

	DE LA SALLE-COLLEGE OF SAINT BENILDE			
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TABLE OF CONTENTS

Section Title	Page Number
Introduction	2
Scope /Purpose/Objectives	2
Guiding Principles/Definitions/Policy Statement	3
Learners with Specific Education Needs Categories	4
Case Management	4
Learning Support	5
Transition Programs, Behavior Intervention, Placement and Employment, Student Discipline	10-11
References/Appendices	12

CONTROL STAMP

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Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	2 of 14

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INTRODUCTION

De La Salle-College of Saint Benilde (Benilde) is a member of the worldwide network of Lasallian educational institutions. The college is committed to innovation and inclusion as expressed in its vision mission statement as follows:

De La Salle-College of Saint Benilde is committed to building a just and humane society by being at the forefront of innovative education that is accessible to the poor and diversely-gifted learners.

Benilde's focus on inclusion and innovation is founded on the belief that each student is endowed by God with talents and gifts that should be understood, appreciated, and nurtured.

Benilde, since its establishment, is known for its unique character of giving diversely-gifted learners the opportunity to pursue higher education through inclusive programs.

SCOPE

This policy applies to all faculty members and associates who provide services to individuals with specific educational needs.

PURPOSE/RATIONALE

The purpose of this policy is to provide the general description and guidelines in relation to support services available for students with diverse learning needs.. It covers the services of the Center for Inclusive Education in collaboration and coordination with the Benildean Community.

IV. POLICY OBJECTIVES

The specific goals of the Student Support policy are as follows:

1. To provide general descriptions of available support services for students with specific educational needs.
2. To provide general guidelines for support services including accommodations for enrollment, classroom, testing, curriculum and others.

V. GUIDING PRINCIPLES

Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	3 of 14

Processes for the delivery of support services to learners with specific educational needs shall be governed by the following guiding principles:

1. Respect
2. Equity
3. Flexibility
4. Timeliness

VI. DEFINITION OF TERMS

Learners with Specific Education Needs (SEN) refer to diversely-gifted learners who may have specific learning needs (SLN), psycho-emotional needs (PEN), and/or physical disabilities (PD). Their conditions entail that they may be given reasonable accommodations to enable them to access curriculum/content, facilities and student life opportunities on equal basis with other learners.

Support Services refer to a set of services which aims to enhance the experience of learners with specific education needs through reasonable accommodations, creation of Individualized Education Plans, transition, advocacy and related programs.

Reasonable Accommodations refer to necessary and appropriate modification and adjustments without imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (UN CRPD, 2007).

VII. DEFINITION OF INCLUSIVE EDUCATION

The United Nations Education, Scientific and Culture Organization or UNESCO (2009, pp. 8-9) defines inclusive education as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children”

In the context of Benilde, inclusive education is focused on addressing and responding to the needs of the diversely-gifted learners, specifically those learners with specific educational needs. This will be accomplished through the breaking of academic, governance, and social barriers as mandated by the Benilde for All Framework.

VIII. LEARNERS WITH SPECIFIC EDUCATIONAL NEEDS CATEGORIES

This policy covers learners with Specific Educational Needs as presented in Table 1 below:

Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	4 of 14

Table 1. Descriptions of Exceptional Education Needs Categories

Categories	Description
Specific Learning Needs (SLN)	Students who have <i>disclosed</i> conditions supported by appropriate diagnostic and medical documents related to neurodevelopmental disorders including but not limited to Intellectual Disabilities (ID), Autism Spectrum Disorder (ASD), Attention Deficit/Hyperactivity Disorder (ADHD), and Specific Learning Disorders (SLD).
Physical Disabilities (PD)*	Students who have <i>disclosed</i> conditions supported by appropriate diagnostic and medical documents related to physical disabilities including but not limited to those with visual impairments, physical disabilities, motor disorders, and hard of hearing.

**Note. Deaf learners enrolled in the School of Deaf Education and Applied Studies (SDEAS) are covered by the policies and programs under the SDEAS and other Schools, Centers and Offices serving them. SDEAS students needing academic accommodations may come to CIE for assistance.*

** Note. Individuals with Physical Disabilities receive the same services as those with Specific Learning Needs, in addition constant monitoring with clinic is needed.*

IX. CASE MANAGEMENT

Benilde's student support services are anchored on the practice of case management. Case management is the coordinated and collaborative process to student support with strong focus on the assessment, planning, implementation, monitoring, and evaluation of programs and services required to meet specific student needs. Case management is characterized by advocacy, communication and resource management towards promoting quality, reasonable and practical accommodations and interventions.

The Center for Inclusive Education (CIE) handles case management for learners with specific learning needs (SLN) and physical disabilities (PD). The Center for Counseling Services (CCS) handles the case management for students with psychological and emotional needs (PEN). In cases of co-morbid conditions, the dominant diagnosis shall be the basis for case assignment. Deaf learners enrolled in the School of SDEAS are covered by the programs under SDEAS.

Case management is handled by the Center for Inclusive Education. CIE works collaboratively with academic programs and offices towards the goal of enabling student success.

X. LEARNING SUPPORT

Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	5 of 14

Learning support services refer to a set of services which aims to enhance the experience of learners with specific educational needs through reasonable accommodations, creation of Individualized Education Plan, transition, advocacy and related programs.

Guided by the definition of the United Nations Convention on the Rights of Persons with Disabilities, reasonable accommodations refer to necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

A. ELIGIBILITY FOR STUDENT SUPPORT

Individuals with diagnosed and disclosed disabilities or specific educational needs from an appropriate specialist may avail of support services. Appropriate specialists include developmental pediatricians, medical doctors, educational psychologists, psychiatrists, neurodevelopmental specialists, speech and language pathologists, occupational therapists, and others upon the approval of the CIE as appropriate.

Support services may only be availed of upon the endorsement of the CIE as appropriate. Learners eligible for support services must personally approach the CIE to apply for the services. For students who did not declare a learning need upon admissions or are referred by other Benildean Units, an initial case conference with the parents and student will be held to discuss the students learning need and the assistance that can be provided by CIE. In this case conference the student and parent will be given the choice whether or not to be under the case management of CIE.

B. LEARNING SUPPORT SERVICES

All Benildean students are expected to meet the academic rigors of the degree program they are enrolled in. Learning support and services specific to learners with SEN are aimed at helping ensure that they are successfully included and integrated into the Benildean student life.

To ensure that learners with SEN are able to meet the academic rigors of tertiary education, reasonable accommodations may be extended to them upon the recommendation of the CIE. The following services are available for eligible learners.

1. Enrollment Accommodations

Enrollment accommodations of students with SEN may be done by the Registrar's Office (RO) with the endorsement of CIE as well as the Records-In-Charge.

1.1 Underload

Upon the recommendation of the CIE in consultation with the academic adviser, parents, and the student, lower loading may be allowed. The Registrar will allow a minimum of twelve(12) units in a given term provided that the said student still finishes his/her program within the allowed MRP. Furthermore, students are responsible to actively seek their academic adviser and case manager's assistance before enrollment periods.

Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	6 of 14

1.2 Special Filipino Class

Special Filipino class accommodations may be approved by the Registrar's Office. The Registrar's Office may allow students with SEN to enroll in special Filipino classes(GFS) based on the recommendations of CIE. Students interested in availing of this accommodation should coordinate with the Registrar's office and the Filipino department of the School of MultiDisciplinary Studies.

2. Classroom Accommodations

Students with SEN may avail of appropriate classroom accommodations as part of their learning support. Students with SEN are encouraged to advocate and communicate with their instructors about their conditions and unique needs through their Approved Accommodations Form issued by CIE.

Classroom accommodations including those described in Table 3, may be recommended by the CIE.

All requests for classroom accommodations must be pre-arranged with the instructor at least 2 working days from date of need with approval by the CIE through the Approved Accommodations Form.

Table 3. Classroom Accommodations

Type of Accommodations	Description
Appropriate Seating	Learners with SEN may be given a permanent seat in the classroom which provides the most optimal learning experience and low levels of distraction to other students.
Rest Periods	Learners with SEN will be given an allowance for short rest periods within the lecture hours (up to 10 minutes per 1 lecture hour) as needed.
Voice Recording	Students with SEN will be given an allowance for the recording of the class lecture upon the discretion of the professor (i.e. audio & video).
Personal Assistants	Students with SEN may be allowed to bring a personal assistant including but not limited to scribes, readers, sighted guides, and communicators as needed.

Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	7 of 14

3. Testing Accommodations

Testing conditions may be especially distracting to learners with SEN. For this purpose, it is expected that instructors shall ensure that noise and other distractions are minimized, if not controlled, during examinations.

Specific testing accommodations including those described in Table 4 may be recommended by the CIE. A testing room is available for use at the CIE Room A309 School of Design and Arts Building for testing accommodations purposes. Assigned test proctors should be faculty members of the College.

All requests for testing accommodations must be pre-arranged with the instructor at least 5 working days from date of examination and with approval by the CIE through the Approved Accommodations Form (see Appendix B).

Table 4. Testing Accommodations

Type of Accommodations	Description
Extended Time	Learners with SEN may be given additional time to accomplish an exam.
Supportive Testing Environment	Learners with SEN may take their examination in an environment more suitable to their needs. Modifications to the administration of tests may include but not limited to venue, mode of testing (i.e., one-on-one testing, multiple testing sessions), rest periods, and others.
Test Modification	The presentation, including but not limited to the format, font size, color coding, layout, and directions, as well as the response to the tests (e.g. oral or written), may be modified to accommodate the needs of learners with SEN.

4. Curriculum Accommodations

Learners with SEN benefit from a variety of curriculum accommodations depending on their conditions. Specific curriculum accommodations including those described in Table 5 may be recommended by the CIE.

Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	8 of 14

All requests for curriculum accommodations must be pre-arranged with the instructor at least 5 working days from date of need with approval by the CIE through the Approved Accommodations Form

Table 5. Curriculum Accommodations

Type of Accommodations	Description
Feedback	Regular feedback regarding the academic performance of learners with SEN shall be given by their instructors. Feedback may be arranged on a weekly basis.
Advanced Resources	Resources related to the class, including but not limited to handouts, lecture notes, and readings, will be given by instructors to learners with SEN at least five working days before date of use.
Deadline Extensions	Students with SEN may be given additional time to accomplish an output through extending its deadline.
Individualized Course Pacing	Students with SEN will be given the chance to finish his coursework at his own pace within the length of the trimester.
Alternative Outputs	Students with SEN will be given an option to submit a differentiated output equivalent to the one originally required upon discussion with the professor.

5. Assistive Technologies

Learners with SEN benefit from assistive technologies depending on their individual conditions. Assistive technologies are items, equipment, or product systems used to increase, maintain, or improve the functional capabilities of individuals with disabilities.

Specific assistive technologies including but not limited to hearing aids, noise buffers, magnifying devices, computers, tablets, manipulatives, and others may be recommended by the CIE

6. Off Campus Activities

Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	9 of 14

Case managers will give an accommodation form to faculty in charge of Off Campus activity. Orientation on how to deal with any behavior concerns that may arise will also be provided by Case Managers to faculty in charge. General characteristics of condition and best practices of how to handle these individuals may also be provided by CIE on an as needed basis.

6.1 NSTP 2 Accommodations

Type of Accommodations	Description
Rest periods	Students may be given a rest period of 10 minutes per one hour of lecture, as approved by the professor.
Extended time	Students may be given an allowance of up to 20% more time to finish a test.
Supportive testing environment	Student may be allowed to take the test in a more suitable environment. Please coordinate with the assigned case manager for details.
Schedule	Student will be given a detailed schedule in advance so they know what to expect.
Test Modification	Students may be given a modified version of a test.(Specify if format, directions, etc)

C. TRANSITION PROGRAMS

1. Special Orientation

Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	10 of 14

Special orientations are available for students with SEN depending on their specific needs. This may include but is not limited to orientation for those with specific educational needs and physical disabilities. These services are available upon request from the Department of Student Life.

2. Passages Transition Program

The Passages transition program is specially designed for learners with SEN and their parents. The program covers general orientation of Benilde school culture, learning support and counseling services. The parents are also provided with information about the learning support services in Benilde.

D. BEHAVIOR INTERVENTION PROGRAMS

1. Behavior Intervention Plan- for students whose behavior consistently does not meet expectations and thus hinders learning. Faculty may refer to CIE students who they feel will need such a plan and CIE Case Managers will do observations to determine the behaviors that need to be corrected. Replacement behaviors will then be recommended. (provided that behavior is not a manifestation of a Psychoemotional Need)

2. Functional Behavior Analysis is a document that will identify reasons behind inappropriate behavior as well as identify possible triggers to said behavior. Antecedents-Behavior-Consequences will be a big part of the Functional Behavior Analysis.

3. For disciplinary cases, BIP and FUBA documents may be used as reference material for any disciplinary cases provided that data privacy guidelines are followed.

E. PLACEMENT AND EMPLOYMENT PROGRAMS

1. Practicum Preparation
2. Job Coaching
3. Skills Assessment

The goal of this section is to equip our students with skills that ensure job readiness. A skills assessment will be given to identify what specific job the student is best suited for. Practicum Preparation and Job Coaching will help the student improve on current strengths and overcome weaknesses. In addition guidance and preparation for the hiring process will also be provided. CPU and CIE will collaborate to ensure that the students under our care will be able to find meaningful employment and succeed in their chosen field.

F. STUDENT DISCIPLINE

In the event that a student under the case management is involved in a disciplinary case whether as a complainant or the aggrieved party, due process will be followed as determined by the School student handbook. A manifestation determination may be used for students with specific educational needs involved in such cases.

XI. LEARNING SUPPORT SERVICE IMPLEMENTORS

The Learning Support Office under the Center for Inclusive Education is the main implementing arm for the Benilde learning support services. Learning Support Office Associates are authorized to coordinate with faculty members, administrators and the Benildean community in the exercise of their tasks.

XII. STATEMENT OF FLEXIBILITY

Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	11 of 14

The definition of inclusive education is that it is a process of addressing and responding to the diversity of needs of learners. Understanding the fluid nature of inclusive education, the College aims to exercise flexibility and openness in its implementation. The goals of reducing and eliminating exclusion within and from education shall take precedence over specific rules and regulations. Flexibility, however, must be exercised with responsibility and all arrangements must be appropriately discussed and documented.

XII. REFERENCES

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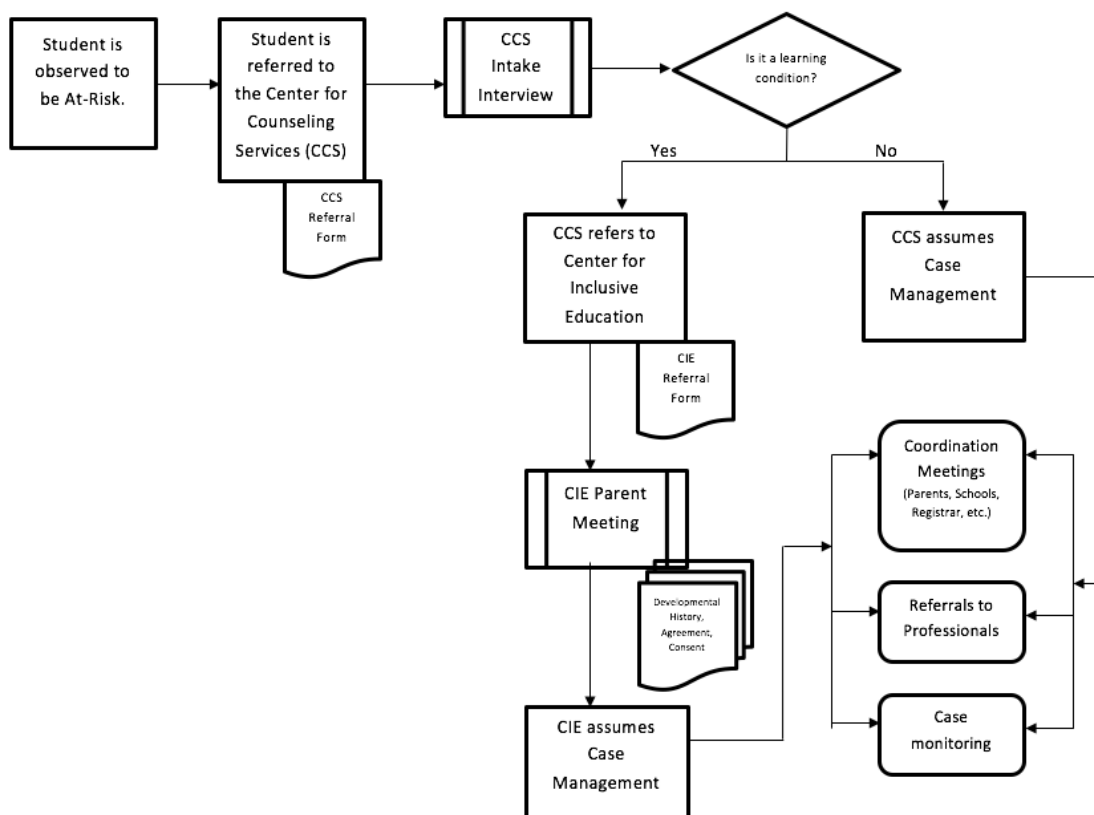
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Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	12 of 14

Appendix A

Benildeans At-Risk Referral Protocol



At-Risk Students - The term **at-risk** is used to describe students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. The term is applied to refer to those who face circumstances that could jeopardize their ability to complete school including but not limited homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, transiency, or other conditions, or it may refer to learning disabilities, low test scores, disciplinary problems, grade retentions, or other learning-related factors that could adversely affect the educational performance.

Case Management – The term refers to the collaborative process of assessment, planning, care coordination, evaluation and advocacy for options and services to meet a students' educational needs.

Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	13 of 14

Appendix B

Center for Inclusive Education Approved Accommodations Form

Learning support services may only be availed of upon the endorsement of the Center for Inclusive Education (CIE) as appropriate. Learners eligible for learning support services must personally approach their case managers to apply for these services. Reasonable accommodations are extended to students with disclosed specific education needs as indicated by the Approved Accommodations Form and signed by the case manager and the Head of CIE's Learning Support Office. A sample of the Approved Accommodations Form is shown below.



Learning Support Office Approved Accommodations Form

The Center for Inclusive Education (CIE) provides case management services for learners with special education needs. This service includes Individual Education Planning that takes into consideration the unique conditions and learning support needs of enrolled Benildean students. This document serves as the official approved accommodations for the identified learner based on their diagnosis, case reports and consultations with their parents and specialists if needed. Kindly allow the student to avail of the approved recommended learning accommodations.

Student Background Information	
ID NUMBER:	NAME:
SCHOOL:	COURSE:
DIAGNOSIS:	
APPROVED ACCOMMODATIONS:	

* Note: For clarifications about this document, please do not hesitate to contact the case manager.

Prepared by:

Learning Support Case Manager

Noted by:

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Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	14 of 14

Appendix C

Voice Recording Consent Form

In support of the Benilde Learning Support Policy and as part of reasonable accommodations, I agree to allow the student whose name appears below to record my class lecture.

I understand and consent to the use of the recording for educational purposes. S/He will not use the recording to other purposes other than for his/her personal use. The recording shall not be made available in any public format. I understand that the information and recording is for educational purposes only and that my name and image will not be used for any other purpose without further permission.

I understand that words and views I use in my lectures are part of my personal and professional views. It does not represent the views of the De La Salle-College of Saint Benilde.

Please sign below to indicate that you have read and you understand the information on this form and that any questions you might have about the session have been answered.

Date: _____

Teacher's Name & Signature: _____

Course Code: _____

Student Name & Signature: _____

Document No:	Version Date:	Page No:
POL-1107-0001	2017-05-30	15 of 14