



CORDILLERA CAREER DEVELOPMENT COLLEGE (CCDC)

Buyagan, Poblacion, La Trinidad, Benguet
P.O. Box No. 47 LTPO
Tel. No. (074) 422-2737 • Telefax: (074) 422-2221
Email: ccdc@ccdc.edu.ph
Website: www.ccdc.edu.ph
Hotline: 0917-544-4545

College Memorandum
No. 5 s. December 12, 2024

TO: ALL EMPLOYEES
FROM: OFFICE OF THE PRESIDENT
SUBJECT: Accommodation policy for students with special needs

This Accommodation Policy for Special Students is anchored on CCDC's mission to provide a holistic, accessible, and inclusive learning experiences. In realizing this Policy, the school is guided by the legal provisions of R.A. 11650 "Inclusive Education Act of 2022", R.A. 7277 "Magna Carta for Disabled Persons", Batas Pambansa 344 "Accessibility Law", and CHED Memorandum Order No. 23 s. 2000 "Quality Education for Learners with Special Needs", among others.

Accordingly, those with special needs pertain to the visually-impaired, hearing-impaired, speech-impaired, orthopedically impaired, mentally retarded, and multi-handicapped.

ACCOMMODATION POLICY FOR STUDENTS WITH SPECIAL NEEDS

1. CCDC shall accommodate students with special needs subject to the school's resources and capabilities.

Note:

To ensure that quality education is accessible to all learners with special needs and to facilitate their learning process, the following modified facilities and equipment shall be given importance by HEIs as minimum requirements specified in RA 7277¹:

- a) For persons with visual impairment – sensory and tactile materials, braille books and record materials, braille writing, painting and reading machines, orientation and mobility equipment.
- b) For persons with hearing impairment – group or individual hearing aids, speech trainers, tape recorders and speech or language kit containing auditory and language training materials.
- c) For persons with orthopedic handicaps – the requirements provided for on Rule II of Batas Pambansa Bilang 344 shall be complied with including adjustable desks or chairs and adopted physical education apparatuses.
- d) For persons with mental retardation – facilities, equipment and instructional materials for developing skills in self-care, socialization, motor cognitive and prevocational and vocational training.
- e) Other types of learners with special needs: those with behavioral problems including those with autism, those with learning disabilities and those with multiple handicaps – instructional devices and equipment for behavior modification, perceptual motor training, daily living skills, language and speech and cognitive skills development.

¹ CHED Memorandum Order No. 23 s. 2000



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Some important provisions of BP 344 "Accessibility Law" Rule II, IRR:

xxx

1.3 BASIC PHYSICAL PLANNING REQUIREMENTS. No group of people shall be deprived of full participation and enjoyment of the environment or be made unequal with the rest due to any disability. In order to achieve this goal adopted by the United Nations, certain basic principles shall be applied:

1.3.1 ACCESSIBILITY. The built environment shall be designed so that it shall be accessible to all people. This means that no criteria shall impede the use of facilities by either the handicapped or nondisabled citizens.

1.3.2 REACHABILITY. Provisions shall be adapted and introduced to the physical environment so that as many places or buildings as possible can be reached by all.

1.3.3 USABILITY. The built environment shall be designed so that all persons, whether they be disabled or not, may use and enjoy it.

1.3.4 ORIENTATION. Finding a person's way inside and outside of a building or open space shall be made easy for everyone.

1.3.5 SAFETY. Designing for safety insures that people shall be able to move about with less hazards to life and health.

1.3.6 WORK ABILITY AND EFFICIENCY. The built environment shall be designed to allow the disabled citizens to participate and contribute to developmental goals. xxx

CCDC shall have the discretion in the admission of students with special needs and may only admit those that can be catered by the available resources of the school in compliance with the above-mentioned.

2. Procedural safeguards for students with special needs shall be observed as provided in R.A. 11650 "Inclusion Education Act of 2022" stated as follows:

xxx Procedural safeguards shall include the creation of policies, procedures, and other administrative approaches which include, but not limited to, the rights of the learners with disabilities or their parents or guardians to be informed in their mother tongue, and be served written notice on matters affecting the education of the learners with disabilities; the right to confidentiality of personal identifiable information including the right of parents to written notice and written consent to the exchange of such information among agencies. This shall also include the opportunity for the learners with disabilities themselves, their parents or guardians to examine all related records and to participate in meetings with respect to the identification, evaluation, educational placement, and provision of education programs to learners with disabilities. xxxx



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3. Protection of learners with disabilities - The school shall protect the learners with disabilities within school premises against neglect, abuse, cruelty or exploitation, bullying, discrimination, and other acts or conditions prejudicial to their physical and psychosocial well-being and development as provided in R.A. 11650, R.A. 7277, as amended, R.A. 10627 or the "Anti-Bullying Act of 2013", R.A. 7610 or the "Special Protection of Children Against Abuse, Exploitation and Discrimination Act", and other existing laws.
4. Students with special needs shall be provided with priority lanes in availing canteen and other services; in transactions with offices; and the like.
5. Students with special needs shall be given prompt assistance in case of emergency evacuation and similar incidents within the school premises.


Sherry Junette M. Tagle
President