operation of the school.” (Anti-Bullying Act of 2012, Section 2)
- Bullying includes social or relational aggression in which “harm is caused by damaging someone’s relationships or social status.” (Zabolio, Mary. School Bullying: Tools for Avoiding Harm and Liability, McGrath, 2006). This refers to the acts of hurtful social exclusion that adversely impact on an individual’s mental health and social-emotional well-being and, by extension, school culture and community.

#### b. Types of Bullying

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



- Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on the victim's looks, clothes and body.
- Cyber-bullying or any bullying done through the use of technology or any electronic means or other technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social networking websites, or other platforms or formats.
- Threats to inflict a wrong upon the person, honor or property of the person or on his or her family.
- Stalking or constantly following or pursuing a person in his or her daily activities, with unwanted and obsessive attention.
- Taking property.
- Public humiliation, or public malicious imputation of a crime or of a vice or defect, whether real or imaginary, or any act, omission, condition, status, or circumstance tending to cause dishonor, discredit, or expose a person to contempt.
- Deliberate destruction or defacement of or damage to the person's property.
- Physical violence committed upon a student without the aid of a weapon. Such violence may be in the form of mauling, hitting, punching, kicking, throwing things at the student, pinching, spanking, or other similar acts.
- Demanding or requiring sexual or monetary favor or extracting money or property, from a pupil or students.
- Restraining the liberty and freedom of a pupil or student.

c. Prohibited Acts

- Bullying on school grounds; property immediately adjacent to school grounds; at school-sponsored or school-related activities, functions or programs whether on or off school grounds; at school bus stops; on school buses or other vehicles owned, leased or used by the school; or through the use of technology or an electronic device owned, leased or used by the school.
- Bullying at the location, activity, function or program that is not school related and through the use of technology or an electronic device that is not owned, leased or used by the school if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of the school.
- Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is witness to or has reliable information about bullying.
- Making a false accusation of bullying. A false accusation about bullying, if proven with a preponderance of evidence, may merit the same sanction as bullying.

#### d. Mechanisms to Address Bullying

- The Head of School, the Dean of Students or any person who holds a comparable role shall be responsible for the implementation and oversight of policies intended to address bullying.
- Any member of the school administration, student, parent or volunteer shall immediately report any instance of bullying or act of retaliation witnessed or brought to one's attention, to the Head of School or school officer or person so designated by the Head of School to handle such issues, or both. Upon receipt of such a report, the Head of School or the designated school officer or person shall promptly investigate. If after due process, it is determined that bullying or retaliation has occurred, the Head of School or the designated school officer or person shall:
  - i. Notify the law enforcement agency if the school principal or designee believes that criminal charges under the Revised Penal Code may be pursued against a perpetrator.
  - ii. Take appropriate disciplinary administrative action.
  - iii. Notify the parents or guardians of the perpetrator.
  - iv. Notify the parents or guardians of the victim regarding the action taken to prevent any further acts of bullying or retaliation.
- If the incidence of bullying or retaliation involves students from more than one school, the school first informed of the bullying or retaliation shall promptly notify the appropriate administrator of the other school so that both may take appropriate action.

#### e. Procedures in Handling Bullying Incidents

At the Beacon Academy, all incidences of bullying and the making of false accusations of bullying are considered Major Infractions, even if committed for the first time, and will follow the procedural due process for Major Infractions as described above.

#### f. Referral and Counseling

Aside from imposing a disciplinary measure commensurate to the misconduct of the student, necessary counseling shall be accorded to the student/s since the school's purpose is not to penalize students but to assist them in the development of appropriate behavior. The referral shall be coming from the Dean of Students before and after the student is subjected to disciplinary action. The parent can also be invited to take part in the counseling process or session if necessary, depending on the determination or discretion of the School Counselor.

After the series of sessions, follow-up sessions will be carried out by the Counselling Resource Center to monitor the degree of discernible improvement, if any, in the behavior of the child. Consistent communication and coordination by the School Counselor with the adviser and parent shall also be made to get feedback based on the result of observation about the child's behavior.

The victim shall also be referred to counseling so that the sense of safety may be restored and his/her need for protection be assessed.

### 3.7 Prohibited Materials at the Beacon Academy

#### *Drugs and Prohibited Substances*

The Beacon Academy is committed to ensure a safe and drug-free environment for the community in compliance with DepEd Order No. 040, s. 2017.

Prohibited substances include but are not limited to: alcohol, narcotics, stimulants, barbiturates, suppressants, hallucinogens, marijuana or amphetamines, pharmaceuticals without a valid prescription and knowledge and permission of parents and a medical practitioner, any abusive glue, aerosol or other chemical substances used for inhalation and any intoxicating, mood-changing, mind-altering or behavior-altering substance or drugs without a doctor's prescription and/or formal notification from the parents/guardian of the student.

While the Academy accepts that the primary responsibility for the education and awareness of students about the effects of drugs and other prohibited substances rests with the family, the school has a commitment to provide a healthy and drug-free environment for the community. Therefore, students at the Beacon Academy are expected to be drug- and alcohol-free.

The use, possession, purchase, distribution or selling of drugs or alcohol or any of the prohibited substances on campus or any school-sanctioned or school-related activity whether on or off campus are major infractions and subject to serious disciplinary intervention. Students who choose to remain present when any of these prohibited substances are used, purchased, distributed or sold will also be subject to major disciplinary action.

As mandated by the Department of Education, the Academy will conduct random drug tests annually with the following procedure:

- At the start of the school year, parents will be asked to sign a consent form to the drug testing. Any student who refuses to submit to the drug test is deemed to have committed a major infraction and may be subject to disciplinary action as set out in this Handbook.
- At a general assembly and/or parent-teacher conference, the Head of School will explain the drug testing procedures to the school community.
- All students and their parents shall be notified in writing on the process and manner by which the random drug testing shall be conducted. Notification will include an acknowledgement receipt that parents will have to sign and return to the school. However, if the parents of a student do not acknowledge receipt of the notice, it will not stop the drug testing nor will it exclude the student from being included in the sample.
- Students for drug testing will be selected on a random basis and/or selectively in cases where there is a suspicion of use. Students will be selected across year levels as determined by school leadership.
- Once selected, the testing team will explain the procedure to the students.

- Test results are treated with the utmost confidentiality at all times and cannot be used in any criminal proceedings as mandated by the Department of Education.
- Parents of any students testing positive for drug use will be notified and will be asked to seek professional help for the student. In addition, the student will be required to meet regularly with the guidance counselors. Other conditions may be imposed for the student to continue at Beacon Academy.

#### b. Flammable Materials

Students may 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.

#### c. Possession of Weapons on Campus

Possession of any firearm, dangerous weapon, or facsimile of such on campus or at any school-sponsored activity is prohibited. The consequences of possession of weapons are as follows:

- Any student who brings a firearm to school will be immediately suspended and recommended for permanent withdrawal from school.
- 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.
- 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.

The school reserves the right to conduct searches of a person's work space and property for suspicion of drugs, flammable items, weapons and other prohibited materials in the school.

### **Section 4. Regulations for the Use of Academy Facilities**

Facilities provided by the Academy must be used properly with care and respect. Any financial obligations incurred while using any of the Academy's facilities must be settled immediately. A student's clearance at the end of the school year may be delayed due to unmet financial obligations and the final report card will be withheld until the clearance is completed.

#### 4.1 Cafeteria Facilities

**IMPORTANT:** In the context of COVID-19 mitigation, regular cafeteria services remain closed.

All students on campus are required to bring their own packed meals (food, drink and utensils) to campus until further notice. The Academy will reinstitute its meal services and will announce its availability to the community at the soonest possible time.

All meals must be taken in either in the cafeteria (equipped with Air-Purifiers, HEPA filtration,

and uni-directional seating in keeping with ventilation and physical distancing requirements) or the Outdoor Commons with appropriate physical distancing measures in place.

#### 4.2 Use of Lockers

- Each student at the Beacon Academy is assigned a locker on the first floor of Buildings A and B. Padlocks or keys are likewise assigned, for which the student signs a receipt at the start of the year. Locks and keys are returned to the school at the end of the school year as part of the clearance procedure. The student will be asked to pay a fine for the loss of or the inability to return the padlock and/or keys. Lockers in the Gym locker room will be made available only to students who are involved in after-school sports.
- 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 others' property and keep away from their lockers.
- It is highly recommended that computers and books, when not in use, be placed inside the lockers under lock and key.
- All unattended bags will be collected by Operations/Security, listed, and taken to a holding place for safekeeping.
- Students will personally have to retrieve their bags during recess, lunch or at the end of the school day. Students will not be allowed to retrieve their bags in between classes or during class hours. To facilitate retrieval, students are encouraged to label their bags for easy identification, use their lockers to keep valuables and to bring only necessary items to school.

#### 4.3 Lost and Found

Items found unattended around campus without the owner's identification will be deemed a lost item and turned over to Operations/Security where it will be logged and put in safekeeping. Any student who has misplaced an item is asked to inform Operations/Security in case it was found. It is the responsibility of the student to inquire about any missing or lost items.

From time to time, Operations/Security personnel will display any items that have not been claimed. An announcement is usually made during an Assembly and the items are displayed outside the Auditorium for students to look at and claim after Assembly.

Therefore, all items brought to school should be clearly identified with the student's name and year level. At the end of the school year, all items not claimed will be donated.

#### 4.4 Telephone Use

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.

#### 4.5 Guidelines for Borrowing Devices (Computers, Tablets, Cameras, etc.)

- Technology such as computers, tablets and audiovisual equipment may be borrowed for class use through the IT/AV Office on the 2nd Floor of Building A.
- Students must accomplish the Tech Equipment Loan Form for Students. The form must have the signed endorsement of the appropriate teacher.
- Students are allowed to borrow a laptop or tablet for one period only, i.e. the loan form issued is valid for one class period only. Should students wish to borrow the same equipment again for the next period, a new loan form must be filled and signed by the teacher of the said period.
- Students are not allowed to borrow chargers for laptops.

#### 4.6 Guidelines for Document Printing

- Students who need to have their document(s) printed can email their files to [techsupport@beaconacademy.ph](mailto:techsupport@beaconacademy.ph).
- Printing charges will be Eight Pesos (PHP 8.00) per page for monochrome printing and Fifteen Pesos (PHP 15.00) per page for colored printing.
- Students are required to settle their printing dues first with the Accounting Department after which, a payment stub is given to the student(s).
- Students must then give the payment stub to any of the IT/AV personnel in the Tech Suite as proof of payment.
- Upon receipt of the payment stub, the printed document(s) that were requested will be released to the student(s).

#### 4.7. Use of Fitness Equipment and Facilities

The Beacon Academy has a complete fitness facility to enhance the overall health and wellness of our students, faculty and staff.

The gymnasium is a multi-purpose venue for different school activities. Originally set up as a basketball court, it can also be repurposed into volleyball, futsal, or badminton courts.

The fitness room has a complete line of equipment that may be used for a total workout program. This includes complete free weight equipment, treadmills, squat and leg press machines, punching bags, recumbent bikes, suspension trainers, resistance trainers and multi-functional trainer machines. Academy coaches are also available to design and supervise workout programs.

The Olympic-sized swimming pool is available all day for the PE classes as well as for use by the Beacon Academy community during weekdays.

Students may decide to spend part of the lunch period playing in the gym. However, gym play requires the presence of an adult. Students will have to coordinate schedules with the Athletics Department. All facilities require users to register or log in and out before and after use.

#### 4.8 Campus Cleanliness and Waste Disposal

Students are reminded to leave a classroom in the same condition as they found it – clean and neat – and to put back chairs, throw unwanted papers and especially to take all their things with them when they leave.

The Beacon Academy will exert all efforts 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 as a project of the Student Council. The contents will be collected and bundled every week and recycled every month. Students and faculty are requested not to crumple paper and just put it unfolded into the designated carton.

Large bins are available in strategic locations for waste disposal. Blue bins are labeled trash and green bins are labeled recyclable. 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. The compost generated by the school community will feed an edible garden located along one side of the gym.

#### 4.9 Use of Own Automobile

Students who arrive on campus in their own vehicle, including students who drive their own cars, may not leave campus until the end of the school day. Once a student has arrived on campus, he/she may not leave and then re-enter the campus on the same day. Security will not allow a student who has left campus to return and reenter the school buildings. If this occurs before the end of the school day, the student will incur an absence in the classes missed.

Students are not allowed to loiter or to drive around campus during the class day. Security will report any incidents to the Dean of Students for disciplinary action.

## **PART THREE: SCHOOL LIFE**

### **HEALTH AND SAFETY**

Section 1	The School Clinic
1.1	Student Health Records
1.2	Health Guidance and Policies
Section 2	Security on Campus
Section 3	Typhoon Alert and Guidelines
Section 4	Fire, Earthquake, Evacuation and Emergencies

#### **Section 1. The School Clinic**

**IMPORTANT: For updates to the school’s Health Services in the context of the mitigation of COVID-19 and other infectious diseases, please refer to Annex 10 Implementation for Face-to-Face Learning 2022-2023.**

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 child. 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 decides whether to keep the student in the clinic to rest, or to send her/him home. If the student is kept in the clinic, the teachers and adviser are informed, and when the student needs to be sent home, the Clinic informs the Dean of Students who informs the parents and makes the necessary arrangements.

When a student is injured or sick and the Nurse, in his/her best professional assessment, decides the sick or injured student needs to go to hospital, the School Life Office is notified. The parents are advised; transportation to the hospital is arranged with Operations. The Adviser and/or a School Life Associate, with a member of the security personnel, will accompany the student to the hospital.

Unless otherwise requested, the student will be brought to the nearest hospital/ER: The Southern Luzon Medical City hospital in Paseo. However, if so requested by the parents, the student will be brought to the hospital of their choice.

In emergency situations, an ambulance will be used to transport the injured/sick student. Otherwise, a school vehicle will be used. In both cases, the student will be accompanied by the adviser and/or a School Life Associate and a BA security member.



The Adviser or School Life Associate will keep the parents and the school leadership informed of the situation en route to the hospital, and, upon arrival, the diagnosis of the attending medical practitioners and the course of action until the student is discharged or until the parents arrive. If the student is discharged, and depending on the advice of the doctor, the parents will decide if the student will return to school or will be picked up.

The Academy will relinquish its responsibility to the student only when his or her parents/guardian or any person authorized by the parents/guardian arrives to take custody of the student.

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

- Provides initial treatment for all injured or ill students and staff, referring cases on to other facilities should further treatment be required.
- Oversees 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.
- Prepares adequate first aid supplies for field trips and special events.
- Liaises with the students and their advisers, parents, and teachers regarding pertinent health issues.

### 1.1 Student Health Records

The School Clinic needs to have updated health records on each student, as knowledge of current or ongoing conditions will need to be considered in the Nurse's response for first aid or injury.

At the start of each school year or upon enrollment, parents need to fill out an updated health record for each student. Particularly important to keep on file are conditions such as asthma, epilepsy, diabetes, hemophilia, congenital heart conditions, and allergies. The student's health record must also contain information on the student's blood group rhesus.

### 1.2 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 the school will help 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.

The information provided contains guidelines to follow until a medical doctor or health adviser can be contacted. It is recommended that parents and caregivers become familiar with the symptoms outlined here, but also use their own judgment in dealing with a child's illness.

### *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. 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 stomachache, 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.

Parents of students who may have contracted any communicable disease must inform the Dean of Students as soon as possible after diagnosis either via SMS or email, followed by a medical certificate containing details of the disease and how long the student will be out of school. The Dean of Students, in consultation with the Head of School, Academic leadership and the Nurse may then issue appropriate recommendations to the parents, the student body, and academic and non-academic staff to preserve the health of all concerned.

## **Section 2. Security on Campus**

The Academy maintains a security system to ensure the safety of the entire community. 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.

Only bonafide students of the Academy shall be allowed inside the school campus.

Parents/guardians must schedule appointments should they wish to confer with teachers or school officials at a mutually agreed upon time and date. Similarly, faculty and staff must inform Operations/Security in writing (via email or appointment form) if visitors are expected on campus, including time and date of the visit, and the names of the visitors. All visitors will be asked to sign the visitors' logbook at the security desk before entering the building.

Vehicles picking up students will only be allowed on campus after 3:05 PM, the end of the class day. Only vehicles with valid appointments shall be allowed on campus once the class day has started.

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 a parent or 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 bodyguard or a security guard on campus, it is requested that the guards check in with the Operations Manager and remain outside the academic buildings, preferably in their own vehicle.

## **Section 3. Typhoon Alert and Guidelines**

The Beacon Academy adheres to the Storm Signal Guidelines for suspension of classes as established by the Department of Education of the Philippines, the provincial government of Laguna, and the Biñan City government. As such, when typhoon or tropical storm systems become severe, the following procedures will apply:

- Should Storm Signal No. 2 or higher be declared in either Laguna or NCR, the school will be closed and classes cancelled. Announcements will be made through an email and SMS blast and on the Academy's official website, Facebook page, and Twitter page.
- Should there be NO Storm Signal, but DepEd has cancelled classes in either Laguna or NCR, then the school will be closed, and classes cancelled, unless otherwise communicated through the Academy's chain of communication.

It is intended that a decision on school closure will be made by 5:30 a.m. and the announcements made by 6:00 A.M. This may vary depending on the situation and the declaration of storm signals by PAGASA.

Should these adverse 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.

The school advises that it is best for the community to prepare 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.

Parents have the ultimate responsibility for determining whether traveling to and from school will put their children at risk. Parents must inform the school of such decisions.

#### **Section 4. Fire, Earthquake, Evacuation, and Emergencies**

##### *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 in the open space in front of Building B. 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 Drills*

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.

##### *Emergency Go Bags:*

The emergency protocols and procedures of the Academy were developed to strengthen campus security and mitigate the effects of manmade and natural disasters. Part of these protocols includes the on-campus availability of Emergency Go Bags for every member of our community. These bags are meant to meet individual needs in the eventuality of emergency situations.

Parents are requested to help ensure that the contents of the Go Bags are complete and that the Go Bag is brought to school by students in the first week of the school year.

Every member of the Beacon Academy community will be assigned and given a color-coded Emergency Go Bag/Backpack:

The Emergency Go Bag should contain the following:

- An identification tag with the name of its owner and emergency contact information.
- The following non-perishable supplies that are good for three days:
- Food (e.g. crackers, granola bars, dried fruit, canned food in easy-to-open cans)
- Bottled water
- Plastic sterile gloves
- Cloth/ face mask
- Whistle
- Medicines
- Personal first aid kit
- Penlight or flashlight
- Batteries for penlight or flashlight (separate)
- Extra clothes - shirt, shorts, underwear
- Hand towel
- Toilet paper
- Alcohol and/or hand sanitizer
- Pen and paper
- Additional items or special instructions as deemed necessary.
- A separate paper containing the name of owner and a list of the items included in the bag for inventory and security purposes.

Students will be asked to bring the contents of the Go-Bag, an ID tag with their name and Grade Level, plus an itemized list of the items to school on a designated day. The contents will be checked against the list provided. A receipt will be issued validating the contents of the Go Bags as submitted to the Academy.

The Go Bags will be stored in a safe and secure location on campus to be used only in cases of emergency and will be returned at the end of the school year or earlier, if the person transfers to another school or place of work. The contents of the Go-Bags will be returned to each student at the end of the school year as part of the clearance procedure.

## **ANNEXES**

Annex 1	Course Descriptions: Grades 9 and 10
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Annex 3	Grades 9 and 10 Boundaries
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Annex 5	Class Schedules
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## ANNEX 1 - COURSE DESCRIPTIONS: GRADES 9 AND 10



### English A: Language and Literature

English 9 and 10 are designed to help students develop the reading, writing, listening, speaking, viewing and presenting skills for success in high school. Working with a variety of text, students will use English to articulate own ideas and insight, and to express opinions orally as well as in writing, constantly striving for fuller, more precise expression. They will investigate the nature of language, interact and respond to different types of text, and develop analytical and communicative skills. English classes also serve to introduce students to the variety of literary expression, genre, and literary criticism.

#### *English 9: Foundations*

The course begins with a Skills Workshop to develop reading comprehension and study skills needed for the academic demands of high school. It progresses on to looking at language and literature in context, incorporating creative and personal approaches in the responses to text. In the second semester, students begin to investigate genre, literary elements and concepts, analyzing aspects of literature from a range of historical periods and cultures.

#### *English 10: The Variety of literary expression*

The course begins with a closer look at the narrative in poetry and prose, progresses into the study of longer works of fiction and drama, then ends with an examination of the styles and techniques of the short story. Alongside the literary selections, students examine a range of text types to deepen their understanding of themes/concepts discussed, to help them appreciate language in context, and to inform their creative and critical responses.

### Filipino

Filipino 9 and 10 is designed to develop oracy, or the ability to express oneself fluently and grammatically in speech. Students practice listening, speaking, viewing, reading and writing skills in a variety of structured and more open-ended contexts and activities. They study the grammar and the syntax of Filipino even as they constantly build their vocabulary and develop communicative competence.

Literacy skills are developed as students read short stories, poetry and novels. They view, discuss, and respond to film and music. They develop their writing skills as they respond to literature, global issues and current events.

The Filipino program also recognizes the importance of Filipino as the language of access to national identity and cultural heritage and promotes the study of the language as a means of self-knowledge and rootedness. It provides opportunities for authentic interaction and the development of cultural literacy, through investigations and community and service involvements and activities.

### Language Acquisition: Mandarin and Spanish

The aim of Language B 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 program in the MYP, 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 gaining fluency in a second language requires about 1,000 hours of study. To create a more cohesive and relevant study program in Spanish or Mandarin, we ask that each student commit to one language throughout the Middle Years Programme. Consequently, movement from one language class to another is not allowed. Parents need to discuss this language selection with their child, as this will involve a serious commitment to learning that language for several years.

Language B 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 text
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

At the Beacon Academy, language B is taught in the beginning phases, for students who are beginning their study of the language, and in the intermediate phases, for students who have studied the language prior to coming to the Academy. Both programs lead to Group 2 courses in the Diploma Programme.

### Individuals and Societies

The course Individuals and Societies includes disciplines in the social sciences such as history, geography, economics, political science. Working within a historical framework that begins with the Scientific Revolution and the Age of Enlightenment, moves on to the great revolutions that shaped our thought and the beginnings of our modern world, and further on to the World Wars, students explore concepts and issues that allow them to develop their identities as individuals and as citizens of their local Philippine or global communities.



Students demonstrate understanding of the world around them, and explore historical, geographical, economical, cultural, government, civic and social issues using their skills at research, investigation, and critical and creative thought honed in the discipline to inform an ever-widening perspective.

## Mathematics

The thrust of Mathematics in grades 9 and 10 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 begins with concepts in Discrete Mathematics. The course will place emphasis on algebra concepts and applications, focusing on linear and quadratic functions. Concepts in statistics learned in previous grades are also extended, and basic Geometry is introduced through the study of angles and plane figures.

### *Grade 10*

Grade 10 Mathematics builds on the knowledge and skills attained in Grade 9 to tackle more complex functions; Geometric concepts are extended through the use of angles, triangles, and solid figures. Quadratic, logarithmic, and exponential functions in Algebra will be studied, while Trigonometric functions will be introduced and explored.

## Design

This two-year course exercises imagination and creativity, but also develops practical skills and some knowledge base of the factors that influence production. "MYP Design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action." (MYP NC design guide, 2014)

### *Grade 9*

The class begins with an exploration of "What is Design?" including a consideration of design within communities. It looks at the design cycle as a way of thinking and encourages a considered, deliberate and iterative process to be applied to the design of products. It moves on to build skills in food technology, resistant materials, and paper or fiber within an exploration of the design cycle.

### *Grade 10*

The class begins with a consideration of design as a way of thinking. Students explore the ideas, inspirations, and contexts behind product design. They will continue to build skills in resistant materials and electronics in workshops. Students will exercise creativity and practical problem-solving skills when they design products and examine the feasibility of the production process.

## Arts

The Arts enable us to convey ideas, 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 areas important as the development of knowledge.

At the Beacon Academy, students have the opportunity to investigate Visual Arts, Music, or Drama. The Arts classes are offered on parallel schedules, though of course students may continue to work on their pieces in the Arts studio or the music room outside of the designated class times. Arts is mandatory for all students in grades 9 and 10, and we ask that students commit to either Visual Arts, Music or Drama for the two years.

### *Music*

Grades 9 and 10 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 tradition. They learn and develop their musical skills through solo and ensemble performances. They will 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 Arts*

Visual Art in grades 9 and 10 aims to provide hands-on studio work on a wide variety of media to develop skills while pursuing an understanding of the sociocultural and historical milieu that shaped these art forms as well as the representative artists who made distinctive contributions to it. Students will take an active and more independent role in their learning as they conduct research and develop project concepts and visual studies. They will 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.

### *Drama*

Drama in grades 9 and 10 is a study of four different yet interdependent components: theater in the world, theater in the making, theater in performance, and an independent project supported by journal keeping throughout the course. The course means to enable students to become familiar with different forms of theater, as well as becoming knowledgeable through the inquiry and study of different theater practices. This will inevitably lead students to create and explore their own theater process. The course is a vehicle, foundation, and springboard not only for understanding the inspiration behind a play, but also in realizing the development of our modern theater. Ultimately, this foundation is used to develop understanding and skills essential for staging a production in the role of an actor, director, dramaturge, or technical designer.

### Sciences

The Science program 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 will emphasize the link between understanding scientific fact, concept, process and natural phenomena, its integration with quantitative skills and analytical thinking. Students will be encouraged to think scientifically, to solve real-world problems through reasoning and logic, and finally to evaluate the processes and outcomes.

In Grade 9, students take a semester in Earth Science and another in Chemistry. In Grade 10, students take up Biology in one semester, Physics in another.

### Physical and Health Education

Physical education at the Beacon Academy aims to provide experiential learning to enhance self-esteem, sportsmanship and overall social well-being; develop efficient movement skills; value personal fitness, healthy lifestyle and safe living; and to support a commitment to make and act upon informed health decisions for self and others, and possibly the immediate community.

There are four focus areas in physical education: wellness (fitness, personal health choices, growth and development, interpersonal relationships, safe living); sports and games (individual, partner, and team sports); movement, rhythm composition and performance; outdoor and adventure challenges and activities. Each of these focus areas contains a theoretical component to reinforce skills and concepts learned.

### Ethics

The ethics program at the Beacon Academy is designed to balance out the academic offerings with opportunities for students to examine their beliefs, their values, and their moral principles. It allows them to consider themselves and their place in their families, their communities, the school, larger Philippine society. It allows students opportunities to consider their moral stances and enables them to consider their values and their relationships, to allow them to make decisions, examine them, and take action whenever possible.

In grade 9, students investigate their own beliefs and religions, consider the values of their immediate local communities, and engage in comparative study of different religions and belief systems in the world. In grade 10, students are introduced to Philosophy as discourse, examine their perspectives on social issues, and reflect on their own identities as individuals and as citizens of local and global communities.

## ANNEX 2 - COURSE DESCRIPTIONS: GRADES 11 AND 12

The curriculum at Grades 11 and 12 integrates the content and requirements for Senior High School Academic Track - General Academic Strand (SHS-GAS) of the Department of Education with the curricular prescriptions of the IB Diploma Programme (IBDP).

The SHS-GAS is comprised of seventeen (17) core courses<sup>3</sup>, seven (7) applied subjects<sup>4</sup>, and eight (8) electives—each to be taken over one semester during the 11th and 12th grade in order to further students' education along a broad and balanced distribution of subjects.

The Beacon Academy has integrated the content and standards of each of these courses in the two-year Group subjects and Core Courses of the IBDP as described below.



### GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

These subjects are the study of the literature, or the language and literature, of English and Filipino. As provided by the IB, “Group 1 courses are designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills.” (IBDP Language A: Literature Guide, 2013).

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<sup>3</sup>Reading and Writing, Oral Communication, 21<sup>st</sup> Century Literature from the Philippines and the World, Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino, Pagbasa at Pagsusuri ng Iba’t Ibang teksto tungo sa Pananaliksik, Understanding Culture, Society and Politics, Earth Science, Physical Science, Earth and Life Science, General Math, Statistics and Probability, PE and Health, Disaster Readiness and Risk Reduction, Contemporary Philippine Arts from the Regions, Personal Development, and Philosophy.

<sup>4</sup>English for Academic and Professional Purposes, Entrepreneurship, Filipino, Empowerment technologies, Inquiries, Investigation and Immersions, Research 1 and 2.

Group 1 offerings at the Academy incorporate the prescriptions of the following SHS-GAS subjects: *Oral Communication in Context; Reading and Writing Skills; 21<sup>st</sup> Century Literature from the Philippines and the World, and Creative Nonfiction Writing*. Furthermore, students must register in either Filipino A: Literature (IB credit towards a bilingual diploma) or Filipino (non-IB credit) both two-year courses. These subjects include the course prescriptions for the following SHS-GAS subjects: *Pagbasa at pagsusuri ng iba't ibang teksto tungo sa pananaliksik, Komunikasyon at pananaliksik sa wika at kulturang Filipino, Filipino sa Piling Larangan*.

#### Group 1: English A: Literature (Standard and Higher levels)

Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

#### Group 1: English A: Language and Literature (Standard and Higher Levels)

The Language A: Language and Literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IBDP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres, and media (*From the International Baccalaureate Diploma Programme – Subject Brief: Studies in Language and Literature English A: language and Literature- Higher Level*)

#### Group 1: Filipino A: Literature (Standard and Higher Levels)

Language A (Filipino SL) is designed to serve two purposes: the first, to develop solid communication skills leading to capability in academic research and discourse, and second, to study literature written in Filipino, as well as to read world literature translated into Filipino.

Students are provided opportunities to engage in community involvements and thus to provide authentic language engagement opportunities. Using literature as springboard, students are encouraged to develop their capability in oral and written communication. Through their study of major works written in Filipino in various genres, students are empowered to form independent judgments and appreciation of the different genres. By being able to compare works of literature written in Filipino to other world literature translated into Filipino, students are able to develop multicultural perspectives.

The Filipino program also recognizes the importance of Filipino as the language of access to national identity and cultural heritage and promotes the study of the language as a means of self-knowledge and rootedness. It provides opportunities for authentic interaction and the development of cultural literacy, through investigations and community and service involvements and activities. This course is highly recommended to students who intend to move on to further education in Philippine universities.

#### Group 1: Filipino (no IB credit)

This course is designed to provide further instruction in Filipino language to enable the further development of communication skills. Students are provided opportunities to engage in community involvements and thus to provide authentic language engagement opportunities. The Filipino program also recognizes the importance of Filipino as the language of access to national identity and cultural heritage and promotes the study of the language as a means of self-knowledge and rootedness. It provides opportunities for authentic interaction and the development of cultural literacy, through investigations and community and service involvements and activities.

## **GROUP 2: LANGUAGE ACQUISITION**

These subjects involve the study of an acquired language. There are currently no SHS-GAS prescriptions for subjects of this nature. Filipino A: Literature classes also cover the IB requirement for Group 2.

### Group 2: Language B: Mandarin (Standard Level)

Mandarin B in the IB Diploma Programme is a Group 2 course that provides students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Chinese is spoken. Throughout the course, students are encouraged to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity.

The course uses a balance between approaches to learning that are teacher-centered and learner-centered in the study and use of a range of written and spoken material covering three core language topics, and two optional topics. HL students take on an additional two literary works to enrich their learning.

Language B across the MYP and the DP encourages students to develop an awareness and understanding of the perspectives of people from other cultures as well as harness linguistic competence. It is expected that students who took up Mandarin B continue to take Mandarin B SL/HL in the IB Diploma Programme.

### Group 2: Language B: Spanish (Standard Level)

Spanish B SL is an additional language-learning course designed for students with some previous learning of the target language. It provides the students a more in-depth study of the target language from that learned in the Middle Years Program (MYP). The main focus of the course is on language acquisition and development of language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, related to the culture concerned. The material is chosen to enable students to develop mastery of language skills and intercultural understanding. It is not intended solely for the study of specific subject matter or content.

### Group 2: Filipino (no IB credit)

This course is designed to provide further instruction in Filipino language to enable the further development of communication skills. Students are provided opportunities to engage in community involvements and thus to provide authentic language engagement opportunities. The Filipino program also recognizes the importance of Filipino as the language of access to national identity and cultural heritage and promotes the study of the language as a means of self-knowledge and rootedness. It provides opportunities for authentic interaction and the development of cultural literacy, through investigations and community and service involvements and activities.

## **GROUP 3: INDIVIDUALS AND SOCIETIES**

These courses provide for the development of a critical appreciation of human experience and behavior, the varieties of physical, economic and social environments that people inhabit, and the history of social and cultural institutions. Group 3 offerings at the Academy incorporate the prescriptions of the following SHS-GAS subjects: *Disciplines and Ideas in the Social Sciences, and English for Academic and Professional purposes, Organization and Management, Applied Economics.*

### Group 3: Business and Management (Standard and Higher Levels)

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 of business theory and its application in business practice. Further, the course is intended to facilitate an understanding of how the many varied activities in business are linked, and often interdependent. In particular, students will focus on marketing, production, human resource management, and finance.

In terms of attitudes and skills, 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.

In terms of process, the course will use as its foundation student inquiry in a range of in-depth readings and research opportunities. Supplemented for understanding with some lecture, the overall process will revolve around student analysis and discussion of the material, again, particularly case studies, in order to achieve their own understandings of the issues, and then apply those understandings in a range of assessments, including the evaluation of a variety of business behaviors. Thus, students will be expected to develop their own framework for business decision-making. In addition, the students will engage in an extensive inquiry exercise in business research, in order to meet the Internal Assessment requirements.

### Group 3: Economics (Standard and Higher Levels)

Economics is a social science that examines how scarce resources are allocated to fulfill the infinite wants of consumers. This discipline seeks to answer the questions what to produce, how things are best produced, and whom things are produced for. The course begins with an examination of the behavior of national economies (macroeconomics) and of individuals and firms (microeconomics). It then extends to analyzing the applications of core principles taken up in micro- and macroeconomics to understand both the global economy and developing nations.

Economics in the Diploma Programme seeks to provide students with a core knowledge of economics, encourage students to think critically about economic affairs, promote an awareness and understanding of internationalism in economics, and encourage students' development as independent learners. Alongside the empirical observations of positive economics, students are also encouraged to formulate normative questions, to recognize their own tendencies for bias, and to examine the efficacy of economic principles and tools.

### Group 3: Psychology (Standard and Higher Levels)

Psychology focuses on the systematic study of human behavior and mental processes. This course is meant to look into the natural and social sciences through the study of different research designs, ethical concerns and application of concepts. The IB Psychology course focuses on the sociocultural, biological and cognitive levels of analysis. In order to develop an understanding of alternative explanations of behavior, the course will look into two more topics on the psychology of human relationships and abnormal psychology.

Throughout the course, students are expected to know and understand key concepts in Psychology while building their skills on research through analyzing and evaluating different theories and researches done by psychologists. The course will employ a wide range of resources and readings to provide students with opportunities to engage the subject at local, national, and global levels. Students are also expected to apply these through their own experiments through the Internal Assessment.

Assessment in Psychology is designed to test students' skills in knowledge and comprehension, application and analysis, synthesis and evaluation. Along with these, students are expected to develop skills on research, communication, thinking, social, and self-management.

### Group 3: Anthropology (Standard and Higher Levels)

From the IBDP subject brief: The Social and Cultural Anthropology course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop critical, reflexive knowledge. Social and cultural anthropology contributes a distinctive approach to intercultural awareness and understanding. Anthropology fosters the development of citizens who are globally aware and ethically sensitive. The social and cultural anthropology course for both SL and HL students is designed to introduce the principles, practices and materials of the discipline.

The aims of the social and cultural anthropology standard level courses are to:

- explore principles of social and cultural life and characteristics of societies and cultures
- develop an awareness of historical, scientific and social contexts within which social and cultural anthropology has developed
- develop in the student a capacity to recognize preconceptions and assumptions of their own social and cultural environments
- develop an awareness of relationships between local, regional and global processes and issues.

## **GROUP 4: SCIENCES**

Through courses in this group, students should understand the nature of science, understand how scientists work and communicate, and practice the scientific method. Assuming a certain amount of prerequisite scientific knowledge, Group 4 offerings at the Academy incorporate the prescriptions of the following SHS-GAS subjects: *Earth and Life Science*, *Physical Science*, and, through the IBDP internal assessment requirements, *Inquiries, Investigations and Immersions*.

### Group 4: Biology (Standard and Higher Levels)

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better-adapted species took their



place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is under way, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.

An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. From the earliest cave paintings to the modern wildlife documentary, this interest is as obvious as it is ubiquitous, as biology continues to fascinate young and old all over the world.

The word “biology” was coined by German naturalist Gottfried Reinhold in 1802 but our understanding of living organisms only started to grow rapidly with the advent of techniques and technologies developed in the 18th and 19th centuries, not least the invention of the microscope and the realization that natural selection is the process that has driven the evolution of life.

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species and is threatening the very planet we occupy.” (*IB Biology guide, First assessment 2016 pg. 13*)

The DP biology course will teach the students’ knowledge and skills they will require both for college and life. However scientific knowledge is not static. What we know to be true now may no longer be true in ten years’ time. As such, the course also aims to provide the students with an understanding of how knowledge is generated in science. The students will learn to generate raw data by designing and conducting a wide range of scientific investigations. They will learn to process and analyze the raw data in order to form conclusions. They will learn to evaluate their results and methods and present their investigations as written reports.

Biology is also a subject that has had and will continue to have great technological advancement in the past and coming centuries. These technologies will affect our society and lives. Students will be made aware of past and possible future technological advancements in biology, and informed discussions on the ethics and potentials of such technologies will be held in class.

#### Group 4: Chemistry (Standard and Higher Levels)

Chemistry as a core Science is primarily interested in furthering the students’ understanding of how science is conducted and how the world works. This course provides opportunities to master the basics of atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction as well as organic chemistry. Students will study the application of chemistry in different contexts such as medicine, food science, engineering and environmental materials science.

Students will undertake both theory and practical work as they complement each other naturally. Students will develop laboratory skills and scientific reasoning through practical investigations. They will also develop mathematical literacy and interpret these values in the context of the system being described. By investigating real life applications that can be beneficial to the community, hopefully students will gain a greater appreciation of the value of science and the scientific process.

#### Group 4: Physics (Standard and Higher Levels)

Physics is a fundamental science that deals with the interaction of matter and energy. Through the mastery of the concepts behind *motion, forces, energy, waves, electricity and magnetism*, students are challenged to explain the different phenomena they encounter in their daily lives. Furthermore, this allows students to understand and bridge the mathematical basis of the discipline, making the values more meaningful to them. Students will also learn about *atomic, nuclear, quantum physics and relativity* and how it can help explain the interactions of matter at the atomic level. This is important as we allow the students to appreciate the theoretical basis of physics. An appreciation of both Classical and Modern Physics allows them to recognize its application in different contexts namely *Engineering, Imaging, Communications, and Astrophysics*. Likewise, it also allows them to see the interaction of Physics with the other sciences like Chemistry and Biology.

Being an experimental science, students will be given the opportunity to perform traditional and innovative experiments. Through this process, they will be trained towards scientific process, reasoning and judgment. Using these skills, students will design experiments seeking to either explain an existing theory or model an application of a theory that can be useful to the community around them taking into consideration the economic and ethical implications of their investigation.

#### Group 3 or 4: Environmental Systems and Societies (Standard Level)

Environmental Systems and Societies (ESS falls under both group 3 (Individuals and Societies) and group 4 (Experimental Sciences) requiring a diverse set of skills ranging from the large practical scheme of work (PSOW), to a balanced review of environmental issues from a social, cultural, economic, historical, political, and ecological viewpoint. ESS topics include Ecosystems, Biodiversity, Water and Soil systems and food production, the atmospheric system including climate change and energy production, and Human systems and resources. Through exploration of causes and effects, the course investigates how values interact with choices and actions, which result in a range of environmental impacts.

The course will require students to do laboratory and on-site investigations and researches, and to participate in philosophical (Harkness) discussions. The course also requires a systems approach to environmental understanding and problem solving, and promotes holistic thinking about past and present environmental issues.

Finally, the course will allow students to investigate on the causal relationships of the choice and actions an individual, group, or society makes in reference to their predominant environmental value system.

### **GROUP 5: MATHEMATICS**

These courses are designed, among others, to allow students to develop an understanding of the principles and nature of mathematics, develop logical, critical and creative thinking, employ and refine their powers of abstraction and generalization, and to apply their mathematical knowledge and understanding to other areas of knowledge. Group 5 offerings at the Academy incorporate the prescriptions of the following SHS-GAS subjects: *General Mathematics, Statistics and Probability, and Pre-Calculus*.

#### Group 5: Mathematics: Applications and Interpretation (SL/HL)

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre- university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to

explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

#### Group 5: Mathematics: Analysis and Approaches (SL/HL)

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

### **GROUP 6: THE ARTS**

#### Group 6: Visual Arts (Standard and Higher Levels)

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

*(From the International Baccalaureate Diploma Programme Subject Brief The Arts: Visual Arts- Higher Level)*

**THE IBDP CORE:** These three core requirements of the IBDP provide a balance and round out the academic rigor of the Diploma Programme through independent research on a topic of choice, an interdisciplinary theory of knowledge class that encourages critical thinking about knowledge and its implications, and involvement in a range of activities that are characterized by Creativity, Action and Service.

The IBDP core at the Academy incorporates the prescriptions of the following SHS-GAS subjects: *Physical Education and Health, Media and Information Literacy, Introduction to the Philosophy of the Human Person, Personal Development, Empowerment technologies, Practical Research 1 and 2, Understanding Culture, Society and Politics, Entrepreneurship, Contemporary Philippine Arts from the Regions, Trends, Networks and Critical Thinking in the 21<sup>st</sup> century, and Research and Work Immersion.*

#### CORE: Theory of Knowledge

Theory of Knowledge aims to encourage students to reflect on their experiences as learners in everyday life, and within their classes, and to make connections between academic disciplines and between their own thoughts, feelings and actions. It hopes to develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals.

Through discussions around a Harkness table, examination of various text and video, activities, personal reflections, responses and informal presentations, students will hopefully come to a thoughtful, more considered awareness of what they know, and how they know it to be true. They will examine their personal belief systems, share their perspectives, and consider these in light of the beliefs and perspectives that others hold. They will further hone their critical thinking skills, working to analyze issues and problems, and to consider implications. They will consider global events and issues, understand their relevance, and situate this understanding in their conceptualization of themselves as citizens of an interconnected world.

#### CORE: The Senior Project OR the Extended Essay

The Senior Project is a piece of research planned with the help of a supervising teacher and carried out mostly independently, culminating in a 2,000-2,500 word paper and/or a creative project. It provides practical preparation for research at the college level and is an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.

The Extended Essay is an independent, in-depth study of a focused topic chosen from a list of approved subjects. It provides students with an opportunity to engage in personal research on a topic of their choice, under the guidance of a supervising teacher. The aims of the extended essay are to provide students with the opportunity to develop research and communications skills, develop creativity and critical thought, and engage in a systematic process of research. It is also hoped that in the course of working on the extended essay, students will experience the excitement of intellectual discovery. The final product is presented as a formal piece of scholarship containing no more than 4,000 words.

The Extended Essay is assessed against common criteria, interpreted in ways appropriate to each subject. Students at the Beacon Academy begin work on the Extended Essay in the second semester of Grade 11.

#### CORE: Creativity, Action, Service

The Creativity, Action, Service component of the Diploma Programme core is an integral part of the student's last two years at The Beacon Academy. Participation in CAS takes seriously the importance of life outside the world of scholarship, requiring students to share their energies and talents while developing awareness, concern, and the ability to work cooperatively with others.

Creativity refers to creative pursuits that may include learning a new musical instrument, taking art lessons, enrolling in a multimedia or photography class, or even learning an additional language.

Action refers to physical exertion contributing to a healthy lifestyle. Participation in after-school athletic activities sponsored by the Academy or an outside agency and personal training sessions are examples of Action activities.

Service is characterized by collaborative and reciprocal engagement with the community in response to an authentic need. Students may engage in activities sponsored by the Academy, or they may seek to involve themselves with outside agencies, with the approval of the CAS Coordinator.

CAS is experiential learning that involves students in new roles. The emphasis is on learning by doing real tasks that have real consequences, and then reflecting on these experiences over time. The best CAS activities are those that integrate two or all of the three components of CAS, reflect the student's personal interest and commitment, are geared toward community service, and run over an extended period of time.

### ANNEX 3 – GRADES 9 & 10 BOUNDARIES AND GRADE DESCRIPTORS

Grade	Boundary Guidelines	Descriptor
1	1-3 (out of 24) 1-5 (out of 32)	Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	4-6 (out of 24) 6-9 (out of 32)	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	7-10 (out of 24) 10-14 (out of 32)	Produces work of acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	11-13 (out of 24) 15-18 (out of 32)	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	14-17 (out of 24) 19-23 (out of 32)	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	18-20 (out of 24) 24-27 (out of 32)	Produces high quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	21-24 (out of 24) 28-32 (out of 32)	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

# ANNEX 4 - SCHOOL CALENDAR 2022-2023



## THE BEACON ACADEMY ACADEMIC CALENDAR 2022-2023

Semester 1						
JULY 2022						
Week	S	M	T	W	T	F S
	3	4	5	6	7	8 9
	10	11	12	13	14	15 16
	17	18	19	20	21	22 23
	24	25	26	27	28	29 30
	31	Total No of Days: 0				

AUGUST 2022						
Week	S	M	T	W	T	F S
		1	2	3	4	5 6
1	7	8	9	10	11	12 13
2	14	15	16	17	18	19 20
3	21	22	23	24	25	26 27
4	28	29	30	31	Total No of Days: 17	

SEPTEMBER 2022						
Week	S	M	T	W	T	F S
					1	2 3
5	4	5	6	7	8	9 10
6	11	12	13	14	15	16 17
7	18	19	20	21	22	23 24
8	25	26	27	28	29	30
	Total No of days: 21					

OCTOBER 2022						
Week	S	M	T	W	T	F S
						1
9	2	3	4	5	6	7 8
	9	10	11	12	13	14 15
1	16	17	18	19	20	21 22
2	23	24	25	26	27	28 29
	30	31	Total No. of Days: 16			

NOVEMBER 2022						
Week	S	M	T	W	T	F S
3			1	2	3	4 5
4	6	7	8	9	10	11 12
5	13	14	15	16	17	18 19
6	20	21	22	23	24	25 26
7	27	28	29	30	Total No of days: 20	

DECEMBER 2022						
Week	S	M	T	W	T	F S
					1	2 3
8	4	5	6	7	8	9 10
9	11	12	13	14	15	16 17
	18	19	20	21	22	23 24
	25	26	27	28	29	30 31
	Total No of days: 11					

Semester 2						
JANUARY 2023						
Week	S	M	T	W	T	F S
1	1	2	3	4	5	6 7
2	8	9	10	11	12	13 14
3	15	16	17	18	19	20 21
4	22	23	24	25	26	27 28
	29	30	31	Total No. of Days: 19		

FEBRUARY 2023						
Week	S	M	T	W	T	F S
5				1	2	3 4
6	5	6	7	8	9	10 11
7	12	13	14	15	16	17 18
8	19	20	21	22	23	24 25
	26	27	28	Total No of days: 19		

MARCH 2023						
Week	S	M	T	W	T	F S
9				1	2	3 4
10	5	6	7	8	9	10 11
	12	13	14	15	16	17 18
2	19	20	21	22	23	24 25
3	26	27	28	29	30	31
	Total No of days: 21					

APRIL 2023						
Week	S	M	T	W	T	F S
						1
4	2	3	4	5	6	7 8
5	9	10	11	12	13	14 15
6	16	17	18	19	20	21 22
7	23	24	25	26	27	28 29
	30	Total No of days: 16				

MAY 2023						
Week	S	M	T	W	T	F S
8		1	2	3	4	5 6
9	7	8	9	10	11	12 13
10	14	15	16	17	18	19 20
11	21	22	23	24	25	26 27
12	28	29	30	31	Total No. of days: 22	

JUNE 2023						
Week	S	M	T	W	T	F S
					1	2 3
13	4	5	6	7	8	9 10
	11	12	13	14	15	16 17
	18	19	20	21	22	23 24
	25	26	27	28	29	30
	Total No. of days: 6					

Number of Class Days in the 1st Quarter: 43  
 Number of Class Days in the 2nd Quarter: 42  
 Number of Class Days in the 3rd Quarter: 47  
 Number of Class Days in the 4th Quarter: 56  
 Total Number of Class Days: 188

9 Weeks  
 9 Weeks  
 10 Weeks  
 13 Weeks

### IMPORTANT DATES

Jun 13 - Jul 20  
 Campus Recess (38/40 Days)  
 Jul 10  
 Eid al-Adha (TBC)  
 Jul 21  
 BA Leadership Teams Return  
 Jul 22  
 New Faculty Orientation  
 Jul 25 - Aug 5  
 All Faculty In-Service (10 Days)  
 Aug 8  
 Start of Quarter 1; Parent / New Student Orientation  
 Aug 9  
 Class Begin (All Students)  
 Aug 9-12  
 Foundation Days  
 Aug 21  
 Ninoy Aquino Day (Special Non-Working Day)  
 Aug 29  
 National Heroes' Day (Regular Holiday; NO CLASSES)  
 Aug (TBA)  
 National Career Assessment Examination (G9)  
 Sep 26  
 Faculty Professional Development (NO CLASSES)  
 Oct 7  
 End of Quarter 1  
 Oct 10-14  
 Quarter Recess - NO CLASSES  
 Oct 17  
 Start of Quarter 2  
 Oct 22-28  
 Parent-Teacher Conferences (Online) - Midterm Advisory Marks  
 Nov 1  
 All Saints' Day (Special Non-working day; NO CLASSES)  
 Nov 9  
 Faculty Professional Development (EARLY RELEASE)  
 Nov 30  
 Bonifacio Day (Regular Holiday; NO CLASSES)  
 Nov (TBA)  
 Basic Education Exit Assessment (G12)  
 Dec 8  
 Immaculate Conception Day (NO CLASSES)  
 Dec 7-12  
 DP (SHS) Midyear Exams (TBC)  
 Dec 9-14  
 MYP (JHS) Midyear Exams (TBC)  
 Dec 17-Jan 3  
 Christmas/New Year's Break  
 Jan 4  
 Start of Quarter 3  
 Jan (TBA)  
 NAT 12  
 Jan 21-27  
 Parent-Teacher Conferences (Online) - 1st Semester Marks  
 Jan 22  
 Chinese New Year  
 Jan 30  
 Faculty Professional Development (NO CLASSES)  
 Feb 3  
 Binan Day (NO CLASSES)  
 Feb 25  
 People Power Anniversary  
 Mar 1  
 Faculty Professional Development (EARLY RELEASE)  
 Mar 10  
 End of Quarter 3  
 Mar 13-14  
 Quarter Recess (NO CLASSES)  
 Mar 15  
 Start of Quarter 4  
 Apr (TBA)  
 NAT 10  
 Apr 5-9  
 Easter Break (NO CLASSES)  
 Apr 10  
 Faculty Professional Development (NO CLASSES)  
 Apr 22  
 Eid-al-Fitr (TBC)  
 Apr 27-May 19  
 IB DP Examinations  
 May 1  
 Labor Day (NO CLASSES)  
 May 22-26  
 Final Examinations  
 Jun 8  
 End of Quarter 4; Graduation Day

## ANNEX 5 - CLASS SCHEDULES

For the 1st Quarter of 2022-2023, all class schedules were designed in a way to provide an ease of transition to the blended alternate and remote learning contingency modalities, if needed. In its default mode, the online modality on Friday is dedicated to subject-specific asynchronous or synchronous classes that also applies should a full five-day school week be implemented.

### MIDDLE YEARS PROGRAMME (GRADES 9-10)

#### COMBINED MYP SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8:30 – 9:30</b> <i>(60 minutes)</i>	W1-Advisory W2- Commons 9/ PP10	Arts 9 Spanish 10 Ph3-4 PHE 10x	I&S 9A/ Math 9B Design 10A Philo 10B	Arts 9 Spanish 10 Ph3-4 PHE 10x	Design 9 W1- PP 10 W2- English 10
<b>9:30- 10:00</b>	RECESS				
<b>10:00-11:00</b> <i>(60 minutes)</i>	Mandarin 9 Spanish 9 Ph1-2 PHE 9y Filipino 10	Spanish 9 Ph 3-4 PHE 9x English 10A Science 10B	Filipino 9 Design 10B Philo 10A	Spanish 9 Ph 3-4 PHE 9x Arts 10	W1- Filipino 9 W2- I&S9 Design 10
<b>11:05 – 12:05</b> <i>(60 minutes)</i>	Filipino 9 Mandarin 10 Spanish 10 Ph 1-2 PHE 10y	Math 9A I&S 9B Arts 10	Mandarin 9 Spanish 9 Ph 1-2 PHE 9y Filipino 10	Math 9A I&S 9B Science 10A English 10B	W1-Science 9/ I&S 10 W2- Lang B9/ Filipino 10
<b>12:05- 12:45</b>	LUNCH				
<b>12:45- 1:45</b> <i>(60 minutes)</i>	CRE 9A/ Design 9B English 10A Science 10B	English 9A Science 9B Math 10A/ I&S 10B	Design 9A/ CRE 9B Spanish 10 Ph1-2 PHE 10y	English 9A Science 9B Math 10AI&S 10B	W1- CRE 9/ Math 10 W2- Math 9/ Philosophy 10
<b>1:50 – 2:50</b> <i>(60 minutes)</i>	I&S 9A/ Math 9B Science 10A English 10B	Science 9A English 9B I&S 10A/ Math 10B	<b>Assembly/ MYP Commons</b>	Science 9A English 9B I&S 10A/Math 10B	W1- English 9/ Lang B 10 W2- Commons 9/ Science 10

### GRADE 9 SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8:30 – 9:30</b> <i>(60 minutes)</i>	W1-Advisory W2- Commons 9	Arts 9	I&S 9A Math 9B	Arts 9	Design 9
<b>9:30- 10:00</b>	RECESS				
<b>10:00-11:00</b> <i>(60 minutes)</i>	Mandarin 9 Spanish 9 Ph1-2 PHE 9y	Spanish 9 Ph 3-4 PHE 9x	Filipino 9	Spanish 9 Ph 3-4 PHE 9x	W1- Filipino 9 W2- I&S9
<b>11:05 – 12:05</b> <i>(60 minutes)</i>	Filipino 9	Math 9A I&S 9B	Mandarin 9 Spanish 9 Ph 1-2 PHE 9y	Math 9A I&S 9B	W1-Science 9 W2- Lang B9
<b>12:05- 12:45</b>	LUNCH				
<b>12:45- 1:45</b> <i>(60 minutes)</i>	CRE 9A Design 9B	English 9A Science 9B	Design 9A CRE 9B	English 9A Science 9B	W1- CRE 9 W2- Math 9
<b>1:50 – 2:50</b> <i>(60 minutes)</i>	I&S 9A Math 9B	Science 9A English 9B	<b>Assembly/ MYP Commons</b>	Science 9A English 9B	W1- English 9 W2- Commons 9

### GRADE 10 SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8:30 – 9:30</b> <i>(60 minutes)</i>	W1- Advisory W2- PP 10	Spanish 10 Ph3-4 PHE 10x	Design 10A Philo 10B	Spanish 10 Ph3-4 PHE 10x	W1- PP 10 W2- English 10
<b>9:30- 10:00</b>	RECESS				
<b>10:00-11:00</b> <i>(60 minutes)</i>	Filipino 10	English 10A Science 10B	Design 10B Philo 10A	Arts 10	Design 10
<b>11:05 – 12:05</b> <i>(60 minutes)</i>	Mandarin 10 Spanish 10 Ph 1-2 PHE 10y	Arts 10	Filipino 10	Science 10A English 10B	W1- I&S 10 W2- Filipino 10
<b>12:05- 12:45</b>	LUNCH				
<b>12:45- 1:45</b> <i>(60 minutes)</i>	English 10A Science 10B	Math 10A I&S 10B	Mandarin 10 Spanish 10 Ph1-2 PHE 10y	Math 10A I&S 10B	W1- Math 10 W2- Philosophy 10
<b>1:50 – 2:50</b> <i>(60 minutes)</i>	Science 10A English 10B	I&S 10A Math 10B	<b>Assembly/ MYP Commons</b>	I&S 10A Math 10B	W1- Lang B 10 W2- Science 10

\*Assembly on Wednesdays is from 2 PM to 3 PM.



## DIPLOMA PROGRAMME (GRADES 11 & 12)

SCHEDULE PER GRADE LEVEL						
	MONDAY	TUESDAY	WED	THUR	FRI	
					(Online Tasks)	
<b>M2023 (G12)</b>						
<b>0830 - 0930</b>	Chinese, Filipino A-b, Spanish, ESS	BM	Chinese, Filipino A, Spanish, ESS	BM	<b>8:30 - 9:50</b>	Week 1: Eng A Lit, Eng A LangLit Week 2: Spanish B, Chinese B, Filipino A
<b>0935 - 1035</b>	TOK A	VA, Econ, Psych a	Math	Math		
<b>1035- 1050</b>	<b>RECESS</b>					
<b>1050 - 1150</b>	Biology, Physics	Chem, TOK B	Lit, Lang Lit	VA, Econ, Psych a	<b>10:10 - 11:30</b>	Week 1: Biology, Chemistry Week 2: BM, Econ
<b>1155 - 12:55</b>	Filipino A-a, Filipino B	Lit. Lang Lit	Biology, Physics	Filipino A-a, Filipino B	<b>11:35-12:55</b>	Week 1: Physics, ESS Week 2: Psych, Anthro
<b>1255 - 0130</b>	<b>LUNCH</b>					
<b>0130 - 0230</b>	Chem	Anthro, Psych B	1:30 - 2:00 Advisory	Anthro, Psych B	<b>1:40 - 3:00</b>	Week 1: Visual Arts Week 2: Math AA, Math AI
<b>230 - 300</b>	Core	Core	2:00 - 3:00 Assembly	Advisory		
<b>M2024 (G11)</b>						
<b>0830 - 0930</b>	Lit, Lang Lit	Psych	Lit, Lang Lit	Psych	<b>8:30 - 9:50</b>	Week 1: Eng A Lit, Eng A LangLit Week 2: Spanish B, Chinese B, Filipino A
<b>0935 - 1035</b>	Filipino A, Spanish, Chinese	Math	Filipino A, Spanish, Chinese	Econ, BM, Filipino B		
<b>1035 - 1050</b>	<b>RECESS</b>					
<b>1050 - 1150</b>	<b>CORE</b>	Econ, BM, Filipino B	Chem, VA, Anthro	Math	<b>10:10 - 11:30</b>	Week 1: Biology, Chemistry Week 2: BM, Econ
<b>1155 - 1255</b>	Bio, Physics	Chem, VA Anthro	TOK A	ESS	<b>11:35-12:55</b>	Week 1: Physics, ESS Week 2: Psych, Anthro
<b>1255 - 130</b>	<b>LUNCH</b>					
<b>130 - 230</b>	ESS	Bio, Physics	1:30 - 2:00 Advisory	TOK A	<b>1:40 - 3:00</b>	Week 1: Visual Arts Week 2: Math AA, Math AI
<b>230 - 300</b>	Advisory	Advisory	2:00 - 3:00 Assembly	Advisory		

## **ANNEX 6 - DATA PRIVACY STATEMENT**

This Data Privacy Statement explains briefly our regulations regarding the personal data that we collect, use, or otherwise process of our applicants, students, and parents/guardians. Please note that while we give examples here to help explain this Statement, the data we collect is not limited to the examples given.

### **Information We Collect, Acquire, or Use**

We collect, acquire, or use personal data in a number of ways. These may consist of written records, photographic and video images, and digital material. Examples include but are not limited to:

1. *Information provided during the application process.* When applicants & parents apply for admission, the Academy collects, among others:
  - a. directory information, like name, email, telephone/ mobile number, mailing address, and other contact details;
  - b. data about personal circumstances, such as birth certificates, passport information, previous schools attended, academic performance, disciplinary record, employment records, medical records, family background, history, and other relevant information;
  - c. any or all information obtained through interviews and/or admissions tests;
  - d. financial documentation to indicate demonstrated need in the application for scholarships or financial aid awards; and
  - e. relevant and professional assessments of learning and/or socio-emotional conditions that may have a significant impact on the applicant's success as a student of the Academy.
  
2. *Information we collect or generate after enrolment and during the course of stay at Beacon Academy.* After applicants join the Academy, we collect additional information, including but not limited to:
  - a. student's academic or curricular records, such as attendance record, the classes enrolled in, scholastic performance, etc.;
  - b. co-curricular matters participated in, such as outreach activities and internships;
  - c. extra-curricular activities, such as memberships in student organizations, leadership positions, and participation and attendance in seminars, competitions, programs, outreach activities, and study tours;
  - d. any disciplinary incident that student's may be involved in, including accompanying sanctions; and
  - e. relevant and professional assessments of learning and/or socio-emotional conditions that may have a significant impact on the student's continued success as a member of the Academy.

There will also be times when the Academy will acquire other forms of data like pictures or videos of activities our community participates in, via official documentation of such activities, or through recordings from closed-circuit security television cameras installed within school premises.

### **How We Use Your Information**

To the extent permitted or required by law, the Academy uses personal data to pursue legitimate interests as an educational institution, including a variety of academic, administrative, research, historical,

developmental, and statistical purposes. For example, the Academy may use the information collected for purposes such as but not limited to:

1. evaluating applications for admission and scholarship or financial aid awards to the Academy;
2. processing confirmation of incoming students in preparation for enrollment;
3. recording, generating, and maintaining student records of academic, co-curricular, and extra-curricular progress;
4. recording, storing, and evaluating student work, such as homework, seatwork, quizzes, long tests, exams, term papers, essays, dissertations, culminating or integrating projects, research papers, reflection papers, essays and presentations;
5. recording, generating, and maintaining records, whether manually, electronically, or by other means, of grades, academic history, class schedules, class attendance and participation in curricular, co-curricular, and extra-curricular activities;
6. sharing of grades between and among faculty members, and others with official need, for academic deliberations and evaluation of student performance;
7. processing scholarship applications, grants, allowances, reports to benefactors, and other forms of financial assistance;
8. investigating incidents that relate to student learning and behavior and implementing appropriate interventions and support initiatives;
9. maintaining directories and alumni records;
10. compiling and generating reports for statistical and research purposes;
11. providing services such as campus mobility, counseling, health, information technology, insurance, library, parking, safety and security, sports/recreation, and transportation;
12. managing and controlling access to campus facilities and equipment;
13. communicating official school announcements;
14. sharing marketing and promotional materials regarding school-related activities, events, functions, and projects;
15. soliciting your support, financial or otherwise, for Academy programs, projects, and events;
16. sharing your information with persons or institutions as provided below in the 'How We Share, Disclose, or Transfer Your Information' section.

The Academy believes the processing of personal data for these purposes to be necessary for the performance of our contractual obligations to our community, for our compliance with a legal obligation, to protect vitally important interests, including life and health, for the performance of tasks we carry out in the public interest (e.g., public order, public safety, etc.), or for the pursuit of the legitimate interests of the Academy or a third party. We understand that the DPA imposes stricter rules for the processing of sensitive personal information and privileged information, and we are fully committed to abiding by those rules.

If we require your consent for any specific use of your personal data, we will collect it at the appropriate time.

#### **How We Disclose, Share, or Transfer Your Information**

As required by law, the Academy may also disclose, share, or transfer personal data to other individuals or organizations in order to support interests and/or pursue our legitimate requirements as an educational institution. For example, the Academy may disclose, share or transfer personal data for appropriate purposes such as but not limited to:

1. awarding of financial aid and merit scholarship grants, class lists, class schedules, online, in school bulletin boards, or other places within the campus;
2. sharing of your personal data with your parents, guardians, or next of kin, as required by law, or on a need-to-know basis, as determined by the Academy, in order to promote your best interests, or to protect your health, safety, and security, or that of others;
3. distribution of the list of graduates and awardees in preparation for and during commencement exercises;
4. reporting and/or disclosure of information to the NPC and other government bodies or agencies (e.g., Department of Education, Bureau of Immigration, Department of Foreign Affairs, Bureau of Internal Revenue, Professional Regulation Commission, Legal Education Board, Supreme Court, etc.), when required or allowed by law;
5. sharing of information with colleges or universities local or abroad for application purposes;
6. sharing of information with sports or academic entities or organizations (e.g., ISSA, WSC, MUN) for determining eligibility in sports or academic competitions, as well as other similar events;
7. sharing of some information to donors, funders, or benefactors for purposes of scholarship, grants, and other forms of assistance;
8. publication of scholars' reports for distribution to donors, funders, or benefactors;
9. complying with court orders, subpoenas and/or other legal obligations;
10. conducting internal research or surveys for purposes of institutional development;
11. publishing academic, co-curricular, and extra-curricular achievements and success, including honors lists and names of awardees in school bulletin boards, website, newsletter, social media sites, and publications; our Photo Release form, to be answered every year, gives us your choice of exposure in our official social media pages and website. Failure to return the form with your preferred choice by the due date means you have accepted our right to publish materials as we see fit on our social media accounts;
12. use of photos, videos, and other information in order to promote the school, including its activities and events, through marketing or advertising materials, such as brochures, website posts, newspaper advertisements, physical and electronic bulletin boards, and other media;
13. live-streaming of Academy events on official social media accounts.

#### **How We Store and Retain Your Information**

Personal data is stored and transmitted securely in a variety of paper and electronic formats, including databases that are shared between the Academy's different departments or offices. Access to personal data is limited to Academy personnel who have a legitimate interest in them for the purpose of carrying out their contractual duties. The Academy will consistently make sure the use of personal data will not be excessive or unnecessary.

Unless otherwise provided by law or by appropriate Academy policies, we will retain your relevant personal data indefinitely for historical and statistical purposes. Where a retention period is provided by law and/or an Academy policy, all affected records will be securely disposed of after such period.

#### **Your Rights with Respect to Your Personal Data**

We recognize your rights with respect to your personal data. Should you have any concerns or questions regarding them, this Statement, or any matter involving the Academy and data privacy, you may contact our Data Protection Officer (DPO) at [info@beaconacademy.ph](mailto:info@beaconacademy.ph)

**Changes to This Statement**

We may, from time to time, make changes to this Statement. If changes are required, we will let you know through our website and other internal means of communication. Any modification is effective immediately upon announcing through our communication channels.

## **ANNEX 7 - RULES AND GUIDELINES FOR GYM, FITNESS ROOM AND POOL USE**

### **a. Rules and Guidelines for Gym Use**

- a. Appropriate attire and athletic footwear must be worn in the gym. No street shoes are allowed.
- b. Focus on your own activity. Do not disturb others.
- c. Refrain from yelling, using profanity and making loud sounds.
- d. Food is not allowed in the gym. Water bottles may be used if they are made of non-breakable material.
- e. All maintenance needs must be reported to the Athletics Office.
- f. Be alert and aware of surroundings.
- g. The borrowing of equipment is exclusive to Beacon Academy students.

### **b. Rules and Guidelines for Fitness Room Use**

- a. Consult your physician prior to undertaking any new exercise program.
- b. Appropriate athletic footwear must be worn whenever using the fitness equipment.
- c. Keep hands and loose clothes away from the weight stacks, cables and pulleys.
- d. Food is not allowed in the fitness room.
- e. Be familiar with each piece of equipment before use.
- f. Practice safety at all times.
- g. Report any issues immediately to the Athletics Office.
- h. Stop all exercise if you feel faint, sick or should any other health issue arise.
- i. Do not work out without adult supervision.
- j. Always do stretching exercises to properly warm up.
- k. Practice and monitor progress at your pace.
- l. Wipe down the machine after use.
- m. Practice proper alignment at all times
- n. Be aware of the amount of weight you are lifting and adjust accordingly to your fitness level.
- o. Always use a spotter when performing any major or heavy lifts, especially pressing exercises that place the weight above you.
- p. Don't drop weights violently, they damage equipment and may cause injury.
- q. Please return all equipment to its station.
- r. Please remove all weights after use and replace them on the racking system.
- s. No Horseplay!

### **c. Rules and Guidelines for Swimming Pool Use**

- a. Pool use shall be permitted only during regular designated hours lifeguard is on duty.

- b. In the event of lightning or thunder, the pool and pool areas shall be cleared, and no one shall re-enter the area.
- c. Food and beverage are not permitted in the pool area.
- d. No diving allowed.
- e. No glass, soap or similar types of hazards are permitted in the facility area.
- f. All trash must be deposited in appropriate receptacles.
- g. Swimmers must wear appropriate swimwear. (Male – swim trunks/shorts with swim cap; Female – 1-pc. Bathing suit with swim cap). Optional: Rash guard and goggles
- h. All persons using the pool shall take a cleansing shower before entering the pool.
- i. Spitting, spouting water, blowing of the nose, etc. is not permitted in the pool.
- j. Running, throwing objects, pushing, dunking others or other general rough play will not be permitted in or around the pool, restrooms, dressing rooms or shower areas.
- k. No glass containers shall be permitted on the premises.
- l. Any object brought into the pool area is subject to the approval of the lifeguards.
- m. Lifeguards have complete authority to enforce the pool rules and regulations.
- n. No profanity or vulgar language is allowed.
- o. Use of lockers are available on a first come, first serve basis.
- p. Users must abide by all the Rules and Regulations.

## **ANNEX 8 - THE BEACON ACADEMY GRADUATION AWARDS AY 2022-2023**

The Beacon Academy Graduation Awards are conferred by the Head of School upon deserving students in recognition of their achievements. A short list of eligible students is generated by a committee from procedures and guidelines specific to each award and nominees are deliberated on and discussed with the faculty. Final decisions are arrived at after the faculty deliberations.

### **The Beacon Loyalty Pin**

Instituted in the May 2016 graduation, the Beacon Loyalty Pin recognizes the loyalty, resilience and commitment of graduating students, and their parents, to the shared vision of The Beacon School and the Beacon Academy as partner schools. It celebrates the growth and development of students throughout their years of schooling in both institutions, “implying a journey along a defined and retraceable path” that has been “constantly revisited, traveled upon and affirmed” throughout their years of schooling in both institutions.

The recipients of this award must have attended the academic programs of The Beacon School and Beacon Academy since at least the 5th Grade.

### **The Griffin Award**

The Beacon Academy is represented by the mythological creature of the griffin, whose composite nature embodies speed, vision, strength and courage. The Griffin Award recognizes graduating students whose experiences at the Academy have been most positively transformative in the area of self-actualization. It celebrates students who have demonstrated a commitment to growth and to life-long learning.

*(The image of the griffin on the medal is by Tyrone Valdés, Class of 2014, and modified by Noelle Morris, Class of 2016.)*

### **The Citizenship Award**

The Citizenship Award is given to graduating students who have demonstrated exemplary leadership, positively impacting on the Academy within, through direct mentorship and serving as an ambassador for the school in the broader community. The award recognizes student leaders who inspire others towards inclusivity by modeling integrity, mutual respect, and servant leadership.

### **The Faculty Prize for Academic Excellence**

As an educational institution, the Beacon Academy recognizes academic excellence as one of its highest values. The Faculty Prize for Academic Excellence is given to the member of the graduating class for academic and scholastic achievement—a student of the first rank.

A Special Recognition of Academic Excellence may be awarded to students who have also exhibited a high level of scholastic achievement, graduating within a close circumference of the highest total academic achievement in the class.

### **The Virtus et Ars Award**

The Virtus et Ars Award is the highest award of the Beacon Academy. It is awarded to the graduating student that best embodies the virtues and values of the school: namely, transformation and lifelong learning, social leadership and academic excellence. The recipient of the Virtus et Ars Award is thus a role-model, an exemplar of the school.



## ANNEX 9 - THE BEACON ACADEMY ACADEMIC HONESTY CONTRACT AY 2022-2023

Academic Honesty Contract AY 2022-2023
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Student's Name: \_\_\_\_\_ Grade/Section: \_\_\_\_\_  
LAST FIRST MIDDLE

### What is Academic Honesty and Why is it Important?

Academic honesty is a set of values and skills (Garza, 2014) by which a school community gives importance to authorship and ownership of the ideas and knowledge by which we learn, and by which we forge our own understandings. It is important because, as a learning community, our thoughts, ideas and knowledge are our most important assets, and just as we would like to be given attribution for them, we must give the attribution to others.

Academic honesty is based on the belief that authors have a right to their own work and must be acknowledged by following accepted procedures for attribution. As members of an academic institution, teachers, students and staff of the Beacon Academy are expected to be honest in this matter with each other and with external publics. Students in particular are expected to create and submit original work and have the right to be recognized and assessed based on such work.

All members of the school community have a role in supporting Academic Honesty. The school administration provides a safe environment for students to learn, including provision of quality sources, mentorship and skills training. Teachers teach research skills in their classes as well as in workshops organized for this purpose, including the practice of using sources responsibly, of teaching students to use other people's work to support their own, and teaching procedures for attribution. Teachers are also responsible for making students aware of academic malpractice and proper procedures. Students must be methodical in their research practice and deliberate in their thought and production of authentic authorship. They must be honest and principled in their work, which must contain proper attribution of sources.

In general, the entire school community, parents included, must be vigilant in its prevention of malpractice, defined by the International Baccalaureate as "behavior that results in, or may result in, the candidate or any other candidates gaining unfair advantage in one or more assessment components." (Garza, 2014)

### What is Intellectual Property?

An original work created by an individual or 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 Academic Dishonesty?

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 an individual attempts to exhibit knowledge that is not gained through one's own efforts, such as copying from another student's work, it is an instance that is deemed academically dishonest.

### What is Plagiarism?

Plagiarism is defined as passing off someone else's work, ideas or expressions of 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. Plagiarism is both an academic and disciplinary matter.

## 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 or her work to be used dishonestly is an accomplice and therefore also subject to disciplinary action.

## Procedures to Support Academic Honesty

- a. All students will be taught research methods in every grade level in the school. In addition to workshops and classes on research methods and procedures, students will be taught academic writing skills, including proper citation or attribution methods.
- b. All students must attend an Academic Honesty session at the beginning of each academic year.
- c. Teachers will ensure that materials used in class have the correct and proper attribution.
- d. Teachers will provide time for students to consult and clarify details of the task and the honest presentation of sources.
- e. Teachers will provide feedback to students, parents and administrators regarding the progress and needs of students in this area, raising concerns and possible formative intervention, if necessary.
- f. The Academy employs Turnitin, an Internet-based plagiarism detection service to supplement its support of academic honesty in the community.

## Procedural Due Process in Cases of Academic Malpractice

- a. Any member of the Academy may trigger an investigation or inquiry into a suspected instance of academic malpractice.
- b. The Dean of Faculty or a representative assigned by him or her serves as mediator between the parties involved (e.g. teacher and student) in an inquiry into a suspected instance of academic honesty. All inquiries into academic malpractice are confidential.
- c. The complainant writes the student suspected of academic malpractice about the suspected instance, of the nature and cause of the accusation, with evidence to support the claim.
- d. The student shall answer the charges in writing and will have the right to adduce evidence as presented, if applicable. The student may respond with an assistance of counsel (e.g. parent, guidance counselor).
- e. The Dean of Faculty shall consider the evidence based on submitted reports, decide on the case, and determine the type of offense and its consequences:
  - a. For a First Offense, an incident report is filed to the Head of School and the parents of the students. No grade will be given for the work submitted.
  - b. For a Second Offense, an incident report is filed to the Head of School and the parents of the students. No grade will be given and the student will serve an in-school suspension.
  - c. For a Third Offense, an incident report is filed to the Head of School and the parents of the students. The student is asked to withdraw from the school.

**I have read and understood Section 4 of the Student Parent Handbook titled 'What is Academic Honesty and Why is it Important?' This section of the Student Handbook was discussed with me in detail and I fully understand and support the Beacon Academy's stand on Academic Honesty.**

\_\_\_\_\_  
SIGNATURE

Date: \_\_\_\_\_

## **ANNEX 10 – IMPLEMENTATION PLAN FOR FACE-TO-FACE LEARNING AY 2022-2023**

*Updated 2 August 2022*

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## INTRODUCTION

This document is an update to *The Beacon Academy Implementation Plan for Limited Face-to-Face Learning*, released in March 2022, and the school's announcement regarding the upcoming school schedule and modality released in May 2022. It is based on the evaluations conducted of the Academy's Pilot Limited Face-to-Face Program from March - June 2022, and on the following documents:

*Department of Education / Department of Health Joint Memorandum Circular No. 001, s.2022 (April 6, 2022) - Revised Operational Guidelines on the Progressive Expansion of Face to Face Learning Modality* (<https://www.deped.gov.ph/wp-content/uploads/2022/04/DEPED-DOH-JMC-No.-001-s.-2022.pdf>)

*Inter-Agency Task Force for the Management of Emerging Infectious Diseases - Guidelines on the Nationwide Implementation of Alert Level System for COVID-19 Response as of June 4, 2022* (<https://www.officialgazette.gov.ph/downloads/2022/06jun/20220604-IATF-GUIDELINES.pdf>)

*Department of Education Order No. 034,s.2022 (July 11, 2022) - School Calendar and Activities for School Year 2022-2023.* ([https://www.deped.gov.ph/wp-content/uploads/2022/07/DO\\_s2022\\_034.pdf](https://www.deped.gov.ph/wp-content/uploads/2022/07/DO_s2022_034.pdf))

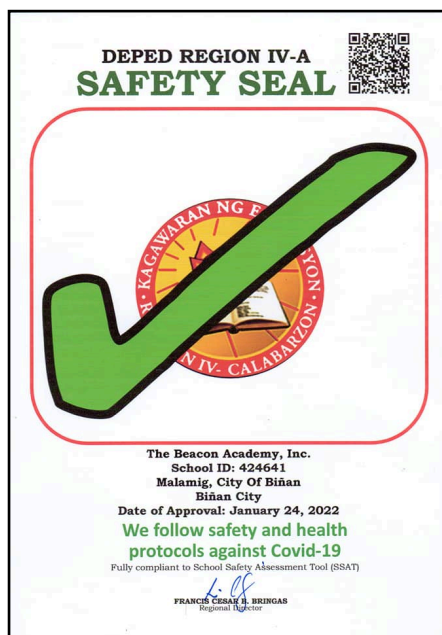
This document is subject to update or revision depending on internal evaluation and evolving government regulation.

### I. Background

Established in 2009, the Beacon Academy is an independent, non-profit, co-educational school that provides a four-year college preparatory program to children of all nationalities, ages 14-18 (Grades 9-12). It offers a junior and senior high school curriculum based on the requirements of the Department of Education and the Middle Years and Diploma programs of the International Baccalaureate (IB).

In March 2020, the Academy pivoted to remote work, teaching and learning due to the global pandemic. With certified compliance with the requirements for online distance learning (DepEd Certificate of Compliance No. 0286, s.2021), the school has since honored its academic commitments to learners without altering its academic calendar nor compromising productivity and quality.

In 2021, the Academy began preparations to resume limited face-to-face learning on campus. These involved broad consultations with teachers, staff, parents & guardians, learners, and the Board of Trustees; as well as compliance with government health and safety requirements. On January 24, 2022, the school received the official "Safety Seal" from DepEd Region IV-A for its full compliance with the DepEd's School Safety Assessment Tool (SSAT).



DepEd Safety Seal



DepEd Certificate of Compliance - January 25, 2022

On March 16, 2022, the Academy reopened its campus for limited in-person learning. It was issued a Certificate of Compliance from the DepEd for its successful implementation of its safety protocols on April 26, 2022. The school ended SY 2021-2023 with limited in-person graduation ceremonies on June 6, 2022.

The school has since updated its protocols based on the April 6, 2022 joint circular of the Departments of Education and Health (DepEd-DOH JMC No. 001, s.2022), the revised DepEd School Safety Assessment Tool (DepEd Memorandum No. 030, s.2022), and the national government's current objective of resuming 5 days of in-person classes by November 2022 (DepEd Order No. 034, s.2022).

## II. School Population and COVID-19 Vaccination

*School Population.* The school population of students and teachers for SY 2022-2023 are as follows:

	Grade 9	Grade 10	Grade 11	Grade 12
# Students	20	26	20	30
# Teachers (+/_)	14 FT + 4 PT		15 FT + 4 PT	
Total	64		69	

*Vaccination and Health Information.* Although not mandated for continued employment, all full-time and part-time teachers and staff of the Beacon Academy are fully vaccinated. COVID-19 vaccination for learners is not required but is strongly encouraged. Only vaccinated adults may have in-person contact with learners on campus.

Learners are strongly encouraged to receive COVID-19 vaccinations.

For SY 2022-2023, all members of the community are required to submit updated health records to the school. This information will be stored according to the Academy’s strict data privacy guidelines. These will never be used in consideration of an individual’s enrollment or employment status. Health records will only be viewed and used by the school’s health services and school leadership as ways of mitigating risk should cases of COVID-19 occur in the community.

### III. Summary of School Modalities for SY 2022-2023

*Default Schedule.* The Beacon Academy will adopt a blended learning schedule: Junior High School/ MYP (Grades 9-10) and Senior High School/ DP (Grades 11-12) cohorts, assigned teachers, and support staff will be on campus every day from Monday to Thursday with work and learning conducted remotely (online) on Friday. Class days will be from 8:30 am to 3:00 pm, with 3:00-4:00 pm available for co-curricular activities.

This will be effective for the first quarter of SY 2022-2023 (from August 8 to October 7, 2022). The continuance of this modality will be dependent on internal evaluation and government regulation.

Monday	Tuesday	Wednesday	Thursday	Friday
ALL In-Person	ALL In-Person	ALL In-Person	ALL In-Person	ALL Online

In the event of a health and safety crisis as assessed the school’s contingency plans (see Contingency Measures below), the school has designed its classes and schedules to pivot in the following modalities:

*Contingency Schedule 1: Blended Alternate.* This is the modality successfully implemented from March to June 2022. In-person work and learning on campus will take place daily from 8:30-3:00. This will be implemented per program (JHS/ Grades 9-10, SHS. Grades 11-12) on alternate weeks. Co-curricular activities will be conducted online from 3:00-4:00 pm.

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	JHS In-Person SHS Online	JHS In-Person SHS Online	JHS In-Person SHS Online	JHS In-Person SHS Online	JHS In-Person SHS Online
WEEK 2	SHS In-Person JHS Online	SHS In-Person JHS Online	SHS In-Person JHS Online	SHS In-Person JHS Online	SHS In-Person JHS Online

*Contingency Schedule 2: Remote Learning.* This is the modality successfully implemented from March 2020 to March 2022. In this modality, all work and learning are conducted online.

Monday	Tuesday	Wednesday	Thursday	Friday
ALL Online	ALL Online	ALL Online	ALL Online	ALL Online

All school operations will comply with the latest guidelines on COVID-19 mitigation, and the Academy will be ready to pivot effectively to blended or remote learning modalities above if needed.

### **III. Objectives and Expected Outcomes**

The objective of this learning continuity plan is to enhance limited face-to-face learning at the Beacon Academy by enabling learners to safely experience the best of in-person and remote learning in ways that continue to promote academic achievement and physical and socio-emotional wellness.

With lessons learned from school's experience amidst the global pandemic, the continued enhancement of limited face-to-face learning at the Beacon Academy retains the following expected outcomes:

#### *1. Establishing Community Health and Well-Being as First Priority*

The physical and socio-emotional well-being of the entire Beacon Academy community, particularly in the context of COVID-19, is at the forefront of all our efforts. This initiative is expected to continue to promote a heightened awareness—on an individual and institutional level—of behaviors and practices aligned with public health as we continue to wrestle with the challenges of the pandemic.

#### *2. Cultivating a Heightened Shared Responsibility Among School Stakeholders*

In December 2020, former DepEd Secretary Briones had written: “If face to face classes will be resumed, the host community—LGUs, parents, organizations, transport providers, will assume and share corresponding responsibilities. We resume face to face class as one.” This will continue to be communicated and emphasized with our Board of Trustees, administrators, teachers, staff, students and parents/guardians. This initiative is expected to result in greater channels of communication and mutual support between school stakeholders.

#### *3. Effectively Implementing Blended Work/ Learning as a Contingent School Modality*

While in-person contact remains essential for both work and learning, the school's experience (remote and blended) revealed benefits of digital technology in terms of productivity and independent learning, global access to information, work-life balance, and even environmental impact. Subject to government regulation, this initiative is expected to result in a more integrated and complementary use of digital work and learning in the school. It is expected to mine the potentials of multiple modalities of work and learning to address the continuity of learning without compromising vision and quality.

## **PART 1: SAFE OPERATIONS**

The Beacon Academy is committed to ensuring compliance with minimum health and safety protocols in the mitigation of COVID-19 and other infectious diseases, as established by national government.

### **I. Shared Responsibility**

#### **A. Support from Local Government**

1. On 22 January 2022, the Academy received a letter of support for its limited face-to-face program from the *Tanggapan ng Sangguniang Barangay of Barangay Binan*.
2. On 21 February 2022, this was reinforced by the Local Government Unit of the City of Binan where Atty Walfredo R. Dimaguila, Jr, City Mayor expressed full support for the conduct of face-to-face classes in the city.
3. The Academy continues to work and communicate in alignment with local government.

#### **B. Support from Parents/Guardians and Teachers/Staff**

1. The Pilot program from March - June 2022 had approximately 97% learner attendance participating in limited face-to-face learning. It had 100% attendance of graduating students in the end-of-year rites.
2. Stakeholder surveys conducted at the end of the school year to evaluate the Pilot program. These have the following findings:
  - a) Majority of students and prefer face-to-face over online classes
  - b) Many felt sad about the lack of physical activity at the time because of the closure of athletic facilities and physical education during that time
  - c) Parents require more sessions with students for counseling and advisory
  - d) Time management, transit and the pivot from face-to-face learning in a day was difficult; and there was an expressed preference for whole (AM-PM) school days.
  - e) Many were satisfied with the Academy's COVID-19 protocols.
  - f) Parents of students who remained online were appreciative of how the Academy managed its hybrid/blended learning in classrooms that allowed for live-streaming of classes.

#### **C. Resource Mobilization to Meet the Standards of Health and Safety Protocols**

Since September 2021, the Academy has mobilized its resources to meet required health and safety standards and protocols. This included the specific assignment of COVID-19 risk mitigation measures to the school-based Disaster Risk Reduction and Management (DRRM) Team alongside its oversight of the school's general health and safety protocols. These include:

1. The monitoring of health status, physical and mental well-being support; and development of alternative work arrangements, if necessary, for Academy personnel (The Human Resources Team)
2. The allocation of financial resources for over-all health program development, technological support and campus development (The Finance Team)
3. The redesign of campus spaces and school traffic management, including the procurement of necessary health and safety materials in compliance with the SSAT (The Operations Team)



4. The design and procurement of technologies required contact tracing and campus access (e.g. SafePass); live-streaming classes on campus for live-streaming; and the expansion of internet connectivity on campus to outdoor spaces (The IT/AV Team)
  5. The development of communication strategies, including visual communication materials for campus (The Communications Team)
- D.** Simulation Activities. In preparation for SY 2022-2023, simulation activities of the Academy's health protocols were conducted with school personnel on July 18, 2022. Parent and student orientation to these protocols will be held on the first week of classes beginning August 8, 2022. Included in the activities were protocols on the roles of new campus spaces (e.g. clinic and isolation room); school traffic management (e.g. unidirectional passages, single entry/exit points, campus spaces optimized for physical distancing and ventilation, and the use of SafePass for contact tracing campus access).

## **II. Alternative Work Arrangements**

- A.** The Beacon Academy campus is nine (9) hectares with much outdoor space and ventilation that may be optimized for its population of only around 100 students and 40 administrators, teachers and staff for SY 2022-2024. The objective of all health and safety protocols is to reasonably ensure a "bubble" that is safe and productive for work and learning.
- B.** Junior High School/ MYP (Grades 9-10) and Senior High School/ DP (Grades 11-12) cohorts—assigned teachers, students and support staff—will be on campus every day from Monday to Thursday, with work and learning conducted remotely (online) on Friday. Classes will be from 8:30 am to 3:00 pm, with 3:00-4:00 pm earmarked for after-school activities. Contingency modalities (blended alternate, remote) are expected to follow the same schedule.
- C.** Only fully vaccinated teachers and support staff will have in-person contact with students. Personnel above 65 years old and who report comorbidities, immunodeficiencies or any other serious health/risk conditions may be assigned a blended work schedule.
- D.** Administrative offices will continue to operate on a rotational blended (in-person and remote) office hours as determined and approved by unit heads.
- E.** A representative of school management and health/clinic services will always be available on campus. A physician has also been contracted on a retainer basis for the school for advisory on clinic management and developments on COVID-19 mitigation.
- F.** All members of the community are requested to transit to and from campus via private transport or carpool, when possible.
- G.** A private bus/shuttle service from/to the Beacon School in Taguig City will be available. At the current IATF Alert Level 1, school shuttle services will run at full capacity, with fully vaccinated drivers, and regular, proper disinfection. These arrangements may alter based on external developments.
- H.** All personnel are required to bring their own packed meals (food, drink and utensils) to campus until further notice. The Academy will reinstitute its meal services and will announce its availability to the community.
- I.** All meals must be taken in either in the cafeteria (equipped with Air-Purifiers, HEPA filtration, and unidirectional seating in keeping with ventilation and physical distancing requirements) or the Outdoor Commons with appropriate physical distancing measures in place.



Sample Classroom/ Outdoor Commons

### III. Classroom Layout and Structure

- A. All Academy classrooms and spaces (including offices, the Auditorium, the Visual Arts Gallery, and the Athletics Facility) have been prepared for in-person work and learning with space capacity limits clearly marked. These conform to a 1.5 meter physical distancing requirements; and have been selected with appropriate ventilation (i.e. window openings) or filtration (i.e. Air Purifiers, HEPA filtration). These rooms are equipped for live-streaming.
- B. Two tented, outdoor commons—one per building—with seating conforming to 1-meter physical distancing requirements, have been created across the school campus for outdoor classes, collaborative work individual study, consultation and meals/snacks of faculty, staff and students.
- C. All windows on campus will be opened during school days to allow for maximum cross ventilation throughout the buildings, with fans installed in select areas.
- D. The BA Wood Workshop and Bouldering Wall Room will remain closed until further notice.

#### IV. School Traffic Management

- A. All foot traffic on campus will be uni-directional, i.e. separate entrances, exits and pathways. Directions and physical distancing are reinforced through hallway markings and signage. Academy personnel will guide and monitor student movement during breaks and remind the community to avoid over-crowding in areas.



Sample Signage

- B. All rooms and offices on campus will indicate person capacities in consideration of physical distancing that will be strictly enforced.

#### V. Protectives Measures, Hygiene Practices and Safety Procedures

##### A. Mask Mandate

1. The correct wearing of face masks (N95, KF94, K95 or other equivalents) for all personnel is mandated and will be enforced on campus. Outdoor areas will be designated for individual “mask breaks” when needed.

##### B. Entering Campus

1. All personnel (teachers, staff and students) will only be allowed on-campus upon approved campus access. Online daily health declarations via SafePass ([www.safepass.asia](http://www.safepass.asia)) will be required for all members of the community to determine whether access to school transport or campus is granted.
2. No visitors, including families and household staff, will be allowed in the main campus except for purposes drop-off/pick-up. Visitors are not allowed to be in direct physical contact with Academy staff and students without previous appointment and SafePass registration.
3. No family drivers will be allowed to wait for their charges on school premises during the school day. A parking area will be available to them right outside our campus for the time being.

##### C. Health Stations

1. A Health Check station (with non-contact temperature checks and hand-washing) is located in the gym, away from the main campus grounds (Buildings A and B). Health checks for all persons are required before entry is granted into the main buildings. The gym also houses the School Clinic/Nurse's Station and an Isolation Room. In-campus monitoring via entry health checks (temperature checks) will be used to ensure contact tracing and immediate health alerts, if necessary.
2. Non-contact hand washing stations, foot baths, signage enforcing uni-directional traffic in the main campus, and reminders for mindfulness of health and safety, physical distancing, room capacities, etc. will be installed throughout the campus.

**D. Regular Cleaning and Disinfection**

1. Regular cleaning and disinfection will be carried out by the Academy Operations team before, during and after in-person school days.
2. The Academy assures a regular inventory of cleaning and medical supplies as required by the SSAT, including face masks, proper bin disposals, etc.

**VI. Communication Strategy**

**A. The Academy communicates with its internal and external publics through various means:**

1. Parents & Guardians: Email, Mobile Phone, Bi-Monthly Newsletter, and Zoom Conferences. Note: The Academy has institutionalized the Beacon Academy Parent Advocate Group (PAG) that has direct and regular contact with the Office of the Head of School.
2. Learners: Email, Managebac (Learning Management System), Google for Education Suite, Zoom Conferences
3. Teachers and Staff: Workplace by Meta, Email, Mobile Phone, Zoom Conferences
4. Public: Social media communications via Facebook, Instagram, LinkedIn, and Twitter

**B. The Beacon Academy Communication Protocols**

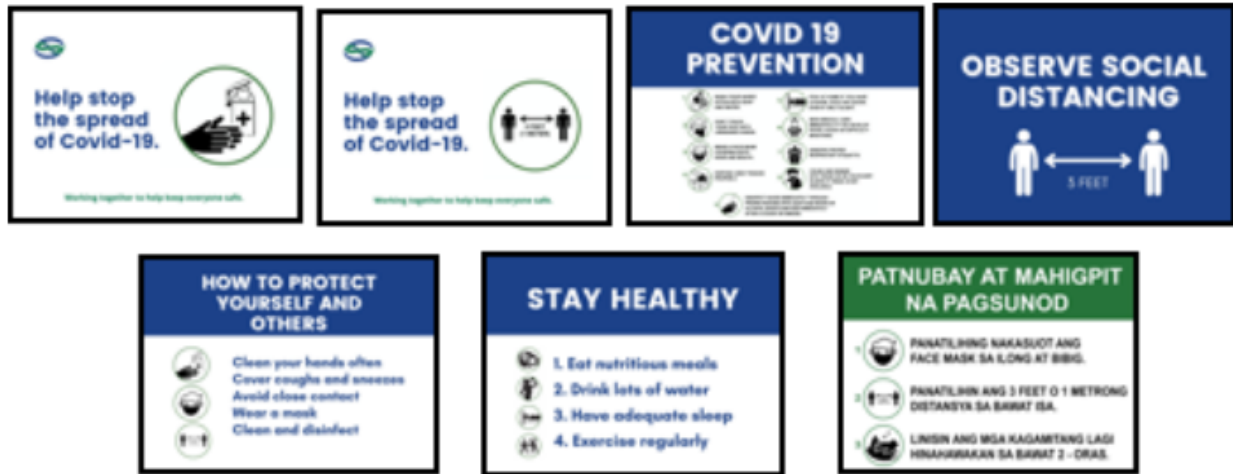
To encourage more efficient and productive communication, the community may link directly with the following offices for inquiries, concerns or *complaints* (please see *Annex 11 for Faculty & Staff Directory*)

- o Matters related to Students (Academic, School Life, Learning Support): c/o Faculty Advisers
- o Matters related to the IB Diploma Programme/. Senior High School : c/o DP Coordinator
- o Matters related to the IB MYP Programme / Junior High School: c/o MYP Coordinator
- o Matter related to Faculty: c/o Dean of Faculty
- o Matters related to Student Activities and Events: c/o Dean of Students
- o Matters related to Health and Safety: c/o Student Services
- o Matters related to School Leadership and Policy: c/o Head of School

These channels are open during regular work/school hours (Mondays to Fridays, from 8:30 am to 4:30 pm). Academy faculty and staff will endeavor to respond to messages during this time as promptly and efficiently as possible.

In cases of complaints, the office concerned will create actionable plan towards investigation and resolution as appropriate.

- C. Information, Education and Communication (IEC) materials on hygiene practices and respiratory etiquette are included in on-campus visual signage.



Sample Visual Signage on Campus

- D. The Academy will conduct orientation and simulation activities prior to the start of classes.

**VII. Home-School Coordination**

- A. Operationalizing the Preventive Alert System in Schools (PASS): Academy teachers, staff and students are tasked with the routine monitoring of all members of the community while on-campus, with teachers and staff serving as front-liners for the early detection of possible symptomatic cases. These are immediately reported to the DRRM Team and the School Clinic following the procedures outlined below.
- B. The Academy continues to communicate updates on COVID-19 risk mitigation to all its stakeholders through the identified channels in this document.



Foot Activated Hand Washing Stations

## PART 2: TEACHING AND LEARNING

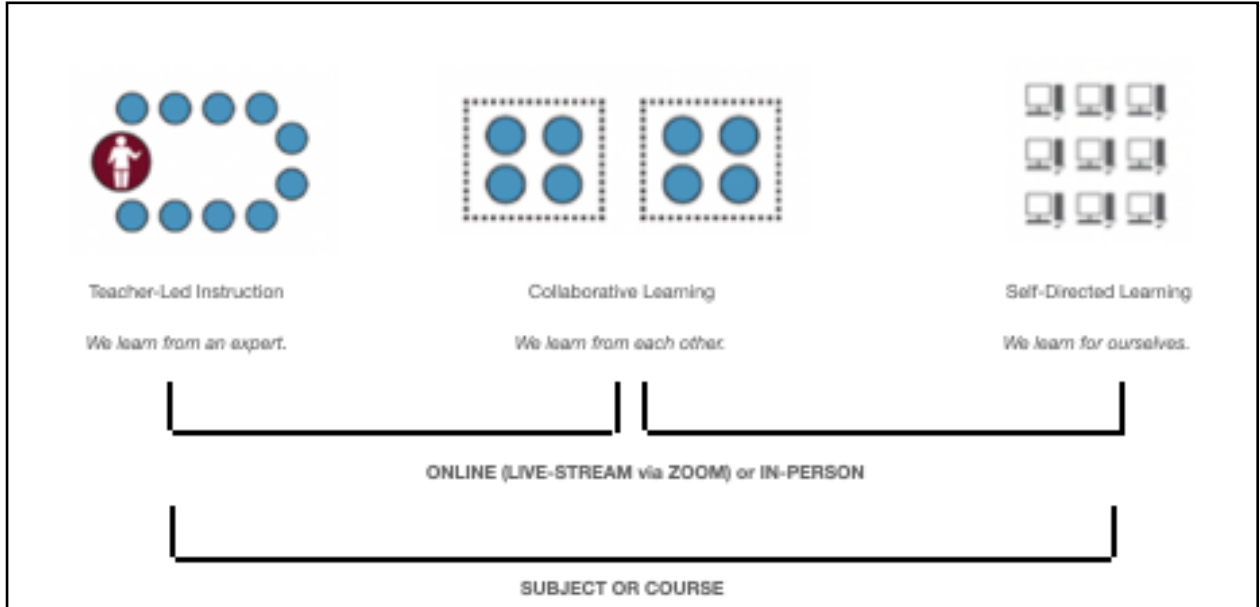
### I. Learning Resources

Since March 2020, the Academy has been able to deliver its programs completely via remote learning without compromising academic quality and student access to learning resources. The Beacon Academy Library had completely pivoted for online access for the community; and individual “student kits” — containing necessary textbooks, materials, etc. — have been transmitted to students/families at the beginning of every school term.

This practice remains in effect in all face-to-face, blended or remote learning modalities.

### II. Instructional Design

Since March 2020, the Academy has adopted the “station rotation model” by Academy teachers to ensure equity and continuity of instruction. This instructional design identifies the delivery of instruction via three learning modalities: teacher-led instruction, collaborative learning and independent learning. This design adheres to the Academy’s pedagogical philosophy and continues to be in effect during in-person learning. It also allows for a smoother



The Station Rotation Model

transition and continuity of learning to blended or remote learning as needed.

### III. Blended Learning: Default Modality

- A. For the first quarter of SY 2022-2023, Beacon Academy will adopt a blended learning model in the delivery of these programs, combining four days of in-person learning on campus (Monday to Thursday) with one day of remote work/ learning from home (Friday).
- B. Unless compromised by illness, student participation in both in-person and remote component of blended learning is mandatory, and the Academy’s rules on attendance and tardiness will be in effect.

- C. Classrooms on campus have been designed for live-streaming via Zoom to allow for learning continuity of in-person and online learners when necessary (e.g. when the campus presence of teachers or learners are compromised).

#### **IV. In-Person Learning**

- A. In-person classes will run from 8:30 am to 3:00 pm with a supervised recess and lunch breaks. After-school activities will take place from 3:00-4:00 pm. All personnel are expected to leave campus promptly at 4:00 pm. (please see Annex 5 of the Student & Parent Handbook for MYP & DP Class Schedules)
- B. In-person personnel and learners are required to bring their own internet-enabled devices.
- C. In-person personnel and learners are required to bring their own meals, drinks and utensils, until further notice.
- D. Full campus services (with the exception of the Wood Workshop and Bouldering Wall Room) will be available during on campus school days.
- E. As per DepEd Order No. 34 (July 2022), co-curricular activities (authorized, voluntary and non-graded engagements anchored on curriculum content) will be allowed after-school. Extra-curricular activities remain suspended until further notice.

#### **V. Teacher Support**

- A. Through faculty development initiatives, teachers will continue to be provided support and training on the deployment of the station rotation model in the delivery of their classes.
- B. When necessary, both financial and technical assistance will continue to be provided to Academy teachers in the conduct of the school's modality.

## **PART 3: WELL-BEING AND PROTECTION**

### **I. Personal Protective Equipment**

- A.** The DRRM Team ensures the availability of clinic and isolation services, personal protective equipment, proper sanitation and hygiene facilities, the regular sanitation, disinfection and deep cleaning of school facilities, furniture and equipment; and the proper disposal of infectious wastes in non-contact receptacles.

### **II. COVID-19 Case Management (see Contingency Measures below)**

### **III. Psychosocial Support for Personnel, Families and Learners**

- A.** For Faculty and Staff
  - 1. Continued provision of technical support and assistance
  - 2. Provision of an annual Teacher Self-Care Program with the MLAC Institute for Psychological Services, Inc. (Dr. Honey Carandang)
- B.** For Families
  - 1. Regular avenues for parent feedback through the BA Parent Advocate Group
  - 2. Special Parenting Webinars through the BA Counseling Resource Center
- C.** For Students
  - 1. Continued socio-emotional support from teachers, advisers and school counselors



## **PART 4: CONTINGENCY MEASURES**

### **I. The DRRM Team**

Since September 2021, the Academy has mobilized its resources to meet the standards of health and safety protocols. This includes assignment of the specific of COVID-19 risk mitigation budgets and measures to the school-based Disaster Risk Reduction and Management Team (DRRM) alongside its oversight of the school's general health and safety protocols.

### **II. The DRRM Team: Overview of Risk Mitigation**

- A.** The DRRM Team is in charge of ensuring the effective implementation of health and safety protocols, including the coordination with local government and outside health services.
- B.** The DRRM team will provide a hotline for the community for all emergency cases; and will coordinate virtually via Workplace—and, if necessary, other modes of communication—for rapid action.
- C.** The DRRM Team ensures the availability of clinic and isolation services, proper sanitation and hygiene facilities, the regular sanitation, disinfection and deep cleaning of school facilities, furniture and equipment; and the proper disposal of infectious wastes in non-contact receptacles.
- D.** The DRRM team will ensure the updated database of contact details the school community to ensure immediate communications in cases of emergency.
- E.** The DRRM team oversees the application of Contact Tracing Procedures and Tools for the school community will be via Safe Pass — that serves as a channel for daily health declarations, the granting of campus access, emergency notifications and contact tracing, if necessary. All members of the community and authorized school visitors shall be required to register on Safe Pass.

### **III. General Risk Mitigation and Response**

- a.** Members of the community will NOT be granted access campus if they exhibit symptoms and must inform the school immediately.
- b.** The safe conduct of limited face-to-face learning at the Beacon Academy is a shared responsibility of all community stakeholders. Regular communications will emphasize the need for timely, honest and vigilant communications between the school, its teachers, staff members, learners and their families on all matters involving community health and safety in the context of COVID-19.
- c.** Students and personnel with fever and flu-like symptoms detected on campus are immediately escorted to the isolation/screening room adjacent to the school clinic near the school entrance/exit. These persons will not be allowed back into the main campus (Buildings A and B).
- d.** The School Nurse will provide necessary emergency care to the personnel or learner following precautionary measures based on current advice of health authorities. The School Nurse is authorized to refer or provide full disclosure to identified health authorities (e.g. barangay, health station, rural health unit) for further evaluation or

referral to a hospital if needed. The School Nurse will comply with reporting mechanisms of the Department of Education Health and Nutrition Unit/Section.

- e. Family members or guardians of personnel and learners are immediately notified; and individuals must be fetched or leave the premises (if able). A transport vehicle will be standby in cases where transit to a temporary treatment and monitoring facility is required.
- f. The DRRM Team will monitor all such cases; and ensure that all cases affecting members of the community are managed in alignment with the latest guidelines and policies of the national government.

**IV. Contingency Scenarios**

The Academy will adhere to following protocols in response to scenarios that may compromise the health and safety of the community on campus.

**A. School Closure and Reopening**

Scenario	Action
<p>There is a change in the community transmission and quarantine risk classification in either NCR or Laguna as identified by national/local government; OR</p> <p>There is a government mandate for the suspension of in-person learning due to COVID-19 in either NCR or Laguna; OR</p> <p>There is an escalation of community transmission in the school that compromise safe campus operations (see protocols below)</p>	<p>The campus is immediately closed.</p> <p>Remote work and learning is activated until further notice.</p> <p>Unless compromised by illness, the teacher, staff member or learner must perform his or her duties via remote work and learning during this period.</p> <p>The DRRM team monitors the situation to determine when the campus may reopen and in what modality.</p>

**B. General Communication Protocols related to COVID-19**

The following scenarios detail the protocols in the eventuality of asymptomatic close contacts and symptomatic or confirmed cases of COVID-19 in the community.

**IMPORTANT: FOR LEARNERS/STUDENTS:**

1. If positive COVID-19 cases are detected at home, a written letter or email to **studentservices@beaconacademy.ph** from his/her parents or guardian informing the school of the student’s health status is required. Parents will then be required to answer a brief health form to help the DRRM Team mitigate risk.
2. If a student’s case results in quarantine or isolation at home, a written letter or email from his/ her parents or guardian certifying the completion of the time-based isolation, severity of case, and absence of symptoms

must be submitted. Campus re-entry will require prior approval from Student Services. A medical certificate to resume physical activity or athletics on campus may be required.

3. Correspondence related health and safety matters must be addressed to **studentservices@beaconacademy.ph**.

C. Updated Quarantine and Isolation Protocols (based on IATF Guidelines published on June 4, 2022)

<b>Updated Quarantine and Isolation Protocols</b>		
<b>Quarantine</b>	<b>General Public</b>	
Asymptomatic close contact**	Fully vaccinated	0 days
	Partially vaccinated or unvaccinated	At least 14 days from exposure
<b>Isolation</b>	<b>General Public</b>	
Asymptomatic Confirmed Case	Fully vaccinated	At least 7 days* from positive test (sample collection date)
	Partially vaccinated or unvaccinated	At least 10 days* from positive test (sample collection date)
Symptomatic, suspect, probable or confirmed case with <b>MILD</b> symptoms	Fully vaccinated	At least 7 days* from positive test (sample collection date)
	Partially vaccinated or unvaccinated	At least 10 days* from positive test (sample collection date)
Symptomatic, suspect, probable or confirmed case with <b>MODERATE</b> symptoms	Regardless of vaccination status	At least 10 days* from onset of symptoms
Symptomatic, suspect, probable or confirmed case with <b>SEVERE &amp; CRITICAL</b> symptoms	Regardless of vaccination status	At least 21 days* from onset of symptoms
Severely Immunocompromised	Regardless of vaccination status	At least 21 days* from onset of symptoms with negative repeat RT-PCR
<p>* Isolation can be discontinued upon completion of the required days, provided that, they shall not develop fever for at least 24 hours without the use of antipyretic medications and shall have improvement of respiratory symptoms. Except for immunocompromised individuals, repeat testing nor medical certification is not required for safe reintegration into the community.</p> <p>** All asymptomatic close contacts should continue symptom monitoring for 14 days, strictly observe MPHS which includes wearing well-fitted masks, physical distancing, among others.</p>		



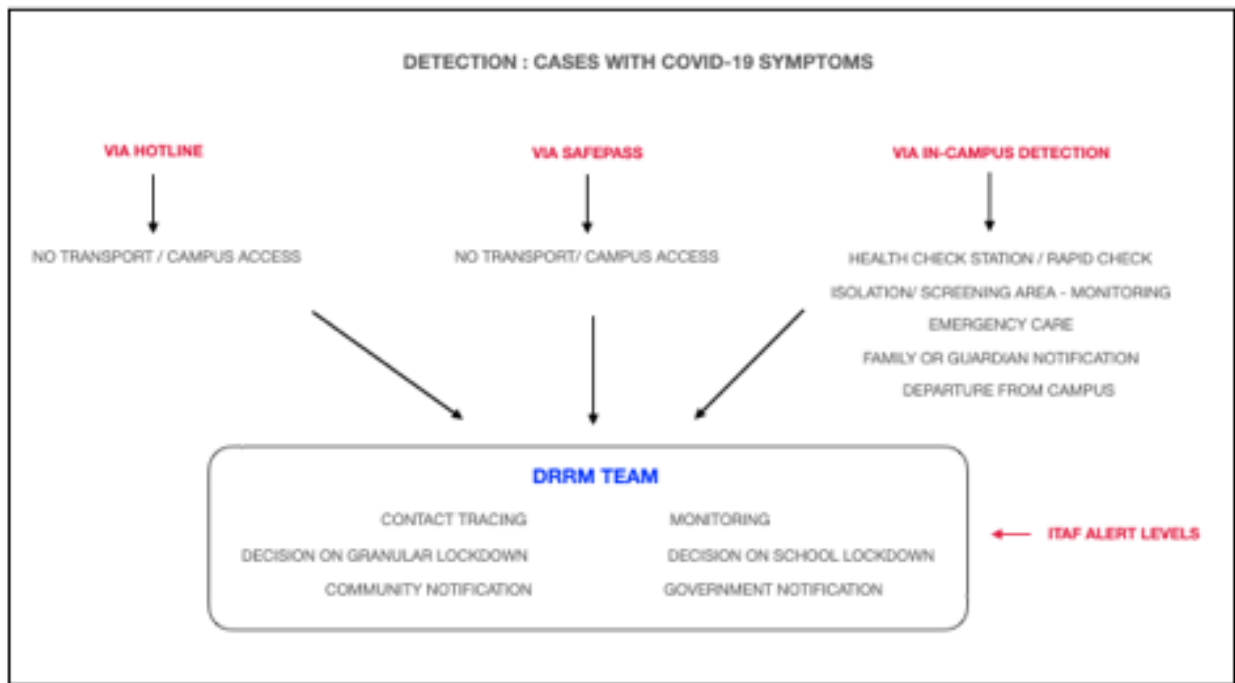
D. Specific Scenarios and Protocols; Detection, Action, Conditions For Return, Escalation

Scenario	Immediate Action	Conditions for Return	Escalation
<p><b>A teacher, staff member or learner is an identified asymptomatic close contact.</b></p> <p><i>Definition of Close Contact:</i></p> <ul style="list-style-type: none"> <li>Has interacted with a person with COVID-19 within one meter for more than 15 minutes</li> <li>Has direct physical interaction with a person who is a probable or confirmed case of COVID-19</li> <li>Had direct interaction with a person with COVID-19 without wearing protective equipment.</li> </ul> <p><i>Definition of Quarantine:</i></p> <ul style="list-style-type: none"> <li>Period to monitor well-being after being identified as a close contact with COVID-19 (DOH)</li> </ul>	<p>If determined at home:</p> <ul style="list-style-type: none"> <li>If partially vaccinated or unvaccinated, the person must quarantine and may not report to campus for at least fourteen (14) days.</li> <li>Fully vaccinated individuals need not quarantine.</li> </ul> <p>If determined on campus:</p> <ul style="list-style-type: none"> <li>The person is immediately transferred to the clinic/Isolation area for a rapid assessment of symptoms by the School Nurse.</li> <li>Family members or guardians of personnel and learners are immediately notified for symptom monitoring.</li> <li>If partially vaccinated or unvaccinated, the person must depart campus at the soonest possible time, isolate, and remain at home for at least fourteen (14) days.</li> </ul>	<p>Fully vaccinated individuals need not quarantine.</p> <p>Partially vaccinated or unvaccinated individuals must quarantine at home for at least fourteen (14) days from exposure.</p> <p>Unless compromised by illness, the affected teacher, staff member or student must perform his or her duties via remote work and learning only during this period.</p> <p>Time based quarantine is sufficient provided the affected individual remains asymptomatic. Repeat testing or medical certification is not required for safe reintegration in the community.</p> <p>IMPT: All asymptomatic close contacts should continue monitoring for fourteen (14) days, strictly observe minimum public health standards which includes wearing well-fitted masks, physical distancing, etc.</p>	<p>If &lt;10% of teachers, students, members and learners are partially vaccinated or unvaccinated and identified close contacts, then cases are treated on an individual basis.</p> <p>If &gt;10% of teachers, students, members and learners are partially vaccinated or unvaccinated and identified close contacts, close contacts, then:</p> <ol style="list-style-type: none"> <li>The DRRM Team convenes and the school implements a 24-hour “granular” campus closure for rapid assessment and action. All work and learning will be conducted remotely.</li> <li>Members of the community are immediately notified and alerted for symptom monitoring.</li> <li>Unless compromised by illness, the teacher, staff member or student must perform his or her duties via remote work and learning only during this period.</li> <li>The DRRM team will determine the extent of exposure (eg. isolated individuals, groups, classes, cohort, program).</li> <li>The DRRM Team monitors the situation to determine whether affected groups may return to in-person work and learning.</li> </ol>

Scenario	Immediate Action	Conditions for Return	Escalation
<p><b>A teacher, staff member or learner is a symptomatic, suspect, probable, or confirmed case of COVID-19 with mild symptoms.</b></p> <p><i>Description</i></p> <ul style="list-style-type: none"> <li>• Fever (&gt; 37.5 degree Celsius)</li> <li>• Cough</li> <li>• Shortness of breath or difficulty breathing</li> <li>• Fatigue</li> <li>• Muscle or body aches</li> <li>• Headache</li> <li>• New loss of taste or smell</li> <li>• Sore throat</li> <li>• Congestion or runny nose</li> <li>• Nausea or vomiting</li> <li>• Diarrhea</li> </ul> <p>OR</p> <p>A teacher, staff member or learner is <b>asymptomatic but confirmed to have COVID-19.</b></p> <p><i>Definition of Isolation:</i></p> <ul style="list-style-type: none"> <li>• Separating people with symptoms or confirmed COVID-19 case. (DOH)</li> </ul>	<p>If determined at home, the person must isolate and may not report to campus.</p> <p>If determined on campus</p> <ul style="list-style-type: none"> <li>• The person is immediately transferred to the Clinic/Isolation area and may not access the main buildings.</li> <li>• Family members or guardians of personnel and learners are immediately notified for symptom monitoring.</li> <li>• The School Nurse will conduct antigen testing whose results are forwarded to the DRRM team and guardians of learners.</li> <li>• The DRRM Team will identify asymptomatic close contacts (see above)</li> <li>• Family members or guardians of personnel and learners are immediately notified and alerted for symptom monitoring.</li> <li>• The person must depart campus at the soonest possible time, isolate and remain at home.</li> </ul> <p>Unless compromised by illness, the teacher, staff member or student must perform his or her duties via remote work and learning only during this period.</p>	<p>Fully vaccinated individuals must isolate at home for at least seven (7) days from the onset of symptoms or sample collection date (in the case of asymptomatic COVID-19 positive persons).</p> <p>Partially vaccinated, unvaccinated individuals must isolate at home for at least ten (10) days from the onset of symptoms or sample collection date (in the case of asymptomatic COVID-19 positive persons).</p> <p>Unless compromised by illness, the teacher, staff member or student must perform his or her duties via remote work and learning only during this period.</p> <p>Time based quarantine is sufficient provided the affected individual remains asymptomatic, ie. isolation can be discontinued after the required days provided that the individual shall not develop a fever for at least 24 hours without the use of antipyretic medications and shall have improvement of respiratory symptoms.</p> <p>Except for immunocompromised individuals, repeat testing or medical certification is not required for safe reintegration in the community.</p>	<p>If &lt;10% of teachers, students, members and learners exhibit mild symptoms or are confirmed asymptomatic-positive then cases are treated on an individual basis.</p> <p>If &gt;10% of teachers, students, members and learners exhibit mild symptoms or are confirmed asymptomatic-positive, then:</p> <ol style="list-style-type: none"> <li>a. The DRRM Team convenes and the school implements a 24-hour “granular” campus closure for rapid assessment and action. All work and learning will be conducted remotely.</li> <li>b. Members of the community—especially identified close contacts—are immediately notified and alerted for symptom monitoring.</li> <li>c. Unless compromised by illness, the teacher, staff member or student must perform his or her duties via remote work and learning only during this period.</li> <li>d. The DRRM team will determine the extent of exposure (eg. isolated individuals, groups, classes, cohort, program).</li> <li>e. The DRRM Team monitors the situation to determine whether affected groups may return to in-person work and learning.</li> </ol>

Scenario	Immediate Action	Conditions for Return	Escalation
<p><b>A teacher, staff member or learner is a symptomatic, suspect or confirmed case of COVID-19 with moderate symptoms.</b></p> <p><i>Description:</i></p> <ul style="list-style-type: none"> <li>• Difficulty breathing, even when sitting</li> <li>• Cough, fever, and difficulty breathing</li> <li>• Severe coughing</li> <li>• Confusion or sudden change in mental well-being</li> <li>• Pain in the chest</li> <li>• Low oxygen level</li> <li>• Excessive sleepiness or cannot be woken up</li> <li>• Bluish or darkened face or lips</li> </ul> <p><i>Definition of Isolation:</i></p> <ul style="list-style-type: none"> <li>• Separating people with symptoms or confirmed COVID-19 case. (DOH)</li> </ul>	<p>If determined at home, the person must isolate, may not report to campus.</p> <p>If determined on campus</p> <ul style="list-style-type: none"> <li>• The person is immediately transferred to the Clinic/Isolation area and may not access the main buildings. An ambulance or transport to our partner hospital may be activated.</li> <li>• Family members or guardians of personnel and learners are immediately notified for symptom monitoring.</li> <li>• The School Nurse will conduct antigen testing whose results are forwarded to the DRRM team and guardians of learners.</li> <li>• The DRRM Team will identify asymptomatic close contacts (see below)</li> <li>• Family members or guardians of personnel and learners are immediately notified and alerted for symptom monitoring.</li> <li>• The person must depart campus at the soonest possible time, isolate and remain at home. Constant updates to BA on the status of our community member will be requested.</li> </ul> <p>The teacher, staff member or student will be excused from via remote work and learning during this period.</p>	<p>Regardless of vaccination status, individuals must isolate at home for at least ten (10) days from the onset of symptoms.</p> <p>The teacher, staff member or student will be excused from remote work and learning during this period.</p> <p>Medical certification (ie. Extended Leave) as it impacts on the delivery of the Academy’s program requirements will be required.</p> <p>Isolation can be discontinued after the required days provided that the individual shall not develop a fever for at least 24 hours without the use of antipyretic medications and shall have improvement of respiratory symptoms.</p> <p>Except for immunocompromised individuals, repeat testing or medical certification is not required for safe reintegration in the community.</p>	<p>If &lt;10% of teachers, students, members and learners exhibit mild symptoms, then cases are treated on an individual basis.</p> <p>If &gt;10% of teachers, students, members and learners exhibit mild symptoms, then:</p> <ol style="list-style-type: none"> <li>a. The DRRM Team convenes and the school implements a 24-hour “granular” campus closure for rapid assessment and action. All work and learning will be conducted remotely.</li> <li>b. Members of the community—especially identified close contacts—are immediately notified and alerted for symptom monitoring.</li> <li>c. Unless compromised by illness, the teacher, staff member or student must perform his or her duties via remote work and learning only during this period.</li> <li>d. The DRRM team will determine the extent of exposure (eg. isolated individuals, groups, classes, cohort, program).</li> <li>e. The DRRM Team monitors the situation to determine whether affected groups may return to in-person work and learning.</li> </ol>

## V. Summary of Detection and Decision Tree



### PART 5: INCLUDING THE MOST MARGINALIZED

This section does not apply to the specific demographic of the Beacon Academy.

However, should In-person learning not be possible due to the developments in COVID-19, a separate plan to open the campus for limited, non-academic access to the campus for physical and mental well-being of the community will be crafted.

### PART 6: HOME-SCHOOL COORDINATION

Academy personnel are tasked with the monitoring of all members of the community while on-campus, with teachers and staff serving as front-liners for the early detection of possible symptomatic cases that is immediately reported to the DRRM Team and the School Clinic following the procedures outlined above.

The Academy continues to communicate updates on COVID-19 risk mitigation to all its stakeholders through the identified channels in this document.



## ANNEX 11: FACULTY & STAFF DIRECTORY

### School Leadership

Name	Position / Assignment	Email
Mark Vincent Escaler	Head of School	mark.escaler@beaconacademy.ph
Maria Cecilia Francisco	Dean of Faculty; MYP Philosophy	dof@beaconacademy.ph ceci.francisco@beaconacademy.ph
Luis Morano	Dean of Students; MYP Philosophy	dos@beaconacademy.ph lui.morano@beaconacademy.ph
Maria Iris Morga	IB Diploma Programme Coordinator; DP Psychology	dpcoordinator@beaconacademy.ph iris.morga@beaconacademy.ph
Roy Aldrin Villegas	IB Middle Years Programme Coordinator; MYP Science	mypcoordinator@beaconacademy.ph roy.villegas@beaconacademy.ph

### Directory of Academic Staff

Name	Position / Assignment	Email
Amor Andal	Learning Support and Development	amor.andal@beaconacademy.ph
Jose Badelles	Arts Director, DP Visual Arts	ouie.badelles@beaconacademy.ph
Josh Bersamina	DP Theory of Knowledge, DP Filipino (DepEd)	josh.bersamina@beaconacademy.ph
Alfred Rey Capiral	MYP Design; MYP Visual Arts	alfred.capiral@beaconacademy.ph
Maria Celeste Coscolluela	DP English; Extended Essay Coordinator	cel.coscolluela@beaconacademy.ph
Ana Maria David	MYP Mathematics	ana.david@beaconacademy.ph
Vian Claire Erasmo	CRC Director, School Counselor, DP/SHS	vian.erasmo@beaconacademy.ph
Ma. Concepcion Estacio	Athletics Director, School Life Associate, BASC Moderator	macon.estacio@beaconacademy.ph
Riza Estefani	Community Outreach Programme Director, CAS Coordinator; DP Economics	riza.estefani@beaconacademy.ph
Rocky Angelo Gabatin	DP Business & Management	rocky.gabatin@beaconacademy.ph
Zarah Gagatiga	Teacher-Librarian	librarian@beaconacademy.ph
Mary Audrey Gineta	DP Science	audrey.gineta@beaconacademy.ph

Grace Gorospe	DP Filipino	grace.gorospe@beaconacademy.ph
Floraida Guevara	DP Spanish	flor.guevara@beaconacademy.ph
Patricia Barbara Isidro	MYP Individuals & Societies, Service-As-Action Coordinator	patty.isidro@beaconacademy.ph
Noel-Norien Isidro	DP Theory of Knowledge; DP Anthropology	noel.isidro@beaconacademy.ph
Ana Larrauri	MYP Spanish	ana.larrauri@beaconacademy.ph
Nicole Lee	MYP/DP English	nicole.lee@beaconacademy.ph
Maria Elena Locsin	BA Advisory; Learning Support	mlcosin@beaconacademy.ph
Mary Anne Lopez	School Registrar, Admissions & Scholarship Officer	<a href="mailto:admissions@beaconacademy.ph">admissions@beaconacademy.ph</a> mayen.lopez@beaconacademy.ph
Ahmed Lucban	MYP Science; MYP Filipino	ahmed.lucban@beaconacademy.ph
Neil Patrick Mallari	DP Mathematics	nei.mallari@beaconacademy.ph
Mark Andrew Mavrides	MYP Physical Education; Personal Project Coordinator	mark.mavrides@beaconacademy.ph
Paolo O'Hara	MYP Drama	paolo.ohara@beaconacademy.ph
Francia Olayon	IB Academic Associate, Learning Support	francia.olayon@beaconacademy.ph
Maricar Joy Pascual	College & Career Counselor, MYP/JHS	Maricar.pascual@beaconacademy.ph
Sixto Carlos Roxas IV	MYP Music, Chorale Director	butch.roxas@beaconacademy.ph
Ma. Teresa Roxas	BA Advisory, MYP Comparative Religion	ming.roxas@beaconacademy.ph
Jesu Jose Ilde Salvador	College & Career Counselor, DP/SHS	jesu.salavador@beaconacademy.ph
Sheryl Sombilon	DP Science	sheryl.sombilon@beaconacademy.ph
Conrado Sotelo	DP Science	conrado.sotelo@beaconacademy.ph
Victor Villanueva	MYP English, MYP Filipino	victor.villanueva@beaconacademy.ph
Rodelo Vizmonte	DP Mathematics	rodelo.vizmonte@beaconacademy.ph
Bin Yan	MYP / DP Mandarin	rico.yan@beaconacademy.ph

**BA Offices**

<b>Office</b>	<b>Name</b>	<b>Email</b>
Finance	Lorna Sabino	finance@beaconacademy.ph
HR	Alyn Cansana	hr@beaconacademy.ph
Operations	Cathy Mendiola	operations@beaconacademy.ph
IT/AV	Aldy Aldea	techsupport@beaconacademy.ph
Communications	Cat Ledesma	cat.ledesma@beaconacademy.ph
Development	Sheila Ledesma	sheila.ledesma@beaconacademy.ph
Registrar	Mayen Lopez	registrar@beaconacademy.ph
School Life	Luvim Encinares	studentservices@beaconacademy.ph
Athletics	Macon Estacio	macon.estacio@beaconacademy.ph
Library	Zarah Gagatiga	library@beaconacademy.ph
Clinic	Nurse on Duty	clinic@beaconacademy.ph