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INTRODUCTION

We are pleased to share with you the Ateneo de Manila Grade School primer, which aims to supplement the Basic Education primer released a few months back. This version intends to provide a more detailed framework for the online learning methodology in the Grade School. This document serves as a practical guide specifically to teachers, learners and parents in our unit, as we prepare for the start of school year 2020-2021.

Vision-Mission of Ateneo de Manila University (ADMU)
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, with a well-formed conscience, compassionate to others, 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 and character through structures and age-appropriate opportunities guided by the Ignatian tradition and pedagogy.

In Grade School,

the child opens to 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 with and for others who love Christ, love country and love creation.
**Profile of the ADMU 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 graduation from Basic Education, the student would have been formed into a person who:

- is **CHRIST-CENTERED**;
- is **COMPETENT** in different 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.

<table>
<thead>
<tr>
<th>The 5 Cs</th>
<th>The Profile of an ADMU Grade School Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPETENCE</strong>&lt;br&gt;“I can”</td>
<td>I am aware of my gifts, abilities, self-worth and areas of growth. This belief helps build my competences and self-confidence. I am capable of independent study and have developed enough social skills necessary for my age.</td>
</tr>
<tr>
<td><strong>CONSCIENCE</strong>&lt;br&gt;“I choose”</td>
<td>I notice God at work in the world and I choose to love and do good. I understand the value of rules and so I follow them.</td>
</tr>
<tr>
<td><strong>COMPASSION</strong>&lt;br&gt;“I care”</td>
<td>I experience God's love through the people around me and I share this love in my own small ways. I am grateful to have been blessed by God and so I share my blessings to those in need especially the poor and disadvantaged.</td>
</tr>
<tr>
<td><strong>COMMITMENT</strong>&lt;br&gt;“I do”</td>
<td>I am responsible for myself and for others in everything that I say and do. I make sure that I finish what I started and that I do it to the best of my ability.</td>
</tr>
<tr>
<td>CHRIST-CENTEREDNESS</td>
<td>I believe Jesus is my friend who helps me and who I can talk to in prayer. I am grateful for His loving presence in my life.</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>I consider Jesus as a true and loving companion who always teaches and helps me to:</td>
</tr>
<tr>
<td></td>
<td>● believe in myself</td>
</tr>
<tr>
<td></td>
<td>● love others as He loves us</td>
</tr>
<tr>
<td></td>
<td>● do what is right</td>
</tr>
<tr>
<td></td>
<td>● care for another</td>
</tr>
<tr>
<td></td>
<td>● see things through</td>
</tr>
</tbody>
</table>

![Christ-Centeredness Diagram](image_url)
CURRICULAR STRUCTURE

Basic Organization

The Ateneo Grade School has six grade levels that cover Grade 1 to Grade 6. In addition to this is a kindergarten level that completes the Ateneo de Manila K-12 Basic Education continuum.

Except for kinder, which consists of nine (9) sections, each grade level will have 15-16 sections this school year. A class teacher is assigned to each section. The grade level is supervised by the Grade Level Coordinator (GLC).

Each subject area is guided by an appropriately designed and adaptive academic program. In the lower grades, the different subject areas in a grade level are supervised by the Academic Coordinator (AC) and/or the Subject Area Coordinator (SAC). In the upper grades, each subject area is supervised by a Subject Area Coordinator (SAC).

Our Mission in Names

Distinct colors in different native tongues gather on Ignatius' hill.

Stewards of creation, they are to become - young men of virtue and character.

Like trees, they grow stronger in time, and they give off their fruits.

They learn to stand like mountains - boundless in generosity, formidable in adversity.

They wear the skin of our forefathers, and prepare to light the path for our people anew.

They walk in the footsteps of our indigenous brothers and sisters, and embrace their Filipino roots.

So they, too, can cradle the Filipino people in their heart, and fight for integrity and freedom,

And uphold all that is good and true in the chronicled lives of the blessed and the saints

For the Greater Glory of God.
Grade Level Markers/Sample Schedules

KINDERGARTEN


Some words unknown and that is the intention.
Drawn from languages of different regions, reflecting diversity for which Filipinos are known.

Colors abound:
- in nature
- in fabric
- in garments
- in feasts and celebrations

Colors bring joy as do these Kindergarten boys.
<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>8:00–8:30am</td>
<td>Flag Ceremony/Morning Prayer</td>
<td>Daily Check-in</td>
<td>Whole Class</td>
<td>Small Group D</td>
<td>Whole Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Whole Class</td>
<td>Small Group A</td>
<td>Small Group C</td>
</tr>
<tr>
<td>8:40–9:00</td>
<td>Work Period</td>
<td><strong>Small Group B</strong></td>
<td>Work Period</td>
<td><strong>Small Group E</strong></td>
<td>Work Period</td>
</tr>
<tr>
<td>9:00–9:20</td>
<td>Work Period</td>
<td>Work Period</td>
<td><strong>Formation Sessions (starts at 8:30am)</strong></td>
<td>MAPE</td>
<td>Work Period</td>
</tr>
<tr>
<td>9:20–9:30</td>
<td>Break</td>
<td></td>
<td></td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>9:30–11:00</td>
<td>Consultation Period</td>
<td></td>
<td>Consultation Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00am–1:00pm</td>
<td>Lunch</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1:00–2:00</td>
<td>OBF Sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GRADE 1**

“There was a child went forth everyday
And the first object he look’d upon,
That object he became
And that object became part of him
For the day
Or a certain part of a day,
Or for many years stretching
Cycle of years.”

- Walt Whitman

GRADE 1 - a generation that will be the stewards of our communities, nation and planet. Because the well-being of the Filipino society requires an involved, caring citizenry with good moral character.
GRADE 1 makes a conscientious effort to instruct young people in the values and abilities necessary for moral decision-making and conduct; core ethical values rooted in a democratic society and transcending cultural, religious and socio-economic differences.

These ethical values name each Grade 1 section for effective character formation.

**Madasalin. Magalang. Maginoo. Makisig. Malakas.**


**Masunurin. Matapat. Matipid. Matulungan.**

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–8:30am</td>
<td>Flag Ceremony/Morning Prayer</td>
<td>Daily Check-in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whole Class</td>
<td>Small Group</td>
<td>Small Group</td>
<td>Small Group</td>
<td>Whole Class</td>
</tr>
<tr>
<td>8:30–9:00</td>
<td>Reading</td>
<td>Language</td>
<td></td>
<td>Math</td>
<td>AP/Filipino</td>
</tr>
<tr>
<td>9:00–9:30</td>
<td>Break</td>
<td></td>
<td>Formation Sessions</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>9:30–10:00</td>
<td>Reading</td>
<td>Language</td>
<td></td>
<td>Math</td>
<td>AP/Filipino</td>
</tr>
<tr>
<td>10:00–10:30</td>
<td>CLE</td>
<td>CLE</td>
<td></td>
<td>MAPE</td>
<td>Math</td>
</tr>
<tr>
<td>10:30–11:30</td>
<td>Consultation Period</td>
<td></td>
<td></td>
<td>Consultation Period</td>
<td></td>
</tr>
<tr>
<td>11:30am–1:00 pm</td>
<td></td>
<td></td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00–2:00</td>
<td></td>
<td></td>
<td></td>
<td>OBF Sessions</td>
<td></td>
</tr>
</tbody>
</table>
OF TREES AND BOYS
WHAT IS REALLY THERE TO KNOW OF TREES AND BOYS?

Trees Are There To Simply Grow,
To Spread Their Arms, And Share Their Boughs,
To Give Us Fruits And Offer Shade
From Dawn Until The Sun Fades
Boys, like trees, grow strong in time.
So quick to learn, they beam and shine;
With love and care, one will see.

<table>
<thead>
<tr>
<th>Time</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Details</th>
</tr>
</thead>
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<tr>
<td>8:00–8:30am</td>
<td>Flag Ceremony/Morning Prayer</td>
<td></td>
<td>Daily Check-in</td>
</tr>
<tr>
<td>8:30–9:30</td>
<td>Reading</td>
<td>Language</td>
<td>Filipino</td>
</tr>
<tr>
<td>9:30–10:00</td>
<td>Break</td>
<td></td>
<td>Math</td>
</tr>
<tr>
<td>10:00–10:30</td>
<td>Reading</td>
<td>Language</td>
<td>Filipino</td>
</tr>
<tr>
<td>10:30–11:30</td>
<td>AP</td>
<td>CLE</td>
<td>MAPE</td>
</tr>
<tr>
<td>11:30am–1:00pm</td>
<td>Lunch</td>
<td></td>
<td>Lunch</td>
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<tr>
<td>1:00–2:00</td>
<td>Consultation Period</td>
<td></td>
<td>Consultation Period</td>
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<tr>
<td>2:00–3:00</td>
<td>OBF Sessions</td>
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</tbody>
</table>

**GRADE 3**

**THE CHALLENGE OF THE HEIGHTS**

Tall & Towering  
Mighty, Majestic  
Fierce & Fiery  
Imposing, Indestructible

The Mountains of the Philippines!  

Rich deposits of resources that are essential to man,  
Sanctuaries and havens for the untamed and unbound,  
Walks that protect and guard the flatlands from the rage and fury of the wind.  
Heights to scale allowing man to surpass his own limits  
Wonders of creation that mirror God's grandeur and greatness  
These glorious mountains of the Philippines challenges  
to value limitlessness in generosity  
to witness majesty in mystery  
to appreciate struggle in victory  
to find beauty and blessings in bounty.
<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Flag Ceremony/Morning Prayer</td>
<td>Daily Check-in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30–9:30</td>
<td>Filipino</td>
<td>Math</td>
<td>CLE</td>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>9:30–10:00</td>
<td>Break</td>
<td></td>
<td></td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10:00–11:00</td>
<td>Filipino</td>
<td>Math</td>
<td>Reading</td>
<td>AP</td>
<td>MAPE</td>
</tr>
<tr>
<td>11:00–11:30</td>
<td>Science</td>
<td>Science</td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30am–1:00pm</td>
<td>Lunch</td>
<td></td>
<td></td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:00–2:00</td>
<td>Consultation Period</td>
<td></td>
<td></td>
<td>Consultation Period</td>
<td></td>
</tr>
<tr>
<td>2:00–3:00</td>
<td>OBF Sessions</td>
<td></td>
<td></td>
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</tbody>
</table>
GRADE 4
TORCHBEARERS

The Grade 4 hails Torchbearers who lighted our people’s path from darkness to light:

Lapu-Lapu whose courage stopped a foreign power’s attempt to dominate Filipinos,
Dagohoy whose fight for justice made him worthy of a man,
Maniago, Sikatuna, Rajah Matanda and Soliman whose unmatched strength and precious blood were shed for the freedom of this land,
Humabon, Magat Salamat, Marikudo, Sumakwel and Tupas whose inner strength and unwavering faith kept them going until the end,
Diego Silang, Sultan Kudarat and Lakandula whose leadership brought hope at the time of despair.
Agustin Sumuroy whose determination ignited the same persistence in others.

With these valiant men in heart and mind, the Grade 4 Family moves on echoing the torchbearers’ names. And continues the journey in the spirit of St. Ignatius’ battlecry - "All For The Greater Glory Of God."
GRADE 5

From our Indigenous brothers and sisters we draw inspiration for the strength and unity to move beyond the ordinary to be more than we can be.

Ati - our enduring aboriginals from the north
Bagobo - the courageous wanderers from Davao
Dumagat - the tireless wayfarers of Luzon
Ifugao - the dauntless builders of the north
Ivatan - the staunch upholders of values and tradition from Batanes
Kalinga - the fearless people of the highlands
Maguindanao - the resolute artisan from the south
Mangyan - the steadfast tillers of the land
Manobo - the stouthearted guardians of the river
Maranaw - the valiant people of the lake
Subanon - the peace loving dweller of the forest
Tagbanwa - the abiding tribe of Palawan
Talaandig - the gentle preserver of culture amidst change
Tausug - the gallant protector of the sea
T’boli - the forbearing weavers of far south
Yakan - the resilient dream weavers of the archipelago
GRADE 6

Grade 6 takes inspiration from these holy men of the Society of Jesus, Men who wholeheartedly responded to the call of the Divine King:

- **St. Robert Bellarmine**, poor man and doctor of the Church.
- **St. John Berchmans**, devoted server of the Holy Eucharist.
- **St. Jean de Brébeuf**, martyred friend of Amerindians.
- **St. Edmund Campion**, martyr of Christ in England.

**St. Peter Canisius**, defender of the Catholic faith and doctor of the Church.

- **St. Peter Claver**, selfless servant of the slaves in Colombia.
- **St. John de Brito**, encultured martyr of Christ in India.

- **St. Peter Faber**, beloved friend and great teacher of the Spiritual Exercises.

- **St. Aloysius Gonzaga**, youthful servant of the Lord’s court.
- **St. Alberto Hurtado**, tireless holy agent of social change in Chile.
- **St. Stanislaus Kostka**, a young model of angelic innocence.

**St. Paul Miki**, a samurai who followed his Master and was crucified like Christ.

- **St. Joseph Pignatelli**, hallowed link of the once and future Company.

- **St. John Francis Regis**, missioner to people in town and country.

- **St. Bernardino Realino**, missionary of gentleness and patience.

- **St. Francis Xavier**, first companion and missionary to India and Asia.

Through their intercession, the Grade 6 Family praise, honor and serve the Divine King and Master Jesus Christ. Sinners though we are, we are missioned to be Companions of the Lord.
<table>
<thead>
<tr>
<th>Grades 4-6</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–9:00am</td>
<td>Flag Ceremony/Morning Prayer</td>
<td>Daily Check-In</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00–10:30</td>
<td>English</td>
<td>Math</td>
<td>Filipino</td>
<td>Eng/Ma/Fil</td>
<td>Co-Curricular Activity</td>
</tr>
<tr>
<td>10:30–11:00</td>
<td></td>
<td></td>
<td></td>
<td>Break</td>
<td>Curricular Activity Formation Sessions</td>
</tr>
<tr>
<td>11:00am–12:00 pm</td>
<td>Science</td>
<td>CLE</td>
<td>AP</td>
<td>MAPE</td>
<td></td>
</tr>
<tr>
<td>12:00–1:30</td>
<td></td>
<td></td>
<td></td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:30–2:30</td>
<td></td>
<td></td>
<td></td>
<td>Consultation Period</td>
<td></td>
</tr>
<tr>
<td>2:30–3:30</td>
<td></td>
<td></td>
<td></td>
<td>OBF Sessions</td>
<td></td>
</tr>
<tr>
<td>1:30–3:30**</td>
<td>Individual Work (submission of work by 4:00pm, if specified)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Note: These class schedules are samples and prototypes and will necessarily vary for each section. For certain sections, academic classes may even be scheduled in the afternoon depending on teacher availability. Consultation periods and OBF Sessions may likewise be interchanged depending on the configuration of periods.
Key Features of AGS Online Education

A. **Academic Year.** The school year will be divided into quarters. Each quarter has more or less the same number of weeks as in the previous years.

B. **Weekly Calendar.** Student work will be spread out in a 5-day week, with one day devoted to non-academic formation activities. Much of the course work will be done asynchronously. However, synchronous sessions may be held within the schedule assigned to the subject.

C. **Curricular Targets.** Time allotted for each subject varies per grade level. While all subjects are deemed important to the holistic development of the learner, emphasis will be given to literacy and numeracy. In the Grade School, these translate to the following subjects: Reading, Language (English), Filipino and Math. This is the reason why more time is allocated for these within the week.

D. **MAPE Subjects.** Music, Art/SiPag, and PE will become one subject - MAPE. There will be separate instruction, with each subject taking one quarter. Integration will nonetheless be done in terms of theme, values and assessment, especially in the last quarter. Students will only receive one final grade for MAPE. Computer Education will not be taught as a separate subject since its application lends itself naturally to all subject areas through this online education.

E. **Spiritual Formation.** CLE remains at the core of the curriculum where Christian/Catholic doctrines are discussed and taught. The Campus Ministry and Social Involvement Offices give support by providing meaningful experiences and activities that will deepen the students’ relationship with God and strengthen their sense of service through the weekly CMO/SIO Sessions. Online masses, recollections and discussions on the community’s collective experience of the pandemic are all part of the school’s Spiritual Formation Program.

F. **Emotional Wellness.** Emotional wellness is promoted by providing psycho-emotional support in three different forms: (1) Friendly Talks where psycho-social activities are done in small groups, (2) One Big Friend (OBF) Sessions where selected students are assisted through individual or group online counseling, and consultations and conferences with significant adults are conducted to further support the students, and (3) Cura sessions where modules are offered asynchronously to provide learning experiences that will develop socio-emotional skills and promote personal well-being.
G. **Co-curricular Activities.** These will be offered using asynchronous and/or synchronous modes of delivery. Grades 4 to 6 will choose their activities from a variety of co-curricular offerings. Co-curricular offerings will start after the first quarter during which recruitment and enlistment will take place. Evaluation of students will still follow the system of letter marks.

H. **Class Size.** The school will continue to group students according to sections and will aim for smaller class sizes. More importantly, online learning proves to be more effective with this kind of small group set-up.

I. **Check-Ins.** These will be conducted by the class teacher in order to take attendance, check on student well-being, give reminders, follow-up on requirements, among other things.

J. **Daily Routine.** Students need a regular schedule such that each academic day begins and ends at the same time. Basically, there are two to three learning sessions per day, with one to two breaks in between. In the afternoons, students can continue working on assigned tasks, online or offline. Teachers may also call for students individually or in smaller groups for remediation or reinforcement. Individual/group counseling may also be scheduled, all following the prescribed time slots.

K. **Inquiry Portal.** Through the Learning Management System, students can use the collaborative online tools and messaging applications to ask questions, clarify instructions and exchange feedback between and among teachers and students in a class, while doing asynchronous work during their subject time.

L. **Consultation Periods.** For concerns that may not be adequately addressed through the Inquiry Portal, there is a consultation window scheduled at specified times during the week. Requests for consultation may be initiated by the parent, the student, or even the teacher on a first-come first-served basis.

M. **Feedback.** Even though the school is set and ready for the demands of the new learning environment, it also needs to calibrate and adjust its approach to online education from time to time. Parents are certainly valuable sources of feedback for the school such that feedback mechanisms such as periodic surveys will be put in place to meet this end.

N. **Positive Exchange.** Students are expected to follow specific guidelines to ensure a positive, productive, and respectful class time through virtual, distance learning platforms. All standards of student conduct outlined in the GS Handbook remain in full effect during the time of online learning.
# School Calendar

<table>
<thead>
<tr>
<th>DATES</th>
<th>ACTIVITIES</th>
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</thead>
<tbody>
<tr>
<td>08 May - 30 July 2020</td>
<td>IN-SERVICE SESSIONS</td>
</tr>
<tr>
<td>14 July - 07 August</td>
<td>SHOPP - School and Home Online Partnership Program (ORIENTATION FOR PARENTS)</td>
</tr>
<tr>
<td>5 August</td>
<td>OPENING OF CLASSES FOR KINDER-GRADE 6</td>
</tr>
<tr>
<td>5, 6, 7, 10, 11, 20 August</td>
<td>SCHOLA BREVIS/ORIENTATION c/o CTs AND CAs</td>
</tr>
<tr>
<td>12, 13, 14, 17 &amp; 18 August</td>
<td>ORIENTATION c/o SUBJECT TEACHERS</td>
</tr>
<tr>
<td>05 August – 16 October</td>
<td>FIRST QUARTER</td>
</tr>
<tr>
<td>19 October – 18 December</td>
<td>SECOND QUARTER</td>
</tr>
<tr>
<td>04 January – 26 February 2021</td>
<td>THIRD QUARTER</td>
</tr>
<tr>
<td>1 March – 30 April</td>
<td>FOURTH QUARTER</td>
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<tr>
<td>30 April</td>
<td>WRAP UP DAY</td>
</tr>
<tr>
<td>06 May</td>
<td>THANKSGIVING MASS</td>
</tr>
<tr>
<td>07 May</td>
<td>RECOGNITION DAY</td>
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</table>
Academic Duties and Responsibilities of Students

Erik Erikson said that in children ages 5 to 17, there is a formative and long-term value in helping them learn to do things on their own. That is why COMPETENCE is one of the core values of Ateneo de Manila Grade School. Research shows that competence does not just nurture knowledge, skills or attitudes. It also nurtures a positive self-concept, and is vital for emotional health and overall well-being.

Equally important in a student’s path towards competence is his faithful adherence to the values of honesty and integrity in all undertakings. These are principles which are deemed important by any academic institution because it helps set school expectations for students, increase student engagement in their learning, heighten teachers’ confidence in submitted works, and guarantee responsibility and trusting relationships within the school community.

Students’ Ideal Learning Space & Environment

Learning from home using an online format is challenging for many reasons. How then can we succeed even under these circumstances?

A. **Find your study place.** The challenge of many families is finding the ideal place for schoolwork and online classes in small homes. Have a family meeting for schedules and space allocation. At certain times of the day, decide on where you will stay for online classes or for schoolwork? The place needs to have good ventilation and a good table and chair. The place also needs to be quiet and free from distractions. It will also be helpful if all your school materials are within reach.

B. **Have a growth mindset.** It is important to believe that more effort contributes to better learning. This is seen through behaviors like setting a study schedule for the week, breaking down your goals into smaller achievable tasks, blocking off time for studying, and making sure that you finish what you started.

C. **Work with Others.** Working with others is also helpful. Make sure you ask questions. Stay in touch with your teacher for feedback about your work. Keep in touch with your classmates to make sure you are keeping in pace with the class.

D. **Seek support structures.** The Grade School will make sure that help is available—including content-related support from your teachers, technical assistance from help desk personnel, and psycho-emotional support from guidance counselors.
E. **Practice self-care.** Aside from scheduling online classes and schoolwork, make sure to include enough time for sleep (8 hours) and enough time for vigorous activity (a total of 60 minutes per day). Take breaks. Stay healthy. Connect with others. And be compassionate with yourself.

F. **Make time for prayer.** During the pandemic, it will help if you make time to be with God in prayer. Quiet yourself and breathe in His love. Feel His loving embrace. Imagine yourself in a gospel story with Him. You may also pray the rosary as a family and celebrate online mass together.

**Grading System**

Following the example of St. Ignatius, every Atenean is called to strive continuously for excellence, and at the same time, develop social awareness and a Christian approach to learning. The Atenean puts into practice the Ignatian concept of MAGIS, of giving more than what is required of him, towards his holistic development.

**A. Relevance of Marks**

How the students fare against the standard set by the school is shown by means of the marks given them at the end of each quarter. Marks represent the degree to which students understand concepts and develop skills, attitudes and values.

However, these are unprecedented times, and schools like the Ateneo are doing their best to provide instruction in adaptive ways despite the crisis. Needless to say, progress reports have to be adjusted as well in order to determine student advancement to the next grade level.

**B. Types of Marks**

Normally, percentages and letter grades are used in schools to distinguish among students and to suggest precise distinctions of subject mastery. However, this specificity cannot be guaranteed during online distance learning because not all student performance data may be assured of its integrity.

Therefore, instead of the usual numerical and letter grades, changes will be observed during this SY 2020-2021, in order for the school to effectively communicate student performance in an age-appropriate language.
C. Performance Indicators

<table>
<thead>
<tr>
<th>Level</th>
<th>General Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced (A)</td>
<td>Strong evidence of mastery, understanding and application of target learning outcomes</td>
</tr>
<tr>
<td>Proficient (P)</td>
<td>Sufficient evidence of mastery, understanding and application of target learning outcomes</td>
</tr>
<tr>
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</tr>
<tr>
<td>Emerging (E)</td>
<td>Little to no evidence of mastery, understanding and application of target learning outcomes</td>
</tr>
</tbody>
</table>

D. Range of Marks

To make sure that numerical equivalents take into consideration rigor and depth of student engagement, the following ranges will be assigned for each performance level:

- (A) Advanced 95 - 100
- (P) Proficient 85 - 94
- (D) Developing 75 - 84
- (E) Emerging 65 - 74

E. Computation of Marks

Each academic subject will have 2 or more graded assessments per quarter. In order to compute for grades, component weights have been removed in favor of a basic aggregation of scores of the different assessments taken. The resulting raw score will then be subjected to a transmutation formula in order to arrive at a final mark, which will determine the student’s level of performance.

Assessment 1 + Assessment 2 + Assessment 3 + … = RAW SCORE
Total of Highest Possible Scores for each Assessment

RAW SCORE → TRANSMUTATION FORMULA = TRANSMUTED MARK
TRANSMUTED MARK → PERFORMANCE LEVEL = QUARTER MARK

Note: Year-end Mark = Average of the 4 quarters
Music, Sipag/Art and Physical Education, will follow this new grading system, though they have their own rubrics in place. Here are the components of a student's grade in:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music</strong></td>
<td></td>
</tr>
<tr>
<td>Performance Test</td>
<td>60 pts.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30 pts.</td>
</tr>
<tr>
<td>Interest and Participation</td>
<td>10 pts.</td>
</tr>
<tr>
<td><strong>Sipag/Art</strong></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>60 pts.</td>
</tr>
<tr>
<td>Weekly Task Sheet</td>
<td>30 pts.</td>
</tr>
<tr>
<td>Reflection/ Action</td>
<td>10 pts.</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>80 pts.</td>
</tr>
<tr>
<td>Project</td>
<td>20 pts.</td>
</tr>
</tbody>
</table>

In Kindergarten, the bulk of the student's grade comes from the teacher's observation/formative assessment. At the end of the quarter, there is an Assessment Week, wherein the students would spend 30-minutes to an hour with his teacher to do a series of tasks. This is done as a confirmation of what has already been observed throughout the quarter.

F. Academic Intervention and Remediation

In order to support learning, struggling students will be provided with detailed feedback (checklist) to give them a better idea of their performance. Student performance itself will be treated by teachers as actionable insight in order to seek any of the following intervention or remediation for students.

- At the end of each quarter students who get an (E) Emerging in any subject will be recommended to avail of the **Learning Assistance Program** or LEAP. Students in the (D) Developing range may be recommended as well depending on the judgment of the teacher.
- At the end of the year, students who get a (D) Developing in any subject will be recommended to avail of the Summer Offerings for Advancement and Reinforcement or SOAR.

- At the end of the year, students who get an (E) Emerging in any subject will be required to attend the Summer Learning Program or SLP.

G. Make-up Assessments

The school prioritizes essential knowledge, skills, attitudes, and competences in its curriculum, therefore, it is important for students to be able to demonstrate mastery of them by going through every single assessment.

In case a student misses an assessment for valid reasons, he will be allowed to make-up for it. This is to ensure proof that what was missed has actually been mastered or has been understood sufficiently.

H. Policies on Submissions

**Deadlines.** Submission of work varies depending on the nature of the task and the pace of the lesson. Short outputs that may be accomplished within the session, may be submitted during the same day. However, submission dates may be spread out within the week as the teacher sees fit.

**Late Submissions.** Formative measures such as informing parents will be employed whenever students fail to comply with schoolwork and submit school requirements late.

I. Suspension of Classes

The “Guidelines and Rules on the Cancellation or Suspension of Classes Due to Typhoons, Flooding, Other Weather Disturbances and Calamities” is issued by the government every year. In compliance thereof, the Grade School awaits for this new directive that will govern all schools under this new normal.
Honors and Awards

The Ateneo de Manila Grade School has always placed great importance on effort and achievement in scholastic undertakings, on rigor and engagement, and the steady application of students in schoolwork. Like other Jesuit schools, it desires to give due recognition to deserving students.

This school year, it will be a challenge to assess the integrity of student achievement, particularly among the younger students, due to the presence and necessity of adult supervision or assistance.

Hence, the school has decided to simplify the manner by which it gives recognition to students by limiting not only the awards being given but also the grade levels which will receive them at the end of every quarter and at the end of the school year.

A. **Subject Excellence** (Yearly Award for Grade 6)

   This is given to a student with a grade of (A) Advanced in all four quarters in a specific subject.

   He should have no grade lower than (D) Developing in all other subjects and no deportment marks lower than (ME) Moderately Evident in all quarters.

B. **Subject Badge** (Quarterly Award for Grades 4-6)

   This is given to a student with a grade of (A) Advanced in a quarter in a specific subject.

   He should have no grade lower than (D) Developing in all other subjects and no deportment marks lower than (ME) Moderately Evident in the quarter.

Report Cards

A digital report card indicating the quarterly marks is given at the end of every quarter. An email acknowledgment must be sent to the school not later than two days after the report card is distributed.

Promotion and Non-Promotion

Only students who meet the standards set forth by the Ateneo for both academics and deportment may be promoted to the next grade level. For students required to take summer classes, failure in and inability to complete the Summer Learning Program means non-promotion.
STUDENT ACTIVITIES & SERVICES

Co-Curricular Activities

The Ateneo Grade School student is more than just someone attending classes, concerned solely in his cognitive growth. This way, whether the students prefer to be involved in sports or arts, in writing or socially oriented endeavors, there will always be a club that could provide opportunities to further develop their skills and talents.

Student clubs and organizations in a large sense also serve as a laboratory of life where what is learned in the online classroom can be applied in practical terms. This is why students are encouraged to join the co-curricular activities that interest them.

Not only do such activities aim to produce leaders, they also provide opportunities to hone special talents, and develop responsibility, cooperation and generosity.

The greater objective here of course is to ignite among students the seeds of interest and love for a particular discipline or field with the hope that someday, they can hopefully pick up on these experiences, be serious about one or two, and be actually good at them later on.

A. Club Enlistment

Choosing a club is not an easy task for most students. Parents need to guide them in this entire process. But parents are likewise advised to resist the urge to force their kids into choosing the clubs they (parents) like but rather allow them to choose the clubs that they (students) are naturally interested in. The different clubs are grouped according to clusters:

1. Religious/ Social Action/ Socio Cultural Group
2. Media/ Publications Group
3. Para Military/ Uniformed Group
4. Academic/ Languages Group
5. Sports Group
6. Visual/ Film/ Performing Arts Group
7. Recreational/Entrepreneurial Group

B. Student Government

The AGSCOM is the official student council of the school. It is composed of all elected officers. As a student government, it functions as the voice of the students in the administrative process. It functions as an advisory
board to the Headmaster and his Assistants with regard to student activities. To be part of the AGSCOM, a class officer must fulfill certain qualifications determined by the school to be important requirements for this position. These are made clear to the students at the start of the year through a written memo by the AGSCOM moderators.

**Class officers**

Class officers are elected to positions of responsibility in class. The officers assist the teachers in class management and government. The teacher grants them authority, so they are to be obeyed when they act within that authority.

C. Enlistment Timetable

Towards the end of SY 2019-2020, incoming Grades 4-6 students were given a chance to choose a club of their choice. However, due to the online delivery of lessons, not all clubs which were offered last school year can be offered again this year. Thus, there will be a new set of club offerings which will be released during the 1st Quarter. Students in Grades 4-6 will be asked to choose a club again and enlist online before the start of CoCA in October.

D. Club Membership

All co-curricular activity meetings and functions take place at an appointed time in the Google classroom.

Every student from Grades 4 to 6 is required to be a member of a co-curricular activity for which he gets a grade. All students are required to remain a member of the activity they have chosen for the entire school year.

Varsity players are required to choose a club different from their specific field or sport.

E. Grading System

The Ateneo de Manila Grade School in consonance with the value of character formation in the students, recognizes the value of evaluating its students’ co-curricular activity performance using a system of letter marks. These marks are expressed as follows:
<table>
<thead>
<tr>
<th>Level</th>
<th>General Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

The bases for the activity marks are conduct, effort, output, and participation.

Like deportment marks, activity marks also become a basis for the students' eligibility to get honors. A student who gets an activity mark lower than a P is automatically disqualified from receiving honors.

F. Schedule

Every Friday, Grades 4 to 6 will have their Co-Curricular Activity. The schedule is as follows:

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>10:30 to 11:10 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>9:30 to 10:10 am</td>
</tr>
<tr>
<td>Grade 6</td>
<td>9:30 to 10:10 am</td>
</tr>
</tbody>
</table>

Athletics

The Athletics Program will work with the SY 2019-2020 varsity roster. Athletes are expected to commit to follow the schedules, do the assigned activities, and participate in synchronous sessions. Athletes are expected to have the minimum required equipment at home as assigned by their respective coaches. Some equipment may be improvised.
A. Admission, Retention and Exclusion of Athletes in Varsity Programs

Students with a quarterly/yearly grade of (D) Developing or higher in each subject may be allowed to join a varsity team and play in face-to-face tournaments when these are already possible.

If for one reason or another, a student athlete incurs three or more failing quizzes in any of his subjects during the quarter, he will be limited to attend a maximum of two (2) days practice sessions/ week only.

If the three failing quizzes happen to fall under one subject alone, he will be asked to undergo immediate remediation, with the school’s Learning Assistance Program (LEAP) as the first option. Since LEAP is a priority, the schedule of varsity practices must be pre-arranged by the student with his LEAP teacher.

The Athletics Coordinator, through the assistance of coaches, can monitor the athletes’ academic performance by regularly checking their quiz charts and report cards at the end of each week/ quarter.

The quiz chart shows the record of the quizzes of the students.

Another way of checking the performance of the students is by asking their teachers. To set an appointment with the teacher, coaches inform the Athletics Coordinator regarding the purpose of appointment and the latter in turn will coordinate with the Grade Level Coordinator (GLC) to schedule the time of meeting.

B. Athletics Programs

The various sports activities aim to develop the grade school students’ talent in sports. It seeks to inculcate in them such values as discipline, sportsmanship, teamwork, and fair play.

The athletics program for the different grade levels is as follows:

1. Basketball  
2. Baseball  
3. Badminton  
4. Football  
5. Ches  
6. Tennis  
7. Taekwondo  
8. Swimming  
9. Track and Field  
10. Golf
Student Code of Discipline

Although our classroom environment is virtual (online), the standards of behavior are still important. In other words, our virtual classrooms are real classrooms with real teachers; therefore, appropriate student behavior is expected.

To ensure that all students understand how to behave in an online environment, we have developed a code of discipline that all students are expected to follow. This code of discipline addresses student interaction with faculty, staff, and other students, as well as their individual actions.

Most students, young as they are, do not yet possess the self-control of mature individuals. This is why the school, assuming special parental authority, has set norms to help the students evolve into self-motivated, self-disciplined individuals especially in the online learning environment. For this reason, good order and behavior are emphasized in all Ateneo Grade School virtual classrooms. The code of discipline should not be associated with external punishment. On the contrary, discipline is meant to be a very important tool for developing self-control, good character, and responsible digital citizenship. It intends to achieve the following:

a. to teach justice, moral and right conduct
b. to develop proper habits
c. to teach respect for order, the law, and to authority;
d. to appreciate the value of rules and regulations;
e. to deter students from committing violations in the future;
f. to strengthen character; and

g. to protect and uphold the good name of the school.

To facilitate the enforcement of the provisions provided here and to allow the school to exercise effective supervision over the students, the video camera or webcam of the students’ computer devices are required to be turned on at all times. The school will also be recording the synchronous classes in order to allow the students to obtain a copy thereof in case he is cut off due to connectivity issues. Such recordings will be deleted after the school year.
A. School Wear and Haircut

a. All students are required to come to the virtual classroom in the prescribed attire

The prescribed attire worn on ordinary days consists of any of the following tops of any color:

- Round neck shirt
- Polo shirt
- Old PE shirt
- Short sleeved polo

Paired with any of the following bottoms:

- Jeans
- Jogging pants
- Shorts

During PE time or Co-Curricular Activity, they have to wear the prescribed footwear that their teacher requires.

b. Students are not allowed to bring or wear unnecessary accessories. (like neck humidifier, flashy headphones, caps, hair bandana or wool headbands and items that may distract them and others)

c. The school encourages a student to wear a neat haircut but will not be strict on the regular haircut rule due to the health concerns and mobility limitations of our students during this quarantine. However, students are expected to have their hair well kempt, properly and neatly combed when they attend online classes.

B. Attendance

a. Students must attend all classes regularly. As mandated by the Department of Education, a student who has been absent in excess of 20% of the total number of school days during the school year shall be dropped from the roster.

b. Students are expected to attend school-mandated and scheduled online activities (school-wide masses, school programs and assemblies, etc.)

c. Only absences due to valid reasons such as illness, problem in connectivity and the like are excused.
d. A student who is absent for a particular day or activity is expected to remind his parent/s or guardian to send an electronic mail to the class adviser stating the reason for the absence with an electronic carbon copy (cc) furnished to the Grade Level Coordinator. In the absence of a written explanation, the class adviser or the Grade Level Coordinator may reach out to the parent/s or guardian to clarify the reason for the absence.

e. A student may not leave the virtual classroom during synchronous sessions except during an emergency when the student really needs to go to the washroom or if he needs to see the school physician and guidance counselor.

f. A student may be sent to see the school physician when he is not feeling well via tele consult. If the school physician advises that the student must leave his virtual classroom to rest, the nurse will call up the parent and inform the class adviser about the medical advice.

g. Aside from illness, a student may only be allowed to leave the virtual classroom during school hours when there is a written permission from his parent/s or guardian and this may be done via email. The class teacher endorses the email to the GLC. After evaluation, the GLC issues a permit to the student.

h. For instances when the parents or guardians foresee an absence on certain days, the parent has to write a letter to the adviser stating the reason for such absence and an electronic carbon copy (cc) is sent to the Grade Level Coordinator.

C. Punctuality

Coming on time to all virtual classes, activities, assemblies and the like is expected of every Atenean.

a. In the morning, a student is expected to adhere to the scheduled check-in time. Students are considered tardy if he is not with his class at the start of the Virtual Flag Ceremony.

b. For periods after recess and after lunch, he is considered tardy if he has not logged in the virtual classroom after 15 minutes.

c. The class adviser and subject teacher monitors tardiness and sends an online report to the Grade Level Coordinator and the parents.
d. Despite the reports, tardiness will be handled on a case-by-case basis and the rubric for restorative interventions will only apply to cases where reasons are not considered valid.

D. School Materials

a. Every student must come to the virtual classroom with the complete materials for class such as books, pens, notebooks, pad paper, recorder, materials for science experiments, art materials, materials for projects, and the like.

b. Bringing materials unrelated to schoolwork (e.g. toys, comic books, play cards, etc), unless assigned by the teacher, is also prohibited.

c. Every student is encouraged to have his water bottle beside him to lessen the times when he needs to leave the online class.

E. Behavior

Attention and active participation in the virtual classroom is necessary to create an atmosphere helpful to learning. Every student is expected to behave in a manner becoming of an Atenean by:

a. observing decorum appropriate for online learning

b. making the most out of learning while being attentive, sitting up straight and participating actively. By speaking in a clear voice and by refraining from talking, standing or leaving seats unless acknowledged or granted permission by the teacher

c. being honest when taking tests, exams, quizzes or in class work and exhibiting proper test-taking behavior.

d. putting appropriate responses and comments in the chat box

e. refraining from eating during synchronous online classes and by asking permission from his teacher if he needs to drink

f. regarding everyone -- fellow students and school personnel -- with courtesy and respect

F. Form Letters to Parents

Open communication and strong collaboration between the school and the parents help in the students’ learning even during this online mode of delivery.
When letters or notices are sent to the parents through email, the students have the responsibility to notify their parents or guardian as soon as possible. Official documents such as report cards, letters to parents, and the like will be sent to the parents via email from an official email account of the University. The official email address of any of our school personnel is in ateneo.edu format. Likewise, offices will also use the ateneo.edu office email domain to send official announcements and correspondence.

G. Data Privacy

Students and their parent/s and/or guardians must exercise caution when handling personal information online, especially when they involve minors or sensitive personal information. For this reason, they are urged to observe the following practices at all times:

a. When sharing or disclosing personal information online, one should ensure the data is being sent or directed to the correct or appropriate recipient/s. Always double-check the recipients’ e-mail addresses and any attached files.

b. Online login credentials (e.g., usernames and passwords) to platforms or accounts owned or maintained by the University should be protected at all times. They must not be shared with unauthorized persons.

c. Unless consent is obtained from all people involved, students are prohibited from:

   i. taking screenshots of or recording virtual classroom sessions, especially if the images will include other persons such as fellow students, the teacher, parents, and guardians.

   ii. taking screenshots of messages and other types of communications with other students or teachers.

   iii. sharing any recorded or captured images or communications with other persons, or posting them in public venues such as social media.

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1 Personal information refers to any information whether recorded in a material form or not, from which the identity of an individual is apparent or can be reasonably and directly ascertained by the entity holding the information, or when put together with other information would directly and certainly identify an individual.
H. Offenses

The Ateneo Grade School Student is expected to act in a responsible manner at all times. This includes owning up to the acts that he has committed that are considered opposed to the values of the school and against the rules and regulations that have been set forth.

Thus, offenses committed by the students are subject to disciplinary sanctions by the teacher, or the GLC.

The appropriate sanctions will be determined by the school based on an evaluation of the nature of the act, the actual damage inflicted, and the circumstances surrounding the act.

The following acts are considered to be offenses by the students:

**Offenses against Order**

1. Bringing unnecessary materials during online classes.
2. Misbehavior while under the supervision and custody of the school (this includes online activities and programs sponsored by the school).
3. Violation of rules on prescribed attire for online learning.
4. Failure to notify the class adviser or teacher after an absence.
5. Posting unnecessary comments or material not related to the lesson on the chat box.
6. Unauthorized recording or capturing of virtual classroom sessions or communications.
7. Misrepresentation or the use of someone else's personal data to commit fraud or some other unlawful fact.
8. Other offenses similar or related to those mentioned above.

**Offenses against persons**

1. Cyberbullying acts like
   a. malicious name-calling
   b. teasing
   c. harassing
   d. threatening
   e. humiliating
   f. inciting fights
   g. fighting
   h. inflicting emotional and psychological harm to a classmate or fellow student through the use of technology- including but not limited to SMS messages, social media posts, email,
instant messaging, websites, virtual class chatbox and the like.

2. Using facilities and technology such as the internet to display and pass on hurtful offensive and indecent information to other members of the school.

3. Gross disrespect, insubordination, disobedience to teachers, superiors or school officials

4. Possession or passing of pornographic or indecent literature online

5. Other offenses similar or related to those mentioned above.

Offenses against property

1. A student shares or submits anything online that is not his own. A student has to credit the author or website where he got his material.

2. Posting of images or video clips of school-produced materials for lessons, assessments and learning packets without permission from the school.

3. Sharing of photos and videos of fellow students, teachers and school personnel without the permission of the school.

Offenses against truthfulness and honesty

1. Passing off someone’s work as one’s own

2. Providing untruthful information when asked.

3. Tampering with or falsifying official school documents and the deliberate non-delivery of important communication to parents

4. Cheating and dishonesty during online formative and summative assessments.
1. **Declaration**

The Ateneo de Manila Grade School recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement.

To protect the rights of all students and groups for a safe and secure learning environment, be it in an online delivery, the Ateneo de Manila Grade School prohibits all acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn.

All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

2. **Student Formation**

The Ateneo de Manila Grade School believes that a comprehensive education curriculum, within a coordinated peaceable school framework, can help students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

“As friends in the Lord, we pledge to urge our classmates and schoolmates to create safe spaces for each and every Atenean, a learning environment free from bullying and harassment. We pledge to be persons of faith standing for the shared values of decency, civility, kindness, compassion and care in all interactions.”
3. **Capacity Building**

The Ateneo de Manila Grade School recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

4. **Community Building**

The Ateneo de Manila Grade School believes that all members of the community should work towards maintaining an atmosphere that encourages everyone to grow in self-discipline and the ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for community property.

5. **Definition**

The Ateneo de Manila Grade School has adopted the definition of bullying by Dan Olweus, from *Bullying at School: What We Know and What We Can Do*

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."

It is good to note that this definition includes three important components:

a. Bullying is aggressive behavior that involves unwanted, negative actions.
   b. Bullying involves a pattern of behavior repeated over time.
   c. Bullying involves an imbalance of power or strength.

Further, given the varying types of bullying and even platforms where it takes place, Dan Olweus identifies several types of bullying expressed as follows:

a. Verbal bullying including derogatory comments and bad names
b. Bullying through social exclusion or isolation
c. Physical bullying such as hitting, kicking, shoving, and spitting
d. Bullying through lies and false rumors
e. Having money/things taken or damaged by students who bully
f. Being threatened or forced to do things by students who bully
g. Racial, Sexual and Cyber bullying

The following grid is generated to help possible victims or anyone else involved in the bullying scenario to assess objectively if the incident that they experience constitutes bullying. The grid, being fairly technically straightforward merely requires the respondent to answer three fundamental questions:

1. Have you experienced this?
2. How often have you experienced it?
3. What did you do about it?

<table>
<thead>
<tr>
<th>Kicked</th>
<th>Hit</th>
<th>Pushed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teased</td>
<td>Called Names</td>
<td>Ganged Up</td>
</tr>
<tr>
<td>Mimicked</td>
<td>Gossiped</td>
<td>Rude Finger</td>
</tr>
<tr>
<td>Left Out</td>
<td>Tricked</td>
<td>Laughed</td>
</tr>
<tr>
<td>Nasty Email</td>
<td>Nasty SMS</td>
<td>Say Bad Things</td>
</tr>
</tbody>
</table>

6. Scope

The scope of this policy includes the prohibition of every form of bullying, whether they take place on or off school property:

- in the Google classroom
- on school premises
- immediately adjacent to school premises
- when a student is traveling to or from school
- at a school-sponsored event
- in-class
- online
- on-screen
- on-task

Bullying that is not initiated at a location defined above, such as cyber-bullying, is also covered by this policy. Therefore, the school expects students to conduct themselves in a manner keeping with their levels of development, maturity, and demonstrated capabilities with proper regard for the rights and welfare of others, wherever they are.
A. What is CYBER-Bullying?

Cyber-bullying refers to bullying or harassment using electronic devices such as e-mail, instant messaging, text messages, blogs, papers, and websites. This takes many forms, with the most common being:

- sending insulting or threatening emails, texts, or instant messages directly to someone using a computer, cell phone, or other e-communication device
- spreading hateful comments about someone through email, blogs, online, profiles, or chat rooms
- stealing passwords and sending out threatening messages using a false identity
- building a website targeting specific people.

Mindless vs. Mean vs. Bullying: What’s the Difference?

Mindless = Carelessly saying or doing something that hurts someone else by chance, accident or playfulness
Mean = Purposefully saying or doing something to hurt someone once (or maybe twice) out of revenge or anger
Bullying = Intentionally aggressive behavior, repeated over time, that involves an imbalance of power

Adapted from an article by Signe Whitson, an author and national educator on bullying prevention, crisis intervention, and child and adolescent emotional and behavioral health.
Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness can promote a positive shift in peer norms that will support empowered bystanders.

When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

B. The Bystander

Since bystander support of bullying and harassment can encourage these behaviors, the school prohibits both active and passive support for acts of harassment and bullying. The faculty, staff and parents should encourage students

- not to be part of the problem
- not to pass on the rumor or derogatory message
- to walk away from these acts when they see them
- to constructively attempt to stop them
- to report them to the designated authority
- to reach out in friendship to the target

C. The Upstander

The school encourages all students to be an upstander and be against any form of bullying. The upstander promise was launched in SY 2019-2020 and the school encourages the students to continue to be an upstander during online delivery.

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D. Lines of Communication and Protocols

All school employees are required to report alleged violations of this policy following strictly the lines of communication. All other members of the school community, including the students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The school is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the school shall conduct a prompt, thorough, and complete investigation of each alleged incident through the full cooperation of the concerned parties. The parents of the students involved shall receive written notice from the school on the outcome of the investigation. All reports on instances of bullying and/or harassment will be recorded by the school.

The school prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the school after consideration of the nature, severity, and circumstances of the act.

The school prohibits any person from falsely accusing another as means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion.

The school will annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus (for face-to-face delivery). The AHSA shall develop an annual process for discussing the school policy on harassment and bullying with students and staff.
Deportment Marks

The Deportment Mark is given at the end of each quarter to indicate a student’s behavior. Despite online delivery of lessons, we will continue to instill discipline, demand good character and oversee the growth of students as responsible, honest and respectable persons. As a guide, students are expected to consistently manifest the following values:

A. RESPECT

- A student should treat others the way they want to be treated.
- A student keeps his comments positive, truthful, courteous and polite.
- A student should not say anything online, what he wouldn’t say to someone’s face.
- A student uses friendly language and is thoughtful towards another student’s feelings.
- A student does not share anything he does not own, without permission.
- A student does not share information that may be used to harm himself.

B. RESPONSIBILITY

- A student observes school rules and regulations.
- A student participates actively in class.
- A student does his HW regularly.
- A student maximizes his skills as he works.
- A student should come to class following the prescribed attire.

C. ACADEMIC HONESTY

- A student submits work of any kind that he made on his own.
- A student works hard to do assigned tasks on his own and copying from classmates or from an outside source is an option he does not take.
- A student knows the value of assessment and he refuses to post any item or part of an assessment material on any form of media that can be seen by other students.
- A student must not give or receive unauthorized assistance on assessments.
Performance Indicators

Student appraisal will be guided by the indicators listed below, rather than adhering strictly to our original grading system.

<table>
<thead>
<tr>
<th>Deportment Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Evident (HE)</td>
<td>A student is given a grade of HE in a particular deportment component if he always manifests the value.</td>
</tr>
<tr>
<td>Moderately Evident (ME)</td>
<td>A student is given a grade of ME in a particular deportment component if he often manifests the value.</td>
</tr>
<tr>
<td>Somewhat Evident (SE)</td>
<td>A student is given a grade of SE in a particular deportment component if he sometimes manifests the value.</td>
</tr>
<tr>
<td>In Progress (IP)</td>
<td>A student is given a grade of IP in a particular deportment component if he rarely manifests the value.</td>
</tr>
</tbody>
</table>
NON-ACADEMIC FORMATION

A. Structure

The Formation Day (FD) is devoted for the conduct of Formation programs and activities. The FD for every grade level is as follows:

- Kinder & Grade 1: every Wednesday
- Grades 2 & 3: every Thursday
- Grades 4 to 6: every Friday

B. Schedules

The Formation Day is scheduled as follows:

<table>
<thead>
<tr>
<th>TIME</th>
<th>KINDER</th>
<th>GRADE 1</th>
<th>GRADE 2</th>
<th>GRADE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WEDNESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td>THURSDAY</td>
</tr>
<tr>
<td>8:00–8:30 am</td>
<td>FLAG CEREMONY/MORNING PRAYER</td>
<td>DAILY CHECK-IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30–9:00 am</td>
<td>CMO/SIO Session</td>
<td>Cura Session/Friendly Talk 1</td>
<td>CMO/SIO Session</td>
<td>Cura Session/Friendly Talk 1</td>
</tr>
<tr>
<td>9:00–9:30 am</td>
<td>Break</td>
<td>Break</td>
<td>Cura Session/Friendly Talk 1</td>
<td>Friendly Talk 2</td>
</tr>
<tr>
<td>9:30–10:00 am</td>
<td>Cura Session/Friendly Talk 1</td>
<td>CMO/SIO Session</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>10:00–10:30 am</td>
<td>Friendly Talk 2</td>
<td>Friendly Talk 2</td>
<td>Friendly Talk 2</td>
<td>CMO/SIO Session</td>
</tr>
<tr>
<td>10:30–11:00 am</td>
<td>Friendly Talk 3</td>
<td>Friendly Talk 3</td>
<td>Friendly Talk 3</td>
<td>Friendly Talk 3</td>
</tr>
<tr>
<td>11:00–11:30 am</td>
<td>Lunch</td>
<td>Friendly Talk 4</td>
<td>Friendly Talk 4</td>
<td>Friendly Talk 4</td>
</tr>
<tr>
<td>11:30–1:00 pm</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00–2:00 pm</td>
<td>OBF Session</td>
<td>OBF Session</td>
<td>Friendly Talk 5 &amp; 6</td>
<td>Friendly Talk 5 &amp; 6</td>
</tr>
<tr>
<td>2:00–3:00 pm</td>
<td></td>
<td>OBF Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>GRADE 4</td>
<td>GRADE 5</td>
<td>GRADE 6</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------</td>
<td>------------------------------------</td>
<td>------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FRIDAY</td>
<td>FRIDAY</td>
<td>FRIDAY</td>
<td></td>
</tr>
<tr>
<td>8:00–9:00am</td>
<td>Flag Ceremony/Morning Prayer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Daily Check-In</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00–9:30 am</td>
<td>CMO/SIO Session</td>
<td>Cura Session/Friendly Talk 1</td>
<td>Cura Session/Friendly Talk 1</td>
<td></td>
</tr>
<tr>
<td>9:30–10:10 am</td>
<td>Cura Session/Friendly Talk 1</td>
<td>COCA Activity</td>
<td>COCA Activity</td>
<td></td>
</tr>
<tr>
<td>10:10–10:40 am</td>
<td>10:00-10:30 am Break</td>
<td>Break</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10:40–11:10 am</td>
<td>10:30-11:10 am COCA Activity</td>
<td>CMO/SIO Session</td>
<td>friendly Talk 2</td>
<td></td>
</tr>
<tr>
<td>11:10–11:40 am</td>
<td>Friendly Talk 2</td>
<td>Friendly Talk 2</td>
<td>Friendly Talk 3</td>
<td></td>
</tr>
<tr>
<td>11:40–12:10 pm</td>
<td>Friendly Talk 3</td>
<td>Friendly Talk 3</td>
<td>CMO/SIO Session</td>
<td></td>
</tr>
<tr>
<td>12:10-1:30 pm</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:30-2:00 pm</td>
<td>Friendly Talk 4</td>
<td>Friendly Talk 4</td>
<td>Friendly Talk 4</td>
<td></td>
</tr>
<tr>
<td>2:00-2:30 pm</td>
<td>Friendly Talk 5</td>
<td>Friendly Talk 5</td>
<td>Friendly Talk 5</td>
<td></td>
</tr>
<tr>
<td>2:30-3:30 pm</td>
<td>OBF Session</td>
<td>OBF Session</td>
<td>OBF Session</td>
<td></td>
</tr>
</tbody>
</table>

The students’ schedule on Formation Day is not as heavy as it appears. All students will go through CMO/SIO and Cura Sessions, mostly asynchronously, every Formation Day. COCA Activity will also be offered weekly. However, the Friendly Talk will be conducted to three to four selected students only per session, not everybody will be involved. The Friendly Talk schedule of the class will be announced before the actual session. In the same way, the OBF Session is intended for those who may need counseling, consultation or conference with the guidance counselor.
Campus Ministry and Spiritual Formation

The Campus Ministry Office (CMO) of the Ateneo de Manila Grade School provides spiritual formation programs based on Ignatian Spirituality that cater to the spiritual needs of the AGS community (the students, faculty, staff, and parents). The program is anchored on Christian Life Education (CLE) which is the core curriculum. It aims to integrate the mind, the will, and the heart through the three dimensions of faith, doctrine, moral and worship.

The weekly **Campus Ministry Office/Social Involvement Office (CMO/SIO) Sessions** provide online modules that are offered asynchronously. The modules integrate the worship and moral aspects of the lessons covered in CLE. The sessions aim to deepen the faith and live it out through service.

The CMO programs continue to make the students and the whole community aware and feel God's undying love for everyone through the different offerings and activities like:

1. Celebration of the Sacraments (online daily masses for the community, online school-wide masses in celebration of special feasts, online Celebration of the Word for Kinder and Grade 1)
2. Online Recollection for Grades 5 and 6 students and the parents
3. Online opportunities for the students to interact with the Jesuits (Meet the Jesuits, Talk of Jesuits and Lay partners)

Guidance and Counseling Program

Emotional Wellness. Psycho-emotional sessions are offered in three different forms.

A. **Friendly Talk** is where all students go through a scheduled psycho-social activity in small groups (3-4 students) with their guidance counselor during Formation Day. This is not going to be a weekly session for every student since Friendly Talk will be scheduled per class and per student. This can be done via google meet.

B. The **One Big Friend Sessions** are meant for counseling students, and for consultation or conference of significant adults with the guidance counselor. The students are assured that their ‘one big friend’ in school, that is, their guidance counselor, continues to journey with them in this new normal. Short descriptions of the services offered during the OBF sessions are as follows:
(a) Counseling happens with selected students who need assistance in dealing with their concerns. In-depth individual or group online counseling can be done via google meet or phone while following set guidelines and protocols.

(b) Consultation can be a discussion between the students’ guidance counselor and parents or teachers to get more feedback about the students and further support them with their concerns.

(c) Conference is a session that the guidance counselor conducts with the teachers and parents, sometimes together with the Grade Level Coordinator or Administrators, to gather sufficient information that will lead to an informed decision about matters concerning the students.

These activities can be scheduled usually at the last hour of every Academic and Formation Day.

C. Cura Session is a weekly session for all students where modules are conducted asynchronously every Formation Day. The session aims to provide learning experiences that will develop socio-emotional skills and promote personal well-being.

Guidelines for Students and Parents

1. It is the mandate of the school counseling practice and the Ateneo Grade School to secure and obtain the parent’s or guardian’s written consent for individual counseling session/s. These counseling sessions may be extended to two or more sessions as needed within the school year. This parent’s informed consent is applicable only for the school year 2020-2021.

2. It is required by law that a minor who is subjected for an online counseling session must have an adult present during the session following the guidelines below:

   a. The adult present should not be seen on the video screen.

   b. The adult present should not participate or interfere such as offering explanation, making side comments, raising questions about how the session is being handled.

   c. The adult present should not exhibit any behavior or action that may hinder the session.
Setting of Appointments

1. The guidance counselor conducts individual or group online counseling sessions during his/her respective OBF session every day.

2. The student (or through the help of the parent or teacher) should set an appointment for counseling by sending an email to his guidance counselor at least two days prior to the scheduled online session. The counseling session will be done through Google Meet. If Google Meet is not feasible, phone counseling will be considered.

3. An email regarding the confirmed schedule for the counseling session will be sent by the guidance counselor at least a day prior to the scheduled session through Google Meet invite. Confirmation through phone can also be done if Google Meeting is not possible.

4. In case, the guidance counselor will find it necessary to schedule for a follow-up session, an invitation will be sent for the student's follow-up counseling session/s.

5. In compliance to the professional ethical standards, guidance counselors are discouraged to give their personal social media accounts and numbers to students.

6. The teachers can refer students to the guidance counselor through email or Viber using the personal message mode, not through the group message.

7. The parents can refer their sons to the guidance counselor through email.

8. Counseling, consultation and conferences are scheduled during the specified OBF session only, unless the guidance counselors find it beneficial to conduct the session outside the specified time but still within work hours.

Protocols for Referral to Outside Child Specialists/Professionals

1. Parents are encouraged to seek for further psychological assessment and services necessary for their son. It is the parents' responsibility to determine whether additional or different services are necessary and whether to seek them for their son.

2. The guidance counselor may recommend child specialists or professionals which parents may seek for further psychological assessment and services. However, the parents have the option to decide to whom they would like to refer their son for professional help.
Confidentiality

1. All consultation and counseling sessions are confidential. If the student is seeing an outside professional such as a psychiatrist, psychologist or developmental pediatrician and is undergoing sessions or treatment plans due to a learning disability, psychological or emotional problem and even special needs, the parent is highly encouraged to provide the school's guidance counselor a full disclosure of their son's records, results or progress in the said sessions in order for the school to provide utmost assistance to their son.

2. Exceptions to Confidentiality
   
   a. The guidance counselors work as a team and may consult with the administrators and teachers, if deemed necessary.

   b. If there is evidence of clear and imminent danger of harm to self and/or others, the guidance counselor is legally mandated to report this information to the parent/s, or legal guardian, or next-of-kin, and/or authorities responsible for ensuring safety.

   c. Guidance Counselors adhering to Philippine Laws and the Department of Education's Child Protection Policy must report any disclosure of physical or sexual abuse of students. This will be done in coordination with the school's Health Services personnel.

   d. Parents can request for student's records only when a court order is issued.

Social Involvement Activities

The Social Involvement Office (SIO) of the Ateneo de Manila Grade School provides various experiences of friendship, generosity, and service which help students notice God's loving presence in their life and in the lives of others. The Social Involvement Program framework follows the Ignatian Pedagogical Paradigm (IPP). The context is based on the knowledge of God's love and presence. The experience part is taken from the opportunity to interact with the Bigay Puso partners of each grade level. The reflection and action is the time given for the students to reflect and share their learnings with their classmates.

The SIO program primarily aims to provide experiences of God's loving presence. It also aims to provide opportunities where the students can be present to other people's lives especially those who are struggling in varying degrees and in different ways.

The present situation may not allow our students to be physically present with
their partners but through our online programs we will give the students the opportunity to connect with their partners through online exposure, video conferencing, letter writing, and project sharing.

The SIO prepares modules that will accompany our students and show them how to take care of each other and those in need in a renewed way. These modules are integrated in the CMO/SIO Session.
ATENEO BLUE CLOUD

Our Commitment

In implementing online learning, the Grade School commits itself to accompany the students in their journey to become Christ-Centered, persons of Competence, Conscience, Compassion, and Commitment.

Through the AteneoBlueCloud, which is our virtual campus, the Grade School promises to foster effective online learning and holistic formation, built on the solid and longstanding tradition of Jesuit education.

Learning and Communication Platforms

A. Official Online Learning Platform

This school year, as part of our efforts to incorporate and maximize the benefits of technology in teaching and learning, we will use G Suite for Education as our online platform. G Suite for Education is a set of education productivity tools from Google. Through these tools, students will be able to complete assignments, receive uploaded information and communicate with their classmates and teachers and learn 21st century digital citizenship skills.

B. Official Learning Management System

Google Classroom is the official Learning Management System (LMS) of Basic Education. These tools are accessible via the students’ OBF account. What exactly is an OBF account?

With the help of the University’s IT Resource Management Office (ITRMO), a University Google-based account was created for your son using his full name. Through this email address, he will have access to the different tools the school will use to deliver and enhance lessons.

C. Grade School Virtual Library

The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens (School Library Manifesto 2006).

As we prepare for SY 2020-2021, the Ateneo de Manila Grade School ensures that the library maintains its function as a universal classroom with resources and programs to support online learning.
We are using an Integrated Library System (ILS) that enables our school stakeholders to access online resources. We have subscribed to Follet Destiny Library Manager (DLM) to provide our library patrons with relevant learning resources. These diverse learning resources can be accessed through http://kemc.gs.ateneo.edu/

Likewise, a KEMC Google Site has been created as an additional learning platform that contains electronic resources - electronic books, audiobooks, electronic periodicals, electronic videos, and educational websites. https://sites.google.com/ateneo.edu/agskemc/home

An additional online subscription to 5,000+ ebooks will also be made accessible through this learning platform. Please go visit this link: https://www.worldbookonline.com/wb/products?ed=all&gr=Welcome+Ateneo+De+Manila+University%21

D. Official Communication to Students

Students will also be enrolled into an OBF account mailing list where members of the group will be those in their class. This will be used as a means of communication via email between teachers and students and among classmates, regarding school-specific or class-specific announcements. Only members of the mailing list may send and receive emails in the group.

Teachers may also use the features inside Google Classroom to email students, whether it is a message to the entire class or one student in particular.

Instead of sending emails, teachers can also post announcements to the Google Classroom Stream. These are simply posts students can view on the Stream when they sign in to Google Classroom. They can be helpful reminders, notifications of upcoming events, or anything else teachers would like to share with the class as a whole.

E. Official Communication to Parents

The Ateneo Grade School Online Services (gradeschool.ateneo.edu) is not only an enrollment portal. It also serves as a communication platform between the school and home. Parents whose emails are registered here can receive information and updates from time to time. Parents are also advised to check our school's official social media platforms for other school-related matters.
It is also possible for parents and guardians to receive email summaries of their sons’ performance through the Guardian Feature of the Google Classroom. These summaries include their sons’ missing work, upcoming work, and recent class activity, which are generated automatically. Parents get to choose whether they receive these emails daily or weekly, and they have the option to unsubscribe as well.

F. Official Audio-Video Conferencing Apps

Google Meet is a video-communication service developed by Google. It is one of two apps that will be used for real-time communication, the other being Google Chat, through which you can communicate in two ways:

- Having a private conversation—Using a direct message to communicate with another person or a small group of people.
- Creating a chat room—Using a room to have an ongoing conversation with a group of people that can change over time.

G. Parent-Teacher Conferences/Consultations

For specific concerns that may not be adequately addressed through the official communication platforms described above, there is a consultation window scheduled at specified times during the week. Parents are advised to make an appointment using a school-designated email (pls. check helpdesk) at least 48 hours before the intended schedule of consultation. Appointment through a website is also possible. Details of which will be released as soon as this becomes available.
## Delivery of Modules

### A. General Online Learning

<table>
<thead>
<tr>
<th>LEARNING TIME</th>
<th>SUBCATEGORIES</th>
<th>DEGREE OF ADULT SUPERVISION</th>
</tr>
</thead>
</table>
| This refers to the projected time that a student needs to be "ON TASK" in order to acquire the learning outcomes for a particular lesson or subject. | SYNCHRONOUS AND ASYNCHRONOUS MODES OF LEARNING | H - High  
M - Moderate  
L - Low |

#### 1. SYNCHRONOUS

Synchronous activities happen in real-time and involve some form of live interaction.

1. **IN-CLASS**
   - This refers to a virtual classroom experience through the use of the Google Meet video-conferencing tool. **Synchronous sessions will be recorded.**
   - **[H]** Depending on the age of the student and his familiarity with video-conferencing tools, adult assistance is required, especially during the first weeks of classes or the first quarter.

2. **ON-LINE**
   - These activities are internet-related and, needless to say, requires the use of a device. These may include participating in a chat room or discussion board, interacting with peers for a group project, or taking an assessment, all of which can either be done in synchronous or asynchronous modes.
   - **[M]** Likewise, age and familiarity with on-line productivity tools will determine the degree of assistance needed. Although considered as moderate, adult assistance may still be required so students gain confidence in technology use.

#### 2. ASYNCHRONOUS

Asynchronous activities can be done by students on their own and at their own pace.

3. **ON-SCREEN**
   - These activities do not require the internet but are still device-dependent. Listening to a pre-recorded lecture or reading reference materials, which have already been downloaded
   - **[M]** Since students need to navigate through certain platforms and on-screen apps, initial access and steady use of these apps are necessary. Adult supervision may be
and saved in hard drives, are just some examples of these. concentrated on access assistance and simple troubleshooting from time to time until completion of work.

4. OFF-LINE/OFF-SCREEN

These are activities that neither require face-to-face or real-time interactions nor the need to be on screen. Yet, they still form part of the learning time of the course or subject.

Since these activities are neither internet-dependent nor computer-aided, adult assistance is limited to checking for accuracy and work compliance. Students can pretty much be left to study by themselves.

### B. A Typical Day in the Life of an AGS Student

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Parent/Guardian</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ready! Before classes begin</strong></td>
<td>Make sure you...</td>
<td>Please help your son...</td>
</tr>
<tr>
<td></td>
<td>eat a full breakfast</td>
<td>remove distractions from the workplace</td>
</tr>
<tr>
<td></td>
<td>shower and brush your teeth</td>
<td>make sure all the school stuff is complete.</td>
</tr>
<tr>
<td></td>
<td>dress up in the prescribed attire</td>
<td>make sure he is logged on</td>
</tr>
<tr>
<td></td>
<td>check your workplace and make sure all your school stuff is complete</td>
<td>check video and audio</td>
</tr>
<tr>
<td></td>
<td>open your Google classroom account</td>
<td></td>
</tr>
<tr>
<td></td>
<td>access the Google Meet platform</td>
<td></td>
</tr>
<tr>
<td></td>
<td>test your audio and video</td>
<td></td>
</tr>
</tbody>
</table>

| **Set! Five minutes before classes begin** | Make sure you... | Please help your son... |
|                        | are in the virtual waiting room at least 5 minutes before the time. | access the link to the synchronous sessions                |
|                        | wait there until the class teacher lets you in. | navigate through the functionality of the app and tool used |
|                        | participate in the morning ceremony and prayers | sustain student and teacher interaction until the end       |
|                        | have your attendance checked and |                                                                         |
### Instruction will naturally be a combination of synchronous and asynchronous modes of delivery.

<table>
<thead>
<tr>
<th>During a synchronous learning session... [start time to end time]</th>
<th>Please monitor your son to make sure he is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to teacher's instructions</td>
<td>able to access the online platform</td>
</tr>
<tr>
<td>Participate in classroom activities</td>
<td>paying attention in class</td>
</tr>
<tr>
<td>Participate in group activities</td>
<td></td>
</tr>
</tbody>
</table>

**Go!**

**During learning time**

<table>
<thead>
<tr>
<th>During an asynchronous learning session... [start time to end time]</th>
<th>Please monitor your son to make sure he is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch a video or play a game on-line</td>
<td>performing the required activity</td>
</tr>
<tr>
<td>draw a picture, read a story, write a few sentences off-line</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After school hours you may...</th>
<th>Parents should be aware that...</th>
</tr>
</thead>
<tbody>
<tr>
<td>consult with your teacher about school work</td>
<td>for academic concerns that may not be adequately addressed through the school's communication platforms, there is a consultation window scheduled at specified times during the week.</td>
</tr>
<tr>
<td>consult your guidance counselor/join club activities</td>
<td>counselors either call and schedule sessions with boys or parents/students set an appointment with counselors.</td>
</tr>
<tr>
<td>do some individual work / study</td>
<td>beyond class hours, students can continue working on assigned tasks, online or offline. Teachers may also call for students individually or in smaller groups for remediation or reinforcement (LEAP).</td>
</tr>
</tbody>
</table>

**By 4 pm, students should be able to submit requirements if and when specified by the teacher.**

Parents may check their sons’ compliance before this time.
C. Behavior During Synchronous Sessions

Here are some guidelines for synchronous video conferencing:

- Find a quiet environment where you can limit distractions. Use headphones to minimize background noise and prevent audio feedback.
- If this is your first time working with a new conferencing software, do a test run before the online meeting begins.
- Everyone is visible in a synchronous video conference. Wear appropriate clothing. Dress as if you were meeting the class in person.
- Learn how to mute your mic. Release the mute button when it is your turn to speak in the virtual class.
- Be ready to learn. Show up on time and always come prepared with any needed materials for the virtual class.
- Keep your video conference platform open and do not navigate to other tabs or web pages unless directed. Make sure that the teacher is your main screen.
- Use the chat feature for questions. Follow your teacher’s directions about how to ensure that your voice is heard. Do not interrupt while someone else is speaking.
- Do not take a screenshot, picture, audio or video recordings of your teacher or fellow students. These behaviors may result in disciplinary action.
- Support one another. Students should not interfere with their teacher’s instruction and/or their classmates’ learning. Please do all you can to support this process.
### D. Help Desk (Kindly observe proper channels of communication.)

<table>
<thead>
<tr>
<th>Department</th>
<th>Email(s)</th>
</tr>
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<tbody>
<tr>
<td>Admissions and Aid</td>
<td><a href="mailto:admissions.gs@ateneo.edu">admissions.gs@ateneo.edu</a></td>
</tr>
<tr>
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<td><a href="mailto:registrar-requests.gs@ateneo.edu">registrar-requests.gs@ateneo.edu</a></td>
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<tr>
<td>OS/ Hardware/ Software and Connectivity/ OBF Accounts</td>
<td><a href="mailto:cc.gs@ateneo.edu">cc.gs@ateneo.edu</a></td>
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<tr>
<td>Google Suite for Education</td>
<td><a href="mailto:itso.gs@ateneo.edu">itso.gs@ateneo.edu</a></td>
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<tr>
<td>PTCs/ Grade Level Concerns/ Learning Materials</td>
<td><a href="mailto:kinder.gs@ateneo.edu">kinder.gs@ateneo.edu</a></td>
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References


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Feldman, Joe. To Grade or Not to Grade? - Educational Leadership, Ascd.org, 2020, www.ascd.org/publications/educational-leadership/summer20/vol77/num10/To-Grade-or-Not-to-Grade%2A2.aspx


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This is Version 1.0 of the primer. The information in this document is accurate as of 27 July 2020. Ateneo de Manila Grade School may make adjustments to the information laid out in this primer, as needs dictate. Parents and students will be notified of any updates.