Ateneo Senior High School Online Learning Primer

AteneoBlueCloud

JULY 2020
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Warm greetings from the Ateneo Senior High School (ASHS)!

Welcome to AteneoBlueCloud, our virtual campus for school year 2020-2021. Committed to delivering the distinct brand of Jesuit education in a high-quality and innovative way, the University has developed its very own framework of teaching and learning academic and formation programs called the Adaptive Design for Learning (ADL). This is online education the Ateneo way, characterized by Magis and Cura Personalis, and carefully designed with our learners’ needs and contexts in mind.

As part of the Ateneo de Manila University Basic Education unit, the ASHS is a premier Filipino, Catholic and Jesuit education institution. As such, we will create an online culture of the 5Cs and form our learners into servant-leaders who have an intimate and faithful relationship with Christ, are competent in every aspect, are compassionate to others, and who have well-formed consciences and a commitment to serve the country and the global community.

With this Primer, you have valuable information needed to make the new world of online education a pleasant, enriching, and rewarding journey. Read this mindfully. Since a dynamic home-school collaboration is crucial in making this happen, let us connect regularly through open and sincere lines of communication.

In these extraordinary times, we invite all our students, faculty members, parents and other stakeholders to practice in extraordinary ways the virtues of discernment, grit, creativity, responsibility, gratitude, compassion, and unity. They will enrich our daily lives and guide us in decision-making, staying on course, deepening relationships, solving problems, keeping promises, seeing commonalities, or simply living in the present moment with cheerfulness.

We have a brand new school year that promises to reignite our passion for learning for the greater glory of God in a whole new way.

Hand in hand, let us courageously and creatively conquer the new frontier of online education…the Magis way!
Vision-Mission of Ateneo de Manila University Basic Education

VISION

The Ateneo de Manila University - Basic Education unit is a premier Filipino, Catholic, and Jesuit educational institution that forms servant-leaders who have an intimate and faithful relationship with Christ, are competent in every aspect, compassionate for others, with a well-formed conscience, and a commitment to serve the country and the global community.

MISSION

As a premier Filipino, Catholic and Jesuit educational institution, the Ateneo de Manila University - Basic Education unit aims to hone and enrich one’s talents, knowledge, and character through structures and age-appropriate opportunities guided by Ignatian tradition and pedagogy.

In the Grade School, the child opens to the fullness of life in Christ by experiencing God’s love and sharing God’s love with others. He, together with other members of the community, grows as friends-in-the Lord: persons for others who love Christ, love country, and love creation.

In the Junior High School, the young man discovers himself, hones his talents and abilities and develops his leadership skills. As he matures in faith, he grows in understanding that he is part of a larger community called to deepen his love for country and to contribute as a steward of God’s creation.

In the Senior High School, the student nurtures the ability to grasp abstract ideas in the classroom in order to deal with concrete and practical issues that are presented in life. In view of the challenge to hone one’s skills further, the student discerns what he or she can do as a soldier of Christ and as a committed compatriot of the Filipino nation. Responding to the greater call to be a positive transforming difference can only be heeded by being Christ-centered, compassionate, committed, competent and having a well-formed conscience.
Profile of the Ateneo de Manila University Basic Education Graduate

The Ateneo de Manila Basic Education graduate is a young individual who was molded by Ignatian tradition and pedagogy into a future leader, a nation-builder, and a catalyst of progress in the global community.

Upon the student’s graduation from Basic Education, the student would have been formed into a person who

- is CHRIST-CENTERED;
- is COMPETENT in all areas of one’s life;
- has a well-formed CONSCIENCE, with the courage to defend what is right and to right what is wrong;
- has COMPASSION for others, especially the poor and disadvantaged, a compassion that leads to a life of service and work for justice and peace; and
- lives out one’s COMMITMENT to God, and to society as a steward of creation.

*Per intercessionem Sanctae Virginis Mariae*
General Information
1. Introduction

The Ateneo de Manila University Basic Education units, including the ASHS, through AteneoBlueCloud, commit to being the learning partners and formators of their students in an online learning environment and campus, inspired by Ignatian tradition and pedagogy and focused on the 5 Cs.

ASHS teachers and formators have also been trained in ADL or Adaptive Design for Learning where effective online assessments are constructed to provide valid evidence of student progress, engaging digital experiences are created to provide opportunities for active and interactive learning, and an adaptive online course is designed.

2. Definition of Terms

**Online Learning**
refers to education delivered through the internet. Online learning experiences are designed to enable in-depth student engagement with the lesson (Content), the teacher (Coach), and fellow students (Community).

**Online Learning Platform**
refers to a web-based set of tools that facilitate online learning. G Suite for Education is the official online learning platform of the ASHS, with Google Classroom as its Learning Management System (LMS). These tools are accessible via the students’ OBF email accounts.

**Synchronous and Asynchronous Activity**
refer to two modes of online learning. *Synchronous* activities happen in real-time, usually via videoconferencing. *Asynchronous* activities are online learning activities that students can do on their own and at their own pace, within a reasonable time frame. They require minimal real-time interaction between the teacher and the students but provide students opportunities to communicate or consult with their teachers as needed.

**Meeting Room**
refers mainly to the virtual classroom or learning space that a student enters with classmates via a Google Classroom. It may also mean virtual hangouts or meetings with smaller groups within a class as directed by the teacher.

**A Check-in**
refers to the student’s 30-minute session at the start of a school day with the Class Moderator synchronously or asynchronously via an alternative learning activity or prompt through Google Classroom. This session includes reminders and announcements, reflection and prayer, and a self-care activity.
A Check-out
refers to the way by which students indicate that they are ending their day and it also is an opportunity for them to share with their Class Moderator how their day went. It is a signal for students that classwork is over for the day and that they are now shifting their attention to home or personal matters.

A Course
refers to the specific course offering of a subject area for a quarter. For example, the English Subject Area offers the Reading and Writing course for both quarters of the first semester and the Oral Communication course for both quarters of the second semester for grade 11 students.

3. Learning and Communication Platforms

Official Social Media platform of the ASHS:

- ASHS Facebook page
- AteneoBlueCloud
- OBF email accounts

Device Recommendations:

Laptop/desktop computer
- 2.2 GHz Intel 9th-generation i3 processor or faster
- 4 GB RAM or higher
- At least 500 GB disk space
- Latest version of Windows 10

or Chromebook
(to learn more visit google.com/chromebook)
- Intel Celeron dual core processor N4020 or higher
- 4 GB RAM or higher
- At least 32 GB disk space

Other components
- For video calls
  - Webcam (built-in to the device or a USB webcam)
  - a basic headset (earphones with mic)
- Internet connectivity with speed of at least 3 Mbps per device, per user
Information Technology (IT) Committee

Responsibilities

● Provides direction in ensuring technological support for online learning in the ASHS
● Recommends policies, procedures, and systems related to the assessment, acquisition, and effective use of digital technologies (including hardware, software, and applications) to the administration, faculty, and professionals needed for the effective conduct of online learning in the ASHS
● Drafts documents or other communication related to the effective and acceptable use of digital technologies with a view to compiling these into a technical manual for online learning
● Determines the need for low bandwidth and printed versions of online learning modules
● Ensures the availability of technical support for the school’s online activities such as live streams, webinars, and other online activities
● Facilitates the provision of on-demand support and periodic learning sessions among the faculty and professionals as needed during the school year for online learning
● Periodically evaluates the use of technology in online learning in pursuit of continuing improvement during the school year

Members

● Miguel Lope F. Inumerable (Chair)
● Jerome Christopher Po
● Luis Allan B. Melosantos
● Rommel P. Talamayan
● Gabriel F. Mallillin
● Allan C. Menodiado
● Ma. Aira N. Lagunzad
● Bryll N. dela Vega
● Ivan John Leopoldo N. Guanzon III
● Dr. Mercedes T. Rodrigo (Consultant)

Support Services
The ASHS has an IT Services office (itso.ashs@ateneo.edu) to address any technical concerns on the LMS.

Help Desk Purpose and Members
Help Desks are currently being put in place to provide assistance to students and parents.
4. Delivery of Modules (Modalities)

**General Online Learning**

The default online learning mode is highly, but not exclusively, asynchronous for the following reasons:

- Internet access - works well even with low-bandwidth connections
- Practicality - does not require teachers and students to be online all the time, and
- Engagement - provides more opportunities for independent and collaborative learning

**Low-bandwidth and Printed Learning Materials**

In situations where internet connectivity and available devices are insufficient, the school will prepare low-bandwidth and printed versions of online learning materials.

**Learning Materials Committee**

**Responsibilities**

- Tracking students in need of low-bandwidth or printed versions of online learning modules, and
- Proposing and implementing a system for the distribution and collection of learning materials in these two modalities

**Members**

- Jasper L. de Leon (Chair)
- Nassef E. Eduarte
- Frederick R. Jeanjaquet
- Aileen A. Bernas
- Angeline Michelle G. Ibarra
- Jonathan B. Murial
### 5. Sample Weekly Class Schedule

#### Grade 11

**FIRST QUARTER**

<table>
<thead>
<tr>
<th>SECTION (STRAND)</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Check-In</strong></td>
<td>8:00 - 8:30 AM</td>
<td>Class Moderator's Check-in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course 1</strong></td>
<td>9:00 - 11:00 AM</td>
<td>Gen Math</td>
<td>CLE</td>
<td>Gen Math</td>
<td>CLE</td>
</tr>
<tr>
<td><strong>Course 2</strong></td>
<td>1:00 - 3:00 PM</td>
<td>Research</td>
<td>Filipino</td>
<td>Research</td>
<td>Filipino</td>
</tr>
<tr>
<td><strong>Check-In</strong></td>
<td>8:00 - 8:30 AM</td>
<td>Class Moderator's Check-in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course 1</strong></td>
<td>9:00 - 11:00 AM</td>
<td>Earth and Life Science</td>
<td>Trigonometry</td>
<td>Earth and Life Science</td>
<td>Trigonometry</td>
</tr>
<tr>
<td><strong>Course 2</strong></td>
<td>1:00 - 3:00 PM</td>
<td>Arts</td>
<td>English</td>
<td>Arts</td>
<td>English</td>
</tr>
</tbody>
</table>

**SECOND QUARTER**

<table>
<thead>
<tr>
<th>SECTION (STRAND)</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course 1</strong></td>
<td>9:00 - 11:00 AM</td>
<td>Earth and Life Science</td>
<td>Trigonometry</td>
<td>Earth and Life Science</td>
<td>Trigonometry</td>
</tr>
</tbody>
</table>

**Grade 12**

Similar schedule but may vary by strand.
### Important Dates

#### FIRST SEMESTER

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of the School Year</td>
<td>August 10, 2020</td>
</tr>
<tr>
<td>Senior High School Orientation Seminar (SHORSEM) for Grade 11</td>
<td>August 4-5, 2020</td>
</tr>
<tr>
<td>Involvement Fair</td>
<td>August 24-28, 2020</td>
</tr>
<tr>
<td>End of 1st Semester</td>
<td>December 11, 2020</td>
</tr>
<tr>
<td>Christmas Holiday/Semestral Break</td>
<td>December 12, 2020 to January 3, 2021</td>
</tr>
<tr>
<td>Start of 2nd Semester</td>
<td>January 4, 2021</td>
</tr>
<tr>
<td>Distribution of Cards</td>
<td>TBA</td>
</tr>
</tbody>
</table>

#### SPECIAL MASSES AND CELEBRATIONS

<table>
<thead>
<tr>
<th>Mass Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass of the Holy Spirit</td>
<td>August 18, 2020</td>
</tr>
<tr>
<td>Mass for the Feast of the Nativity of Mary</td>
<td>September 8, 2020</td>
</tr>
<tr>
<td>Teachers’ Day/Votive Mass for the Blessed Virgin Mary</td>
<td>October 5, 2020</td>
</tr>
<tr>
<td>All Saints and Blessed of the Society of Jesus</td>
<td>November 5, 2020</td>
</tr>
<tr>
<td>Feast of the Immaculate Conception and Thanksgiving Mass</td>
<td>December 8, 2020</td>
</tr>
<tr>
<td>Social Involvement Mass</td>
<td>January 29, 2021</td>
</tr>
<tr>
<td>Ash Wednesday Mass</td>
<td>February 17, 2021</td>
</tr>
<tr>
<td>Mass to Celebrate 500 Years of Christianity</td>
<td>March 16, 2021</td>
</tr>
<tr>
<td>Community Thanksgiving Mass</td>
<td>April 16, 2021</td>
</tr>
</tbody>
</table>

#### SECOND SEMESTER

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of the Year</td>
<td>April 16, 2021</td>
</tr>
<tr>
<td>Graduation</td>
<td>May 29 and 30, 2021</td>
</tr>
</tbody>
</table>
Academics
1. Overview of the Office of the Assistant Principal for Academic Affairs (APAA)

The Office of the Assistant Principal for Academic Affairs exercises general academic supervision over curriculum and instruction and is responsible for planning, developing, evaluating, and upgrading the school’s academic and instructional programs. It is also responsible for monitoring the performance of both the school’s teaching personnel and the students.

2. Academic Duties and Responsibilities of Students (related to online learning)

The students are expected to maximize learning time while they are doing online schooling. While both modes of instruction, synchronous (teacher-directed, live learning sessions) and asynchronous (learner-directed, modular learning) will be done, more emphasis will be put on student-centered, independent as well as collaborative learning.

Course activities will be highly asynchronous across the subjects, so budgeting one’s time properly will complement all the effort put in. In addition, the students are required to submit output on or before due dates, to consult with the subject teacher if necessary, to inform the subject teacher of reasons behind missing out on tasks or of causes of prolonged absences online.

Online, within and beyond class hours, the students are expected to comport themselves professionally, to respect oneself and others in the current medium, and to communicate with sincerity at all times, verbally or in writing.

The greater aim of every student is to strive to continue learning and to prepare themselves for the greater challenges of life that they’ll have to face. Their stay in the ASHS is so short, and despite this new delivery of instruction, it is hoped that they make the most out of it.

3. Students’ Ideal Learning Space & Environment

Learning spaces at home for the students don’t have to be constructed but simply be designated. Areas in the house where the students can sit themselves professionally enough for an online class can be identified by the parents. Ideally, these areas would be quiet spaces conducive to learning, free from distractions and ambient noise.

While they can, the parents are not expected to help the students with course content. The ASHS student can manage on his/her own, given enough effort and motivation.
# Academic Program

## ACCOUNTANCY, BUSINESS AND MANAGEMENT (ABM)

### GRADE 11

**FIRST SEMESTER**

**CORE SUBJECTS**
- Catholic Social Teaching and Personal Development 1 (Tulong Dunong and Ignatian Spirituality)
- Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino
- Media and Information Literacy
- Physical Education 1
- Physical Science
- Reading and Writing
- Statistics and Probability

**APPLIED SUBJECTS**
- Practical Research 1

**SPECIALIZED SUBJECTS**
- Organization and Management

### GRADE 12

**CORE SUBJECTS**
- Physical Education 3

**APPLIED SUBJECTS**
- English for Academic and Professional Purposes
- Entrepreneurship
- Filipino sa Piling Larang: Sulating Akademik
- Immersion

**SPECIALIZED SUBJECTS**
- Applied Economics
- Business Ethics and Social Responsibility
- Fundamentals of Accountancy, Business, and Management 1

### SECOND SEMESTER

**CORE SUBJECTS**
- Catholic Social Teaching and Personal Development 2 (Tulong Dunong and Ignatian Spirituality)
- Earth and Life Science
- General Mathematics
- Oral Communication
- Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik
- Philippine Contemporary Arts
- Physical Education 2

**APPLIED SUBJECTS**
- Practical Research 2

**SPECIALIZED SUBJECTS**
- Business Mathematics with Pre-Calculus

**CORE SUBJECTS**
- 21st Century Literature
- Christian Vocation, Basic Ecclesiology and Introduction to Philosophy of the Human Person
- Physical Education 4
- Understanding Culture, Society, and Politics

**APPLIED SUBJECTS**
- Empowerment Technologies

**SPECIALIZED SUBJECTS**
- Business Finance
- Fundamentals of Accountancy, Business, and Management 2
- Integrating Project
- Principles of Marketing
## GENERAL ACADEMIC (GA)

### GRADE 11

**FIRST SEMESTER**

<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
<th>APPLIED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Catholic Social Teaching and Personal Development 1 (Tulong Dunong and Ignatian Spirituality)</td>
<td>● Empowerment Technologies (Evans, Geronimo, Gonzalez)</td>
</tr>
<tr>
<td>● Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino</td>
<td>● English for Academic and Professional Purposes</td>
</tr>
<tr>
<td>● Philippine Contemporary Arts</td>
<td>● Entrepreneurship (Carvalho, Daniel, Denn)</td>
</tr>
<tr>
<td>● Physical Education 1</td>
<td>● Filipino sa Piling Larang: Sulating Akademik (Carvalho, Daniel, Denn)</td>
</tr>
<tr>
<td>● Physical Science</td>
<td>● Immersion</td>
</tr>
<tr>
<td>● Reading and Writing</td>
<td>● Applied Economics (Denn, Evans, Geronimo)</td>
</tr>
<tr>
<td>● Statistics and Probability</td>
<td>● Philippine Politics and Governance (Carvalho, Daniel, Gonzalez)</td>
</tr>
</tbody>
</table>

**SPECIALIZED SUBJECTS**

<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
<th>APPLIED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Organization and Management (De Brito, Escribano)</td>
<td>● Specialized Subject 1.1*</td>
</tr>
<tr>
<td>● Disaster Readiness and Risk Reduction (Fontoura, Garnet, Gavan)</td>
<td>● Specialized Subject 1.2*</td>
</tr>
</tbody>
</table>

*May be chosen from Specialized Subjects offered in other Strands and the following subjects:

- Business Mathematics
- Creative Non-Fiction
- Fundamentals of ABM 1
- Game Development 1
- General Biology 1
- General Chemistry 1
- Music Appreciation 1
- Principles of Marketing
- Sports Science 1
- Studio Arts 1
- Trends, Networks, and Critical Thinking in the 21st Century

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**GRADE 12**

**FIRST SEMESTER**

<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
<th>APPLIED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Christian Vocation, Basic Ecclesiology and Introduction to Philosophy of the Human Person (Evans, Geronimo, Gonzalez)</td>
<td>● Empowerment Technologies (Evans, Geronimo, Gonzalez)</td>
</tr>
<tr>
<td>● Understanding Culture, Society, and Politics (Es, Geronimo, Gonzalez)</td>
<td>● English for Academic and Professional Purposes</td>
</tr>
<tr>
<td>● Physical Education 3</td>
<td>● Entrepreneurship (Carvalho, Daniel, Denn)</td>
</tr>
</tbody>
</table>

**SPECIALIZED SUBJECTS**

<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
<th>APPLIED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Applied Economics (Denn, Evans, Geronimo)</td>
<td>● Specialized Subject 1.1*</td>
</tr>
<tr>
<td>● Philippine Politics and Governance (Carvalho, Daniel, Gonzalez)</td>
<td>● Specialized Subject 1.2*</td>
</tr>
</tbody>
</table>

*May be chosen from Specialized Subjects offered in other Strands and the following subjects:

- Business Mathematics
- Creative Non-Fiction
- Fundamentals of ABM 1
- Game Development 1
- General Biology 1
- General Chemistry 1
- Music Appreciation 1
- Principles of Marketing
- Sports Science 1
- Studio Arts 1
- Trends, Networks, and Critical Thinking in the 21st Century

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ATENEO SENIOR HIGH SCHOOL ONLINE LEARNING PRIMER 16
SECOND SEMESTER

CORE SUBJECTS
● Catholic Social Teaching and Personal Development 2 (Tulong Dunong and Ignatian Spirituality)
● Earth and Life Science
● General Mathematics
● Media and Information Literacy
● Oral Communication
● Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik
● Physical Education 2

APPLIED SUBJECTS
● Practical Research 2

SPECIALIZED SUBJECTS
● Organization and Management (Fontoura, Garnet, Gavan)
● Disaster Readiness and Risk Reduction (De Brito, Escribano)

CORE SUBJECTS
● 21st Century Literature
● Christian Vocation, Basic Ecclesiology and Introduction to Philosophy of the Human Person (Carvalho, Daniel, Denn)
● Understanding Culture, Society, and Politics (Carvalho, Daniel, Denn)
● Physical Education 4

APPLIED SUBJECTS
● Empowerment Technologies (Carvalho, Daniel, Denn)
● Entrepreneurship (Evans, Geronimo, Gonzalez)
● Filipino sa Piling Larang: Sulating Akademik (Evans, Geronimo, Gonzalez)

SPECIALIZED SUBJECTS
● Applied Economics (Carvalho, Daniel, Gonzalez)
● Philippine Politics and Governance (Denn, Evans, Geronimo)
● Integrating Project
● Specialized Subject 2.1*
● Specialized Subject 2.2*

*May be chosen from Specialized Subjects offered in other Strands and the following subjects:
● Business Ethics and Social Responsibility
● Business Finance
● Basic Calculus
● Creative Writing
● Fundamentals of ABM 2
● Game Development 2
● General Biology 2
● General Chemistry 2
● Music Appreciation 2
● Sports Science 2
● Studio Arts 2
● World Religions and Belief Systems
HUMANITIES AND SOCIAL SCIENCES (HUMSS)

GRADE 11

FIRST SEMESTER

CORE SUBJECTS
- Catholic Social Teaching and Personal Development 1 (Tulong Dunong and Ignatian Spirituality)
- Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino
- Media and Information Literacy (Hurtado, Mayer)
- Philippine Contemporary Arts (Goupil, Hoyos)
- Physical Education 1
- Physical Science
- Reading and Writing
- Statistics and Probability

APPLIED SUBJECTS
- Practical Research 1

SPECIALIZED SUBJECTS
- Understanding Culture, Society, and Politics

GRADE 12

CORE SUBJECTS
- Christian Vocation, Basic Ecclesiology and Introduction to Philosophy of the Human Person
- Physical Education 3

APPLIED SUBJECTS
- Empowerment Technologies
- English for Academic and Professional Purposes
- Entrepreneurship
- Immersion

SPECIALIZED SUBJECTS
- Creative Non-Fiction/Malikhaing Pagsulat 1
- Disciplines and Ideas in Applied Social Sciences
- Philippine Politics and Governance

SECOND SEMESTER

CORE SUBJECTS
- Catholic Social Teaching and Personal Development 2 (Tulong Dunong and Ignatian Spirituality)
- Earth and Life Science
- General Mathematics
- Media and Information Literacy (Goupil, Hoyos)
- Oral Communication
- Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tunsa sa Pananaliksik
- Philippine Contemporary Arts (Hurtado, Mayer)
- Physical Education 2

APPLIED SUBJECTS
- Practical Research 2

SPECIALIZED SUBJECTS
- Disciplines and Ideas in Social Studies
## SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

### Grade 11

#### First Semester

**Core Subjects**
- Catholic Social Teaching and Personal Development 1 (Tulong Dunong and Ignatian Spirituality)
- Earth Science
- Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino
- Media and Information Literacy (Nakaura, Owen, Perez, Realino)
- Philippine Contemporary Arts (San Vitores, Torres, Tsuji, Wright)
- Physical Education 1
- Reading and Writing
- Statistics and Probability

**Applied Subjects**
- Practical Research 1

**Specialized Subjects**
- Trigonometry and Analytic Geometry

### Grade 12

#### First Semester

**Core Subjects**
- Christian Vocation, Basic Ecclesiology and Introduction to Philosophy of the Human Person (Pro, Sullivan, Walpole, Xavier)
- Understanding Culture, Society, and Politics
- Physical Education 3

**Applied Subjects**
- Empowerment Technologies (Pro, Sullivan, Walpole, Xavier)
- English for Academic and Professional Purposes
- Filipino sa Piling Larang: Sulating Akademik (Navarro, Ogilvie, Oldcorne, Pantalia)
- Immersion

**Specialized Subjects**
- General Biology 1
- General Chemistry 1
- General Physics 1

### Second Semester

**Core Subjects**
- Catholic Social Teaching and Personal Development 2 (Tulong Dunong and Ignatian Spirituality)
- Disaster Readiness and Risk Reduction
- Media and Information Literacy (San Vitores, Torres, Tsuji, Wright)
- Oral Communication
- Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik
- Philippine Contemporary Arts (Nakaura, Owen, Perez, Realino)
- Physical Education 2

**Applied Subjects**
- Practical Research 2

**Specialized Subjects**
- Basic Calculus

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**Ateneo Senior High School Online Learning Primer**

19
5. Social Involvement Activities

TULONG-DUNONG, as a course, aims at educating ASHS students to understand and apply the principles of Catholic social teachings. It is one concrete response of the ASHS to the Church’s appeal for concrete action towards fuller human development, “to encourage social justice,[and] to offer to the less developed the means whereby they can further their own progress.”

CSIP-Dulot, the Social Involvement Program of the Senior High School, provides Grade 12 students with an opportunity to respond to the call of good citizenship and servant-leadership that is faith driven and founded on Ignatian values. It primarily aims to move students to come up with various tasks and activities which will result in a positive transforming difference in their immediate communities and society as a whole. The tasks and activities will especially focus on the promotion of social change such as social justice, poverty alleviation/reduction, environmental sustainability, and community development. Students are expected to come up with and submit an output/project that may vary according to their specific strand.

6. Kinds of Assessments

Course learning outcomes or objectives are used as the bases for assessments of and for learning. The assessments then determine the learning activities best suited for preparing students for succeeding in these assessments and thereby accomplishing the aforementioned learning outcomes.

The assessments are mostly formative, tracking the learning progress of the students, and giving them constant feedback. Summative or major assessments will be the gauge of whether students are able to attain learning outcomes. The specific assessments per subject area are in the Course Information Handouts to be shared with students on the first day of classes.

7. Grading System

a. Purpose of Marks

The Qualitative Marks emphasize self-mastery in this challenging time of a continuing pandemic. The thrust is on continuing to learn and on rising to the challenge. The qualitative nature of the marks supersedes notions of a summation or endpoint to learning at some point in time. The focus is on the learning process, more than on the product. More specific descriptors of these marks will be given in the courses that the students will take.
b. Qualitative Marks

<table>
<thead>
<tr>
<th>QUALITATIVE MARKS</th>
<th>DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Exceeded the expected learning outcomes</td>
</tr>
<tr>
<td>Proficient</td>
<td>Met the expected learning outcomes</td>
</tr>
<tr>
<td>Lacks Proficiency</td>
<td>Did not meet the expected learning outcomes</td>
</tr>
</tbody>
</table>

Should Colleges and Universities require a translation of the qualitative marks to numerical marks, the school will prepare said translation.

c. Grading Components
The grade components, more accurately the course assessments, are found in the individual Course Information Hand-outs to be given at the beginning of the quarter.

d. Report Cards
Report Cards are released at the end of every semester after the students have taken all the subjects for the semester. Given the quarterly set-up for the courses, Midterm/Mid-Quarter Marks are not to be released. The Subject Teachers are to continuously give feedback as to the progress of the students. The students are also to closely monitor and reflect on their own progress.

e. Grading Procedure in Case of Absence
Given the few assessments to be given over the 8-week course, students are allowed to make-up at most two (2) missed major assessments, especially if these are conducted during synchronous sessions. It is the responsibility of the student and the parent to communicate to the subject teacher the reasons for missing the assessment and to make arrangements for the make-up.

f. Periodical Examinations
The Mid-Term and Final Examinations, as defined in the past school years, will not be administered for the school year 2020-2021.

g. Effort Marks
The students are given effort marks per course, per quarter. Given the unique nature of the online school year and all the other external factors pertaining to technology that both teacher and student have no control over, and with due consideration to the different circumstances of the students, the effort marks are as follows:
### EFFORT MARKS

<table>
<thead>
<tr>
<th>EFFORT MARK</th>
<th>DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>O</strong></td>
<td>Outstanding</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Satisfactory</td>
</tr>
<tr>
<td><strong>NS</strong></td>
<td>Not satisfactory</td>
</tr>
</tbody>
</table>

### 8. The APAA’s Statement on Honors and Awards

The students are to aim for Self-Mastery in continuing their education in school year 2020-2021. The award worth aiming for is to survive this pandemic with the greater community, the greater humanity. We hope the students can aim for that collective honor and award, which is for the ASHS to contribute to efforts in making sure that learning and education are not locked down. More than a sacrifice, it is plain recognition that there is a global social problem and that individual achievement can take a back-seat in the midst of strained, if not crumbling, social structures.

St. Ignatius’ Prayer for Generosity encapsulates the ultimate aim and goal which is Christ-Centeredness, more than anything else.

### 9. Online Classroom Procedures

1. **Joining a Class**

   Students will be automatically added to their respective homeroom classes. In these classes, the Class Moderator will post the class codes for their courses. They can then join these courses by visiting Google Classroom, choosing the option for joining a class, and entering the class code for this class or course.

2. **Submissions:**

   a. **Deadlines**

      Deadlines are on a day-to-day basis. Students must be able to turn in output on the prescribed date. Learning time is incorporated in the design of tasks and assessments and is further emphasized through deadlines.

   b. **Policy for students’ late submissions**

      A late submission is marked and noted accordingly, and, without a valid excuse, is a strong point for improvement for the student. The student still has to submit the late output.
3. Academic Integrity

Academic integrity refers to the commitment of a school or academic institution to uphold values that promote genuine learning among its members. These values include honesty, respect for intellectual property, fair assessment of learning, and the pursuit of academic rigor and quality, among others. Commitment to academic integrity rejects all forms of academic dishonesty, plagiarism, acts that give other students an unfair advantage in tests, or even slipshod academic practices.

In an online setting, academic integrity is all the more important to ensure that students genuinely learn from their online modules and experiences even without the constant physical presence of the teacher. Developing habits of properly citing sources, respecting intellectual property in school work, and avoiding plagiarism and academic dishonesty will help students grow in academic integrity, preparing them for the rigors of university life and the demands of their future profession.

Here are reminders to all students with regard to upholding academic integrity in an online school:

1. Focus on learning and not grades when accomplishing academic requirements and experiences.
2. Develop the habits of properly citing sources for all requirements.
3. Avoid all forms of academic dishonesty and plagiarism.
4. Refrain from giving an individual or a group an unfair advantage in assessments or other forms of testing by leaking information (i.e. answers or questions from tests or exams).
5. Contribute fairly in all group activities and outputs.
6. Always uphold the university's policy on data privacy.

4. Policies on Attendance & Tardiness

Subject teachers are to always check attendance. While it is the duty of the student to inform the subject teacher of the reasons for his/her absence, the subject teacher is also to contact the student/parent in cases of prolonged absences. Hotlines will be made accessible to students for cases of emergency.

5. Suspension of Classes

If, for some reason, the Quezon City Government suspends classes on a given day, then online classes of the ASHS are suspended.
10.
Council of Academic Supervisors and Office under the APAA

Luis Allan R. Maosantos
Assistant Principal for Academic Affairs (APAA)

Rosanna M. Borja
Subject Area Coordinator, English

Alvin George C. Cobar
Subject Area Coordinator, Physical Education

Jasper L. De Leon
Subject Area Coordinator, Art

Joseph G. dela Cruz
Subject Area Coordinator, Filipino

Erwine S. dela Paz
Subject Area Coordinator, Research

Javy M. Fabello
Subject Area Coordinator, Science
OFFICE UNDER THE APAA OFFICE

Alvin D. Macarasas  
Subject Area Coordinator,  
Christian Living Education

Gabriel F. Malilin  
Subject Area Coordinator,  
Computer

Franz Jan S. Santos  
Subject Area Coordinator,  
Social Sciences

Danilo R. Si  
Subject Area Coordinator,  
Mathematics

Joseph Wilson P. Tan  
Subject Area Coordinator,  
Christian Service and Involvement Program

Kervin Rey G. Torrente  
Subject Area Coordinator,  
Management

Mary Allyson Claude C.  
Laxamana  
Supervisor,  
Educational Media Center
1. Overview of the Office of the Assistant Principal for Student Activities and Services (APSAS)

The Office of Student Activities and Services (OAPSAS) administers the creation and implementation of non-academic-related projects and programs in ensuring the students’ overall welfare. Providing these initiatives and necessary assistance is vital as we envision and achieve the students' holistic growth, which leads to their positive contributions to the development of our nation.

2. Student Activities

A. Purpose of Student Activities

The Student Activities Program provides direction to and oversees the effective functioning of the various co-curricular activities of the ASHS. This program is developed, implemented, and monitored by the Office of Student Activities (OSA). It also focuses on the formation of student leaders grounded in the 5Cs and the OSA thrusts of inclusivity, diversity, sustainability, and nation-building.

B. SHS List of Student Involvement Activities

The new school year comes with its unique facets and challenges, and one among these is the use of an online platform for all the school’s functions. As a result, the operations of the Office of Student Activities have shifted to accommodate this new platform. The following are the official and recognized student groups in ASHS:

**Executive Council**

The Executive Council is in charge of the whole ASHS-Sanggunian. The members are the top student leaders, and these students are responsible for planning, implementing, and evaluating all activities of the ASHS-Sanggunian. They facilitate the attainment of the objectives and goals, as well as the achievements of the Student Activities Program.

**Assembly of Class Officers (ACO)**

The ACO empowers servant-leaders who adhere to the council thrust, "Huwag magsawang maglingkod." The ACO serves as the active representatives of the student body, champions students’ rights and well-being, and serves as the bridge between the students and the school administration. Under the ACO are the Batch Project Committees that aim to create opportunities for the batches to come together.
<p>| <strong>Council of Student Organizations (CSO)</strong> | The CSO provides a community of globally competent student organizations, united in forming students to become excellent Filipino and Christian leaders who are able to create sustainable programs for nation-building. The CSO develops its organizations by aiding them to be united, effective, and sustainable through guidance and support. |
| <strong>Athletics Council (AthC)</strong> | The AthC is in charge of all athletic endeavors of the student body. It encompasses all student-run athletic activities and programs that promote wellness, the health-oriented development of the student body, and the propagation of an active lifestyle centered around the principle of <em>mens sana in corpore sano.</em> (a sound mind in a sound body) |
| <strong>Council of Student Committees (CSC)</strong> | The CSC spearheads student-led projects to strengthen the studentry. The CSC features the Sandigan Committees that provide avenues for students to promote important advocacies: Alunsina (Filipino cultures and languages), Kanlaon (disaster risk reduction), Lakambini (gender sensitivity and empowerment), Mapulon (mental and physical health awareness), and Matanglawin (environmental sustainability). Another student group under the CSC is the Blue Book Committee, which is in charge of keeping the tradition of creating yearbooks for the graduating batches. |
| <strong>Communications Team</strong> | The Communications Team is the lifeblood of the ASHS-Sanggunian. They are the student group in charge of managing the OSA website, as well as creating publication materials for the various student groups in the ASHS-Sanggunian. As the school takes on an online platform, the Communications Team will have an active and unparalleled role this year. |</p>
<table>
<thead>
<tr>
<th>Student Involvements under the CSO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis and Discourse District</strong></td>
</tr>
<tr>
<td>● ASHS Debate Org and Varsity (Friday, 2-3pm)</td>
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<tr>
<td>● ASHS Model UN (Friday, 2-3pm)</td>
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<tr>
<td><strong>Business District</strong></td>
</tr>
<tr>
<td>● Ateneo Investment Group (Friday, 2-3pm)</td>
</tr>
<tr>
<td>● Ateneo Senior High–Junior Marketing Association (Friday, 2-3pm)</td>
</tr>
<tr>
<td><strong>Faith Formation District</strong></td>
</tr>
<tr>
<td>● Ateneo Catechetical Instruction League (Friday, 2-3pm)</td>
</tr>
<tr>
<td>● Ateneo Liturgical Ministry (Friday, 2-3pm)</td>
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<tr>
<td>● Dulaang Sibol (Friday, 2-3pm)</td>
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<tr>
<td>● Youth for Christ (Friday, 2-3pm)</td>
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<tr>
<td><strong>Health and Environment District</strong></td>
</tr>
<tr>
<td>● Loyola Mountaineers - Senior High (Friday, 2-3pm)</td>
</tr>
<tr>
<td>● Lunduyan (Yoga Org) (Friday, 2-3pm)</td>
</tr>
<tr>
<td><strong>Intercultural Relations District</strong></td>
</tr>
<tr>
<td>● French Legion (Friday, 2-3pm)</td>
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<tr>
<td>● Hanmuneon 한문 언 (Korean Org) (Friday, 2-3pm)</td>
</tr>
<tr>
<td>● Nihongo Dantai にほんご団隊 (Friday, 2-3pm)</td>
</tr>
<tr>
<td>● Silk Road (Friday, 2-3pm)</td>
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<tr>
<td><strong>Media and Creative Arts District</strong></td>
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<tr>
<td>● Art Guild (Friday, 2-3pm)</td>
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<tr>
<td>● Ateneo Film Org (Friday, 3-4pm)</td>
</tr>
<tr>
<td>● Ateneo Publicity and Communications Org (Friday, 2-3pm)</td>
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<tr>
<td>● Blue Kitchen (Friday, 2-3pm)</td>
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<tr>
<td>● Glee Club (Friday, 3-4pm)</td>
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<td>● Grafiction (Friday, 2-3pm)</td>
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<tr>
<td>● Hi-Lites (Friday, 2-3pm)</td>
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<tr>
<td>● Pugad Literary Folio (Friday, 2-3pm)</td>
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<tr>
<td>● Zoom Photography (Friday, 2-3pm)</td>
</tr>
<tr>
<td><strong>Performing Arts District</strong></td>
</tr>
<tr>
<td>● Broadway Theater Troupe of Ateneo (Friday, 3-4pm)</td>
</tr>
<tr>
<td>● Indayog ng Atenistang Kabataan (IndAK) (Friday, 3-4pm)</td>
</tr>
<tr>
<td>● Music Industry Organization (Friday, 3-4pm)</td>
</tr>
<tr>
<td>● Symphonic Ensemble (Friday, 3-4pm)</td>
</tr>
<tr>
<td>● Teatro Baguntao (Friday, 3-4pm)</td>
</tr>
<tr>
<td><strong>Science and Technology District</strong></td>
</tr>
<tr>
<td>● Ateneo Biological Organization (Friday, 3-4pm)</td>
</tr>
<tr>
<td>● Ateneo Computer Club (Friday, 3-4pm)</td>
</tr>
<tr>
<td>● Ateneo Electronics and Computer Engineering Society (Friday, 3-4pm)</td>
</tr>
<tr>
<td>● Math Org (Friday, 3-4pm)</td>
</tr>
<tr>
<td>● ProgVar (Friday, 3-4pm)</td>
</tr>
<tr>
<td><strong>Sector-based District</strong></td>
</tr>
<tr>
<td>● AKBAY (Friday, 2-3pm)</td>
</tr>
<tr>
<td>● Ateneo Scouting Movement (Friday, 2-3pm)</td>
</tr>
<tr>
<td>Samahan ng mga Iskolar na Naglilingkod at Gumagabay (SINAG) (Friday, 2-3pm)</td>
</tr>
</tbody>
</table>
Student Involvement under the AthC

<table>
<thead>
<tr>
<th>Activity</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery (Friday, 3-4pm)</td>
<td>Flag Football (Friday, 3-4pm)</td>
</tr>
<tr>
<td>Ateneo High Arnis Society (Friday, 3-4pm)</td>
<td>Football (Football - Boys, Football - Girls) (Friday, 3-4pm)</td>
</tr>
<tr>
<td>Badminton (Friday, 3-4pm)</td>
<td>Handball (Friday, 3-4pm)</td>
</tr>
<tr>
<td>Bughaw Basketball Club (Friday, 3-4pm)</td>
<td>Muay Thai (Friday, 3-4pm)</td>
</tr>
<tr>
<td>Chess (Friday, 2-3pm)</td>
<td>Track and Field (Friday, 3-4pm)</td>
</tr>
<tr>
<td>Fencing (Friday, 2-3pm)</td>
<td>Ultimate Frisbee (Friday, 3-4pm)</td>
</tr>
<tr>
<td>Fitness (Friday, 2-3pm)</td>
<td>Volleyball (Friday, 3-4pm)</td>
</tr>
</tbody>
</table>

c. Policies related to Student Activities

- For School Year 2020-2021, joining student groups is not required.
- Students will only be allowed to join a maximum of TWO student involvements under the Office of Student Activities, provided that their Activity Session schedules do not overlap.
- The following are the schedules of all student activities:
  Friday, 2:00-3:00pm and Friday, 3:00-4:00pm

Procedure for Participating in Student Activities

ONLINE INVOLVEMENT FAIR
(Organizations under CSO, AthC, and CSC)

i. Student Involvement sign-ups via Google Forms
ii. Screening
iii. Participation Email (sent to individual students)
iv. Student Involvement Confirmation via Google Forms

APPLICATION FOR STUDENT EVENT COMMITTEES
(Communications Team, Batch Project, Blue Book, SOLE—Special Online Events)

i. Applications are announced and opened
ii. Students submit applications via Google Forms.
iii. Screenings are conducted through interviews with heads and moderators.
iv. Participation Emails are sent to individual students.
3. Athletics

All ASHS varsity programs and teams will continue operating for the new school year. The hope is that inter-school competitions will resume at the earliest possible time, with the proper clearance from government health units, the university, and the other schools involved.

Team rosters will consist of returning members of the team, students with similar varsity experience and backgrounds, and individuals vetted by the coaches and program heads.

The new setup for Athletics will be done both synchronously (via Zoom or Google Meet) and asynchronously (via videos shared and posted online, workout and program calendars, etc.).

All school rules, guidelines, and policies of the school will still be in full effect during online training sessions. Training modules and schedules will be presented to and approved by the school. No synchronous training sessions will be held during school hours and they will also not extend past 7:00 PM. This is to ensure that the student-athletes have enough time to balance school work, other extra-curricular activities, and rest.

The school, coaches, and student-athletes will all work together to promote the virtue of Mens Sana in Corpore Sano (a sound mind in a sound body).

4. Exit Interviews

The ASHS conducts Exit Interviews with the Seniors at the beginning of the 2nd semester. These interviews have the following objectives:

- To guide students through a process of reflecting on their senior high school experience, while focusing on our formation thrusts (the 5 Cs)
- To gather data about how Grade 12 students stand at this point in the 5Cs in order to further strengthen / improve existing formation programs or innovate new ones

These interviews will be done in small groups and will not require the presence of the student’s parents or guardians. An ASHS faculty member shall conduct the interviews during school days after school hours or Saturdays and these will be done online.

Scheduling of the interviews will be done per class. Notifications will be sent to parents and students upon confirmation of the schedule.
5. Health Services

Despite the absence of actual or face-to-face interactions, health personnel will still continue to render services online. Their medical support involves electronic consultation: e-Consult (tinyurl.com/SHSe-consult).

Further, regular dissemination of health and wellness information will also be available. For inquiries and other health-related concerns you may email at healthservices.ashs@ateneo.edu.

6. ID

The school ID is the official document of identification of the students. All students enrolled for SY 2020-2021 are still going to be issued their school IDs, albeit digital in format, even if classes will be done online. The purpose of a school ID policy is to ensure that each holder is readily identified as a bonafide Ateneo de Manila Senior High School student. The ID is an official school document and is to be used only for legitimate purposes.

7. COVID-19 Response Efforts

a. Phased Transition from ECQ to GCQ

As a school, the guidelines set by the government in response to the COVID-19 pandemic are our basis for proceeding. During ECQ and MECQ, schools are part of those institutions which should be closed. They will be opened only during GCQ. However, in the ASHS, a skeletal workforce is allowed to report for work to process the requirements of students, among other things.

b. Work from Home and Onsite Work arrangements

Work from Home (WFH) arrangements have been determined for a majority of the employees of the University, including the faculty. Onsite work arrangements, on the other hand, for those who are not qualified for WFH arrangements have been asked to render a rotating work schedule to allow for continuity of work and to maintain a skeletal workforce. Guidelines to ensure workplace safety and health are disseminated to and enforced for all employees as set by the Department of Labor and Employment (DOLE) and the Department of Trade and Industry (DTI).

In order to ensure minimizing the spread of the virus, and in compliance with school and government-mandated regulations, everyone who needs to visit the school for business will bring their own food containers, utensils, drinking bottles, and cleaning implements as the ASHS Cafeteria will be closed.
c. Procedure when entering the ADMU Campus and ASHS Building

Prior to entering the ADMU Campus and ASHS Building, a request form should be accomplished which can be accessed using this link: 
https://docs.google.com/forms/d/e/1FAIpQLSc2GlOyWnehWd8HN-d-Fv65JaCYKp9RjFOGftWwuRdpqdreQ/closedform. This form is only available between 8AM to 3PM and should be accomplished at least two (2) days before your scheduled visit. Only official and legitimate business transactions in the school that cannot be done online will be accommodated via this request. Filling out this request does not guarantee automatic entry to the campus.

Once permitted to enter the campus, the following flowchart outlines the procedure to be observed prior to being allowed inside the campus.
Being permitted entry through the form above does not guarantee entry to the campus. A Health Survey Form needs to be filled out. This form can be accessed through this link: bit.ly/ateneohealthsurvey. This is the standard form that is supposed to be accomplished by everyone (employees, contractors, visitors, and students) who wish to enter the campus. This is to ensure traceability of persons who have physically entered the campus.

8.

OAPSAS Team

Maria Cecilia Dele Cruz Lacson
Assistant Principal for Student Activities and Services

Ms. Margerita Christina A. Lacdao
Student Activities Coordinator

Miguel Antonio C. Savino
Athletics Coordinator

Ivan John Leopoldo N. Guanzon III
Student Services Coordinator

Dr. Margarita Ramona O. Santos
Health Services Point Person and Head Doctor
Non-academic Formation
1. **Overview**

To complement and support academic formation, the Ateneo Senior High School (ASHS) will continue to offer non-academic programs adapted to our online context. These formation programs are meant to develop the students’ spiritual, social, and character development. Non-academic formation includes the following:

- the Homeroom Program
- the Code of Discipline
- the Guidance & Counseling Program
- Campus Ministry & Spiritual Formation
- Social Concern and Involvement

2. **The Homeroom Program**

**Overview**

The ASHS Homeroom Program aims to provide students with guidance and formation in their overall character development through the personal care of the Class Moderator, regular homeroom check-ins, weekly formation sessions on special topics, and other class activities that nurture class community-building and school spirit. These activities will hopefully foster among students a sense of belonging in their class and within the school community.

**Key Features:**

- All students will have homeroom sections guided by their appointed Class Moderator.

- Class Moderators will be in charge of the general day-to-day concerns of their moderating class. They will provide their moderating section guidance and *cura personalis* in developing helpful age-appropriate routines, regular updates, announcements, and reminders relevant to their student life.

The Homeroom Program, together with the Code of Discipline, will be implemented by the Strand Coordinators, who are overall in charge of supervising Class Moderators, promoting and implementing the SHS Code of Discipline, and coordinating the formation teams for each class.

**A. COMMUNICATION PROTOCOLS**

Online communication between Class Moderators and students will be important to inform students of announcements, activities, or upcoming synchronous homeroom or formation sessions. The following will be the official communication platforms that will be used for various homeroom needs throughout the school year:
<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>OFFICIAL PLATFORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Scheduling activities, appointments, and meetings</td>
<td>Google Calendar</td>
</tr>
<tr>
<td>● Posting homeroom announcements and other reminders for the class</td>
<td>Google Classroom (Stream) Google Calendar</td>
</tr>
<tr>
<td>● Posting asynchronous homeroom modules (materials and activities) ● Doing asynchronous check-ins and check-outs</td>
<td>Google Classroom (Classwork) G Suite</td>
</tr>
<tr>
<td>● Setting appointments with the Class Moderator, or PTCs ● Sending weekly Guardian updates ● Communicating on matters related to homeroom, student discipline, guidance and counseling, spiritual formation programs, and student formation in general</td>
<td>Gmail</td>
</tr>
<tr>
<td>● Communicating immediately with the Class Moderator for urgent concerns</td>
<td>Gmail</td>
</tr>
<tr>
<td>● Joining synchronous check-ins and formation sessions ● Attending PTCs ● Consulting with the Class Moderator ● Official class meetings</td>
<td>Google Meet Zoom</td>
</tr>
</tbody>
</table>

Students are expected to know, remember, and attend the regular weekly homeroom and formation activities – i.e. morning check-ins, afternoon check-outs, formation sessions – even if the Class Moderator does not give a reminder.

Upcoming or unscheduled synchronous or asynchronous homeroom or formation activities will be announced at least one day before they transpire.

Materials for asynchronous activities will be posted on the date and time they will be needed. Students must therefore regularly check their Google Classroom streams and/or turn on notifications for these applications.

**B. BASIC ROUTINES**

To help students prepare for daily academic work, basic routines will be implemented and supervised by the Class Moderator daily. While the routines may come in different formats depending on the day, they are meant to form a structure to help students start the day and dispose themselves for academic work.

**MORNING CHECK-INS:** Every morning, students will have a 30-minute check-in with their class moderator. On Mondays and Fridays, all the students in a section will
have a synchronous check-in that includes three parts:

○ **Reminders and Announcements**: Class moderators will present important academic and formation reminders to students as well as announcements of upcoming deadlines or activities.

○ **Reflection and Prayer**: Every morning, the class will spend time to quiet down and to reflect. During this time, the class moderator will lead those in the synchronous session to reflect quietly on a selected reading or other material focusing on a recommended theme for the week. After the moment of reflection, the reflection leader will lead those in the live session in prayer.

○ **Self-care Activity**: After reflection and morning prayer, the Class Moderator will guide those in the synchronous session to do a simple self-care activity that students can practice not just during that moment but also throughout the day.

Below is the schedule for daily check-ins:

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:15</td>
<td>REMINDERS &amp; ANNOUNCEMENTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:15 - 8:25</td>
<td>REFLECTION &amp; PRAYER</td>
<td></td>
<td></td>
<td></td>
<td>End-of-the-Week Examen</td>
</tr>
<tr>
<td>8:25 - 8:30</td>
<td>SELF-CARE ACTIVITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in Synch Check-in</td>
<td>ALL</td>
<td>CN 1-14</td>
<td>CN 15-28</td>
<td>CN 29-42</td>
<td>ALL</td>
</tr>
<tr>
<td>Other Students</td>
<td>ASYNCHRONOUS MORNING ROUTINE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Tuesday to Thursday, a smaller group of students based on their class number is expected for synchronous sessions, while the rest of the class will do an alternative asynchronous check-in through Google Classroom.

- **ASYNCHRONOUS CHECK-INS**: From Tuesday to Thursday, students who are not expected for the synchronous check-in with their Class Moderator will do their check-in through an alternative online activity or prompt done through Google Classroom.

The Class Moderators, with the guidance of their Strand Coordinators, will make the alternative check-in activity available from 8:00 to 8:30 AM. During this window, students are expected to go online to accomplish the prepared prompt to indicate their attendance and to signify their readiness for the day’s academic work.

Asynchronous check-ins may also include these activities:
1. a Video prayer and reflection
2. Reflection through a discussion board format
3. Guided journaling
4. a Guided self-care activity

- **ASYNCHRONOUS CHECK-OUTS.** Class Moderators will make available an online question or prompt daily as a check-out from 4:00 to 4:30 PM.

### C. STUDENT ATTENDANCE IN AN ONLINE ENVIRONMENT

The ASHS will provide structures so that students can signify their attendance during synchronous and asynchronous sessions. While, in a face-to-face class, attendance means being present physically in school or in class, in an online set-up, ‘attendance’ will refer to students’ being present during synchronous sessions and being available and engaged in studying during asynchronous sessions.

Students’ online attendance is essential for effective online learning. By being present and engaged, students can learn from the activities prepared by their teachers, as well as participate and contribute actively in the learning activities, together with their classmates. Structures to monitor online attendance will help ensure that students accomplish tasks in a timely manner so as not to be overwhelmed by academic backlog. Through these “attendance” structures, we hope that students can develop the values of punctuality, consideration for others, and professionalism, all of which will be critical to their success in university or in their future profession.

**Definitions of Online Absence and Tardiness.**

In the ASHS, the presence of students will be indicated through the following:

For **synchronous sessions**, students enter the video conference meeting room on time as scheduled and join the meeting. Students may be considered late if they enter the meeting room **10 minutes** after the start of the session.

For **asynchronous sessions**, students may sometimes be requested by their teacher or Class Moderator to signify their readiness to do academic work by replying to a question or prompt (in Google Classroom - Classwork) within a limited period of time. Students may be considered late if they fail to complete the prompt or task within the announced period of time.

**Clearing Absences or Tardiness.**

Students who are unable to attend their scheduled synchronous sessions will need to request their parent/guardian to send an email to the teacher concerned and cc their Strand Coordinator, within 2 days of their absence, to explain the reason for not being able to attend the session.

Students’ tardiness during synchronous sessions and repeated failure to register their attendance during asynchronous sessions will be monitored by each teacher or Class Moderator. Patterns of tardiness or non-attendance during asynchronous sessions will be regularly summarized and, when necessary, subject teachers, class moderators, or the Strand Coordinator may schedule a PTC to determine the reasons for tardiness or non-attendance and to develop action plans on how students can improve in this area.
D. FORMATION SESSIONS

Classes will have weekly Formation Sessions every Friday from 9:00 to 10:00 AM. The formation sessions may be synchronous or asynchronous and will include topics to be handled by the Class Moderator, the Guidance and Counseling team, and the Campus Ministers for their various programs.

Below is a table summarizing important information regarding formation sessions:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>IN-CHARGE</th>
<th>SOME TOPICS COVERED</th>
<th>NO. OF SESSIONS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom &amp; Discipline Class</td>
<td>Moderator</td>
<td>● Class business matters &lt;br&gt;● General character formation topics: &lt;br&gt;○ Ignatian themes &lt;br&gt;○ School vision and mission &lt;br&gt;○ Code of Discipline &lt;br&gt;○ Mindfulness</td>
<td>12</td>
</tr>
<tr>
<td>Guidance &amp; Counseling (G&amp;C)</td>
<td>Counselors</td>
<td>● Orientation on the G&amp;C program &lt;br&gt;● Wellness and Self-care &lt;br&gt;● G11: Career Exploration Program &lt;br&gt;● G12: Educational Exploration Program</td>
<td>4</td>
</tr>
<tr>
<td>Campus Ministry</td>
<td>Ministers</td>
<td>● Prayer and Spirituality &lt;br&gt;● Online ongoing spiritual formation for students</td>
<td>4</td>
</tr>
</tbody>
</table>

* per semester, synchronous and asynchronous

Each class will have its own schedule of sessions distributed among the three programs. The formation session schedules will be made available to students at the start of the semester.

E. WEEKLY SUMMARIES FOR PARENTS

Designated guardians of all ASHS students will receive weekly emails notifying them of missing class work, upcoming class work, or class activities through the automated guardian weekly email feature that comes with G Suite. Once organized and activated, the designated guardians will receive these weekly email summaries unless they unsubscribe to this feature.

It is hoped that the weekly summaries will provide parents and guardians a regular update about what is happening in their children’s classes and the areas in which their children may need to be further helped. Weekly summaries will not include students’ marks or grades, but missing or unsubmitted requirements will be listed down so parents can help in monitoring their children’s submissions.
3. Code of Discipline

Overview

The Code of Discipline (COD) as found in the Ateneo de Manila Senior High School Student Handbook 2018 edition will continue to remain in force but will be adapted as needed to respond to the context of online learning. Specific provisions in the COD that will clearly be revised are included in the following section.

During the school year, additional policies related to discipline may still be implemented and communicated to students and their parents through memos from the Office of the APNAF.

A. Dress Code and Grooming for Synchronous Sessions

During synchronous sessions, students are expected to follow the prescribed dress code because it promotes an academic atmosphere and a mindset that prepares students for school work:

- T-shirt with sleeves without any inappropriate or offensive graphic or statement
- Pants or shorts
- Hair is neatly combed and does not cover the eyes.

For PE sessions, students should wear comfortable clothes suitable for exercising.

B. Conduct During Synchronous Sessions

Teachers will notify students ahead of time about the schedule of an upcoming synchronous session for their course. Synchronous sessions may only be conducted by teachers via Google Meet or Zoom.

Students are expected to prepare for these sessions and to maintain respect and good conduct at all times. Here are important reminders for all students during these synchronous sessions:

Before the Session

1. Upon receiving the notification for an upcoming synchronous session, take note of the date, time, and other reminders from your teacher.
2. Do not share the meeting link to anyone who is not a part of the class.
3. Prepare your study space ahead of time. Make sure that your area is well-lighted, free from clutter, reasonably quiet and free from distractions.
4. Be ready for the synchronous session at least 15 minutes before the start of the video conference. Before entering the meeting room, it would help to go to the restroom, fix your attire or grooming, and prepare the materials needed for your course.
5. Bring out all the materials needed for the session and place them on your desk or
somewhere near you.

6. If you experience a technical problem that prevents you from participating in the live session, inform your teacher as soon as possible via Gmail.

7. Right before entering the meeting, let the people with you in your home know that you are about to have a live session in order to prevent possible interruptions or distractions.

8. Before joining the video conference, make sure that your microphone is on mute while your camera is switched on.

9. If, for whatever reason, the teacher is unable to enter the meeting room, the Class Beadle must inform the _ via _ that the teacher is not present and await instructions.

**During the Session**

1. During the live session, give your full attention to your teacher and be respectful to your teacher and classmates.

2. Keep your camera turned on unless you are given permission by your teacher to switch it off. (The teacher may give permission for students to turn off their cameras when needed.)

3. Keep your microphone on mute throughout the session unless you are given permission by your teacher to unmute or you are acknowledged by your teacher to recite or share.

4. Make sure that you indicate your preferred name and family name on your screen based on your OBF account. Do not change your profile name unless you're instructed and allowed to do so by your teacher.

5. Make sure to use your OBF account profile pic, following the prescription for the student ID photo. Do not use an avatar or any inappropriate picture for your profile pic.

6. Do not share your screen unless directed and allowed by your teacher.

7. If you need to raise your hand, use the “Raise Hand” icon (Zoom) and wait for the teacher to acknowledge you before unmuting yourself and speaking.

8. Once you are called by your teacher, first state your name (e.g. “Hi, Jessica here, Ma’am.”) before saying something. You may not be immediately visible to your teacher or classmates, for example, when screen sharing is turned on.

9. Do not chat privately or publicly with other students unless your teacher gives you explicit permission to do so as part of the class activity.

10. When instructed or permitted by your teacher, you may use the chat box for important questions or comments, but remember that your comments will be visible to the whole class and not just to your teacher.

11. If you need to leave the session for some valid personal reason (e.g. going to the
restroom), use the “raise hand” icon and wait to be acknowledged by your teacher before you leave. Make sure to turn off your camera and that your mic is on mute before leaving. Upon returning, turn on your camera.

12. Do not take any audio and video recording of the session using any means.

13. Do not share or post screenshots, video, and audio recording of the session in your social media or through other means.

14. Only the teacher is permitted to end the meeting. Students should stay in a meeting room only for the duration of the session. No one should stay in the meeting room without the teacher.

15. Refrain from eating during the synchronous session. Take your meal before this period.

C. Online Behavior

For this year, because of our online learning set-up, we will emphasize the value of good behavior, both online and offline, in relation to three other areas:

1. Self-management
2. Respect for others
3. Academic integrity

**SELF-MANAGEMENT** Sometimes also called ‘personal leadership’, self-management or self-mastery refers to students’ capacity for self-awareness that helps them direct their thoughts, feelings, and motivations toward managing their time, work, personal behavior, and problems to achieve their goals. Self-management can also mean meeting basic expectations or performing student responsibilities effectively and in a timely way. Self-mastery will be essential for students to do well in online learning as well as to grow in responsibility and independence as an individual, especially in preparation for university and professional life.

Here are guidelines related to self-management or self-mastery:

1. Maintain an appropriate level of personal privacy. Protect yourself with a good, strong, but memorable, password for all your online accounts.

2. Do not share personal private information, passwords, or other personal account information with others.

3. Respond to online correspondences from the school or a teacher in a timely and considerate manner.

4. Manage your time and work well, especially during asynchronous sessions.
5. Be mindful of your attendance and tardiness. Request your parents to send the school an email if you were absent or are periodically late.

6. Consult others. Seek help from your teacher, class moderator, counselor, or other trusted adults in school when needed.

**RESPECT FOR OTHERS**

Respect for others is a foundational value to ensure that the school, whether on-site or online, is a safe space for all students to learn and interact with others. Even in an online environment, the school’s policies against bullying, sexual harassment, and similar offenses against persons, property, and order will continue to be in force. Respect for others, borne from empathy and genuine kindness, is important in our online community and is the foundation of forming healthy relationships with others in school, outside school, and in life.

Here are reminders to all students with regard to respecting others in an online environment:

1. Maintain good behavior during synchronous sessions or asynchronous activities.

2. Be kind to others in your words and through your actions.

3. Whenever online, post, comment, and share responsibly.

4. Listen to others with genuine empathy.

5. If you experience any form of cyber bullying, stand up against it by first not retaliating to it, by documenting the evidence of the act of bullying, seeking immediate help and reporting the incident to a trusted adult in school – to your class moderator, counselor, subject teacher, or strand coordinator.

6. Stand against sexual harassment or sexual violence. If you experience any form of sexual harassment or sexual violence, seek immediate help from a trusted adult and report the incident to the proper school authorities. Be aware of and updated on the established channels for reporting such cases to the school. Document the evidence of these acts and include these in your report.

**ACADEMIC INTEGRITY**

Please see the section on Academic Integrity under Academics.

**D. Feedback on Students’ Conduct**

Throughout the semester, students may be given feedback by their Class Moderator and teachers about their behavior online as needed, especially in relation to the areas of self-management, online behavior, respect towards others, and academic integrity. The feedback may be coursed through email or through a PTC.

**SUBJECT & HOMEROOM CONDUCT MARKS.**

At the end of each semester, all Class Moderators and subject teachers will give their students a conduct mark based on the following areas:
### Value: Self-Management or Self-Mastery
- Attends the synchronous sessions for the course or program and is almost always on time
- Participates actively in asynchronous activities
- Wears the prescribed dress code for online classes
- Submits class requirements on time

### Value: Respect for Others
- Observes proper netiquette during synchronous or asynchronous sessions
- Demonstrates kindness, courtesy, and respect to fellow students, the teacher, and other members of the ASHS community
- Observes school policies and rules, especially those against bullying and sexual harassment

### Value: Academic Integrity
- Cites sources properly in submitted classwork and respects the intellectual property rights of authors of the materials used
- Demonstrates honesty in submitted classwork
- Performs one's tasks in a group work with excellence and consideration of others

<table>
<thead>
<tr>
<th>VALUE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The student demonstrates this value almost all the time.</td>
</tr>
<tr>
<td>3</td>
<td>The student demonstrates this value sometimes.</td>
</tr>
<tr>
<td>2</td>
<td>The student rarely demonstrates this value.</td>
</tr>
<tr>
<td>1</td>
<td>The student has not demonstrated this value at all.</td>
</tr>
</tbody>
</table>

Teachers will evaluate their students on these three areas and give each student a rating for each value based on this scale:

<table>
<thead>
<tr>
<th>RATING</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The student demonstrates this value almost all the time.</td>
</tr>
<tr>
<td>3</td>
<td>The student demonstrates this value sometimes.</td>
</tr>
<tr>
<td>2</td>
<td>The student rarely demonstrates this value.</td>
</tr>
<tr>
<td>1</td>
<td>The student has not demonstrated this value at all.</td>
</tr>
</tbody>
</table>
The total of the ratings for each value will correspond to a conduct mark:

<table>
<thead>
<tr>
<th>CONDUCT MARK</th>
<th>RATING TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>11 to 12</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>9 to 10</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>8 or below</td>
</tr>
</tbody>
</table>

**APNAF CONDUCT MARKS.**

For this school year, students who are involved in minor or major disciplinary cases will receive a disciplinary intervention.

Each case will earn the student a demerit corresponding to a certain number of points, depending on the gravity of the offense. At the start of the school year, all students start with a baseline of 100 points from which demerit points may be subtracted and merit points may be added. Minor offenses may result in 5 or 10 demerit points, while major offenses may lead to 15, 20, or 25 demerit points.

Throughout the year, teachers, Class Moderators, counselors, campus ministers, or other ASHS community members may give each student at most 1 commendation for excellent conduct or good behavior based on the guidelines to be set by the Head of Discipline and the Strand Coordinators. Commendation Forms are filled out by teachers and sent to the Strand Coordinators, who will then consolidate these in the students’ discipline records. A commendation may be given which may result in either 5 or 10 merit points.

At the end of the semester, the Office of the APNAF, through the Strand Coordinators, will give a Conduct Mark to each student based on their final standing as described in the following table:

<table>
<thead>
<tr>
<th>CONDUCT MARK</th>
<th>RATING TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>Above 135</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>85 to 135</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Below 85</td>
</tr>
</tbody>
</table>

Throughout the school year, the students’ standing of merits and demerits will not reset to the original 100 points. Depending on the points accumulated by a student, he or she may be recommended by the Strand Coordinators and the APNAF to be placed on disciplinary probation.

**E. On the St. Stanislaus Kostka Award.**

Because of the unusual nature of schooling this year and the adjustments that will be made in the manner by which feedback on conduct is communicated, students will not be given the traditional St. Stanislaus Kostka Award for excellence in discipline.
4. Campus Ministry And Spiritual Formation

A. Vision

We envision an ASHS community whose members are ignited by Ignatian spirituality, centered in Christ, and moved to serve for the greater glory of God.

B. Mission

As formators rooted in Ignatian spirituality and striving to live out Christ’s values, we serve by accompanying the ASHS community, especially the youth, to a deeper relationship with themselves and God, manifested in becoming persons-for-and-with-others.

C. Services and Programs

- Celebration of the Sacraments
- Formation Sessions inspired by and grounded in the Spirituality of St. Ignatius of Loyola
- Daily and Monthly School-wide Masses via Facebook Live
- Online Ministry

D. Spiritual Formation Programs

- Grade 11
  - Christ-centeredness and Community
  - Themes: Self-acceptance, Self-evaluation, God’s love, Giftedness, and Belovedness
- Grade 12
  - Christ-centeredness and Commitment
  - Themes: Consolation, Desolation, Discernment, Interiority, and God’s Will

E. Other Services

- For Students: USAP Tayo, Spiritual Wellness, Retreats and Recollections, and Spiritual Talks & Activities
- For Faculty and Staff: Retreat in Daily Life, Preached Retreats and Recollections, Small Group Spiritual Conversations, and Spiritual Conferences

F. Policies

- The ASHS Campus Ministers are expected to follow the Roman Catholic Archbishop of Manila (RCAM) Code of Conduct and Policy to Safeguard Children and Vulnerable Adults.
- Spiritual accompaniment with students must be done with the permission of the Chaplain and Head of the Campus Ministry Office.
- Campus Ministers are asked to listen to and accompany the students. This is done
in the context of Spiritual Direction, not Counselling or Therapy.

- Respect is highlighted when students engage in small group sharing. Confidentiality is a must.

**G. Procedures**

The ASHS-CMO will continue to enforce the Code of Discipline (COD) as found in the ASHS Student Handbook 2018 edition as per the office of the APNAF.

**5. Guidance & Counseling Program**

**A. Vision & Mission of the Office of Guidance & Counseling (OGC)**

Our **vision** is to help develop individuated and integrated young servant leaders who actualize their God-given talents and potentials, through effective counseling intervention and well-planned Guidance services in collaboration with a community of formators.

We support the **mission** of the Ateneo de Manila Senior High School in its journey with the students towards their integral development. As a team of professional counselors, honed in the spirit of *magis* and *cura personalis*, we believe that the young individuals entrusted to our care are blessed with God-given talents and potential, despite being faced with developmental challenges to wholeness.


**B. Grade Level Thrusts, Activities, And Modules**

<table>
<thead>
<tr>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G11 THRUST (16 -18 years of age)</strong></td>
<td><strong>G12 THRUST (17 -19 years of age)</strong></td>
</tr>
<tr>
<td>Career Planning &amp; Decision-Making</td>
<td>Discernment and Career Pathing</td>
</tr>
<tr>
<td>To provide students with avenues to further explore their pre-college</td>
<td>To provide assistance to students in choosing the undergraduate degree</td>
</tr>
<tr>
<td>career and vocational possibilities relevant to their personality,</td>
<td>program and educational institution most suited to their acquired and</td>
</tr>
<tr>
<td>interest, aptitude, skills, and values, aligned with the goals of the</td>
<td>developed knowledge, skills, and values, anchored on the Ignatian spirit</td>
</tr>
<tr>
<td>Universal Apostolic Preferences (UAPs) and the Five Cs</td>
<td>of discernment, the Five Cs, and aligned with the goals of the UAPs</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>● Guidance Formation Classes</td>
<td>● Guidance Formation Classes</td>
</tr>
<tr>
<td>● Guidance Test Administration &amp; Interpretation of Guidance Test Results</td>
<td>● Career Exploration (CarEx)</td>
</tr>
<tr>
<td></td>
<td>● Foreign Education Exploration (Foreign EdEx)</td>
</tr>
<tr>
<td></td>
<td>● Wellness Week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Guidance Formation Classes</td>
<td>● General Education Exploration (Gen EdEx)</td>
</tr>
<tr>
<td>● Ateneo Education Exploration (ADMU EdEx)</td>
<td>● Foreign Education Exploration (Foreign EdEx)</td>
</tr>
<tr>
<td>● UP Education Exploration (UP EdEx)</td>
<td>● Guidance Formation Classes</td>
</tr>
<tr>
<td></td>
<td>● Wellness Week</td>
</tr>
</tbody>
</table>

C. Guidance And Counseling Services

- **Routine Check-ins**
  - Individual
  - Group

- **Counseling Services**
  - Routine Interview
  - Individual Counseling
  - Group Counseling

- **Formation Class Sessions**
- **Individual Inventory Service**
- **Consultation Service**
  - Parent Consultation
  - Formators’ Consultation
  - Case Conferences

- **Referral Service**
- **Information Service**
- **Guidance Testing Service***
- **Follow-up Service**

*Adolescent Personality Questionnaire (APQ)*

The APQ is an online standardized personality test for adolescents from ages 11 to 22. This is the guidance test administered to all ASHS Grade 11 students. This measures educational adjustment, personal and social difficulty, and passage to developmental stages. It also covers four sections namely: Personal Style, Problem-Solving, Work Activity Preferences and Life Difficulties.

Guidance Important Guidelines

1. The Senior High School guidance counselors are expected to follow the Code of Ethics for Counselors espoused by the Philippine Guidance & Counseling Association (PGCA), the Psychological Association of the Philippines (PAP) and the American School Counselors’ Association (ASCA), subject to the limitations set forth by Philippine Laws such as RA 9258 (Guidance & Counseling Act of 2004).

2. Female students who are assigned to male counselors may opt to consult a female counselor in the grade level if this is more comfortable for them.

3. All students will be called for a routine interview during the year. Students with concerns will be called for follow-up counseling and guidance intervention.
4. Counselors will actively seek and prioritize students that require critical care apart from those already identified during the admission process or yearend deliberations.

5. In the interest of nurturing home and school partnership, the counselors may set a conference with parents should the need for referral to other helping professionals arise.

6. **Key Members in Non-academic Formation**

---

**Noel P. Miranda**  
Assistant Principal for  
Non-Academic Formation  
(APNAF)

---

**Ferdinand Francis V. Verayo I**  
ABM Strand Coordinator,  
Head Moderator

---

**Carolina C. Laforetza**  
GA Strand Coordinator
Ignacio C. Soriano
HUMNS Strand Coordinator,
Head of Discipline

Josephine R. Sacluti
STEM Strand Coordinator

Irene A. Castillo
Coordinator, Guidance and
Counseling Program

Fr. Basilio M. Dahuman, S.J.
Head Campus Minister, ASHS
Chaplain

Joseph Wilson P. Tan
Subject Area Coordinator,
Christian Service and
Involvement Program

Eduardo C. Caligero,
Ph.D., RPm, RPsp
School Psychologist

ATENEO SENIOR HIGH SCHOOL ONLINE LEARNING PRIMER 51
Roles and Responsibilities

1. **Students must**
   - attend the synchronous sessions for the course or program on time,
   - participate actively in asynchronous activities,
   - wear the prescribed dress code for online classes,
   - submit class requirements on time,
   - observe proper netiquette during synchronous or asynchronous sessions,
   - demonstrate kindness, courtesy, and respect to fellow students, teachers, and other members of the ASHS community,
   - observe school policies and rules, especially those against bullying and sexual harassment,
   - cite sources properly in submitted classwork and respect the intellectual property of the creators of materials used,
   - demonstrate honesty in submitted classwork,
   - perform one’s tasks in a group work with excellence and consideration for others, and
   - participate during their scheduled Online Formation and Student Activity sessions.

2. **Parents must**
   - support and help students get acclimatized to the online schooling set-up,
   - help make sure that learning continues amidst the disruption posed by the Covid-19 pandemic, as emphasized by the Department of Education, and
   - help the students adjust to the temporal structure of online learning, as collaborators of the school in the holistic formation of the students.

3. **Teachers must**
   - give feedback to students and parents at crucial points during the quarter, and
   - be online during the entire session so as to attend to various concerns of the class and of individual students.
Library Services

The ASHS library will continue to make its resources available to the students, particularly for research purposes. Online subscriptions will be made accessible to students and parents may even schedule visits to the library for physically borrowing materials for their children. The arrangements for this will be communicated as soon as library staff are allowed to return to the campus for work purposes.

Records Office

1. Office Hours: 8 a.m. to 12 noon, 1 to 5 p.m.

2. Services
   The Records Office facilitates and processes the following requests for these scholastic documents:
   
   ● Certificate of Enrollment
   ● Certificate of Graduation
   ● Certificate of Batch Rank
   ● Certificate of English as the Medium of Instruction
   ● Certificate of the English Translation of the Ateneo Diploma
   ● Transcript of Records (TOR) (Form 137) for Evaluation
   ● TOR (Form 137) for a Scholarship Application
   ● Transfer Credentials
   ● UPCAT, ACET, and other College Admission Applications

   For school year 2020-2021, online requests for scholastic documents will be implemented since face-to-face transactions are yet to be allowed by the university.

Office of Admission and Scholarships

Parent Relations and Programs-
Parent Union for School and Home (PREP-PUSH)
# Contact Information

<table>
<thead>
<tr>
<th>CONCERN</th>
<th>OFFICE</th>
<th>CONTACT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>General but immediate</td>
<td>Principal</td>
<td><a href="mailto:mdimalanta@ateneo.edu">mdimalanta@ateneo.edu</a></td>
</tr>
<tr>
<td>Academic</td>
<td>Assistant Principal for Academic Affairs</td>
<td><a href="mailto:lmelosantos@ateneo.edu">lmelosantos@ateneo.edu</a></td>
</tr>
<tr>
<td>Student Activities, Athletics, Health Services</td>
<td>Assistant Principal for Student Activities and Services</td>
<td><a href="mailto:mclacson@ateneo.edu">mclacson@ateneo.edu</a></td>
</tr>
<tr>
<td>Formation (Campus Ministry, Guidance, etc.)</td>
<td>Assistant Principal for Non-Academic Formation</td>
<td><a href="mailto:nmiranda@ateneo.edu">nmiranda@ateneo.edu</a></td>
</tr>
<tr>
<td>Enrollment, Certifications, Transcript of Records</td>
<td>Records</td>
<td><a href="mailto:registrar.ashs@ateneo.edu">registrar.ashs@ateneo.edu</a>, 8426-6001 local 6035</td>
</tr>
<tr>
<td>Admission and Scholarship Inquiries</td>
<td>Office of Admission and Scholarships</td>
<td><a href="mailto:shsinquiries.hs@ateneo.edu">shsinquiries.hs@ateneo.edu</a>, 8426-6001 local 6192</td>
</tr>
<tr>
<td>Parent Participation in School Activities</td>
<td>Parent Relations and Programs-Parent Union for School and Home (PREP-PUSH)</td>
<td><a href="mailto:preppush.hs@ateneo.edu">preppush.hs@ateneo.edu</a>, 8426-6001 local 6231</td>
</tr>
</tbody>
</table>
One school year may be long but soon, we will be amazed at how the days quickly passed by. And so, let us enjoy every moment of the academic and formative journey of 2020-2021 by carefully understanding how to navigate the new frontier of online education, using all the information written here.

This is your content map. It will give you enlightenment and a sense of wholeness as you see the big picture.

Together, we can accomplish great things for the greater glory of God.

AD MAJOREM DEI GLORIAM