

DHVSU Accessibility and Accommodation Policy for Differently-Abled Students

I. Policy Statement

The Don Honorio Ventura State University is committed in providing accessible quality education and sufficient opportunities to differently-abled students (students with disabilities) through an inclusive, accessible, and accommodating learning environment. Based on RA 7277 (Magna Carta for Disabled Persons), this policy ensures that the university provides reasonable accommodations and support services to enable differently-abled students to hone their skills, develop their potentials, and participate fully in all aspects of their academics.

II. Scope

This policy applies to all differently-abled students enrolled at Don Honorio Ventura State University covering all aspects of their educational experience, including but not limited to: physical access to buildings and facilities, curriculum and instruction, and support services.

III. Definition of Terms

Differently-Abled Students. The term adopted by the university referring to Person with Disability (PWD). These are students who are suffering from restriction or different abilities, as a result of a mental, physical or sensory impairment, to perform an activity in the manner or within the range considered normal for a human being.

Disability. This shall mean: 1) a physical or mental impairment that substantially limits one or more psychological, physiological or anatomical function of an individual or activities of such individual; 2) a record of such an impairment; or 3) being regarded as having such an impairment.

Impairment. This is any loss, diminution or aberration of psychological, physiological, or anatomical structure or function.

Handicap. It refers to a disadvantage for a given individual, resulting from an impairment or a disability, that limits or prevents the function or activity, that is considered normal given the age and sex of the individual.

Social Barriers. These refer to the characteristics of institutions, whether legal, economic, cultural, recreational or other, any human group, community, or society which limit the fullest possible participation of disabled persons in the life of the group. Social barriers include negative attitudes which tend to single out and exclude disabled persons and which distort roles and inter-personal relationships.

Accessibility. The design and implementation of physical and programmatic elements that enable full and equal access to education for differently-abled students. This includes removing barriers, creating facility to their safety and easy access and providing appropriate supports.

Reasonable Accommodation. This includes improvement of existing facilities used by students in order to render these readily accessible to and usable by disabled persons; and 2) modifications or adjustments to policies, practices or procedures that enable a differently-abled student to have equal access to education and to various services and opportunities.

IV. Roles and Responsibilities

University Administration/University Officials. They are responsible for overall policy implementation, resource allocation, ensuring compliance, and overseeing accessibility improvements.

Office of Student Welfare and Formation – Affirmative Unit. They are responsible for profiling needed data, coordinating to concerned students, planning for accessibility assessments, developing and implementing Individualized Education Programs/Plans (IEPs) and providing training on disability awareness and appropriate accommodations in coordination with concerned college/campus/department.

Office of Physical Plant and Facilities. They are responsible for ensuring that buildings and facilities are safe and accommodating to differently-able persons.

Academic Personnel. They are responsible for implementing accommodations outlined in IEPs Plans, adapting instructional materials and methods, and creating an inclusive classroom environment.

Parents/Guardians. They are responsible for collaborating with the university in identifying their child's needs, sharing relevant information, and participating in the development and implementation of the IEP.

Differently-abled students. They are responsible for actively participation in their education and communicating their needs to proper personnel of the university.

V. Policy Details and Procedure:

Accessibility of Facilities. The university shall ensure that all facilities are accessible to differently-abled students, complying with relevant accessibility standards. This includes ramps, pedestrian lanes, designated walking pathways, accessible restrooms (PWD Comfort Rooms), appropriate signage, and accessible learning spaces.

Curriculum and Instruction. The curriculum and instructional methods shall be adaptable to meet the diverse learning needs of differently-abled students. This may include the adjustment on the room schedule (assigning room/s in the first floor of the building) for their easy access and comfort. Further, the use/adaption of modified assignments, alternative assessment methods, technology/digital applications, and other learning modalities helpful for the differently-abled students.

Communication. Clear and effective communication strategies shall be used to ensure that differently-abled students, their parents/guardians, and university personnel are kept informed. It is also ensured that Data Privacy of 2012 is strictly adhered.

Individualized Support. Individualized Education Programs/Plans (IEPs) shall be developed for students requiring individualized support, outlining specific accommodations and support services. These plans will be reviewed and updated regularly by concerned officials/personnel.

Emergency Preparedness. The university shall have emergency procedures/ learning continuity plan/program in place that address the specific needs of differently-abled students.

VI. Monitoring and Revision:

This policy shall be reviewed and revised at least annually or as needed to ensure its continued effectiveness and compliance with RA 7277 and other relevant laws and regulations. Feedback from students, parents, and staff will be actively sought and incorporated into policy improvements.

VII. Consequences of Non-Compliance

Failure to comply with this policy may result in disciplinary action up to and including termination of employment for staff, and appropriate measures for students, in accordance to the university student manual and other applicable laws.

VIII. References:

- a. Republic Act No. 7277 (1992) (Magna Carta for Disabled Persons)
- b. Implementing Rules and Regulations of RA 7277
- c. Republic Act 9442 (2007): Amending the Magna Carta for Disabled Persons
- d. Batas Pambansa Bilang 344 (1984): Accessibility Law
- e. DHVSU Student Manual (2019)
- f. DHVSU Learning Continuity Plan