i-CONNECT
BEDAN EDUCATIONAL DESIGN

COntinuing the **N**ew **N**ormal **E**ducation through a **C**hristian and **T**ransformative Bedan Educational Design

SAN BEDA UNIVERSITY
Integrated Basic Education Department

i represents the concept of learner-centered education via internet, promoting life-long learning.

The **dash (-)** represents distance learning while maintaining significant connection with classmates, teachers, and the school community through holistic formation.

Foreword

This supplementary manual articulates SBU's learner-centered, outcomes-based, borderless pedagogy. It is at the forefront of responding to the demands of the "new normal" by offering global and digital learning opportunities anchored on the standards set by the Department of Education and the core values of Benedictine education.

i-CONNECT

BEDAN EDUCATIONAL DESIGN

Vision and Mission

The Vision and Mission of San Beda University remains bolted and relevant despite the pandemic. Interestingly, it takes on a new level of permeating the operations of the university as the institution navigates the various contexts of the new normal.

San Beda University, a Catholic educational institution, is committed to the Christian formation of the Bedan Community as its service to the Church, the Philippine society, and the world.

Vision

San Beda University envisions a Community that is:

Fully Human
Wholly Christian
Truly Filipino
Globally Competitive

Mission

San Beda University aims to form its members in:

Faith (Fides)
Knowledge (Scientia)
Virtue (Virtus)

and inculcate in them the Benedictine core values of prayer and work (ora et labora) that include:

Study
Community
Pursuit of Peace

THE HALLMARKS OF BENEDICTINE EDUCATION

The Benedictine Hallmarks of Education are the University's constant guide in the formation of all its members as well as in crafting new programs and activities:

LOVE of Christ and neighbor

It is this love that impels us in all that we do. It is love that makes us recognize each other and the community beyond San Beda University as an integral part of the human family.

PRAYER: a life marked by liturgy, lectio and mindfulness

The Abbatial Church is the center of San Beda University. From it, the institution draws strength and takes its bearings. We are a reflective and active community. In all that we study, the institution returns to the Sacred Page to find in everything pointers to the Divine, signals of transcendence.

STABILITY: Commitment to the daily life of this place, its heritage, and traditions

San Beda University is truly Filipino and consecrates itself to the flourishing of the nation. Students begin to serve the nation while they are continuously equipped to meet the challenges of the world.

CONVERSATIO: The way of formation and transformation

San Beda University responds meaningfully and in a timely manner by listening to the cries of the poor and heeding the signs of the times.

OBEDIENCE: A commitment to listening and consequent action

San Beda University contributes to a well-ordered society and to fidelity to the Constitution of the Republic and its laws, as well as to the precepts of the Church. It prepares its students to engage in dialogue, the principal requirements of which is the willingness to listen.
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THE HALLMARKS OF BENEDICTINE EDUCATION

DISCIPLINE: A way toward learning and freedom

The disciplines call for both intellectual and personal discipline. San Beda University forms students to be disciplined and to hearken to discipline. It is the discipline that provides the fertile ground for freedom and wisdom.

HUMILITY: Knowledge of self in relation to God, to others and creation

San Beda University teaches its students that wisdom begins with humility – that recognition of the basic indigence of the human condition. The humility that the University fosters is complete dependence on God who will always remain faithful.

STEWARDSHIP: Responsible use of creation, culture, and arts

San Beda University emphasizes to its students to be responsible: responsible for others, responsible in the use of the resources of earth, and recognize in faith that everything comes from the benevolence of God.

HOSPITALITY: Openness to the other

San Beda University will always be welcoming, seeking ways to make others feel being part of the community, demonstrating empathy, and being open to diversity.

COMMUNITY: Call to serve the common good.

San Beda University is and will always be responsive to the demands good of all, setting as a priority at all times the just and equitable sharing of all in the richness with which God has touched our world.

Our University

San Beda University in Brief

San Beda University was established in 1901 by the monks of the Ordo Sancti Benedicti (OSB) or Order of St. Benedict, also known as the Benedictines. Its founder, St. Benedict, is acclaimed as the "Father of Western Monasticism and the "Patron of Europe." From its inception, the school was dedicated to the cause of Catholic education and formation of Christian men and women committed to excellence and service of God and country. It is attached to the Abbey of Our Lady of Montserrat, founded from the Abbey of Montserrat in Cataluña, Spain.

San Beda University as a Catholic educational institution is committed to the Christian formation of the Bedan Community as its service to the Church, the Philippine society, and the world. It envisions itself as a distinguished academic community that transforms its members to become fully human, wholly Christian, truly Filipino, and globally competitive. As its demonstration of commitment to excellence, San Beda has been accredited by the Philippine Accrediting Association of Schools of Colleges and Universities (PAASCU), certified by the International Organization for Standardization (ISO), and is actively engaged in local and international partnerships and linkages.

The University's academic programs reflect the preferences of the students including the needs and requirements of the industry. Specifically, San Beda offers doctoral programs in Business Administration, Juridical Science, and Liturgy; graduate programs in Business Administration, Law, Legal Studies, and Liturgy; undergraduate programs in Accountancy, Arts in Literature and English Language, Economics and Public Policy, Entrepreneurship, Human Biology, Financial Management, Human Resource Development Management, Information and Communications technology, Law, Nursing, Medicine, Operations, Management, Legal Management, Marketing Management, Physical Education, Political Science, and Psychology; as well as an Integrated Basic Education from pre-school to senior high school.

These programs are taught by a complement of highly dedicated fulltime and part-time faculty who pursue excellence in the important areas of instruction, research, and community engagement.

San Beda University as a community of scholars and innovators, is committed to the highest standards of ethics and integrity in the pursuit of knowledge and addressing social, environmental, and economic concerns of our country and the global community, through individual and interdisciplinary research teams funded internally and by the Alumni.

The University also pursues institutionalized, integrative, and comprehensive collaborations with government, non-governmental organizations, professional associations, and local and international networks aligned with its vision-mission-objectives and hallmarks of the Benedictine education. Each local, national, and international partnership arrangement is governed by formal agreements stipulating the terms and expected outcomes.

San Beda University provides meaningful opportunity for community engagement and voluntarism through extension programs that contribute to the human development of partner communities and their emancipation from various social problems. These programs are well integrated into the curriculum to develop social awareness and concern among faculty and students.

Adequate facilities and resources are available to support teaching, research, and community engagement programs consistent with the University's strategic and operational plans.

Establishment of
Integrated Basic Education Department

The Integrated Basic Education Department of San Beda University Rizal became operational in Academic Year 2004-2005, initially with Nursery, Kinder, Preparatory, Grade 1, and First and Second Year High School levels. Thus, the Primary Grade School, Middle Grade School, and High School became the units of the Integrated Basic Education Department (IBED).

The department manifests deep concern for the quality education offered to its students through the academic curriculum and instructional programs. The school offers its curriculum not only to fulfill the requirements of the Department of Education, but also to serve and realize the vision-mission, philosophy, goals, objectives and Benedictine Hallmarks of San Beda University.

The curriculum from Kinder to Grade 12 is sequential and developmental. The course content, concepts, skills and values of the different learning areas are prepared through regular articulation, vertical and horizontal, within and between subject areas and year levels.

Furthermore, the curriculum offerings are geared toward the development of the Benedictine ideals of prayer, work, study and community life and the attainment of academic excellence.

The Integrated Basic Education Department (IBED) reviews its curriculum offerings to provide the students with subjects that interest them and which are relevant to the prevailing conditions and needs of society. Furthermore, the enhanced curriculum, in line with the K to 12 Program, expects to produce students equipped with 21st century skills and essential competencies for life-long learning.

In response to K to 12, the Integrated Basic Education Department of San Beda University started the Senior High School (SHS) Program both in Rizal and Mendiola for the Academic Year 2016-2017.

The Senior High School of the Integrated Basic Education Department offers the Academic track with the following strands:

- Accountancy, Business and Management (ABM) Strand
- Humanities and Social Sciences (HUMSS) Strand
- Science, Technology, Engineering and Mathematics (STEM) Strand
- General Academic Strand

Integrated Basic Education Department Philosophy and Goals of Education

Committed to the Christian vision of man, inspired by the Benedictine ideals, adapting to the Filipino learner's needs and situation, guided by the contemporary findings on learning processes and facilitating conditions, San Beda University Integrated Basic Education Department has evolved a philosophy of education which affirms that:

· the education is a life-long process of the "bringing forth", the actualization of the limitless possibilities of the person;

· the school, in our age, is a phase in the process of a person's growth, and is the formal facilitating factor in the child's learning;

· communication is the process whereby a message becomes common to both the giver and the receiver of the communication;

· learning is the change effected in the life of a person due to exposure to an experience;

· teaching facilitates learning by putting together those conditions most conducive to learning;

· encounter, which is the meeting of persons in the context of respect and acceptance, is the necessary condition of learning.

As a Benedictine School and following fifteen centuries of Benedictine tradition, San Beda University Integrated Basic Education Department, administered by the monks of St. Benedict, offers what is authentically the monastic heritage:

· experience of the Gospel message of loving fellowship;
· appreciation of the liturgy
· sensitive openness to the divine dimension of human life,
· disciplined pursuit of studies

Integrated Basic Education Department Curriculum

The Integrated Basic Education Department (IBED) of San Beda University manifests deep concern for the quality education offered to its students through the academic curriculum and instructional programs.

The curriculum is designed not only to fulfill the requirements of the Basic Education Curriculum of the Department of Education, but also to serve and realize the vision-mission, philosophy, goals, objectives and ten Benedictine hallmarks of San Beda University. Furthermore, the curriculum offerings are geared towards the development of the Benedictine ideals of prayer, work, study, and community life. It is centered on character formation and academic excellence.

The Kinder to Grade 12 curriculum follows a sequential and developmental approach. The course content, concepts, skills and values of the different learning areas are prepared through regular articulation, vertical and horizontal, within and between subject areas and year levels.

In addition, the Integrated Basic Education Department conducts an annual review of its curriculum offerings to ensure that learners are provided with subjects that interest them, and which are relevant to the prevailing conditions and needs of society.

Hence, the school's academic curriculum is over and above the requirements set by the DepEd, with the inclusion of the school's vision-mission, philosophy, goals, objectives, and the Benedictine Hallmarks. In line with the implementation of the K to 12 Program, the new curriculum of the school offers a more balanced approach to learning that will equip students with the 21st century skills and essential competencies for lifelong learning, and ultimately, for nation building.

Key Terminologies

1. Distance Learning (DL)

This is one of the learning delivery modalities prescribed by the Department of Education that schools may adopt as a response to the current limitations to education brought by the COVID-19 pandemic. Learning takes place between the teacher and the learners who are at a distance from each other; hence, separated in space, but not necessarily in time.

2. Online Learning (OL)

Education in which instruction and content are delivered primarily over the Internet (Watson & Kalmon, 2005).

3. Online Distance Learning (ODL)

This a form of distance learning that uses the Internet to facilitate teacher-to-learners and peer-to-peer communication. The teacher's main role in the learning process is to facilitate learning by providing learners with various opportunities for life-long learning using technology. Its implementation is usually supported by the utilization of a Learning Management System (LMS) and other educational technology platforms.

4. Synchronous Learning Activities (SLA)

Our teachers will deliver instruction real-time in a virtual space to explain and discuss concepts and to facilitate active learning among students through collaborations and interactive discussions. These may also include co-curricular and extra-curricular programs such as spiritual formation activities, homeroom meetings, club meetings and events, guidance and counseling consultations, and other relevant activities through safe and secure platforms with end-to-end encryption.

5. Asynchronous Learning Activities (ALA)

Our teachers will also deliver instruction through carefully designed materials and activities they have personally crafted and/or adapted from existing learning modules consistent with the DepEd standards, particularly, the most essential learning competencies (MELCs), which target the development of learners' 21st century skills and critical consciousness. These may be accomplished by the students independently and at their own pace, within an overall timeframe.

Examples: (a) participating in online discussion forums and message boards; (b) reading or viewing texts and videos given in advance; (c) accomplishing supplementary learning materials; and (d) crafting final assessment outputs given at the onset of the quarter

6. Supplementary Learning Materials (SLM) / Learning Packets (LP)

This includes other print and non-print materials such as textbooks, learning modules, periodic course outlines, video collections, and other similar materials which will be given to learners to aid the teaching and learning process apart from the synchronous learning activities provided by our teachers.

7. Online Classroom Set-up (OCS)

It is a learning environment supported by routines to help them focus and finish their task efficiently and effectively.

8. Learning Management System (LMS)

We are utilizing cloud-based, end-to-end encryption technology platforms through which Bedan learners will (a) communicate with their teachers and peers; (b) access instructional materials; and (c) upload or submit accomplished tasks and assessments.

a. Canvas *(Kinder)*

Canvas is one of the world's fastest growing learning management systems with the following key features:

Canvas Studio – This feature empowers our teachers to create, share, and store lecture and instructional videos for their learners safely and securely. It is also an interactive video platform which allows the learners to stay engaged in the discussion by allowing them to share, comment, and give feedback all within the video timelines. This also allows teachers to assess learners' mastery of the lesson by providing short quizzes immediately after watching each video.

MasteryConnect – This equips our learners to take different forms of assessment which, in turn, updates their teachers regarding their progress or possible difficulties in learning so they can provide appropriate interventions and adjust their teaching in the moment.

SpeedGrader – It arms our teachers to provide their learners with immediate and targeted feedback to their assessment results and class performance. This also empowers our learners with assessment rubrics so that they would be informed of the set rating standards that will motivate them to thrive and elevate their academic achievement.

Canvas Support – To ensure convenience and accessibility of this platform, an in-house support team will be made available to cater to technical queries and issues faced by the learners, the parents, or even the teacher.

b. Genyo e-Learning *(Grades 1 to 12)*

Genyo is originally designed as an online learning management system for asynchronous instruction prior to the COVID-19 pandemic, but in its commitment to deliver the requirements set forth by the nature of online distance learning modality, Genyo continues to evolve to cater to other essentials and prerequisites that will be beneficial to both our teachers and learners:

Lesson and Course Builder – This feature empowers our teachers to create digital lessons containing slideshow presentations, interactive content material from Genyo, modules, worksheets, pre-recorded videos, educational games, and other learning activities to enrich the learning experience of every Bedan learner. This may also include provision of quizzes within a lesson package to gauge learners' understanding of the content. Learners can also be notified via e-mail regarding new lessons assigned to them, so that they will not miss the tasks that they need to accomplish. Both the parents and the learners can see a summary report at the end of every lesson or course for monitoring.

Ready-made Digital Content – This feature showcases Genyo's ready-made multimedia lessons, activities and games designed to complement various learning materials, and enhance the overall learning experience of every student. The pedagogically sound and highly engaging lessons also support self-directed and inquiry-based learning styles and pique learners' interest to explore their subjects further.

Assignment – This feature allows learners turn-in project submissions such as documents, videos, images, audio recordings, and more. Teachers may also include assignment rubrics or assignment criteria to guide learners on the expected quality of their output.

Test Builder – This feature is where learners can take assessments designed by their teachers either for diagnostic, formative, or summative purposes. Teachers can indicate feedback on the correct and wrong answer to help learners understand the content better. The Test Builder's Question Analysis feature also gives useful insights to teachers as to which topic students find difficult, paving the way for interventions.

Communication and Collaboration Tools – This feature grants learners the capacity to continue collaborating with their peers in accomplishing certain tasks and maintain close communication with their teachers through Discussion Forums, Announcement Boards, Shared Blogs, and Messages despite the physical distance.

9. Complementary Educational Technology Platforms (CETP)

With San Beda University's aim to guarantee its learners and parents with a more flexible and adaptable delivery of instruction, aside from the aforementioned subscription to efficient, reliable and systematized LMS, the University also subscribed to other educational technology platforms with the aim to enhance the learning experiences that the school can provide to its learners.

Microsoft 365

With every Bedan learner subscribed to Microsoft 365, a global learning platform that delivers cloud productivity to an online classroom setup, one can have an easy access to updated and licensed flagship Office apps such as Microsoft Word, Excel and PowerPoint.

Other useful apps that will play an integral role in their online life-long learning are the following:

Outlook – An official school email (name@sanbeda.edu.ph) will be provided to all the learners upon enrollment for easier facilitation of communication among the different stakeholders of the Bedan community

Calendar – A structured timetabling tool that automatically notifies learners about their class and event schedules through their school email

MS Teams – A powerful collaboration tool which combines a number of features such as chat, meetings, notes, and attachments that will be utilized by our teachers in facilitating their synchronous sessions, and our office staff to connect and communicate with learners and/or parents

OneDrive – A secured cloud storage application which enables our teachers and students to easily upload, organize and access their learning modules and other instructional materials for self-paced and self-directed learning

SharePoint – A secured organizational file sharing tool that allows each class and club to collaborate real time and without boundaries by posting updates and accessing important files safely

OneNote – An easy-to-use digital notebook for free-form information gathering and multi-user collaboration which aids our teachers in organizing their class materials, and our students in collaborating with their peers in accomplishing their cooperative learning tasks

Sway – A remarkable tool which equips both the teachers and the learners in creating dynamic visual presentations via a flexible storytelling platform

Stream – An efficient tool that teachers may utilize in recording and streaming their lecture videos and presentations as well as conducting webinars and training sessions for club meetings and events

Forms – A valuable tool that our administrators, teachers, and staff may utilize in creating surveys and polls for the purpose of research and collection of feedback to further improve our services, and crafting quizzes to measure students' knowledge, evaluate class progress, and identify topics that need further improvement

Bedista Portal

This is the official website where our learners and parents can access their quarterly performance reports.

Features of SBU - IBED Online Program

Academic Program

A. Content

In response to the call of the times, the Integrated Basic Education Department of San Beda University, faithful to its *vision-mission*, remains at the forefront of *providing excellent Benedictine Education*. Hence, we offer **i-Connect Bedan Educational Design (iBED)** to provide borderless education and transformative learning experience thereby nurture our students to become fully human, wholly Christian, truly Filipino and globally competitive.

As a PAASCU-accredited school, our curriculum programs, subject contents and learning designs are consistent with the standards, particularly, the **Most Essential Learning Competencies (MELCs)**, set by the Department of Education. These promote lifelong learning and practical skills in response to the learners' needs to efficiently navigate the challenges of the times. As a niche, we also highlight the crucial inculcation of the *Benedictine Hallmarks*, which enables our learners to introspect on their experiences; thus, acquire distinct character in fostering leadership, community engagement and relevant researches.

B. Delivery

The learning modality seamlessly combines *distance online classroom set up* and *modular approach*. Learners will have real-time, scheduled live social instruction with the teachers. Synchronous learning activities are conducted in an online classroom set-up using the learning management system of the school. Synchronous and Asynchronous learning activities (SLA and ALA) will enhance students' content mastery, concept understanding, skill proficiency, problem-solving skills, critical thinking skills and self-directedness. Appropriate formal and informal assessments of lesson's learning outcomes will be given to check for understanding and transfer of content. Relevant connections between lesson content and performance assessments among discipline areas will be employed to explore collaborative opportunities and enrich learning experiences. Specific and timely feedback from the subject teacher will serve as a vital support in the realization of the learning goals and objectives.

Flexible learning arrangement and provision of supplementary learning materials or learning packets (SLM/LP) will be provided to address screen time and Internet connectivity concerns.

The Periodic Course Outline (PCO), learning modules, and other SLMs will be given to students at the beginning of each quarter. These will be uploaded to the assigned learning management platform for the grade level and will be made available for pick-up from the school. Textbooks will still be required as common reference and learning guide for student independent learning.

i-BED showcases a carefully designed class program to ensure delivery of concepts for each subject area aligned with the learning continuity plan prescribed by the Department of Education.

C. Assessment and Grading

We comply with the standards-based grading system of the K to 12 Basic Education Program of the Department of Education.

We will assess our learners through established standards-based evaluation processes congruent with the learning competencies defined in the K to 12 curriculum. This includes Written Works (WW), Performance Task (PT), and Quarterly Assessment (QA).

	Components	CL	Reading	Language	Math	Filipino	Science	AP	Music	PE	TLE	Mandarin
Grades 1 to 6	Written Work	40%	40%	40%	40%	40%	35%	40%	30%	30%	20%	30%
	Performance tasks	30%	30%	30%	30%	30%	35%	30%	70%	70%	80%	70%
	Quarterly Examination /Assessment	30%	30%	30%	30%	30%	30%	30%	-	-	-	-
	TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Weight of the Components for Grades 1 to 6 may vary depending on the subject/s or learning area/s.

ASSESSMENT AND GRADING

	Components	CL	English	Mathematics	Filipino	Science	AP	Music	PE	TLE
Grades 7 to 10	Written Work	40%	30%	40%	40%	30%	40%	30%	30%	20%
	Performance Tasks	30%	40%	30%	30%	40%	30%	70%	70%	80%
	Quarterly Examination /Assessment	30%	30%	30%	30%	30%	30%	-	-	-
	TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Weight of the Components for Grade 7 to 10 may vary depending on the subject/s or learning area/s.

	Components	Core	Applied	Specialized
Grades 11-12	Written Works	25%	25%	35%
	Performance Tasks	50%	45%	40%
	Quarterly Assessment	25%	30%	25%
	TOTAL	100%	100%	100%

• Note: The grading system may be refined in consideration of the prescribed grade weight of components of the Department of Education.

Sample Class Program/ Schedule

Education is undergoing transitions and adaptations to the conditions of the *new normal*. This implies the need for the class program to be reviewed in consideration of the following: (a) delivery of quality instruction; (b) learner's attention span; (c) research-based screen time recommendation for learners; and (d) the availability of adult supervision.

For learners who need more help with their lessons, academic assistance will be made available through the provision of consultation schedule per subject. Activity Day/Activity Period, as well as Homeroom Period and Morning Assembly are all included in the weekly class schedule to give importance to the holistic formation of the learners.

Subject Area Time Allotment

Subject Area	Grade Level	Number of Hours/ Minutes per Week (Synchronous)	Asynchronous Activities (Consultation is included)
Math	Kinder-Grade 2	1 hour and 30 minutes	3 hours and 30 minutes
	Grade 3-10	2 hours	3 hours
Science	Grade 3	1 hour	3 hours
	Grade 4-6	1 hour and 30 minutes	3 hours and 30 minutes
	Grade 7-10	2 hours	3 hours
English	Kinder	1 hour and 30 minutes	3 hours and 30 minutes
	Grade 7-10	2 hours	3 hours
Reading	Grade 1	1 hour	4 hours
	Grade 2	1 hour and 30 minutes	3 hours and 30 minutes
	Grade 3-6	1 hour	2 hours
Language	Grade 1-6	1 hour	2 hours
Filipino	Kinder	1 hour	4 hours
	Grade 1	1 hour	4 hours
	Grade 2-6	1 hour and 30 minutes	3 hours and 30 minutes
	Grade 7-10	2 hours	2 hours
Araling Panlipunan	Kinder	30 minutes	2 hours and 30 minutes
	Grade 1	30 minutes	2 hours and 30 minutes
	Grade 2-6	1 hour	2 hours
	Grade 7-10	1 hour and 30 minutes	2 hours and 30 minutes
Christian Living	Kinder	30 minutes	1 hour and 30 minutes
	Grade 1	30 minutes	1 hour and 30 minutes
	Grade 2-6	1 hour	1 hour
	Grade 7-10	1 hour	2 hours

Subject Area Time Allotment

Subject Area	Grade Level	Number of Hours/ Minutes per Week (Synchronous)	Asynchronous Activities (Consultation is included)
TLE (ICT/HELE)	Grade 3-6	30 minutes	1 hour and 30 minutes
TLE-ICT	Grade 7-10	30 minutes	1 hour and 30 minutes
TLE-HE	Grade 7-10	30 minutes	1 hour and 30 minutes
Physical Education	Grade 1	30 minutes	30 minutes
	Grade 2	30 minutes	30 minutes
	Grade 3-6	30 minutes	1 hour and 30 minutes
	Grade 7-10	30 minutes	1 hour and 30 minutes
Music	Grade 1	30 minutes	30 minutes
	Grade 2	30 minutes	30 minutes
	Grade 3-6	30 minutes	30 minutes
	Grade 7-10	30 minutes	30 minutes
Mandarin	Grade 1-6	30 minutes	30 minutes
Elective	Grade 10	1 hour	1 hour
GICP	Grade 7-10	30 minutes	30 minutes

Sample Schedule

Grade School

Kinder					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-8:30	Circle Time				
8:30-9:00	Math	English	Math	AP	Math
9:10-9:40	Filipino	CL	English	Filipino	English
9:40-10:10	Recess				
	Consultation Period				
10:10-10:40	Math	English	Math	AP	Activity Period
10:50-11:20	Filipino	CL	English	Filipino	

Grade 1					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-8:30	Morning Assembly	Homeroom			
8:30-9:00	Math	Filipino	Reading	Language	AP
9:10-9:40	Reading	Math	Language	CL	Filipino
9:40-10:10	Recess				
10:10-10:40	Music	Mandarin	Math	PE	Activity Period 10:10-11:30
	Consultation Period				
10:50-11:20	Reading	Math	Reading	CL	
11:20-11:50	Math	Filipino	Language	PE	

Grade 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Morning Assembly	Homeroom			
8:30-9:30	Math	Reading	Filipino	Language	AP
9:30-10:00	Recess				
10:00-10:30	CL	Math	Reading	Mandarin	Activity Period
10:40-11:20		Filipino	Music	PE	
11:40-12:40	Lunch				
	Consultation Period				
12:40-1:10	Math	Reading	Music/Mandarin	Language	
1:10-1:40	CL	Filipino	PE	AP	

Grades 3-6

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Morning Assembly	Homeroom			
8:30-9:30	Reading	Math	Language	Math	ACTIVITY DAY
9:30-10:00	Recess				
10:00-10:30	Mandarin	TLE	CL	Music	
10:40-11:20	AP	Filipino	Science	Filipino	
11:40-12:40	Lunch				
	Consultation Period				
12:40-1:10	PE (Regular Session)	Math	Language	CL	ACTIVITY DAY
1:10-1:40	Reading	Filipino	Science	Music/PE/Mandarin	

Sample Schedule
Junior High School

Grades 7-9

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Homeroom	Morning Assembly	Homeroom		
8:30-9:30		English	Math	GICP SOCIAL ACTION PROGRAM (SAP) ACTIVITY DAY	Filipino
9:30-10:00	Recess				Recess
10:00-11:00	Math	Science	AP/Filipino		English
11:00-11:40	PE	CL	AP		TLE-ICT
11:40-12:10	Music				TLE-HE
12:10-1:10	Lunch				
Consultation Period					
1:10-1:40	Music	Science	AP	GICP SOCIAL ACTION PROGRAM (SAP) ACTIVITY DAY	English
1:50-2:20	PE	English	Filipino		TLE-ICT
2:30-3:00	Math	CL	Math		TLE-HE

Grade 10

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Homeroom	Morning Assembly	Homeroom		
8:30-9:30	Math	Science	English	GICP SOCIAL ACTION PROGRAM (SAP) ACTIVITY DAY	CL
9:30-10:00	Recess				Recess
10:00-10:30	English	Math	Filipino		AP
10:40-11:10					TLE-ICT
11:20-11:50	Filipino	AP	Elective		PE
12:00-12:30					Music
12:30-1:30	Lunch				
Consultation Period					
1:30-2:00	Science (Regular Session)	AP	Filipino	GICP SOCIAL ACTION PROGRAM (SAP) ACTIVITY DAY	PE
2:10-2:40	Math	Science	CL		Music
2:50-3:20	English		Elective		TLE

Sample Schedule

Senior High School

Grades 11-12					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-9:30	Personal Development	Oral Communication	ADVISORY SAP GUIDANCE	Komunikasyon	Practical Research 1
10:00-11:30	Earth Science	General Math		Pre-Calculus	General Chemistry 1
12:00-1:30	Thelogy (every other week)	PE (every other week)			
	Available for Consultation				
1:00-3:00	Komunikasyon	Practical Research 1	Activity Period	Personal Development	Oral Communication
	Pre-Calculus	General Chemistry 1		Earth Science	General Math

It is important to note that class programs may be changed due to teacher's loading and actual student population.

Recommended Gadgets and Internet Connectivity

Laptop / Personal Computer (PC)

Operating System	Windows/MAC OS
Processor	Dual Core and up
RAM (Random Access Memory)	2 Gigabyte and up
HDD (Hard Disk Drive)	250 Gigabyte and up
Screen Size	Preferably 11 to 13 inches (for laptop)

Mobile Phone/ Smartphone / Tablet

Mobile Phone/Smart Phone/ Tablet is recommended for synchronous learning only.

Operating System	Android 4.4 (KitKat) and up or Apple iOS 9 and up
Screen Size	8 to 10 inches (for tablet)

Internet Connectivity

Internet Speed/Bandwidth *For the bandwidth, the higher the (Mbps) the better.	5 megabits per second (Mpbs) and up 5 Mbps (2-3 users) 10 Mbps (3-5 users) 20 Mbps (5-10 users)

For better learning experience, a reliable internet connection is recommended.

Recommended Gadgets and InternetConnectivity

Grade level	LMS/Platform	Gadgets
Grade 7-12	**GENYO and Microsoft 365** GENYO e-Learning Microsoft 365	**Laptop/Desktop** Operating System: Windows/MAC OS Processor: Dual Core and UP RAM: 2 Gigabyte and UP HDD: 250 Gigabyte and UP Browser: Google Chrome (Updated Version) Microsoft Edge (Updated Version) **Internet Speed/Bandwidth:** 5 Mbps and UP 5 Mbps (2-3 users) 10 Mbps (3-5 users) 20 Mbps (5-10 users) **Cellphone/Tablet: Any type** (Old model is not recommended) **Browser:** Android: Dolphine Browser (You may download it to Play Store Free) Apple/Mac: Puffin Browser (You may download it to Apple Store) **Internet Speed/Bandwidth:** 5 Mbps and UP 5 Mbps (2-3 users) 10 Mbps (3-5 users) 20 Mbps (5-10 users) 4G and UP **Wired earphones** **Printer**

Recommended Gadgets and InternetConnectivity

Grade level	LMS/Platform	Gadgets
Kinder	**Red Canvass**	Any available Laptop/Desktop with updated OS
Grade 1-6	**GENYO and Microsoft 365** GENYO e-Learning Microsoft 365	**Laptop/Desktop** Operating System: Windows/MAC OS Processor: Dual Core and UP RAM: 2 Gigabyte and UP HDD: 250 Gigabyte and UP Browser: Google Chrome (Updated Version) Microsoft Edge (Updated Version) **Internet Speed/Bandwidth:** 5 Mbps and UP 5 Mbps (2-3 users) 10 Mbps (3-5 users) 20 Mbps (5-10 users) **Cellphone/Tablet: Any type** (Old model is not recommended) **Browser:** Android: Dolphine Browser (You may download it to Play Store Free) Apple/Mac: Puffin Browser (You may download it to Apple Store) **Internet Speed/Bandwidth:** 5 Mbps and UP 5 Mbps (2-3 users) 10 Mbps (3-5 users) 20 Mbps (5-10 users) 4G and UP **Wired earphones**

Student Services

Homeroom Programs

As the academic landscape transitions to online distance learning, character formation is among the utmost concerns of the school. SBU IBED continues to give importance on the role of the homeroom/class adviser who facilitates the academic growth, personal conduct, social behavior, and the character development of students. The administrators, through the class advisers, continue to imbue these tasks through the Homeroom Program that is primarily aligned not only with the school's Vision-Mission and Benedictine values, but also with the principles of digital citizenship that thrives in the new normal of educational landscape.

Advisers will closely monitor the progress of students' tasks, constantly give reminders, and do follow-ups. They will give support to the needs of the digital learners by enabling them to successfully deal with everyday challenges. Class advisers will continue to live out the Benedictine values as they monitor the well-being of students and will be the primary source of information through coordination and collaboration with subject teachers, administrators, parents and other pertinent school offices. The homeroom advisers may provide virtual consultations, if necessary.

Standard of Good Conduct

The manifestation of good behavior shown by the students proves that they have understood and internalized the mission-vision, philosophy, goals, and objectives of the University. This shows that students have exhibited some degree of growth as persons and children of God worthy of emulation. San Beda University now ventures into online distance learning and the school ensures that such values, alongside with the hallmarks of Benedictine education, are imbibed by the students in their online classes and activities. This is in compliance with the school's rules and regulations (Student Manual) that reflects the new normal netiquette policies. Virtual/online classrooms are real classrooms with real teachers; therefore, appropriate student behavior is highly expected. Given this context, students of SBU are always expected to observe proper behavior in all their undertakings as they become fully human, wholly Christian, truly Filipino and globally competitive.

Activity Programs

San Beda University Integrated Basic Education (SBU IBED) is steadfast to its vision-mission to carry the best Benedictine quality online education in the promotion of innovation, inclusion, and diversity. Consistent with this viewpoint, SBU IBED recognizes that involvement in clubs and organizations helps students prepare and advance for life.

For this reason, the Office of the Prefect of Student Affairs developed a complete co-curricular and extra-curricular activity program in response to the school's mission of forming students to become fully human, wholly Christian, truly Filipino and globally competitive. It is designed to assist students in applying the academic skills they learned in various co-curricular and interest activities. These skills include leadership, time management, parliamentary procedures, human relations, communication skills, and many others to further mold them to becoming global citizens. The program integrates activities that will promote 21st century skills.

Grade School

Aligned with the vision-mission of the University, the **Grade School Unit's** co-curricular and extra-curricular activities are meant to provide Bedan learners with different avenues to discover, hone, and enhance their talents and skills. Pupils are given opportunities to choose and participate in the different clubs to ensure holistic formation and life-skills development.

Amidst the situation brought to us by the COVID-19 pandemic, these activities serve as tools in gaining significant and real-world experiences which enable learners to further enrich their creativity and foster self-expression and competence in their chosen fields of interest.

As we launch the new normal set-up of the school via ODL, activity periods with their club moderators will be held once a week during the scheduled activity day through synchronous or asynchronous delivery using the designated online learning platform.

Junior High School

The **Junior High School Unit** has established multiple virtual clubs, dubbed as v-clubs, for students to explore possibilities and open opportunities. V-clubs are categorized into three: Co-Curricular, Interest, and Administrative. Each is committed to the implementation of Benedictine academic standards and spiritual formation without compromising the required competencies set by the Department of Education, and San Beda University's vision-mission and institutional objectives focusing on this year's institutional theme, Excellence in Educational Mission.

Co-curricular clubs are scheduled once a week. Each is facilitated by a moderator who is an expert and trainer in the field of coursework. The virtual training is held synchronously and asynchronously where both parties engage collaboratively in virtual conferences, projects, and skill enhancements.

Interest clubs are optionally offered to all students. These aim to share common interests and goals at the convenient time of moderators and participants.

On the other hand, *Administrative clubs* are for appointed/elected students who have shown exemplar service and dedication in student government and other educational affairs. The assigned programs for each v-club provide a stimulus to and recognition for Bedans' worthy efforts to make the best use of their time.

Senior High School

As we shift from face-to-face learning to online distance learning, the **Senior High School Unit** aims to offer every student with meaningful learning activities that are synchronous and asynchronous in nature. The learning activities are aligned with the standards and MELCs set by the Department of Education, the school's vision-mission, and the ten hallmarks of Benedictine education, to develop well-rounded and life-long learners equipped with 21st century skills.

Furthermore, students will be given opportunities to enhance their potentials through co-curricular and extra-curricular activities online through the school's LMS and other educational technology platforms.

Special co-curricular activities will be held once a week during the assigned activity day in a synchronous manner.

Extra-curricular activities will be optional and will be offered in an asynchronous manner for students to be given ample opportunities to pursue their passions and interests.
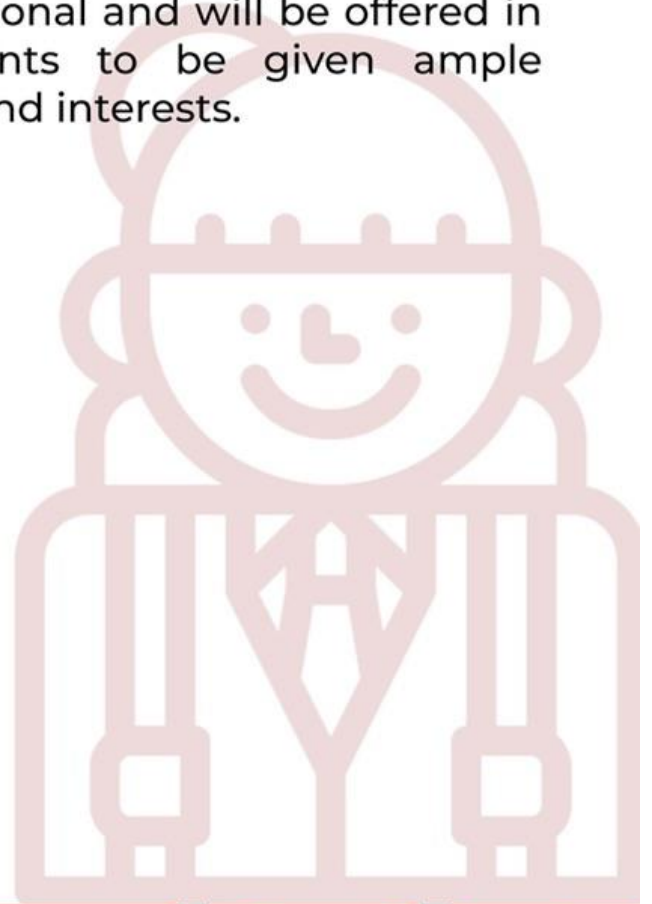
Spiritual Formation

As SBU faces the challenges of the COVID-19 crisis, it remains steadfast as an instrument of the Church in evangelization through its mission in education. The Benedictine hallmarks of education serve as the school's guide and inspiration in the formation of all its members. The *i-Connect Bedan Educational Design* ensures that opportunities to nurture personal relationship with God remains in place. Online daily prayers, masses, and other school-wide mass celebrations for special feasts will be organized. *Spiritual retreats and recollections* initiated by the Institutional Office are innovated for online efficiency. These are non-proselytizing spiritual activities which are an integral part of the curriculum and are given to Bedan learners in each academic level.

Guidance Connects

The Guidance and Counseling Office shares in the responsibility of fulfilling the institution's vision-mission in developing Bedans to become fully human, wholly Christian, truly Filipino and globally competitive in orientation, belief, and practice – eventually making them responsible members of the Philippine society and the world. In these challenging times, the school ensures the availability of guidance counselors/facilitators to journey with the students in contributing to the personal, psychological-emotional, social, educational, and career development. Though physically distant, the Guidance and Counseling Office and all students are emotionally and socially connected. It is the highest priority of the office to serve and support the well-being of students and their families using secured and compliant online platforms may it be through synchronous or asynchronous delivery.

The objectives of the IBED Guidance and Counseling Office are concretized through the following services and programs:

Socio-Emotional Learning and Support

This is to ensure that assistance will be given to students as they adjust in the different aspects of their life, which, in turn, affects their holistic development.

To ease the transition from face-to-face to remote delivery of services, the guidance counselors/facilitators and students will conduct and facilitate online "Kumustahan" sessions.

An online appointment system will be launched and be made available for all students, parents, and teachers to facilitate counseling, routine interviews, referrals, and consultations. These will be offered within the bounds of informed consent as provided for by the Data Privacy Act.

Growth in Christian Personhood classes are innovated for online delivery to achieve desired competencies on personal, social, academic and career domains. These are also meant to allow students to learn more about themselves and hence empower them to efficiently navigate current situations such as this pandemic.

Career Development Guidance Program

It is essential that early guidance be provided to students in relation to the career they are interested to pursue. The Guidance and Counseling Office continues to facilitate online tests on interest and aptitude to consider during career counseling. Informative presentations from career education experts will be provided through webinars to make sure that the students are well-updated and guided in their career decision-making.

Partnering with Families

Having a strong and supportive family has now become more essential than ever. Hence, the IBED Guidance and Counseling Office also gives premium to the utilization of the "Guidance Connects" program. It also shares ways to parents and guardians on how they can manage and navigate life during the pandemic by providing links from available resources online through its Facebook page. Insightful articles and announcements are posted regularly. Furthermore, to assist the parents to become proactive, informative presentations through webinars will be provided to help them fortify the foundations of their family.

Collaborating with Teachers

Stronger collaboration with the teachers and guidance counselor/facilitators is ensured. Due to the sudden shift from traditional to online delivery of instruction, teachers need to embrace and adapt to the "new normal" of teaching. The Guidance and Counseling Office provides online evidence-based resources as formidable support to teachers as they elevate technology to the next level.

Learning Resource Center

The Learning Resource Center is committed to provide exemplary services that foster information literacy, enhance teaching and learning, and provide the needed resources and equipment to meet the institutional, instructional and individual requirements of the students, faculty and other stakeholders of the university.

The Learning Resource Center is committed to ensure that students are effective users of ideas. The students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.

We have two learning resource centers that provide an environment conducive to research and study.

We have a rich, relevant, appropriate, and updated collection of materials that meet the diverse needs of students and faculty to make the teaching – learning process more meaningful.

Print Materials		
	Number of Different Titles	Number of Volumes
Grade School	58,194	91,098
Junior High School	34,123	40,130
Senior High School	5,587	5,920
Total	97,904	137,148

Non-Print Materials			
Number of Different Titles	96,903	Number of Copies	9,612

The Learning Resource Center subscribes to about a hundred titles of print journals in the different subject areas for informational needs and leisure reading.

There are computer workstations where students can access the internet for their research needs.

There is no limit as to the number of materials a student may borrow. Materials may be borrowed for one week and can be renewed for another week.

New students are given a copy of the Learning Resource Handbook to make it easier for them to use the resources and facilities.

Due to the current Covid 19 pandemic situation in our country that does not allow the face-to-face instruction in schools, the following measures have been devised so students can have continued access to resources and services:

1. Avail of its online subscription to databases such as EBSCO, ProQuest, Taylor and Francis and others.
2. Conduct online Information Literacy Sessions (library instructions) in collaboration with the English Area.
3. Encourage students to request for information, materials, concerns and other matters from a librarian via phone calls and official school email.
4. Create a platform for easier access of print and non-print resources of the LRC.
5. Provide open access databases to meet the diverse needs of students.
6. Facilitate online learning via online databases and e-resources.
7. Assist students in managing references using the different citation management tools.
8. Digitized audio-visual materials (from old format to new format) for immediate access.
9. Post updates of new materials, online resources, and services via social media platforms and other official school communication lines.
10. Disseminate an online annotated bibliography of new acquisitions.

Social Action Program

SAP in the "New Normal"

The Social Action Program is one with the Integrated Basic Education Department as it adapts to the changing times and overcomes today's challenges, all for the purpose of forming Bedan students who are fully human, wholly Christian, truly Filipino, and globally competitive.

As SAP continues in serving this purpose in the new normal, it shall create vibrant and engaging community engagement activities wittingly dubbed as "SAP Digital."

SAP Digital is among the milestones of the Social Action Program as it elevates the standard of social responsibility, introducing more ways to give Bedans opportunities to help create a better society in different levels utilizing digital platforms.

In the pursuit to contribute to the Bedan community's holistic development, the office of the **Social Action Program** is introducing **SAP Digital**, offering alternative and safer mechanisms to become influential advocates of change and active builders of a better society.

GRADE LEVEL	THEME	DESCRIPTION
GRADE 6	Good Deeds: Developing a Sense of Empathy	A strong sense of empathy serves as a good foundation to fulfill social responsibility. Grade 6 pupils are given the chance to develop empathy by starting with their own family. In this program, Grade 6 pupils are expected to do good deeds, no matter how simple, and encourage others in their families to do the same for others. Online mechanisms are in place to ensure the delivery of Good Deeds.
GRADE 7	Prayer Gifts: Caring for the Elderly	Bedans are inspired by St. Benedict's life of prayer. SAP takes this inspiration and hopes to share it with the elderly who reside in one of the school's partner organizations. Grade 7 students will partake in a rosary-making journey and prayer leaflet that will encourage them as well to live a life of prayer and work, in service to those who are in need. Online mechanisms are in place to ensure the delivery of Prayer Gifts.
GRADE 8	Stress Busters: Compassion for People with Disability	It has been a practice for Grade 8 students to visit communities and spend time with the in-house beneficiaries. In the *new normal*, students continue to share compassion with them by helping them cope with stress brought by the challenging circumstances of today. Grade 8 students will prepare short video clips that aim to help them manage stress and address anxiety caused by the pandemic. Online mechanisms are in place to ensure the delivery of Stress Busters.
GRADE 9	Online School Lessons: Sharing the Gift of Education	Grade 9 students usually visit the community to conduct tutorial sessions for the youth of *Hapay na Mangga* community. In the *New Normal*, we will continue to share the value of education through digital alternatives. Online mechanisms are in place to ensure the delivery of Online School Lessons for Hapay na Mangga.
GRADE 10	Winning in the New Normal: Creating Productive Opportunities	Grade 10 students, depending on their academic path, provides productive opportunities to the school's partner communities during the New Normal through livelihood assistance. Online mechanisms are in place to ensure the delivery of Winning in the New Normal.
GRADE 11 & 12	Community Project Proposals: Going Beyond Community Service	Senior High students are given the chance to create project proposals addressing some of the urgent concerns of partner communities. Important information will be provided to the students as they brainstorm for solutions and send these to the communities who need assistance. Online mechanisms are in place to ensure the delivery of the Community Project Proposals.

Roles and Responsibilities

For life-long learning to take place, an educational institution's stakeholders, students, teachers, school administrators and parents, must work together. This will ensure that quality, equality and academic fundamental values are considered, defended, and promoted in the new normal setting of the teaching and learning process.

Furthermore, learning in the new normal requires more discipline, responsibility, and focus. Thus, each stakeholder has an important role to play to ensure the efficiency and effectiveness of online learning. In the same manner, students are likely to adapt more easily to the new structure and mode of learning if they have a strong support from their teachers and parents.

In general, the following protocols are expected to be observed by the students and parents in the online learning set-up.

I. Proposed Behavioral Expectations for Students

A. Dress appropriately during online learning sessions.
- Girls/Ladies- Collared shirt/ collared blouse and pants.
- Boys/Gentlemen- Collared polo/ polo shirt and pants.

B. Log-in to online classes five minutes before the time.

C. Be prepared for classes with all the necessary materials.

D. Follow procedures, rules, and policies set by the teachers and the administrators.

E. Always turn the video on so that teachers can monitor students and thereby ensure that students are focused.

F. Participate actively and engage fully in the online learning sessions.

G. Accomplish tasks and submit requirements on time.

H. Always ask questions when something is not clear or not understood.

I. Always show respect to your teachers and classmates by not using inappropriate or foul gestures and language.

J. Put on screen the assigned icon whenever attending to personal needs.

K. Eating and drinking are prohibited during the online session.

L. Refrain from using other electronic devices that are irrelevant during online sessions.

M. Observe honesty at all times especially during online examinations and assessments.

N. Cite your resources properly in all academic works. Do not copy nor plagiarize.

O. Maximize the scheduled consultation time with your teachers.

P. Participate in formation activities such as virtual morning assemblies, online homeroom periods, online guidance consultations, and online activity periods.

Q. Use appropriate real-time or virtual background.
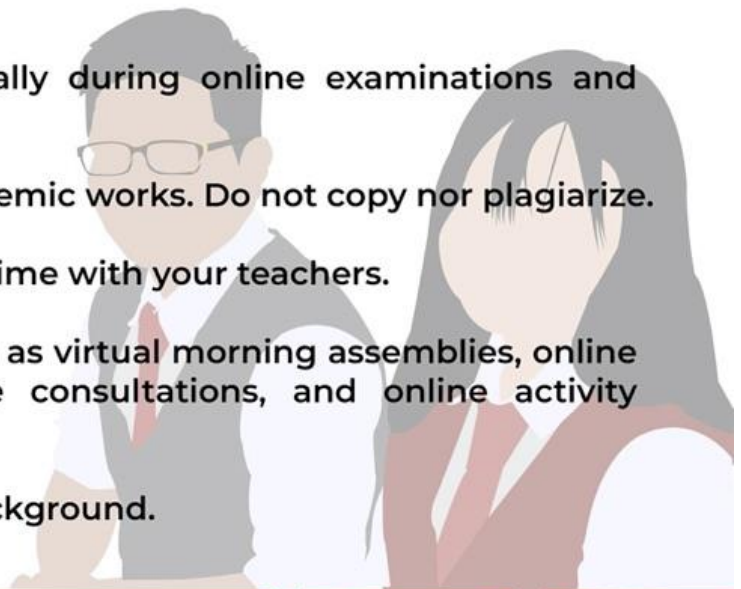
II. Guidance for Parents' Online Support

A. HOME SET-UP

1. Establish a conducive online learning nook for your child.

2. Provide the technology required (gadget and internet connectivity).

3. Put all instruction-related materials within reach.

4. Help your child establish and maintain a regular self-study time. Set a screen and off-screen schedule to keep a sense of normalcy or balance.

5. Establish daily routines to create a structured online learning environment.

B. ONLINE ENGAGEMENT

1. Emphasize to your child that online learning is just as important as the face-to-face learning set-up.

2. Refrain from making public photos and recording of online instruction as stipulated by the Data Privacy Act.

3. Respectfully coordinate with teachers and advisers to help you address your concerns.

4. Always monitor your child's progress weekly using your access to the Learning Management System of the school.

5. Regularly check your e-mails and the school website for updates.
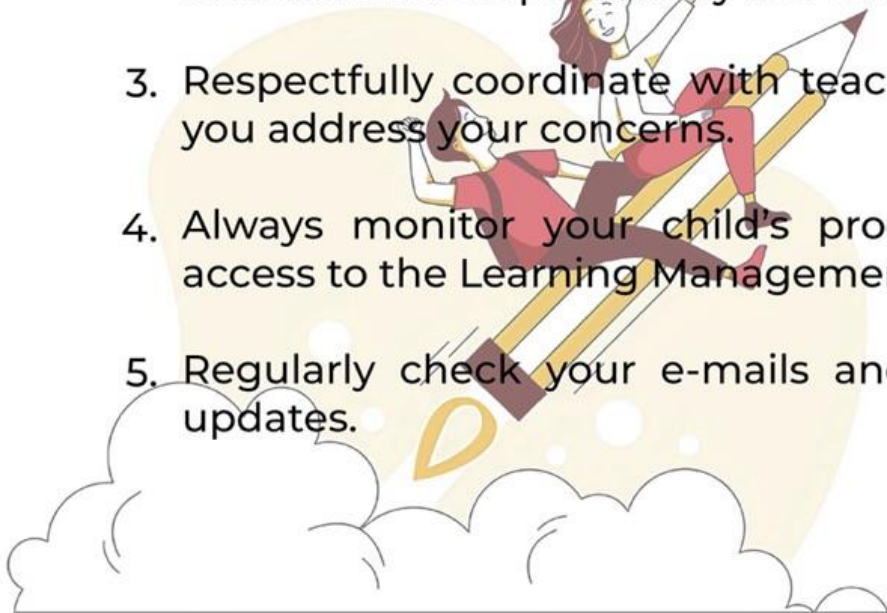
FAQs:
Frequently Asked Questions

1. Will Bedans need to choose among the types of Distance Learning as provided?

No. To ensure utmost learning, Bedans will experience all the types of delivery modes, namely online and modular (synchronous and asynchronous). Provision of supplementary learning materials or learning packets is in place to address screen time and internet connectivity concerns.

2. Is i-Bedan Educational Design same as Home Schooling?

No, our design has features beyond that of home schooling. The learning environment will be supported by routines set by the school to help them focus to finish their task efficiently and effectively. Furthermore, Bedans will still undergo religious formation. We shall also enrich their distance learning experiences via the different student activities to be offered to help them develop 21st century skills and thus become global citizens.

3. What if we have more than one child enrolled in online learning? How do we manage the sharing or the use of gadgets?

If there is a challenge in sharing and learning at the same time, one may opt to perform the asynchronous task to give way to the other child who must attend a synchronous session that requires the use of the gadget. SBU will try its best to minimize having synchronous meetings in different grade levels scheduled at the same time.

4. Will physical books and other supplies still be required in Online Learning?

Textbooks, supplementary materials and other instructional paraphernalia will still be needed and required in i-Connect Bedan Educational Design. E-books and e-journals will be made accessible in other learning disciplines.

5. What if we have limited connectivity or unstable connection at home?

We recognize that this is a real concern to some households. The student may prefer to accomplish the activities asynchronously as needed. Printed modules and other printable learning materials will be made available to students with limited online access. These can be picked up from the school.

6. Will attendance still be checked?

Yes. Attendance and punctuality will be checked during the synchronous sessions. All online activities will have a log-in time. To provide your child with meaningful leaning experiences, apart from the teachers, the Office of the Prefect of Student Affairs will also closely monitor your child's attendance. If found inactive, we will be sending you an automated correspondence for shared monitoring.

7. The physical return to school will be decided later in the school year. If we are not comfortable with the arrangements and decide to stop schooling, what are the implications?

A face-to-face instruction will only be considered when it is very safe to do so. The health and safety of everyone is our utmost priority. If and when physical schooling will be allowed by the government, classes will be arranged following the required health and safety protocols. Not allowing your child to continue will have the following implications:

a. Your child will not be in the same grade level as his/her classmates for the next academic year if schooling is stopped.

b. If your child returns after a year, a qualifying exam will be in place to proceed to the appropriate grade level.

8. How will the school prepare my child to adjust to this online learning set-up?

For learning to happen, students, teachers and parents must work together. Each one has a unique role to pay. Orientations and trainings will be provided for students, parents and other adult companions. Bedan learners will be able to easily transition to the new normal of learning if they will receive strong support and supervision from their parents and teachers.

9. To what extent adult supervision is expected?

Technical adult supervision in the lower levels (Kinder - Grade 4) is essential in assisting Bedan learners establish a routine and assisting them in their online classroom set-up.

For those in the higher levels (Grade 5 - Grade 12) adult supervision may be minimal, since Bedan students are expected to assume greater responsibility and independence in their learning and formation.

10. Will technical support be available for the Distance Online Learning?

SBU will put in place **ONLINE HELP DESKS** to address any technical concerns and accessibility of learning materials.

11. How can my child be excused in class if he/she was absent for a day? Two or more days?

An online correspondence via San Beda University mail will be requested from you to excuse your child from his/ her absence. If it exceeds two or more days, we will be requesting for an attachment of medical certificate. Once done, online admission form will be sent to your child and to the adviser.

12. How will I do online consultation and appointment regarding my child's welfare?

Online appointment form or reservation through calls will still be implemented to address this concern.
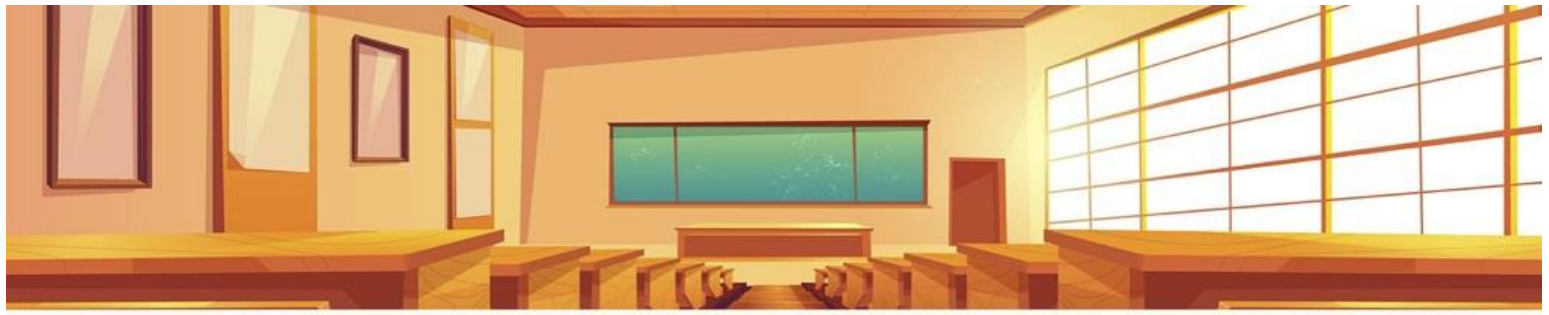
ENROLLMENT SCHEDULE

NEW STUDENTS
RIZAL & MANILA CAMPUS

JUNE 15, 2020-AUGUST 15, 2020

(ALL LEVELS- KINDER TO GRADE 11)

ENROLLMENT OPTIONS

A. ONLINE
THROUGH BEDISTA PORTAL AND PAY THRU BANKS (OVER-THE-COUNTER) AND/OR METROBANK APP.

FOR PAYMENT OPTIONS PLEASE VISIT
www.sanbeda.edu.ph/accounting

B. ON-CAMPUS
WITH OPTION TO PAY THRU BANKS (OVER-THE-COUNTER) AND/OR METROBANK APP

NEW STUDENTS
JULY 1, 2020-AUGUST 15, 2020
ALL LEVELS- KINDER-GRADE 11(RIZAL)
GRADE 11 (SHS MANILA)

OLD STUDENTS
JULY 20-25, 2020
ALL LEVELS- KINDER-GRADE 11(RIZAL)
GRADE 11 (SHS MANILA)
JULY 27, 2020- AUGUST 1, 2020
GRADES 4,5,6 &-GRADE 11(RIZAL)
AUGUST 3-8, 2020
GRADES 7,8 & GRADE 12(RIZAL)
GRADE 12 (SHS MANILA)
AUGUST 10-15, 2020
GRADES 9 & 10 (RIZAL)

OLD STUDENTS
RIZAL & MANILA CAMPUS

JULY 20, 2020-AUGUST 15, 2020

(ALL LEVELS- KINDER TO GRADE 12)

SINCE SBU IBED WILL IMPLEMENT DISTANCE LEARNING MODE/ ONLINE CONTENT DELIVERY, WE ARE CURRENTLY ADJUSTING/ REDUCING THE TUITION FEE FOR A.Y. 2020-2021.

PLEASE BE REMINDED TO PAY FOR THE RESERVATION FEE AMOUNTING TO PHP 2,500 AT ANY BDO AND METROBANK BRANCH. THIS WILL BE DEDUCTED FROM YOUR TUITION FEE FOR THIS YEAR.

ADMISSIONS AND PLACEMENT CENTER (APC)

RIZAL CAMPUS
(+632) 8-660-9667 LOCAL 125
(+632) 8-660-9659
Ibed_admissions@sanbedarizal.edu.ph
admissions.sbuibedrizal@gmail.com
@SanBedaUniversityRizal

MANILA CAMPUS
(+632) 8-735-6011 TO 15 LOCAL 3117
(+632) 8-734-8062
admissions@sanbeda.edu.ph
@SanBedaAdmissionsCenterOfficial

SAN BEDA UNIVERSITY
Senior High School-Manila

DIRECTORY

? INQUIRY/CONCERN	DEPARTMENT/OFFICE	☎ CONTACTS
• **PROCESSING OF CERTIFICATES** - Completion - Candidacy for Graduation, - Early Printing of Report Cards, Academic Concerns • **Concerns regarding** **i – Connect Bedan Educational Design** (Online Distance Learning)	Vice – Principal's Office / Office of the Prefect for Academic Affairs	**Telephone Numbers:** 87356011 or 87356015 local 1120 **Mobile Number:** 09285999688 **E-mail us:** gmadrideo@sanbeda.edu.ph
• **APPLICATION/ADMISSION REQUIREMENTS** - Application Status and other admission concerns	Admissions Office	**Telephone Numbers:** 87356011/87348062 local 117 **E-mail us:** admission@sanbeda.edu.ph
• **APPLICATION AND PROCESSING OF FORMS** - Certificate of Enrollment - Exit Clearance • **APPOINTMENT WITH SUBJECT TEACHERS AND OPSA TEAM** - Inquiry and concerns about activity and deportment grades	SHS – Manila Central Office and Office of the Prefect of Student Affairs	**Telephone Number:** 87356011 local 3111 **Mobile Number:** 09398698950 **E-mail us:** shs_manila@sanbeda.edu.ph
• **PAYMENTS** - Mode of Payments - Reservation Fee - Refund - Tuition Fees • **VOUCHER PROGRAM (PEAC-DepEd)**	Accounting Office	**Telephone Number:** 87356011 local 2250 or 2122 **E-mail us:** amespinosa@sanbeda.edu.ph
• **APPLICATION AND PROCESSING OF FORMS** - Form 137 (TOR) - Exit Clearance (Graduating Students and Transferees)	Registrar's Office	**Telephone Number:** 87356011 local 2198
• **COLLEGE APPLICATION** - Certificate of Good Moral Character - Recommendation Forms for Colleges and Universities • **ONLINE COUNSELLING**	Guidance and Counseling Office	**Telephone Numbers:** 87356011 local 1382 **Mobile Number:** 09950736331 **E-mail us:** ibed_shsguidance@ sanbeda.edu.ph
• **Concerns in creating SBU Account for Report Card Access**	MVP ICTC (Bedista Portal Help Desk)	**E-mail us:** bedistaportalk12.help@ sanbeda.edu.ph

That in all things God may be glorified!

SAN BEDA UNIVERSITY
Integrated Basic Education Department-Rizal

DIRECTORY

? INQUIRY/CONCERN	DEPARTMENT/OFFICE	☎ CONTACTS
·Processing of Certificate of Graduation, Certificate of Enrollment, English as Medium of Instruction, Request for Early Printing of Report Card for Local/Foreign Tertiary Admissions ·Concerns regarding the **I-Connect Bedan Educational Design** (Distance Online Learning)	Principal's Office/ Central Office (Old Students)	**Telephone Numbers:** 8660-9665 and 68 local 101 **E-mail us:** principal_sec@sanbeda.edu.ph
·Request for Form 137, University Applications, Exit Clearance for Graduates and Transferees	Registrar's Office	**Telephone Numbers:** 8660-9665 and 68 local 115 **E-mail us:** registrar.ibed@sanbeda.edu.ph
·Application Requirements	Admissions Office (New Students)	**Telephone Number:** 8660-9665 and 68 local 125 **Direct Line:** 8660-9659 **E-mail us:** ibed_admissions @sanbeda.edu.ph
·Payment Options, Reservation Fee, Refund, Tuition Fee, Unpaid Fees	Accounting Office	**Telephone Number:** 8660-9665 and 68 local 114 **E-mail us:** idearos@sanbeda.edu.ph sbucashier@sanbeda.edu.ph
· Good Moral Certificates Recommendation Forms for Colleges and Universities	Guidance and Counseling Office	**E-mail us:** ibed_guidance @sanbeda.edu.ph *For individual concerns of students kindly contact the grade level counselor/facilitator.
·Concerns in creating SBU Account for Report Card Access	Help Desk Bedista Portal	**E-mail us:** bedistaportalk12.help@ sanbeda.edu.ph

That in all things God may be glorified!

Parent's Prayer

Oh, God, make me a better parent.
Help me to understand my children,
to listen patiently to what they have to say
and to answer all their questions kindly.

Keep me from interrupting them,
talking back to them and contradicting them.
Make me as courteous to them
as I would have them be to me.

Give me the courage to confess my sins
against my children and to ask of them forgiveness,
when I know that I have done them wrong.

May I not vainly hurt the feelings of my children.
Forbid that I should laugh at their mistakes or
resort to shame and ridicule as punishment.

Let me not tempt a child to lie and steal.
So guide me hour by hour that I may demonstrate
by all I say and do that honestly produces happiness.

Blind me to the little errors of my children
and help me to see the good things that they do.
Give me a ready word for honest praise.

Help me to treat my children as those of their own age,
but let me not exact of them the judgments
and conventions of adults.
Allow me not to rob them of the opportunity
to wait upon themselves,
to think, to choose, and to make decisions.

Forbid that I should ever punish them
for my self-satisfaction.
May I grant them all of their wishes that are reasonable
and have the courage always to withhold a privilege
that I know will do them harm.
Amen.

The Bedan Hymn

Lyrics by Atty. Raul S. Roco
Composed by Fr. Benildus Maramba, OSB

Herald the Bedans coming
May their fellowship never cease;
Molded by bold, undaunted men
of pray'r, work and peace.

Through the carefree days of our childhood
And the visions of our youth
You gave us the wisdom of Benedict's soul
Faith in God and love of the truth.

When we encounter trails and hardships,
We shall give you honor and fame,
For nothing but these show our loyalty clear
To our Alma Mater's name.

Bring out the challenges, we'll win them all
And fear neither fire nor blood
Bedans will answer the clarion call
For San Beda, our country and God.