**R E G U L A T I O NS**

## **on creating conditions for full participation in the education process of persons with special needs at Vistula University**

**Introductory provisions**

§ 1.

1. The Regulations define the principles for creating conditions enabling full participation in the education process of persons with special needs at Vistula University.
2. The Regulations define the rules for granting support and the scope of tasks aimed at creating conditions for full participation in the education process for people with special needs.
3. The Regulations refer to activities financed from the University’s own funds and from the Fund of the Minister of Education and Science for tasks related to providing conditions for full participation of persons with disabilities in the process of admission to studies, doctoral schools, education at studies and doctoral schools or conducting scientific activities.

§ 2.

1. The terms used in these Regulations have the following meanings:

1. University - Vistula University;
2. Subsidy - an earmarked subsidy covering financial resources allocated to the financing of tasks related to providing persons with disabilities with conditions allowing their full participation in the process of admission to studies, doctoral schools, studies and doctoral schools, or conducting research activities granted pursuant to Art. 371 section 2 of the Act of July 20, 2018 - Law on Higher Education and Science (Journal of Laws of 2018, item 1668, as amended);
3. Rector - Rector of Vistula University;
4. Head of the DPD – Head of the Department for Persons with Disabilities;
5. DPD – Department for Persons with Disabilities;
6. Accessibility Consulting Group - team appointed by the University to develop, update and implement procedures ensuring accessibility to persons with special needs, based on the Regulations of the Accessibility Consulting Group at Vistula University;
7. Person with special needs - students, employees, or University visitors with special needs. The group comprises disabled people with certified or uncertified disability, people with temporary health problems, pregnant women, and the elderly. The catalogue of people with special needs is open;
8. Teaching assistant to students with special needs - person providing teaching support to students with special needs during classes at the University, training courses, camps and internships to the extent necessary to enable these students to participate in the education process;

**The scope of** **tasks aimed at creating conditions for full participation in the education process of persons with special needs**

§ 3.

1. University’s tasks aimed at creating conditions for full participation in the process of education of persons with special needs include:

process of admission to the University for educational purposes,

education,

conducting scientific activity.

The earmarked subsidy and the University’s own funds may be allocated to the implementation of tasks included in the following areas:

adapting the University infrastructure, by eliminating architectural barriers, to the needs of persons with special needs, mainly students with disabilities (eliminating architectural barriers)

adjusting the process of education or conducting scientific activity

transport, accommodation and participation in events

**providing optimal assistive technologies**

**employing and remunerating employees at offices/organizational units supporting people with special needs, mainly students with disabilities**

1. **A detailed catalogue of tasks financed from the earmarked subsidy, implemented within the areas presented in** **§ 3 ust 2 of these Regulations is open, determined by the needs of the University and consistent with the purpose and nature of the subsidy.**
2. **A detailed catalogue of tasks financed from the University’s own funds, implemented within the areas set out in § 3 ust 2 of these Regulations is open and conditioned by the needs of the University.**
3. **The amount of funds allocated to financing individual forms of support and tasks for people with special needs results from the amount of the subsidy and own funds specified in the financial plan of the University.**
4. **A detailed catalogue of tasks, the division of available funds and the schedule of activities aimed at creating conditions for full participation in the education process of people with special needs are prepared for each calendar year by the Head of the DPD on the basis of an audit of the infrastructure, results of surveys (Appendix No. 1 to these Regulations) and the available funds, in consultation with the** Accessibility Consulting Group **at Vistula University and the Students’ Council, and presented for approval to the University Rector.**

**Principles of organizing and providing individual support as part of creating conditions for full participation in the education process of persons with special needs**

§ 4.

1. Individual support granted as part of creating conditions for full participation in the education process of people with special needs is provided only in a non-cash form and takes the form of specific activities for persons with special needs;
2. Forms of support available only to persons with the status of a student:
3. Teaching assistant to students with special needs;
4. Individual organization of studies;
5. Leave from university courses;
6. Exemption from attendance in compulsory classes
7. Changes in the form of credit and examination
8. Extending the duration of the credit and examination;
9. Lending of additional teaching aids (e.g., dictaphone, FM system, etc.)
10. Access to e-books and record mp3s of the Academic Digital Library;
11. Forms of co-financing available only to University employees:

1) Remuneration of employees supporting persons with special needs.

2) Training

3) Adapting the workplace to the needs of the employee

1. All persons involved in the process of providing individual support and implementation of tasks related to providing people with special needs conditions for full participation in the education process, are obliged to protect their sensitive data related to disability or health condition.

**Principles of assigning a teaching assistant to students with special needs**

§ 5

1. The main purpose of assigning a teaching assistant is to enable students with special needs, especially those with disabilities preventing their effective functioning, by performing or providing assistance in performing the activities that such persons would perform if they were able to do so.
2. The possibility of applying for a teaching assistant is independent of the family and financial situation of students with disabilities.
3. Assistant services are understood as assistance provided by a disabled student’s assistant in performing activities that a disabled student is not able to perform independently, and which are necessary for functioning in the academic environment.
4. The scope of services of a teaching assistant to students with disabilities covers the following types of support:
5. assistance in performing basic everyday activities at the University, e.g., changing a chair or armchair into a wheelchair, meals consumption, except for assistance in physiological activities;
6. support during classes at the University;
7. assistance in reaching the library and performing technical activities in the preparation of teaching materials;
8. support in other situations reported by the student to the Head of the DPD resulting from individual needs, e.g., rewriting notes from paper to electronic version, and in the case of people with hearing impairment, preparing notes based on audio files;
9. support in individual tasks of a teaching assistant to students with disabilities, which include, among others, dealing with matters in the dean’s office and assistance in preparation for classes, participation in trainings, conferences, meetings and celebrations organized by the University.

**Requirements for candidates for a teaching assistant to students with special needs**

§ 6

1. The function of a student’s teaching assistant may be performed by adult persons with appropriate qualifications/skills to carry out the assigned tasks.

2. The assistant is obliged to maintain the confidentiality of all personal matters of the student and to respect his or her privacy.

3. A student’s teaching assistant must be available and guarantee his or her presence with a disabled student during the prescribed hours.

4. A candidate for a teaching assistant must be able to build proper relationships (trust, respect, understanding, etc.) with the student. In particular, a teaching assistant should be characterized by the following features:

1. highly developed interpersonal and communication skills;
2. high level of propriety and composure;
3. ability to recognize the student’s needs, willingness to help, empathy, understanding, respect for people with special needs;
4. persistence, resistance to stress and a cheerful disposition;
5. reliability, systematicity, solidity and consistency in action;
6. creativity and independence in thinking and acting;
7. physical fitness.

**Rules for applying for a teaching assistant to students with special needs**

§ 7

1. Students may apply for the right to use the services of a teaching assistant by submitting a written application to the Department for Persons with Disabilities (Appendix No. 2)
2. Applications for a teaching assistant are examined by the Head of the DPD.
3. In the event of a refusal to assign a teaching assistant, the student has the right to appeal against the decision of the Head of the DPD to the Rector within 14 days from the date of receiving information about the refusal. The Rector’s decision is final.
4. It is recommended that students with special needs propose a candidate for their assistant in their applications.
5. If the student does not indicate a candidate for a teaching assistant in the application, the Head of the DPD takes steps to find a suitable person. Students expressing their willingness to perform the function of an assistant may submit their candidacy to the DPD by completing an application (Appendix No. 3 to these Regulations).

**Principles of performing the function of a teaching assistant to students with special needs**

§ 8

1. A mandate contract is concluded with the teaching assistant and the Head of the DPD supervises the performance of the commissioned tasks. The assistant submits an appropriate statement (Appendix No. 5 to these Regulations), in which he or she undertakes to perform the function towards a specific person and to comply with the principles set out in these Regulations.
2. The contract with the assistant is concluded for the period of the academic year in which the application was submitted.
3. The contract specifies the number of hours and the scope of the services provided as well as the hourly rate for the performance of these services. The scope of services and the number of hours depend on the needs specified by the student and approved by the Head of the DPD. The hourly rate for the performance of the assistant’s services for a given academic year is specified in the annual task plan developed by the Head of the DPD.
4. For the performance of the commissioned tasks, the assistant receives remuneration based on the number of hours worked for the student with special needs for whom the service is provided.
5. A student with special needs using this form of support keeps a record of the hours of services and tasks performed for him or her by the assistant in the timesheet (Appendix No. 5 to these Regulations).
6. The student’s and assistant’s presence during classes must be confirmed in the timesheet by the academic teacher conducting the classes, and in the library - by a library employee. In other cases, the completion of the task is confirmed by the signature of the student using the services of a teaching assistant;
7. The number of working hours of a teaching assistant cannot exceed the total number of hours of classes, including breaks, in a given academic year;
8. The timesheet (Appendix No. 5 to these Regulations) is handed over by the teaching assistant to the Head of the DPD for verification and approval;
9. Based on the timesheet approved by the Head of the DPD, the assistant issues an invoice which is the basis for the payment of remuneration, in accordance with the rules in force at the University.
10. The Head of the DPD is responsible for the coordination of activities referred to in this paragraph.

**Rules for applying for additional teaching resources for a student with special needs**

§ 9

1. In order to apply for the right to receive additional teaching resources, it is necessary to submit a written application to the Department for Persons with Disabilities (Appendix No. 2).
2. Applications for a additional teaching resources are considered by the Head of the DPD.
3. In the event of refusal, the student applying for additional teaching resources has the right to appeal against the decision of the Head of the DPD to the Rector within 14 days from the date of receiving information about the refusal. The Rector’s decision is final.
4. It is recommended that students with special needs describe their needs in the application and propose the equipment or services necessary to provide equal opportunities in the education process.
5. In the event of receiving a positive decision regarding the receipt of additional teaching resources in the form of rented equipment (e.g., dictaphone, FM system, etc.), a rental agreement is concluded with the student, specifying all conditions for using the equipment and its return.
6. In the event of damage / loss of the rented equipment, the student is obliged to bear the costs of repairing or buying new equipment.
7. On the day of losing the student status of Vistula University, the borrower is obliged to return the equipment to the DPD.
8. In the event of a positive decision on the receipt of additional non-material teaching resources (e.g., access to the digital library, software, etc.), the Head of DPD will immediately provide the student with all accesses and information about the service he or she will use.
9. Students with special needs have the right to obtain an elevator card upon submitting an application to the DPD.
10. On the day of losing the status of Vistula University student, a person using additional non-material resources loses all access, rights and licenses.

**Final provisions**

§ 10

1. The University shall not be liable for any damage suffered by a disabled student or third parties, which arose from the deliberate or unintentional fault of the student’s assistant in connection with the performance of the tasks assigned to him or her.
2. Students of Vistula University performing the function of a teaching assistant, within the scope of the earmarked subsidy, sign an appropriate liability insurance contract and presents its documentation (insurance policy) to the Head of the DPD.

§ 11

* 1. In matters not covered by these Regulations, all decisions are made by the Head of the DPD in consultation with the Rector.

§ 12

* 1. List of Appendices to these Regulations for creating conditions for full participation in the education process of persons with special needs at Vistula University:

1. Appendix No. 1 Questionnaire: Students’ needs and expectations with regard to adapting study conditions to the state of health
2. Appendix No. 2 Application for support
3. Appendix No. 3 Declaration of performing the function of a teaching assistant to students with special needs
4. Appendix No. 4 Declaration of a teaching assistant to students with special needs
5. Appendix No. 5 Timesheet of hours worked and tasks performed by a teaching assistant to students with special needs
6. Appendix No. 6 Confirmation of the performance of assistant’s tasks by the Head of the DPD