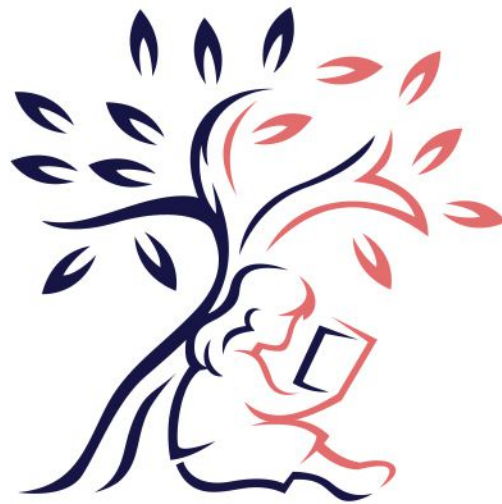# Assumption Antipolo

AATREE

Transformative Remote Education Experience

PRIMER

Preschool | Elementary | Junior High School | Senior High School

VERSION 1.0 | 22 JUNE 2020

Assumption Antipolo's Flexible Learning Program
Preschool | Elementary | Junior High School | Senior High School

Flexible Learning in School Year 2020-2021

In these unprecedented times, Assumption Antipolo remains committed to its mission of transformative education. It will continue to provide education that allows the good in every learner to radiate, an education that sets a person free and transforms the world, as St. Marie Eugenie, the foundress of the Religious of the Assumption, envisioned more than a century ago. The academic community is committed to form the learners to be women of faith and action.

Assumption Antipolo is adopting flexible teaching and learning approaches in School Year 2020-2021.

The goal is to ensure that learning is undisrupted despite the uncertainties brought about by the pandemic. The teaching-learning experience is customized and curated to meet the needs of the learners. This flexible pedagogy helps promote easy, engaged, and effective learning.

To keep the school community safe, Assumption Antipolo is shifting from being a brick-and-mortar school to an online school to resume the transformative education of its students. Online tools and platforms will be used as means to provide flexible education.

AA TREE or **Assumption Antipolo's Transformative Remote Education Experience** concretizes the academic community's vision of learning continuity amidst Covid-times.

Like the **maquilishuat trees** on campus whose pink flower clusters blossom in the summer, **AA TREE will enable learners to bloom in their new learning environment** through the nurturing of their teachers, counselors, classmates, and families, the encouragement to continue growing through the formation and student development programs, and the enlightenment from stewardship and faith-formation experiences that spur them to take concrete action for the greater good.

This transformative remote education experience will ground students and assure them that things will be all right. Learners will take refuge in this safe learning space when times are uncertain.

AA TREE will be a visual reminder to all the stakeholders of the school that like a mighty tree that fulfills its promise to inspire with its resplendence, **what truly defines Assumption Education is character formation** – a promise to inspire and to mold students to become women of faith and action, regardless of space, context, or circumstance.

A. Christianization of the Intelligence

According to St. Marie Eugenie, to Christianize the intelligence is to see everything in the light of faith. Christianization of the Intelligence is a principle that guides and governs decisions, efforts, and work. It is a principle that is at the core of all instruction in the Assumption.

B. Faith and Character Formation

St. Marie Eugenie said, "Be all that Jesus wants you to be." What animates Assumption education is the thrust to form the young to be women of faith and action. The learner is guided and formed according to the school's core values of Christ Centeredness, Community Spirit, Integral Formation of Persons, Social Responsibility, and Care for God's Creation.

C. Holistic Learning

Assumption transformative education is a holistic learning experience that forms not only the mind, but also the student's heart, body, and spirit.

D. Inclusivity and Social Action

As stewards of creation and socially responsible Christians, the students are taught to be kind to the Earth and its creatures and to be accepting of all people. As young women of faith and action, students are prompted to find new ways of doing things and actively take part in finding solutions to societal problems.

E. Structure, Flexibility, and Adaptability

Procedures are put in place to ensure efficient implementation of learning tasks, assessments, and communication processes.

The program undergoes periodic evaluations of student performance and student engagement. There is a learning curve for students, parents, and teachers. As a flexible learning program, the outcomes are considered in the adjustments and improvements made.

F. Learning and Technology Support

Learning packets, independent learning tasks, instructional apps and platform, and online synchronous activities, check-in and consultation periods, and formation sessions characterize the new learning environment.

Support is provided to students and their learning assistants by the teachers and technology integration team as teaching and learning from home takes place.

G. Community Building

The school takes pride in its strong sense of community. In this new learning environment, the school will continue to build, restore, and strengthen relationships, remind the students what Assumption Antipolo feels and looks like, and be a life-giving space for students, parents, teachers, and other school personnel.

H. Growth Mindset

The school learning environment celebrates growth. Improvement in performance is recognized, and encouragement is given to those who have difficulties. Students are supported as they work hard and persevere. Challenges and failures are viewed as opportunities to improve learning and skills.

A. Flexible Learning
Flexibility in learning means offering choices in the educational environment and customizing a given subject to meet the needs of the learners.

B. Online Learning
This is a subset of distance or remote education. Online learning provides access to educational experiences that are more flexible than school-based education. Technology is used to facilitate teaching and learning.

C. Home-Based Learning
Remote online learning is home-based learning. Students learn at home while being supervised by the teacher remotely and by an adult at home. The learning activities and instructional materials are curated, planned, and prepared by the teachers following the school's comprehensive and holistic academic program.

This is different from homeschooling wherein the child's education comes from the parent. In most programs, the parent will create and design the learning plan, instructional materials, and assessments.

D. Learning Assistant
A Learning Assistant is an adult who will work with the teacher to support the student as she learns from home.

IV. Learning Model

To implement flexible teaching and learning, the school uses the **Remote Online Learning** model.

A. Teachers facilitate instruction and the students learn from their homes.

B. Learning is both **synchronous** and **asynchronous**.

1. **Synchronous**: An online platform or tool is used to conduct classes and learning activities in real time. This is through videoconferencing, chatting, or messaging.

2. **Asynchronous**: Time in between classes will be used by the students to accomplish tasks that are scheduled in the learning management platform.

C. The learning design dimensions are as follows:

Modality	Fully online (no face-to-face classes in the campus)
Pacing	Class-paced
Student-Teacher Ratio	10 to 25 students to 1 teacher for small group learning periods* 10 to 40 students to 1 teacher for whole class learning periods* *These will be indicated in the class schedule
Role of Online Assessments	Provide student and teacher with information about learning state
Teacher Role Online and Offline	Active instruction online and asynchronous communications and consultations offline
Student Role Online and Offline	(1) listen and read, (2) complete worksheets and answer questions, (3) explore simulations and resources, (4) collaborate with peers
Online Communication	Synchronous and asynchronous
Source of Feedback	Teacher

V. Curriculum

The Academic Team conducted a **curriculum review** to determine the content to be taught this school year. The outcome is a **curriculum that is streamlined and flexible.** The paring down of content and skills is necessary to ensure that equally essential learning areas will be covered despite the shift to remote online learning and shorter class time this school year. The adjustments are consistent with DepEd's Most Essential Learning Competencies (MELC's). The Academic Team fortifies its commitment to deliver instruction resulting in learning that is reinforced through performance of authentic tasks and immersion in real-life experiences.

VI. Role of Teachers

The teachers are not removed from the learning environment in a remote online learning set up.

The teachers continue to (1) design modules and plan assessments, (2) prepare instructional materials, (3) deliver instruction through discussions and lectures, (4) facilitate learning activities, (5) process the outputs and outcomes of learning experiences, (6) provide enrichment and remediation to students who need them, (7) be available for consultations, (8) support students as they adjust to and deal with foreseen difficulties, (9) motivate students to keep growing and learning, and (10) celebrate their achievements.

The **online learning plan** of every teacher has **tasks and activities that are carefully curated** to ensure that the DepEd's Most Essential Learning Competencies (MELC's) and the school's academic standards are met, and **students are motivated and engaged** in the teaching-learning process. In the new classroom environment, the students are primed to be responsible for their own learning as the teacher facilitates instruction.

Here is an example for Senior High School:

LESSON ELEMENTS	YOUR TASKS TO COMPLETE		
	Offline	Online	
		On Your Own	With Your Teacher
Engage Students' interest is piqued with novel ideas and prior knowledge is activated.	• Brainstorm • Ask questions • Access prior knowledge	• Brainstorm (Sticky Notes, MindMeister) • Polls and surveys (Mentimeter, MS Forms) • Icebreaker discussion question (SharePoint, Discussion Board)	N/A
Explore Students actively explore the new concept, knowledge, or skill through concrete learning	• Read books and articles • Crowdsource • Watch TV shows	• Research (Google Search) • Watch videos (YouTube, Khan Academy, TedEd) • Virtual reality Field trips (Nearpod)	N/A
Explain Students synthesize new knowledge and ask questions if they need further clarification.	• Read textbook study guides • Discuss with parents, guardian, or tutor • Peer teaching (phone call)	• Email (Outlook) • Recorded video lectures (Edpuzzle) • Slide presentation with voice-over (PowerPoint) • Audio podcasts (MS Teams) • Peer-to-peer learning (Flipgrid)	• Live online classes (Zoom, MS Teams Meeting) • Online Conference (Breakout Rooms) • Audio call (e.g. Messenger)
Elaborate Students apply what they have learned to develop a deeper understanding.	• Make connections between different disciplines • Create a real-world connection • Apply learning to new or novel situations	• Edublogs (WordPress, TypePad) • Digital exhibitions • Other student-created materials and content (Flipgrid, Facebook)	N/A
Evaluate Students demonstrate their understandings and skills and reflect on the learning process.	• Answer activity sheets • Answer textbook activities • Write learning journals and self-reflective essays	• Practice and master concepts and skills (Quizlet, Kahoot) • Self-reflection videos, animations, etc. (Pencil 2D, Krita) • E-Portfolio (OneNote Class Notebook) • Create and share performance tasks (MS Teams, SharePoint, Outlook)	• Online quizzes (MS Teams +Forms) • Oral Exams (Zoom)

Tasks are designed to be **level appropriate and doable within the allotted time**. Because of the unique set up this school year, extra work to be completed beyond class time are not given. Therefore, there is not any "homework" or additional tasks anymore.

A. Printed learning packets are given to students at the beginning of every quarter. These are handouts, activity sheets, task sheets, graphic organizers, and other assessments prepared by teachers of all subjects. The **digital files** are also sent to parents as a backup or an option to print at home.

B. The teacher-made instructional materials include self-learning guides and resources that will allow independent learning. This means that students should be able to work with minimal or no supervision from parents.

C. Textbooks for some subjects are used as references and guide for independent learning and supplementary materials for online learning.

D. Instructional materials and resources are uploaded regularly in the learning management platform for the students' use as they learn independently or learn with the teacher.

1. Uploaded instructional materials include (1) recordings of online synchronous activities, (2) videos of PowerPoint presentations, (3) links to resources for skill practice, knowledge building, enrichment, and lesson extension, and (4) learning packets for all subjects.

2. The **materials to be used for the week** are uploaded before classes start on Monday, so students and learning assistants can access them as the school week starts. Downloading the materials before the school week begins is recommended to families whose internet connection is limited or unstable.

IX. Learning Management Platform

All students have a Microsoft Office 365 account. This school year, **Microsoft Teams** is used as the **learning management platform** to deliver remote online instruction. Microsoft Teams is a digital hub that brings conversations, content, assignments, and apps together in one place, allowing teachers to create dynamic learning environments. Teachers are also able to build collaborative classrooms and connect with the academic team of the school.

Microsoft Office provides **support to parents and guardians** as the school community prepares for remote online learning. This article offers guidance to learning assistants:

https://support.office.com/en-us/article/distance-learning-with-office-365-guidance-for-parents-and-guardians-89d514f9-bf5e-4374-a731-a75d38ddd588?ui=en-US&rs=en-US&ad=US

X. Learning Tools and Apps

A. **Microsoft Office 365** should be downloaded in the laptop or PC available at home, and Microsoft Outlook, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft OneNote, Microsoft Teams, and Microsoft OneDrive to be downloaded in mobile devices like a smartphone or tablet. Instructions on how to do this are in the August 7, 2019 Circular:

https://www.assumptionantipolo.edu.ph/AA/downloads/kinder/PS-Grs-1-to-10-Microsoft-Office-365-August-7-2019.pdf

B. **The student only needs one (1) device which can be shared with other members of the family.**

1. For **Preschool and Elementary students**, the minimum requirement is a **smartphone or tablet.**

2. For **Junior High School and Senior High School**, the minimum requirement is a **laptop or PC.**

C. To aid in skills development and mastery in Math and Reading, the school continues to subscribe to **KooBits** and **iReady** for Elementary students and **LightSail** for Junior High School.

D. The Learning Resource Center provides students access to **Destiny Library Manager** which contains thousands of print and digital learning resources, interactive eBooks, audiobooks, informational articles with illustrations, videos, interactive maps, research help, and activities. There will be an orientation in August on the use of this system software.

XI. Assessment of Learning

The purpose of the assessment helps teachers determine the way to assess student learning. In the new learning environment, assessments are more formative than summative. Assessments of learning are level-appropriate and aligned with principles of online instruction.

A. **Formative assessments** measure what it is that students should know, understand, and be able to do during the learning process. Examples of this kind of assessment are quizzes, exit cards, journal prompts, demonstrations, and discussions. These are used to monitor student learning by providing feedback and are also ways of checking the effectiveness of instruction.

B. **Summative assessments** occur at the end of the learning process and are usually graded. The purpose of these assessments is to provide evidence of the degree of student mastery of knowledge, understandings, and skills. They measure whether learners have met the content and performance standards.

C. **There are no pencil-and-paper Long Tests/Midterm Exams and Quarterly Tests/Final Exams this school year.** These summative tests will be replaced by authentic tasks.

XII. Grading System

A. **Junior Nursery, Senior Nursery, and Kinder**
A **quarterly report on preschool students' progress** is given to parents. The report is a **checklist of skills** for the different learning areas.

B. **Grades 1 to 12**
1. Based on students' academic performance during the quarter, a **numerical grade** is given for each subject.

   95-100 Outstanding
   90-94   Highly Satisfactory
   85-89   Satisfactory
   80-84   Moderately Satisfactory
   75-79   Needs Improvement
   68-74   Unsatisfactory

2. Two components are **removed from the grading system**: Class Participation and Summative Tests.

3. **Rubrics** or scoring guides are used to evaluate performance of tasks.

4. The grading system of each subject is presented during the **Subject Orientation Week.**

C. **GMRC and RHGP**
The grade for Good Manners and Right Conduct (Elementary) and Revitalized Homeroom-Guidance Program (Junior and Senior High School) is determined according to observable evidence of students' formation in values according to criteria suited to the new learning environment.

XIII. Recognition of Outstanding Performance

A. **Certificates of Recognition** are awarded quarterly/semesterly to students with outstanding performance for the subjects.

B. **Academic Awards** for outstanding Grade 6 and Grade 12 students are given during the end-of- school year rites.

C. **Recognition for Values** is given to students at the end of the school year. The value awards may be adjusted according to what is observable in online classes.

XIV. Class Schedule

A. Daily Instructional Time

Preschool		Elementary		Junior High School	Senior High School
Junior Nursery and Senior Nursery	Kinder	Grades 1 and 2	Grades 3 to 6	Grades 7 to 10	Grades 11 and 12
9:00 AM-11:00 AM	9:00 AM-11:30 AM	8:00 AM-1:00 PM	8:00 AM-1:30 PM	8:00 AM-2:30 PM	8:00 AM-2:30 PM
2 hours	2.5 hours	5 hours	5.5 hours	6.5 hours	6.5 hours
Length of school day covers both synchronous and asynchronous learning activities.					

B. Components of the Weekly Schedule

1. General Assembly
The students gather as a class (section) every Monday morning for the General Assembly with the School Director.

2. Check-in Time: Whole Class
The Class Adviser (CA), Teacher In-Charge (TIC), or Guidance Counselor meets with the whole class to establish relationships and check on the progress and wellness of the whole class. This is an opportunity for team building as well.

3. Check-in Time: Small Group
The Class Adviser (CA), Teacher In-Charge (TIC), or Guidance Counselor meets with a small group to check on their disposition, wellbeing, progress on tasks, challenges, needs.

4. **Learning Periods (LP)**

   a. Teachers use this time for synchronous activities like videoconferencing for face-to-face discussions and learning activities, discussion boards and chats, and group work or collaboration with classmates.

   b. The goals for these synchronous sessions are to check for understanding, to enrich the lesson, and to process outcomes.

   c. Synchronous activities for the class are done in two (2) groups for most subjects. Each class is divided into two groups to keep the class size small.

   d. A learning period is 30 minutes or less. **These often appear as double periods in the class schedule to allow teachers to have sessions with both groups of the class** on the same day.

5. **Independent Learning Time (ILT)**

   a. Students work on asynchronous learning activities such as reading online resources, reading and answering the learning packets and textbooks, and applying skills learned in real-life situations.

   b. The goals for these asynchronous sessions are to build knowledge, to explore content, and to reinforce concepts and skills.

   c. Each Independent Learning Time block is **30 minutes.**

6. **Club Time.** Grades 1 to 12 students have Club meetings once a week: 30 minutes on Wednesdays for Elementary and 60 minutes on Fridays for Junior and Senior High School.

7. **Learning Laboratory.** Grades 3 to 12 students work collaboratively on integrated tasks from different subjects or continue working on independent tasks.

8. **Consultation Time.** Grades 3 to 12 students schedule appointments with teachers they want to consult about the tasks or the lessons. This may also be used for remedial and remediation sessions for students across all grade levels who have difficulties in a subject. Students and parents are informed of the consultation time schedule of each teacher.

9. **Parent-Teacher Conference.** Parents schedule meetings with teachers or other school personnel to discuss concerns or difficulties.

C. Sample Class Schedules

These abbreviations are used in the schedules.

CAST – Creative Arts, Sports, and Technology subject (Music, PE, Art, HELE, TLE, or Computer)

CAE – Communication Arts in English

CLE – Christian Living Education

AP – Araling Panlipunan

AKK – Alay Kapwa at Kalikasan

IP – Investigatory Project

LP – Learning Period (Online Class Synchronous Activity)

ILT – Independent Learning Time (Online or Offline Asynchronous Activity)

PRESCHOOL

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:30	**Check-in Time** Whole Class	**Check-in Time** Whole Class	**Check-in Time** Whole Class	**Check-in Time** Whole Class	**CLE** **LP** -Whole Class
9:30-10:00	Whole Class Recess	Whole Class Recess	Whole Class Recess	Whole Class Recess	Whole Class Recess
10:00-10:30	**LP**-Group A **ILT**-Group B	**LP**-Group A **ILT**-Group B	**LP**-Group A **ILT**-Group B	**LP**-Group A **ILT**-Group B	**LP**-Group A **ILT**-Group B
10:30-11:00	**LP**-Group B **ILT**-Group A	**LP**-Group B **ILT**-Group A	**LP**-Group B **ILT**-Group A	**LP**-Group B **ILT**-Group A	**LP**-Group B **ILT**-Group A
11:00-11:30 *Kinder only	**ILT**-Whole Class	**ILT**-Whole Class	**ILT**-Whole Class	**ILT**-Whole Class	**ILT**-Whole Class
2:00-3:00	**Consultation Time / Parent-Teacher Conferences**	**Consultation Time / Parent-Teacher Conferences**	**Consultation Time / Parent-Teacher Conferences**	**Consultation Time / Parent-Teacher Conferences**	**Consultation Time / Parent-Teacher Conferences**

GRADES 1 AND 2

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:15	General Assembly	Morning Prayers	Morning Prayers	Morning Prayers	Morning Prayers
8:15-8:35	**Check-in Time** Whole Class	**Check-in Time** Small Group	**Check-in Time** Small Group	**Check-in Time** Small Group	**Check-in Time** Small Group
8:35-9:00	Recess	Recess	Recess	Recess	Recess
9:00-9:30	**Homeroom-Guidance** **LP**-Whole Class	**CAE** **LP** -Group A **ILT** -Group B	**CAE** **LP** -Group A **ILT** -Group B	**CAE** **LP** -Group A **ILT** -Group B	**CAE** **LP** -Group A **ILT** -Group B
9:30-10:00	**CLE** **LP** -Group A **ILT** -Group B	**CAE** **LP** -Group B **ILT** -Group A	**CAE** **LP** -Group B **ILT** -Group A	**CAE** **LP** -Group B **ILT** -Group A	**CAE** **LP** -Group B **ILT** -Group A
10:00-10:30	**CLE** **LP** -Group B **ILT** -Group A	**MATH** **LP** -Group A **ILT** -Group B	**SCIENCE** **LP** -Group A **ILT** -Group B	**MATH** **LP** -Group A **ILT** -Group B	**AKK** **ILT** -Whole Class
10:30-11:00	**CAST** **ILT** -Whole Class	**MATH** **LP** -Group B **ILT** -Group A	**SCIENCE** **LP** -Group B **ILT** -Group A	**MATH** **LP** -Group B **ILT** -Group A	**AP** **ILT** -Whole Class
11:00-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30	**CAST** **LP**-Group A **ILT**-Group B	**FILIPINO** **LP**-Group A **ILT**-Group B	**SCIENCE** **ILT** -Whole Class	**FILIPINO** **LP**-Group A **ILT**-Group B	**AP** **LP**-Group A **ILT**-Group B
12:30-1:00	**CAST** **LP**-Group B **ILT**-Group A	**FILIPINO** **LP**-Group B **ILT**-Group A	**CLUB**	**FILIPINO** **LP**-Group B **ILT**-Group A	**AP** **LP**-Group B **ILT**-Group A
1:00-2:00	**Consultation Time / Parent-Teacher Conferences**	**Consultation Time / Parent-Teacher Conferences**	**Consultation Time / Parent-Teacher Conferences**	**Consultation Time / Parent-Teacher Conferences**	**Consultation Time / Parent-Teacher Conferences**

GRADES 3 TO 6
*Sample schedule based on Grade 4 subjects

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:15	General Assembly	Morning Prayers	Morning Prayers	Morning Prayers	Morning Prayers
8:15-8:30	Check-in Time Whole Class	Check-in Time Small Group	Check-in Time Small Group	Check-in Time Small Group	Check-in Time Small Group
8:30-9:00	Homeroom- Guidance LP -Whole Class	CAST LP -Group A ILT -Group B	READING LP -Group A ILT -Group B	SCIENCE LP -Group A ILT -Group B	FILIPINO LP -Group A ILT -Group B
9:00-9:30	CLE ILT -Whole Class	CLE LP -Group A ILT -Group B	READING LP -Group B ILT -Group A	SCIENCE LP -Group B ILT -Group A	FILIPINO LP -Group B ILT -Group A
9:30-10:00	Recess	Recess	Recess	Recess	Recess
10:00-10:30	LANGUAGE LP -Group A ILT -Group B	CLE LP -Group B ILT -Group A	FILIPINO LP -Group A ILT -Group B	AP LP -Group A ILT -Group B	LANGUAGE LP -Group A ILT -Group B
10:30-11:00	LANGUAGE LP -Group B ILT -Group A	READING ILT -Whole Class	FILIPINO LP -Group B ILT -Group A	AP LP -Group B ILT -Group A	LANGUAGE LP -Group B ILT -Group A
11:00-11:30	AKK LP -Whole Class	READING LP -Group A ILT -Group B	AP LP -Group A ILT -Group B	CAST LP -Group A ILT -Group B	SCIENCE LP -Group A ILT -Group B
11:30-12:00	MATH LP -Group A ILT -Group B	READING LP -Group B ILT -Group A	AP LP -Group B ILT -Group A	CAST LP -Group B ILT -Group A	SCIENCE LP -Group B ILT -Group A
12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	MATH LP-Group B ILT-Group A	MATH LP-Group A ILT-Group B	CAST LP-Group B ILT-Group A	MATH LP-Group B ILT-Group A	MATH ILT-Whole Class
1:30-2:00	Learning Laboratory	Learning Laboratory	CLUB	Learning Laboratory	Learning Laboratory
2:00-3:00	Consultation Time / Parent-Teacher Conferences	Consultation Time / Parent-Teacher Conferences	Consultation Time / Parent-Teacher Conferences	Consultation Time / Parent-Teacher Conferences	Consultation Time / Parent-Teacher Conferences

GRADES 7 TO 10
*Sample schedule based on Grade 9 Subjects

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:15	General Assembly	Morning Prayers	Morning Prayers	Morning Prayers	Morning Prayers
8:15-8:30	Check-in Time Whole Class	Check-in Time Small Group	Check-in Time Small Group	Check-in Time Small Group	Check-in Time Small Group
8:30-9:00	ENGLISH ILT -Whole Class	SCIENCE- LECTURE LP -Group A ILT -Group B	AP LP -Group A ILT -Group B	CLE ILT -Whole Class	Homeroom- Guidance LP -Group A ILT -Group B
9:00-9:30	FILIPINO LP -Group A ILT -Group B	SCIENCE- LECTURE LP -Group B ILT -Group A	AP LP -Group B ILT -Group A	CLE LP -Group B ILT -Group A	Homeroom- Guidance LP -Group B ILT -Group A
9:30-10:00	Recess	Recess	Recess	Recess	Recess
10:00-10:30	FILIPINO LP-Group B ILT-Group A	ENGLISH LP-Group A ILT-Group B	CAST LP-Group A ILT-Group B	CAST LP-Group A ILT-Group B	GEOMETRY LP-Group B ILT-Group A
10:30-11:00	AP LP-Group A ILT-Group B	ENGLISH LP-Group B ILT-Group A	CAST LP-Group B ILT-Group A	CAST LP-Group B ILT-Group A	GEOMETRY LP-Group A ILT-Group B
11:00-11:30	AP LP-Group B ILT-Group A	GEOMETRY LP-Group A ILT-Group B	FILIPINO LP-Group A ILT-Group B	ADVANCE ALGEBRA LP-Group A ILT-Group B	GEOMETRY LP-Group B ILT-Group A
11:30-12:00	ADVANCE ALGEBRA ILT-Whole Class	GEOMETRY LP-Group B ILT-Group A	FILIPINO LP-Group B ILT-Group A	ADVANCE ALGEBRA LP-Group B ILT-Group A	HEALTH LP-Whole Class
12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	SCIENCE- LECTURE LP-Group A ILT-Group B	SCIENCE- LABORATORY LP-Group A ILT-Group B	ENGLISH LP-Group A ILT-Group B	AKK LP-Group A ILT-Group B	SCIENCE IP LP-Whole Class
1:30-2:00	SCIENCE- LECTURE LP-Group B ILT-Group A	SCIENCE- LABORATORY LP-Group B ILT-Group A	ENGLISH LP-Group B ILT-Group A	AKK LP-Group B ILT-Group A	CLUB
2:00-2:30	Learning Laboratory / Consultation Time	Learning Laboratory / Consultation Time	Learning Laboratory / Consultation Time	Learning Laboratory / Consultation Time	CLUB
2:30-3:00	Parent-Teacher Conferences	Parent-Teacher Conferences	Parent-Teacher Conferences	Parent-Teacher Conferences	Parent-Teacher Conferences

GRADES 11 AND 12
*Sample schedule based on Grade 12 - 1st Semester subjects

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:15	General Assembly	Morning Prayers	Morning Prayers	Morning Prayers	Morning Prayers
8:15-8:30	Check-in Time Whole Class	Check-in Time Small Group	Check-in Time Small Group	Check-in Time Small Group	Check-in Time Small Group
8:30-9:00	PE and HEALTH LP-Group A ILT-Group B	PHYSICAL SCIENCE LP-Group A ILT-Group B	Homeroom-Guidance LP -Group A ILT -Group B	Inquiries, Investigations, and Immersion LP-Group A ILT-Group B	CLE LP-Group A ILT-Group B
9:00-9:30	PE and HEALTH LP-Group B ILT-Group A	PHYSICAL SCIENCE LP-Group B ILT-Group A	Homeroom-Guidance LP -Group B ILT -Group A	Inquiries, Investigations, and Immersion LP-Group B ILT-Group A	CLE LP-Group B ILT-Group A
9:30-10:00	Recess	Recess	Recess	Recess	Recess
10:00-10:30	FILIPINO LP -Group A ILT -Group B	Inquiries, Investigations, and Immersion LP-Group A ILT-Group B	Specialized Subject 3 LP-Group A ILT-Group B	Specialized Subject 3 LP-Group A ILT-Group B	Specialized Subject 4 LP-Group A ILT-Group B
10:30-11:00	FILIPINO LP -Group B ILT -Group A	Inquiries, Investigations, and Immersion LP -Group B ILT -Group A	Specialized Subject 3 LP -Group B ILT -Group A	Specialized Subject 3 LP -Group B ILT -Group A	Specialized Subject 4 LP -Group B ILT -Group A
11:00-11:30	Specialized Subject 1 LP -Group A ILT -Group B	Specialized Subject 1 LP -Group A ILT -Group B	Specialized Subject 4 LP -Group A ILT -Group B	FILIPINO LP -Group A ILT -Group B	Specialized Subject 5 LP -Group B ILT -Group A
11:30-12:00	Specialized Subject 1 LP -Group B ILT -Group A	Specialized Subject 1 LP -Group B ILT -Group A	Specialized Subject 4 LP -Group B ILT -Group A	FILIPINO LP -Group B ILT -Group A	Specialized Subject 5 LP -Group A ILT -Group B
12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	Specialized Subject 2 LP -Group A ILT -Group B	Specialized Subject 2 LP -Group A ILT -Group B	PHYSICAL SCIENCE LP-Group A ILT-Group B	Specialized Subject 5 LP -Group A ILT -Group B	Specialized Subject 5 LP -Group B ILT -Group A
1:30-2:00	Specialized Subject 2 LP -Group B ILT -Group A	Specialized Subject 2 LP -Group B ILT -Group A	PHYSICAL SCIENCE LP-Group B ILT-Group A	CLE LP -Group A ILT -Group B	CLUB
2:00-2:30	Learning Laboratory / Consultation Time	Learning Laboratory / Consultation Time	Learning Laboratory / Consultation Time	Learning Laboratory / Consultation Time	CLUB
2:30-3:00	Parent-Teacher Conferences	Parent-Teacher Conferences	Parent-Teacher Conferences	Parent-Teacher Conferences	Parent-Teacher Conferences

D. Saturday Formation and Development Sessions

1. The **Department of Education** expects educational institutions to comply with the 203 school days by holding Saturday classes (DepEd Order 007, s. 2020). This is necessary because School Year 2020-2021 is a **compressed academic year.**

2. Assumption Antipolo has scheduled formation and student development sessions on Saturday mornings. It should be noted that **not all students have school activities every Saturday.**

3. The schedule of activities is indicated in the **official School Calendar** which will be released in August.

4. These **online sessions** include the following activities that support our thrust to build faith and character:

   a. Guidance Special Program (e.g. Mother-Daughter bonding)
   b. Spiritual Formation (e.g. School Mass, retreats, recollections)
   c. Alay Kapwa at Kalikasan
   d. Educational Trips
   e. Game Day or Intramurals
   f. Student Council Events
   g. Class and Batch Team Building
   h. CAT for Grade 12

A. Spiritual Formation
The students continue to encounter God in themselves, in their families, in others, in the Church, in situations, and in nature. It is maintained that CLE or Christian Living Education is the core of the curriculum. The students are provided space to grow in their spirituality through community Masses, prayer sessions, and class retreats and recollections.

B. Kinship Program: Alay Kapwa at Kalikasan
The program makes available the context for the students to express their faith life into action and to live out fully what it means to be kin of creation, a loving neighbor to others, and a responsible steward in these unprecedented times.

C. Homeroom-Guidance Program
Programs and services form students to be socially and emotionally mature and prepare them for life in the wider community.

The **Class Advisers** are a constant in the students' school life. They oversee the day-to-day concerns of students in their academic work and relationships and give them the support and mentoring that they need in terms of proper behavior and discipline.

The **counselors** are earnest and loving in the way they support students, especially those who struggle with their emotional and mental health, now that all are adjusting to new ways of being and doing.

D. Student Development Program: Clubs, Varsity, and Student Council
Opportunities are provided to students to develop their talents, skills, and leadership abilities and to pursue their interests. These continue in the new learning space as students engage in creative and meaningful experiences in their clubs, varsity teams, and student council activities.

E. Code of Discipline
The school continues to instill discipline in the students as they conduct themselves in the new learning space. The code of discipline considers the realities of learning from home. The discussion in Chapter 7 of the Student Handbook reiterates the expectation from students to be kind, honest, moral, respectful, and responsible.

A. Learning Resource Center (LRC)

The students will still be able to borrow books. The mechanics will be announced to the parents and students during orientation. Online access to the Destiny Library Manager is provided to all students to enable them to avail of some library services and to access digital resources.

B. Clinic

The school doctor and nurse may be reached for consultations during school hours. The schedule and guidelines for consultations will be communicated to parents and students. The Clinic staff will work closely with the Guidance counselors in promoting the wellness of students and their families.

C. Guidance Center

The Guidance Counselors, Guidance Mentors, and Family Counselor are available for online counseling and consultations. Referrals and appointments will be followed. Routine interviews of students are conducted as well. Webinars on fostering family well-being will be provided to parents and care givers.

XVII. Renewing and Nurturing Community Spirit

A defining and enduring quality of Assumption Antipolo is its community spirit. This spirit that is characterized by kindness, generosity, joyful service, and love for God and neighbor continues to bring life to all community stakeholders as they come together to witness life unfold and thrive in the virtual and physical spaces.

A. General Assemblies

Regular assemblies are held online so that the School Director can address the whole community as it comes together to listen to the word of God, to be inspired, and to be engaged.

B. Social Media Posts and Activities

This year's social media campaign is geared towards helping all stakeholders have a sense of togetherness and connection to one another and the campus despite the physical distance. Nothing is lost; they simply take on a new form in the virtual space.

C. Bringing People Together with Food

Having a meal together is an essential aspect of building community and nurturing relationships in Assumption Antipolo. There are opportunities for virtual lunches and picnics so that conversation and fun times with friends, classmates, and teachers may continue to take place.

A. Orientation and Training

The **first two weeks of school in August** are for intensive trainings of the parents, guardians, learning assistants, and students on the following:

1. Acceptable use of technology
2. Proper online behavior and etiquette
3. Accessing and using Microsoft Teams
4. Accessing and using learning apps
5. Joining and participating in videoconferences
6. Joining and participating in chats and discussion boards
7. Simulations of synchronous activities
8. Scheduling consultations
9. Reaching out to learning support and tech support personnel

Training resources will be sent to parents and students in July so that those who are interested to start early will be able to do so on their own.

B. Support for Students Who Have No Learning Assistants During Synchronous Learning Periods

1. **Catch-up Time** is put in place for **Preschool to Grade 4 students** whose learning assistants are not available to supervise them at home during class time.

   If **a student is not able to join synchronous activities or to work independently on asynchronous activities during the class time** because there is no learning assistant at home, then she may catch up on the learning activities through:

   a. watching recordings of synchronous activities when a parent or adult in the house is present

   b. working on tasks that she can do independently while waiting for an adult to be available to supervise

2. **Grades 5 to 12 students are expected to be independent** as they work with no or minimal supervision from learning assistants.

C. Learning Support

If the designated learning assistant at home needs to clarify task instructions or content, then a member of the academic team may be messaged or called to provide answers. Guidelines will be released to parents and students.

D. Tech Support

It is anticipated that students and learning assistants will encounter problems or glitches in the use of technology. The ICT Office and Technology Integration Team of the school may be reached to give assistance in real time. Guidelines will be released to parents and students.

E. School Materials

The school encourages the use of old school supplies and borrowing of old textbooks and novels from older students. Parents may initiate book swaps through the Family Council.

Many parents expressed their concerns regarding the new learning environment wherein they would have to take on more responsibility over the education of their children.

As the school's partners in the students' ongoing transformative education, the parents are expected to have a more active role in supervising the children in the teaching-learning process.

A. Preparing the Designated Learning Area
An area where the students can study with minimal distractions should be set up. It is ideal that the space has a desk, a chair, and good lighting and ventilation. It is a good idea to have school materials within reach and ready for use at the beginning of the day.

B. Assigning a Learning Assistant
Parents decide who will be the student's learning assistant. Younger students will need more support compared to older students. The main task of the learning assistant is to oversee the student's attendance in synchronous activities and completion of independent tasks. If the student is able to work independently on synchronous and asynchronous tasks, then there is no need for a learning assistant.

C. Attending All Orientations and Training Sessions
All parents, guardians, and learning assistants are required to participate in all preparatory and support sessions by the school. It is recommended that the routines and processes are practiced at home in preparation for online learning.

D. Setting Routines
Parents are expected to establish routines with the students for the following activities:

1. **Morning Routines:** hygiene and grooming, getting dressed, making one's bed, having breakfast
2. **Getting Ready for Class:** charging/turning on the device, logging in or signing up, preparing books/learning packets/pen/pencil
3. **Joining Videoconferences:** clicking on the meeting invite, participating in class
4. **Working on Tasks Independently:** answering worksheets, reading and answering online resources, answering assessments, completing performance tasks

E. Helping Students in Their Adjustment

1. In the family, it is helpful to stop and **allow the students to grieve about the experiences that they will not have in school this year**. It is not advisable that parents and students pretend that all that is happening is normal. There should be acknowledgement of the loss to help students feel validated. This will help students move on and focus on what they can do under the current constraints.

2. All this is hard because **members of the school community need the physical connection that they get on campus**. While smart phones have received much criticism for making people addicted to their screens and disconnected to other people, the pandemic helped communities see that these devices keep schools and families connected.

F. Communicating Feedback and Concerns

Regular feedback from parents about what is working and what is not helps the school refine and improve the program to ensure that students' needs are met and that students are engaged and motivated to learn. It is expected that communicating concerns is done through the proper school channels where these could be addressed accordingly.

Parents and students can reach the school through:

Admissions	admissions@assumptionantipolo.edu.ph
Registrar	registrar@assumptionantipolo.edu.ph
Student Records	studentrecordsofficer@assumptionantipolo.edu.ph
Student Portal Access	studentrecordsictsupport@assumptionantipolo.edu.ph
Finance	finance@assumptionantipolo.edu.ph
Microsoft Office 365 and Teams Access	uaccounts@assumptionantipolo.edu.ph
Tech Support | ICT Office	https://www.facebook.com/aaictonlinehelpdesk
Learning Support	https://www.facebook.com/Assumption-Antipolo-TREE-Support-103317741431552
LRC	lrc@assumptionantipolo.edu.ph https://www.facebook.com/AA-Learning-Resource-Center-111750947213539
Guidance Center	guidance@assumptionantipolo.edu.ph
Clinic	clinic@assumptionantipolo.edu.ph
Office of the Director for Academic Affairs	dir.academic@assumptionantipolo.edu.ph
Office of the Director for Student Affairs and Services	dir.student@assumptionantipolo.edu.ph
Office of the Director for Administrative Affairs	dir.admin@assumptionantipolo.edu.ph
Office of the School Director	schooldirector@assumptionantipolo.edu.ph
Office of the Community Superior	rasuperior@assumptionantipolo.edu.ph

Important Reminder: When emailing the offices, a **Gmail or Yahoo** account should be used.

A. Grooming and Attire

1. **Students are expected to be properly groomed throughout the class day:**
   hair combed or tied neatly, face washed and without make-up, and teeth brushed.

2. **Students are not required to wear the school uniforms (red, gala, PE).**
   It is recommended that they wear their old Assumption shirts or any decent shirt with sleeves. The teachers will advise regarding attire for specific activities (e.g. T-shirt and leggings for PE).

B. Checking of Attendance

1. Attendance is checked using the **Insights app** in Microsoft Teams during these synchronous activities:

   a. Check-in Time

   b. Learning Periods

   c. Saturday Events

2. If the student or the teacher is not able to attend the synchronous activities due to internet access and device issues, then an alternative way of checking attendance is followed. Guidelines will be given to students and parents.

C. Hardware System Requirements for Microsoft Office 365

Laptop and Desktop Computer

Processor
Windows OS: Intel core i3-4130, i5-4670 or i7-4900MQ
macOS: Intel processor

Memory
Windows OS: 8 GB RAM (Recommended)
macOS: 4 GB RAM

Storage
Windows OS: 4 GB of available disk space, macOS: 10 GB of available disk space

Display
Windows OS: 1280 x 768 screen resolution
(32-bit requires hardware cceleration for 4K and higher)
macOS: 1280 x 800 screen resolution

Graphics
Windows OS: Graphics hardware acceleration requires DirectX 9 or later, with WDDM 2.0 or higher for Windows 10. Skype for Business requires DirectX 9 or later, 128 MB graphics memory, and 32-bits-per-pixel-capable format
macOS: No graphics requirements

Operating System
Windows OS: Windows 10 SAC (64 Bit),
Windows 8.1 (64 Bit)
macOS: One of the three most recent versions of macOS

Browser
Current version of Microsoft Edge, Internet Explorer, Safari, Brave, Chrome, or Firefox

Video Calls and Meetings
For a better experience with video calls and online meetings, we ecommend using a computer that has a 2.0 GHz processor and 4.0 GB
RAM (or higher).

Microsoft Teams requires a USB 2.0 video camera, a microphone/headset, and an audio-output device in order to utilize its full range of calling and meeting features. Specification listed is sufficient to run other teleconferencing application such as Zoom.

Mobile Devices: Tablet and Smartphone

	Download the following application from **Google Play Store or Apple App Store** Microsoft Outlook, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft OneNote, Microsoft Teams, Microsoft OneDrive
	Android Compatible with Android phones and tablets. Support is limited to the last four major versions of Android (Pie, Oreo, Nougat, Marshmallow). When a new major version of Android is released, he new version and the previous three versions are officially supported.
	iOS Compatible with iPhone, iPad, and iPod touch. Support is limited to the two most recent major versions of iOS (iOS 13, 12, 11). When a new major version of iOS is released, the new version of iOS nd the previous version are officially supported.

D. Comparison of Devices

Almario and Austria (2020) present this comparison of device capabilities and limitations. When choosing a device for the student, consider her needs as she learns from home.

Device	Capabilities	Limitations
Smart Phone	mobile; Office tools, camera, photo,audio and video recording, video conferencing	small screen: some apps may have lite or limited versions only
Tablet	mobile; Office tools, camera, photo editing, audio and video recording and editing, video conferencing	small screen compared to laptop and desktop
Laptop	portable; Office tools, camera, photo editing, audio and video ecording and editing, videoconferencing	not as mobile as smart phones and tablets (portability vs. mobility)
Desktop	Office tools, camera, photo editing, audio and video editing, video conferencing	restricted to a single location

E. **Productivity Software**

The students should have access to these productivity tools:

1. Kiddle Search Engine (safe visual search engine for kids)
2. Google Search Engine
3. Email (Microsoft Outlook)
4. Office Productivity: Word, Excel, PowerPoint
5. Cloud storage (OneDrive)
6. Video conferencing tools: Microsoft Teams Meetings, Zoom (back up)

F. **Internet Connection**

A broadband internet access is recommended in order to sustain requirements for peak periods of synchronous activities.

XXI. Readiness of the School

A. **Intensive Training of Competent Faculty**
Training sessions for faculty began on May 19. The goals are to use Microsoft Teams and other applications confidently and to plan online instruction that results in student learning. The next phases of the training include simulations of synchronous activities and using Microsoft Teams extensively for asynchronous tasks.

B. **Educational Technology and Technology Integration Team**
The office of Educational Technology was instituted in SY 2019-2020. This office has been guiding and training teachers to integrate technology in their classroom teaching. Most of the teachers made technology integration their main goal last school year. Because of these crucial initial steps, the school's Academic Team is able to transition with more ease to the new learning modality and environment. The EdTech Coordinator heads the Technology Integration Team of the school that spearheads the intensive training of the faculty and student services staff in the use of Microsoft Office 365 and Teams for lesson and service delivery.

C. **Restructuring of Learning and Assessment**
Using a streamlined, flexible, and relevant curriculum as guide, the Academic Team restructures the teaching-learning process to flip the classroom: students work on tasks independently and the teacher uses the synchronous learning periods to enrich the learning experience. In a transformative remote education experience, it is imperative that the teaching, learning, and assessment activities adapt.

D. **Dynamic Home-School Partnership**
The school has always maintained that this mission of transformative education is a partnership with the parents and guardians. The School Administration and the Family Council have been working together to make the school better for the students. This partnership is reinvigorated as the school community attempts to thrive despite the challenges of learning continuity in the midst of a pandemic. The parents and the school are allies sitting on the same side of the fence. There is space to communicate and to grow as the school transitions to remote online teaching and learning.

E. **Contingency Plans**
There are contingency plans for the different scenarios in the new learning environment. The shifts in the health and safety situation are considered in the planning and implementation of instruction.

A. Enrollment

The enrollment period is from June 4 to 30, 2020.

B. Opening of School Year 2020-2021

The school year opens on **August 3, 2020.**

The **first three weeks of school** are earmarked for extensive training for parents, learning assistants, and students, meetings and orientations with parents and students, and setting of routines in the new learning space. The detailed schedule will be announced to parents and students.

C. Subject Orientations

August 17 to 20   Grades 7 to 12
August 24 to 28   Preschool to Grade 6

D. Week 1 of Remote Online Teaching and Learning

August 24 to 28   Grades 7 to 12
September 1 to 4   Preschool to Grade 6

A Message from the
School Personnel and the Sisters

The teachers will sorely miss having face-to-face conversations with students, giving them pats on the back, hugs, and high fives, sharing a laugh over a corny joke or a silly story, and celebrating their small and big victories. The Staff, Facilities and General Services Personnel, and the Sisters will also miss seeing the girls running around the campus and hearing their laughter fill the halls and corridors. While part of us grieves all the incredible school experiences that we will not get to have with the students in the foreseeable future, we celebrate the silver lining in these unusual times – that we continue to exist as Assumption Antipolo. This separation is temporary. Our commitment to transformative education is our perpetual mission. We will not just survive this, but we will thrive as one community. We look forward to being together again in our delightful green campus. When this day comes, we promise to be there to welcome you all!

1. **Why am I seeing this primer just now? Why did it take so long to release it?**
    The AA TREE program was launched on May 29. The post gives the students and parents an overview of how the school assures learning continuity. The main components of the program are presented as well.

    The contents of the primer were carefully studied and researched to ensure that the plans considered the realities and needs of all stakeholders.

    The outcomes of the surveys administered to parents and teachers and the feedback of students and the Family Council enabled the Academic Affairs Team and the Administrative Team to address all concerns in the primer.

    While the school understands the urgency of providing updates to all stakeholders, it is important to give the planning and writing process the time it needs to cover all aspects of the program and its implementation.

2. **Is the AA TREE program an online homeschooling program?**
    No, it is **not a homeschooling program**. The academic team of the school designs online lessons following a streamlined curriculum and facilitates the teaching-learning process as the students learn from home. The school provides the instructional materials and support that the student needs.

    With homeschooling, the parent carries out instruction following the curriculum from the program provider. The parent prepares the instructional materials and plans learning activities to ensure that the competencies are met.

3. **How much time will my daughter spend online for synchronous classes?**
   The time varies for the grade levels. Online time for synchronous classes or Learning Periods is summarized in the table.

LEVEL	NUMBER OF HOURS PER WEEK	NUMBER OF HOURS ONLINE PER DAY
Junior Nursery	3 hours a week	0.6 hours a day
Senior Nursery	3 hours a week	0.6 hours a day
Kinder	3 hours a week	0.6 hours a day
Grade 1	7.5 hours a week	1.5 hours a day
Grade 2	7.5 hours a week	1.5 hours a day
Grade 3	8.5 hours a week	1.7 hours a day
Grade 4	9 hours a week	1.8 hours a day
Grade 5	9 hours a week	1.8 hours a day
Grade 6	9 hours a week	1.8 hours a day
Grade 7	10.5 hours a week	2.1 hours a day
Grade 8	10.5 hours a week	2.1 hours a day
Grade 9	10.5 hours a week	2.1 hours a day
Grade 10	10.5 hours a week	2.1 hours a day
Grade 11	11 hours a week	2.2 hours a day
Grade 12	11 hours a week	2.2 hours a day

The rest of the week/day is for offline asynchronous activities or independent learning time.

4. **I work full time. The adult(s) who will be with my daughter will not be able to assist her. How can my daughter participate in synchronous learning periods?**
   Procedures are put in place for younger students (Preschool to Grade 4) who will not have a learning assistant present during class hours. Please refer to Part XVIII.B of the primer.

5. **I have more than one child who will be learning from home. They will be sharing the use of the same device. How does the school expect families to manage this?**

    When the class schedules for your children are released, identify the conflicts in the schedule of synchronous activities. Request the subject teacher to help you arrange the schedule so your children can use the device alternately.

6. **Will my daughter be penalized when she is not able to complete the tasks because of technical issues (e.g. device broke; no internet access; could not access Microsoft Teams)?**

    No, the students will not be penalized. Technical issues should be reported to the teacher right away so that alternative or catch-up activities can be given to the student. Technical support and channels will be given by the ICT Office. Guidelines will be given to parents and students.

7. **How will Assumption Antipolo's brand of transformative education continue in the new learning environment?**

    The school's commitment to quality education and character building through Christianization of the Intelligence and transformative and life-giving experiences remains to be the priority. The members of the school community are working together to ensure that the activities and programs that have formed the students in the past years will find their new form in the virtual learning space.

8. **This is the first time the school is carrying out remote online teaching and learning. What is the assurance that this will result in student learning?**

    The School Administration has been leading the transition to the technology-integrated learning environment. The school's team of curriculum experts are at the helm of designing online learning experiences and assessments that are aligned with course objectives and consider the needs of all learners. Interventions are put in place for students who need more support in their learning.

9. **Will the school resume classes in the campus when there is directive from the government to do so?**

    The school is ready to carry out remote online learning until the end of the school year. As a flexible learning program, AA TREE is adaptable. The academic program can resume in the traditional classroom learning setup when it becomes safe for the students to return to the campus.

    The parents will be engaged in the process of making these important decisions in the continuing education of all students.

10. **How can we help the school at this time?**

    These are challenging times for all of us. The school needs the parents' support and understanding as it navigates the uncertainties that come with the pandemic.

    The school is the parents' partner in ensuring learning continuity for the students. When feedback is given to the school, working together proactively will ensure best results. The school listens to your concerns and acknowledges your realities.

1. **The students will not be on campus, and learning will be from home. Why is there no decrease in tuition fees?**
On March 2, 2020, the Board of Trustees approved a 5% increase for SY 2020- 2021. However, due to the pandemic crisis, **the school decided not to implement the approved increase.** The tuition fees this school year are the same as last school year's fees.

   Tuition fees fund the professional development and compensation of all employees and the transition costs that come with remote online learning. Consequently, no tuition fee increase also means no increase in salaries of all school personnel. Therefore, this can no longer be reduced. On the other hand, most of the other fees were reduced significantly.

2. **Why is the school still charging miscellaneous and student activity fees?**
A significant reduction was made in the remaining miscellaneous and student activity fees. The minimal amount charged will be used for maintenance of equipment and facilities, production of instructional materials, and funding of special programs.

   a. The **Learning Resource Center** will provide students access to Destiny Library Manager so they can use online resources and subscriptions. A procedure for borrowing books is currently being studied.

   b. The following **programs** will continue in the new learning environment: Science/Learning Laboratory, TLE/HELE/Music/Art, Physical Education, Student Development (Varsity and Clubs), Guidance, Alay Kapwa at Kalikasan, and Spiritual Formation/Pastoral Affairs. The school's facilities will be used by the teachers to deliver these programs (e.g. teacher performs the Science experiment in school and video is sent to the students) and implementing these activities will incur costs (e.g. resource speaker for Guidance Center seminar for students).

   c. Printed and digital teacher-made **instructional materials** will be provided to students.

   d. An **ID** will be issued to all students to facilitate transactions. The guidelines for issuance of ID's and procedure for transactions will be given separately.

   e. A printed copy of the **school calendar** will also be given to students to help them manage their schedules and tasks.

   f. Issues of the school paper, **Plaid Ideas**, and the literary folio will be published online.

3. **Which items or fees were removed from miscellaneous and student activity fees?**
   a. The school is not charging fees for activities that we cannot have this school year: school fair tickets, cultural shows, educational trips, Filipino play tickets, retreats, and Arts and Academic Fair.

   b. No fees were charged for the end-of-school year rites (culminating activity, moving-up, and graduation). However, a minimal fee may be charged later for the cost of producing a virtual or online graduation and the printing of certificates and diplomas.

   c. Development fees were not charged this year as well.

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This is Version 1.0 of the AA TREE Primer. The information presented here is accurate as of June 22, 2020. Assumption Antipolo will notify parents and students if adjustments and updates are made.