



BANNISTER
ACADEMY

Student Support Services

(Including the SEN Policy)

November 2021

TABLE OF CONTENTS

- I. About Bannister Academy
 - A. Vision Statement
 - B. Mission Statement
 - C. Beliefs
 - D. Transcendere
- II. International Baccalaureate
 - A. Mission Statement
 - B. IB Learner Profile
- III. Student Support Service
 - A. Objectives
- IV. Services and Programs
 - A. Admission Services
 - B. Accommodations and Collaborations
 - C. Student Support Services and the IB
 - D. Character Education and Mentoring
 - E. Personal Development Series
 - F. Parent Formation
- V. Counseling Program Calendar

ABOUT BANNISTER ACADEMY

Bannister Academy is a private non-sectarian, secular and co-educational institution in Quezon City, Philippines that is open to learners from pre-school to senior high school.

It was founded in 2009 to offer holistic, integral formation through a basic education program that molds students to become individuals of competent intellect and upstanding moral character.

Education at Bannister Academy is founded on the principle that every learner has the capacity to overcome his or her limits with the combination of rigorous academic exercise and a well- rounded formation program.

Vision Statement

Bannister Academy aims to produce highly competent, morally upright, and socially responsible graduates who will be Renaissance Men and Women in, and for, the modern world.

Mission Statement

Bannister Academy provides its students quality education that is holistic, personal, character-centered, and community-oriented — preparing them for local and global society with strong skills of critical thinking, communication, and research.

The institution engages young learners who demonstrate a disposition to learn, and who endeavor to grow both in academics and in character.

Our approach to learning is guided by the three pillars of our educational philosophy:
First, that learning has three stakeholders: the child, the parent, and the teacher.

Second, that learning must develop a well-trained mind through the Trivium of classical education, namely grammar, logic, and rhetoric.

Third, that learning is a pursuit that is at once more rigorous and more accessible in a Paideia classroom, where a student acquires knowledge, develops intellect, and deepens the understanding of ideas and values

Beliefs

1. Every child is capable of reaching his or her full human potential.
2. Any child who demonstrates a disposition to learn has the aptitude to realize the promise of his or her individual gifts. Bannister Academy's learning environment promotes diversity in ideas, beliefs and perspectives.
3. Every teacher is a character educator.
4. A teacher in Bannister Academy believes that he or she has the moral responsibility to educate character — helping students achieve not only excellence in academics, but also excellence in personality and disposition.
5. Education is a personal responsibility of both home and school.
6. Learning is never limited to the school environment, and thus, parents share the role of Bannister Academy and its teachers in providing the learner a holistic education.
7. The school is the focal point of the community; its end should constantly be the good of the society where it belongs.
8. Bannister Academy is only the child's first foray into society, and from there they gain an understanding and an appreciation of the good that they are capable of contributing to the world at large.

9. Classical education is a foundation of integral development.
10. A well-trained mind is the distinctive outcome of a child's classical education at Bannister Academy, which is the cornerstone of his or her life-long journey to self-actualization.

Transcendere

The hallmark of the Bannister Education is training both mind and character of every learner to constantly and consciously discover and attain his or her human potential, and find joy in the process.

Transcendere [/trānscondēre/]

Latin — to climb; to surmount; to overcome

Bannister Academy believes that its learners are capable of taking a step beyond their limits — climbing, surmounting, and overcoming their backgrounds, circumstances, and perceived thresholds to constantly become the best versions of themselves.

INTERNATIONAL BACCALAUREATE

Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The following are what each IB learner strives to be:

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| INQUIRERS | We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. |
| KNOWLEDGEABLE | We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. |
| THINKERS | We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. |

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| COMMUNICATORS | We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. |
| PRINCIPLED | We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. |
| OPEN-MINDED | We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and are willing to grow from the experience. |
| CARING | We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. |
| RISK-TAKERS | We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. |
| BALANCED | We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. |
| REFLECTIVE | We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development. |

STUDENT SUPPORT SERVICE

Concern for student development and well-being is the focus of the Student Support Service. This concern has intensified as society has become even more complex and demanding. Students are faced with an increasing demand for self-reliance in a world that is as expansive and exciting as it is overwhelming and uncertain. More so, pressure from societal expectations, addiction and substance abuse, bullying, and unstable family environments, have created barriers to learning for students. For schools, the increasing prevalence of anxiety and depression among students are pressing concerns that must be addressed in order for the students to succeed.

The Student Support Service of Bannister Academy is designed to evaluate incoming students according to their emotional readiness and learning support requirements. It is our belief that students must first come to terms with their goals, values, abilities, aptitudes and interests before they can continue to progress socially, educationally and occupationally. As such, the Student Support Services provides Bannister students services and programs that foster growth, both in academics and in character.

The Student Support Service is handled by the Counselor and the Academic Support Head. Both are directly working under the Headmaster (Student Support Head) and in constant communication and collaboration with the Academic Coordinators.

Objectives

The Student Support Service is an integral component of the whole school program. Ideally, the services should be designed to foster support from both officers and administrators to meet the developmental needs of students. The Student Support Service establishes services to address student needs which are achievable through a variety of means, including curriculum activities, small group and/or individual counseling, accommodations, referrals to specialists, and mentoring.

The aims of school counseling services, which are based on a developmental hierarchy, are to provide students with the following:

- services that provide support and resources to students
- services to enhance and promote student learning
- services that promote balanced academic and personal-social aspects of life
- services that are relevant to the needs, interests and developmental level of students

Meanwhile, the goal of the Academic Support is to ensure that students with learning support requirements, once admitted, are able to be supported and given accommodations in order for them to thrive according to their potential. The Office of the Academic Support works closely with the parents, therapists, subject teachers, adviser, and the academic coordinator thru team conferences in order to determine the current progress of the student and the appropriate learning support that must be given.

SERVICES AND PROGRAMS

Admission Services

The work of the Student Support Services start during the Admission process of a student applicant. As stated in the *Admission Policy* of the School, the Counsellor and the Academic Support Head are in charge of evaluating students according to their socio-emotional needs and learning support requirements. They interview and observe students to identify possible needs and work with the parents/ guardians (including therapists if available), for formal evaluation. It is necessary that special needs be diagnosed and declared before the formal enrollment to ensure that resources are available in order to support the needs of the students. At present, Bannister Academy, considers the following additional needs:

- hearing
- speech delay
- mild autism

- attention deficit and hyperactivity disorder (ADHD)
- attention deficit disorder (ADD)
- anxiety
- depression
- bipolar disorder
- physical impairment
- and other learning disability

The admission of students is on a case-to-case basis and considers the compatibility of the student to class and the commitment of the parents/ guardian to support and interventions. The parents/ guardian of student applicants are required to participate in team conferences and other programs of the Student Support Services throughout the School Year. Failure to do so may result to non-admission the following year.

Accommodations and Collaborations

More importantly, the goal of the Academic Support beginning the admission process is to determine the accommodations that can be given to the students with learning support requirements. Moreover, the Academic Support must ensure that communication and collaboration with all concerned parties are in-place and done frequently. This is to ensure that accommodations are given routinely and are updated whenever significant change in the student has been observed. Below is the summary of the process for determining the accommodation.

Students with special needs:

- Identify the need

- Coordinate with Learning Support to observe and create Individualized Education Plan (IEP)
- Set Team Conference (optional if needed)
- Implementation of IEP by endorsing to teacher and specialists
- Learning support to do push-in and pull-outs to work on skills for primary years
- High school learning support would focus more on study skills and executive function skills
- Evaluate after 3 months of implementation to update IEP

Students with red flags:

- Identify student and need
- Coordinate with Academic Support
- Academic Support will observe and collect data alongside with teacher
- Meet parents to provide data and suggested accommodations
- Refer to see a specialist if needed

Regular students displaying difficulty with selected subjects or tasks:

- Identify the need
- Coordinate with Academic Support
- Observe student if there are other concerns
- If special needs are ruled out, provide accommodations to help in class
- Academic support to do push-in and pull-outs to work on skills for primary years
- High school learning support would focus more on study skills and executive function skills

As for collaboration and team conferences, these are held and scheduled following the process below.

Collaborations:

- Short weekly meetings with Grade Level teachers and academic coordinator to discuss on cases

Team Conferences

- beginning of first term
- if there is an immediate concern
- if the IEP needs to be updated
- if teachers, specialists, doctors need to align goals
- before and after every term
- when requesting inclusive access arrangements for examinations in the International Baccalaureate Diploma Programme (IBDP or DP) subjects

Student Support Services and the IB

The Student Support Services, specifically the Counsellor and the Head of the Academic Support, are in charge of ensuring that the *Access and Inclusion Policy* of the IB is realized and that all students in the DP are given all opportunities to succeed in the program by removing or reducing barriers for learning and assessment. The Student Support Service must be knowledgeable with the guidelines and procedures set by the IB when planning, requesting, and administering for inclusive access arrangements. The Counsellor and the Head of the Academic Support must ensure that collaborations with all parties concerned, especially the parents, teachers, and the therapists and/or specialists are happening regularly and are properly documented. They are responsible for informing the DP Coordinator for formal requests to the IB when inclusive access arrangements require IB authorization. Further, they are responsible for collating, recording, and safe-keeping of all supporting documents needed to support such requests.

Character Education and Student Mentoring

Character education in Bannister Academy takes place within the seamless continuum of formal subject classes, the class advisory sessions, and personal mentoring. These essential components address the development of each student's personal qualities, attitudes, and dispositions, as well as acceptance of universal human values. Bannister Academy embraces the challenging mission to achieve not just academic excellence, but more importantly, the integral formation of the students to become effective agents of transformation.

Personal mentoring, which takes place between the student and an assigned teacher-mentor, is the premier venue for character formation. The mentoring conversation covers the entire range of the student's experience at Bannister Academy: academic work (and struggles), relations with peers, relations with teachers and Bannister staff, personal and family concerns, personal quest for fulfillment, and self-actualization. Every student from Grades 1 to 12, is assigned a personal mentor who becomes his/her life coach and friend. The mentoring system paves the way for each student's character growth and development, which consequently impacts his/her academic performance. The student benefits as he/she improves his/her self-awareness, self-discipline, responsibility, and ability to turn values into productive actions.

Personal Development Series

Personal Development Series (PDS), is comprised of monthly talks and workshops for high school students. Professionals from different fields such as digital marketing, culinary arts, photography, management, entrepreneurship and finance are invited to talk about their fields and interests. Workshops in theater, photography, culinary arts, creative writing in both English and Filipino, study skills and leadership are also given to enhance student experience and hopefully to discover their passions.

Parent Formation

As part of the school’s commitment to forming students, it organizes two major parenting talks every school year. The school invites experts in the fields of psychology, communication, and family development to talk to parents about current issues that affect parents and children.

COUNSELING PROGRAM CALENDAR

| Objective | Program | Counseling service | Timeframe | People involved | Materials |
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| To properly profile the learners and identify potential students in the watch list | Profiling | Individual Inventory | June | Headmaster Academic coordinators Advisers Subject teachers Counselor Academic Support | Entrance test SAMS result Application form Good moral certificate |
| To equip parents with information from schedules to programs and services being offered for the school year ahead | General orientation for parents | Information service | July | School Director Headmaster Academic coordinators Counselor Academic Support | Presentation School kits that include school calendar, waivers, academic coverage, mentoring assignment, policies |
| To equip students with information from schedules to programs and services being offered for the school year ahead | General orientation for students | Information service | August | School Director Headmaster Academic coordinators Counselor Academic Support | School handbook/ policies Class management |

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| To instill universal virtues that students will need in life and beyond school | Virtue of the Month (VOM) talk | Information service | August to May (Monthly) | Headmaster Academic Coordinators Advisers Mentors Counselor Academic Support | Presentation Chat |
| To assist students in developing life skills and prepare them beyond school | PDS for high school | Information service | August to May (Weekly) | Headmaster Academic Coordinators Student Support Counselor Academic Support | Presentation Speakers |
| To make students aware of the different career paths available | Career talk or seminar | Information service and career counseling | October, December, February, and April | Headmaster Academic Coordinators Counselor Academic Support Advisers | Presentation Speaker Company Parents |
| To equip parents with tips and strategies that they can use to better connect with and raise their children | Parent formation | Information service | November and March | Headmaster Academic Coordinators Counselor Academic Support Advisers | Presentation Speaker Parents |
| To update the information provided in the cumulative record of the students | Routine interview | Individual counseling | August to May | Counselor Academic Support | Chat/session |
| To get more information on the new students, check on their adjustment in | Intake interview | Individual counseling | August to October | Counselor Academic Support | Chat/session Intake interview form |

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| terms of academics, relationship with peers and family, and discuss possible issues | | | | | |
| To acquire information regarding the issues or problems that have brought the student into counseling and preliminary information regarding personal and family history | Referrals | Individual counseling | August to May | Counselor Academic Support Referrals from the ff: Adviser Academic Coordinator Subject teacher Mentor Discipline Head | Chat/session |
| To give students personal guidance and formation in standards of learning and behavior, relations with peers and superiors, and management of emotions, difficulties, and the other challenges of growing up | Mentoring | Individual counseling | August to May twice a month | Mentors | Chat/session |
| To remind students of proper etiquette | Manners talk for grades 5 to 7 | Group counseling | October | Headmaster Academic Coordinators | Presentation Speaker |

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| and develop good manners | | | | Counselor Academic Support Advisers | |
| To properly evaluate the mental ability and current learning capacity of new students | Assessment for new students | Testing and Assessment | November to July of the previous school year | Admissions Head Academic Coordinators Counselor Academic Support | Entrance exam or OLSAT 8th edition NOTE: With CAPS (ability test) and OASIS (interest test) for new students of grade 11 |
| To properly evaluate the current mental ability and interest capacity of grades 8 to 11 students To guide them in choosing the right course and college for them | Career tests mental ability and interests test | Testing and Assessment | January | Academic Coordinators Counselor Adviser Mentor | CAPS and OASIS |
| To assess self-concept in individuals for grades 7 to 12 | Personality test | Testing and Assessment | November | Academic Coordinators Counselor Adviser Mentor | Piers-Harris 2 |
| To help for the realization of the aims of the Student Support Service in respect of job-placement of | Immersion Program | School Fair/Educational exploration | | Academic Coordinators Adviser Counselor Partner companies | Partner companies |

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| the students (for grades 10 to 12) | | | | | |
| To know where the graduates go to and check up on them | | Tracking of Alumni | | Counselor | |
| To have a documentation on the result of the PTC chats and Headmaster's chats with parents | Feedback documentation | Research and Evaluation | Every end of the academic term for the advisers Second term for the headmaster | Academic Coordinators Adviser Mentor Counselor Academic Support Headmaster | Chat forms |