

Paris Junior College Disability Services Handbook



Advising/Counseling Office
Revised November 2017

Paris Junior College gives equal consideration to all applicants for admission without regard to race, color, national origin, sex, age, disability or veteran status.

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Welcome to Services for Students with Disabilities
Advising/Counseling Office

Mission Statement

The Advising/Counseling Office strives to create a sensitive environment that is conducive to learning by providing academic and personal support to the students, staff and faculty of Paris Junior College.

Paris Junior College welcomes students who have special needs. The institution is committed to assisting students as completely as possible. Paris Junior College provides equal opportunities for students with disabilities and ensures access to a wide variety of resources and programs. The passage of Section 504, Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 requires that the college make certain special arrangements for students with disabilities. **This requirement does not mean that less should be required of the student with a disability than of other students**, but only that reasonable accommodations should be made to ensure that students with a disability have access to an education. The college will make reasonable accommodations for students with a documented physical, psychological or learning disability who have been admitted to the college and have requested accommodations.

Location: **Paris Campus**
Advising/Counseling Office
Alford Center
903-782-0432
Office FAX: 903-782-0333

Greenville Center
Call 903-454-9333
For an appointment with a Student Success Coach in the Advising/Counseling Office
Office FAX: 903-454-3380

Sulphur Springs Center
Call 903-885-1232
For an appointment with a Student Success Coach in the Advising/Counseling Office
Office FAX: 903-439-6155

Student confidentiality is high priority for PJC. Guidelines and safeguards are put in place to protect the privacy of all documentation concerning disabilities. To assist with your confidentiality, it is best to present your documentation in person to a Student Success Coach.

Qualifications or Who Qualifies for Disability Services

The Rehabilitation Act of 1973 as amended defines a person with a disability as anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Section 504 of the Rehabilitation Act of 1973 is a program access statute. It requires that not otherwise qualified persons with a disability not be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by any institution or entity receiving federal financial assistance. While it does not require that special educational programming be developed for disabled students, it does require that an institution (public or private) be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the full participation of students with disabilities in the same programs and activities available to non-disabled students. The Americans with Disabilities Act (ADA), 1990, provided an additional definition: "Qualified individual with a disability means one who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services of the participation in programs or activities provided by a public entity".

The ADA upholds and extends the standards for compliance set forth in Section 504. Under provisions of the ADA, a person with a disability refers to "any person who (1) has a physical impairment which substantially limits one or more major activities, (2) has a record of such impairment. A physical or mental condition, in and of itself, does not mean that a person is entitled to accommodations.

Responsibilities for Students, Paris Junior College, and Advising/Counseling

Student Responsibilities

- Self identify or disclose his/her disability to the Advising/Counseling Office.
- Obtain documentation of assessment and test results and submit to Advising/Counseling.
- Arrange your schedule with help from a Student Success Coach.
- Meet with a Student Success Coach each semester to complete a Request for Accommodations Form and to obtain an Accommodation Letter Form for each class.
- Contact instructors at start of semester to present the Accommodation Letter for each class and notify the instructor at least 48 hours in advance of a test requiring special accommodation.
- Return signed Accommodation Letter to Advising/Counseling Office.
- Arrange for and obtain own personal attendants and assistive devices.
- Notify the Student Success Coach if services are no longer needed.
- Observe PJC rules for student conduct.
- Act as an independent adult.
- Be on time for services.
- Communicate to Advising/Counseling in a timely manner any question or problems arising due to the disability or assigned accommodations.

PJC Responsibilities

- Provide accessible facilities and related equipment.
- Protect a student's right to privacy and confidentiality.
- Provide access to programs and services.
- Inform students of Advising/Counseling Office locations and procedures for requesting accommodations.
- Make reasonable accommodations for students who meet the qualifying criteria.
- Provide reasonable access to program and service choices equal to those available to the general public
- Make reasonable accommodation in instruction which do not alter the essential content of a course or program.
- Inform students of their rights and responsibilities.

Advising/Counseling Responsibilities

- Assist students regarding educational and disability accommodation requests.
- Collect and evaluate educational, psychological, medical, and vocational diagnostic information provided by the student or others to determine eligibility for accommodations.
- Advise students regarding appropriate course selection.
- Coordinate the registration process for identified students with disabilities.
- Arrange for appropriate, reasonable accommodations.
- Assist students in accessing technology available to address their identified accommodation needs.
- Monitor the effectiveness of student accommodations and educational progress.
- Educate students about their rights and responsibilities.

How to Apply for Accommodations

New Students

To provide appropriate planning and scheduling, students must contact Paris Junior College before regular registration begins to start the process of enrollment/registration/accommodations.

1. Contact the Office of Admissions and Records to make application to PJC.
2. Contact the Advising/Counseling Office to discuss degree plan and complete the Request for Accommodations Form. You may also request an Information Release form to enable PJC to obtain disability records from other entities on your behalf.
3. Present Student Success Coach with diagnostic documentation signed by a professional authorized to diagnose and/or treat your disability. The documentation must be on letterhead and recent enough to include your current status. If you are a student who is deaf or blind you should present a Tuition Exemption letter.

4. Accommodations for the TSI test will be determined by the diagnostic documentation and the Testing Center will be informed of prior to student testing.
5. Schedule an appointment with a Student Success Coach from the Advising/Counseling Office to register for classes. Bring your TSI test scores to this appointment. Student will receive Accommodation Letters for each instructor during this appointment.
6. Attend a PJC Orientation session as scheduled by a Student Success Coach or the Office of Admissions & Records.
7. Accommodations are not retroactive. They begin the date the Accommodation Letter is presented to the instructor, or in case of an internet class, when the instructor receives the letter by email.

Current Students

Current students may contact a Student Success Coach to submit a Request for Accommodations Form as early as four weeks prior to the beginning of the early registration. Students should meet with a Student Success Coach prior to the regular registration period to schedule their classes and receive Accommodation Letters for their instructors.

Failure to follow these guidelines may result in a delay in receiving accommodations.

Disability Documentation Guidelines

Students requesting disability services from Paris Junior College are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act. The following guidelines ensure that documentation is complete and accurate. *The Advising/Counseling Office reserves the right to determine eligibility and appropriate services based on the quality, recentness, and completeness of the documentation submitted.* All documentation is confidential and maintained by Advising/Counseling Office. PJC does not provide testing for disabilities.

Acceptable documentation must include the following:

- Current relevant documentation
- A specific diagnosis supported by testing results
- Level of severity of the disability
- Functional limitations due to the disability
- Recommended academic accommodations

Testing Accommodation

Test accommodations are determined by a Student Success Coach. All placement testing is conducted in the Testing Center, which will be informed of all accommodations required by the student. Course tests may be administered at the Testing Center or the student's instructor in a classroom or office.

Rules Testing Accommodations:

1. It is the student's responsibility to talk with the instructor about how their course tests will be administered; either with the instructor and in the Testing Center.
2. It is the student's responsibility to schedule their tests either with the instructor or the Testing Center. Students should not expect drop-in testing at their convenience.
3. Students must take exams at the time it has been scheduled by the instructor or the Testing Center. Rescheduling due to lack of preparation time, etc., is not permitted. Examination slot times will not be held for more than 15 minutes, and after that time, the student is considered to be absent from the exam. The Testing Center will immediately return an exam to an instructor for any student who fails to appear to take the test.
4. Exams must be completed during the scheduled session. The Testing Center will return whatever you turn in to the instructor.
5. If a test session exceeds two hours, one brief supervised restroom break may be requested. No other breaks are allowed unless specifically stated on the Accommodation Letter.
6. A reader or scribe may be authorized for testing. Students are permitted to request a reader to repeat statements as many times as needed.
7. Any issues of scholastic dishonesty will be reported to the instructor and to the Advising/Counseling Office.

Pop quizzes

Pop quizzes fall under the category of in-class assignments and any accommodations previously determined for in-class assignments will be given.

Educational Support Services

Pre-Admission Guidance

Prospective students with disabilities are encouraged to arrange a visit to the campus prior to registration in order to become acquainted with the facilities and services offered at Paris Junior College which can enable them to fully participate in regular classroom instruction.

The College will make reasonable accommodation(s) for qualified students with a diagnosed physical, learning or psychological disability applying for admission. It is the responsibility of the student to be aware of the guidelines, procedures and policies outlined in the official college catalog, the Student Handbook, and the Handbook for Students with Disabilities.

Assistance with Registration Process

The student should notify the Advising and Counseling Office regarding assistance with the registration process. Notification during early registration is necessary for adequate scheduling of services. If at all possible, reasonable accommodation(s) or assistance to increase success will be provided.

Counseling

Students may receive academic and limited personal counseling at Paris Junior College.

Academic Advising

Academic advising is an integral part of the Paris Junior College registration process designed to assure proper course placement which will sequentially fulfill the requirements of an associate degree or certificate program. All students are encouraged to see a Student Success Coach before early registration until which time they have met TSI standards.

Career Planning

A career counselor provides career-planning information for students including exploration of career options, computer-based guidance services, interest assessments, occupational information, senior colleges and transfer information.

Community Referrals

The Texas Workforce Solutions Vocational Rehabilitation Solutions (TWS-VRS) and the Texas Commission for the Blind are common referral sources for diagnostic evaluations and assistance. Contact the Advising/Counseling Office for additional referral resources.

Tutoring

Paris Junior College provides tutoring opportunities for students at the writing lab, math lab and general tutoring labs. Information about tutoring schedules is available in the Advising/Counseling office.

Computer Labs

A computer lab equipped with assistive software is located in each campus library and is available for students who need a computer to complete assignments.

Recording of Lectures

Students may request the accommodation to record lectures on the Request for Accommodation Form. If approved by the Student Success Coach, the instructor will be notified by way of the Accommodation Letter.

Textbooks in Alternative Format

Students presenting documentation supporting the need for e-text books should make the request at least 6 weeks in advance to assure the arrival of the book on time for the class. A Student Success Coach will contact several sources to inquire about the availability of the book in alternative format.

Adaptive Equipment

Paris Junior has a variety of adaptive equipment available for use by students with disabilities. Each of the college campus libraries has a fully accessible adapted computer system. Some available adaptive equipment includes the following:

- Computer screen enlargement software and large monitor
- Voice recognition software for the computer
- Assistive listening device
- Alternative classroom furniture
- Software that converts printed page into electronic text and reads text
- Portable magnifier
- Screen magnifier software

Adaptive Computer Software

JAWS (Job Access with Speech) for Windows is a program that provides speech technology that works with your Windows operating system

OpenBook reads print aloud to you and magnifies print on-screen in your choice of sizes or colors. The Background Scanning allows you to read one document while scanning another.

MagicEyes offers 2X to 16X magnification of your computer screen with advanced edge-smoothing enlargement.

Dragon Naturally Speaking consists of a speech recognition program and a headset microphone. Dragon Naturally Speaking eliminates the need to use the keyboard or mouse when operating most Windows-based applications.

Text Books

Whenever possible, text books are provided in an alternative format from various lending libraries and organizations. Students needing books in audio format or enlarged textbooks must first purchase the textbook and provide proof of purchase to a Student Success Coach. To enlarge a book, the binding is removed and the pages are scanned. The text is returned to the student; however, it will not be rebound. Student requests for textbooks in alternate format must be received by Advising/Counseling Office at least 6 weeks in advance

Note Taking

After reviewing documentation submitted by a student, a Student Success Coach determines if a student will be authorized for the use of a note taker. Instructors are required to assist a student in locating a classmate who is willing to provide a copy of his/her notes. **The student should immediately inform the Advising/Counseling Office if there is a problem with the note taker.**

Responsibilities of students using a note taker

- You should attempt to take as many notes as possible to supplement the notes received from a classmate.
- Please understand that if you are **absent from class that the note taker is not responsible to take notes for you**. If you are ill, you should email/call your instructor to request that you need a copy of the notes. Otherwise, you will not be able to receive a copy of the notes.
- If you find the notes provided are not sufficient, you must immediately inform the instructor and the Advising/Counseling Office.
- Do not ask the note taker to change his/her whole style of note taking to suit your style.
- Request a back-up note taker from the instructor in the event your note taker is absent. If you have questions about your notes, try to meet with your note taker at a convenient time rather than right after class.

Role of note taker

- Number each page of notes making sure to include the date on page 1.
- Respect the confidentiality of any student who requests to remain anonymous. At the end of each class session, you will give the notes to the instructor.
- If permitted by the student, communicate with the student you are assisting to make sure that the student's needs are being met.
- Provide clear, complete notes in a timely manner.
- Only take notes when the student is present unless the instructor has requested otherwise.
- Immediately report any difficulty with note taking to the instructor.
- Use note paper provided by the student or the instructor or arrange another method which meets both of your needs.
- If possible, let the student or the instructor know if you will be absent from class.

Enlarged Copies

Enlarged copies of handouts, syllabi, etc., for the current semester will be provided by Advising/Counseling Office or, in some cases, by your instructor. Please submit your request for enlarged copies to Advising/Counseling Office at least 1 day in advance.

Interpreter Services

Paris Junior College is located in a rural area; therefore, access to specialized services such as sign language interpreters may be limited. If, after a diligent and appropriate search, no interpreter is available to interpret at the requested time, every effort will be made to find an appropriate alternate plan. Students should enroll at the beginning of the Early Registration Period so that there will be ample time to secure an interpreter. If an interpreter is needed for something outside of class, such as communicating with any PJC employee, a student may request this in the Advising/Counseling Office. Please try to request this at least 1 week in advance so an interpreter can be made available.

Interpreter's Responsibility

Your interpreter is responsible for interpreting communications between you and any person you need to talk with at PJC. This includes interpreting your class lectures, interpreting for your meetings with instructors, Student Success Coaches, or other staff members of the College. Your interpreter should communicate everything that a person says to you, and everything you say to another person. **Please note that your interpreter's only responsibility is to interpret for you.** Interpreters are not counselors, tutors, or teachers.

Student's Responsibility to their Interpreter

- Meet with your interpreter at the beginning of the semester to discuss your schedule and vocabulary used for your particular courses.
- Inform interpreter in advance if you will be late or absent from class. Excessive absences and failure to inform your interpreter can result in temporary suspension of interpreting services.
- Inform interpreter of any changes in class status, location, etc.

SERVICE ANIMALS

Paris Junior College has established procedures regarding the use of service animals by students and community members with disabilities. Paris Junior College is committed to compliance with state and federal laws regarding individuals with disabilities. Individuals with disabilities may be accompanied by their service animals on all Paris Junior College sites where members of the public or participants in services, programs or activities are allowed to go. Texas law, including provisions of Texas House Bill 489, passed during the 83rd Legislature, 2013 and the federal Americans with Disabilities Act (ADA) guarantee the right of a person who is blind or has other disabilities, including post-traumatic stress disorder, to be accompanied by a trained service animal in all public places.

Federal law does not require the individual to provide documentation that an animal has been trained as a service animal. Federal law does not require that the animal wear any type of vest or badge indicating that it is a service animal. Federal law does not prohibit any particular breed of dog from being a service animal.

When it is not readily apparent that an animal is a service animal, the college may ask if the animal is required because of a disability, as well as what work or task the animal has been trained to perform. When accompanied by a trainer, service animals in training are afforded the same access rights as trained service animals that are with a person with a disability.

SERVICE ANIMALS PERMITTED ON CAMPUS

Students with disabilities who require a Service Dog on-campus are requested, but not required, to self-identify as a person with a disability with Advising/Disability Services located in the Alford Center at the time of they make application to the college. For students living in campus housing with a Service Dog, the college requests that the student provide as much advance notice as possible prior to the desired move-in date so that the college can best accommodate the student and the animal.

Service animals are defined as dogs (in some cases miniature horses) that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. This definition does not affect or limit the broader definition of "assistance animal" under the Fair Housing Act of the broader definition of "service animal" under the Air Carrier Access Act. Students seeking permission to have an assistance animal, that is not also a service animal, in their residence are required to register with Advising/Counseling, Disability Services and follow the standard accommodation process.

Entities covered by the ADA must modify their policies to permit **miniature horses** who are service animals, where reasonable. Miniature horses generally range in height from 24 inches to 34 inches measured to the shoulders and generally weigh between 70 and 100 pounds. The regulations set out four assessment factors to assist entities in determining whether miniature horses can be accommodated in their facility. The assessment factors are (1) whether the miniature horse is housebroken; (2) whether the miniature horse is under the owner's control; (3) whether the facility can accommodate the miniature horse's type, size, and weight; and (4) whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

Where Service Animals are Allowed

Under the ADA, State and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. For example, in a hospital it would be inappropriate to exclude a service animal from areas such as patient rooms, clinics, cafeterias, or examination rooms. However, it may be appropriate to exclude a service animal from operating rooms or burn units where the animal's presence may compromise a sterile environment.

Responsibilities of Individuals with Service Animals

Under the ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or effective controls.

Individuals are responsible for ensuring the immediate clean-up and proper disposal of all animal waste. Although the college may not charge an individual with a disability a service animal surcharge, it may impose charges for damages caused by a service animal in the same manner the college imposes charges for damages caused by pets.

Other Rules Related to Service Animals

- Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals. When a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility they both should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.
- A person with a disability cannot be asked to remove his service animal from the premises unless: (1) the dog is out of control and the handler does not take effective action to control it or (2) the dog is not housebroken. Where there is a legitimate reason to ask that a service animal be removed, staff must offer the person with the disability the opportunity to obtain goods or services without the animal's presence.
- Establishments that sell or prepare food must allow service animals in public areas even if state or local health codes prohibit animals on the premises.
- People with disabilities who use service animals cannot be isolated from other patrons, be treated less favorably than other patrons, or be charged fees that are not charged to other

patrons without animals. In addition, if a business requires a deposit or fee to be paid by patrons with pets, it must waive the charge for service animals.

- If a business normally charges guests for damage that they cause, a customer with a disability may also be charged for damage caused by himself or his service animal.
- Staff are not required to provide care or food for a service animal.
- Service animals are not exempt from local animal control or public health requirements such as vaccinations.

Emotional Support Animals

A clear distinction has been made between service animals that are trained to respond to an individual's needs, and untrained emotional support (assistance) animals that provide emotional support that may positively affect a person's disability. Assistance animals do not perform work or tasks that would qualify them as service animals under the ADA. However, assistance animals may be permitted under certain circumstance pursuant to the Fair Housing Act. In accordance with FHA, the assistance animal must be necessary for the resident with a disability to have equal access to housing but the accommodation must also be reasonable. An accommodation is unreasonable if it presents an undue financial or administrative burden on the college, poses a substantial and direct threat to person or public safety of the college community, and presents a fundamental alteration of the nature of the service or program. Requests for assistance animals in campus housing should be made to Advising/Counseling Office at least thirty (30) days prior to the desired move-in date by submitting documentation provided by the treating physician or mental health provider.

Documentation must be on official letterhead and state:

- (1) that the student has a disability for which the animal is needed;
- (2) how the animal assists the student, including whether the animal has undergone any training; and
- (3) an explanation of the connection between the student's disability and assistance that the animal provides.

Students may not bring his or her emotional support animal into other college buildings other than in the approved campus housing assignment facility. Students living in college housing will be permitted to have no more than one emotional support animal.

Blind/Deaf Student Tuition Exemption Program

Program Purpose

To help enable blind and deaf students to attend public colleges or universities in the state of Texas.

Eligibility Requirements

- Texas Resident
- Declare program of study at time he/she applies for the exemption
- Provide certification from the Texas Workforce Solutions Vocational Rehabilitation Solutions of status as a blind or deaf person
- Enroll in classes for which the college receives tax support (i.e., a course that does not depend solely on student tuition and fees to cover its costs)

New Requirements as of Fall 2014

Senate Bill 1210 (83rd Texas Legislature, Regular Session) adds a **Grade Point Average** requirement for persons to receive continuation awards through the program. The bill also establishes a **Limit to the Total Number of Hours**, cumulative, that a student may take and continue to receive awards through this program. Contact the Advising/Counseling Office for more information.

Eligible Institutions

Available for use at any Texas public college or university.

Award Amount

All dues, fees, and enrollment charges whatsoever for which exemptions may be lawfully made, including: fees for correspondence courses, general property deposit fees, and student service fees; but, does not include fees or charges for lodging, board, or clothing. No funds may be used to pay tuition for continuing education classes for which the college receives no state tax support.

Application Process

- Provide the registrar with certification from the Department of Assistive and Rehabilitative Services of status as a blind person or a deaf person
- Provide registrar a written statement of purpose indicating which certificate, degree program, or professional enhancement will be pursued
- Provide the registrar a copy of the high school transcript and a letter of recommendation
- Provide the registrar proof that all admissions requirements have been met

To read more about this program check out:

Texas Education Code, 54.364 (<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.54.htm#54.364>)

Extended Time Request for the Completion of In-Class Projects in the Jewelry Technology Program

To establish services for extended time for in-class projects for Jewelry Technology courses, you must make your request to the Advising/Counseling Office at the time you file the "Request for Accommodations(s) Form". It is very important that you understand how extended time will be provided. The Student Success Coach from the Advising/Counseling Office will arrange a meeting with the course instructor to formulate the procedure for providing extended time. Extended time will be provided at designated lab times established by the director of the program.

You should request a meeting with the course instructor at the beginning of the semester to develop a plan for extended time. After the plan has been established and recorded on the "Request for Extended Time Form", you will sign the form to acknowledge your agreement with the plan.

The Extended Time Plan can be reevaluated at any time during the semester at the request of the student or the course instructor.

YOUR RESPONSIBILITIES:

1. You must notify the lab instructor if you will be unable to attend a scheduled extended time session.
2. The lab instructor may leave the lab after ten minutes have passed if you do not appear. The lab instructor will not return to the lab until the next scheduled lab. If you realize that you will be tardy, you must telephone, e-mail or otherwise contact the lab instructor beforehand to advise as to the time you expect to arrive.
3. All lab absences require written documentation as to the reason for the absence. You must present the reason for the absence in writing to the lab instructor at the next scheduled lab or class. After you have incurred two absences, you will be required to meet with a committee from the department to discuss the continuation of this accommodation.
4. You may appeal committee decisions regarding extended time by following the Paris Junior College Grievance Procedure as outlined in another section of this manual.

Freedom from Discrimination, Harassment, and Retaliation (FFDB)

The College District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, age, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct limits or denies a student's ability to participate in or benefit from the College District's educational program.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

The College District prohibits retaliation by a student or College District employee against a student alleged to have experienced discrimination or harassment or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or otherwise participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claims

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a College District investigation regarding discrimination or harassment shall be subject to appropriate disciplinary action.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a responsible employee.

Employee Report

Any College District employee who suspects and any responsible employee who receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate College District official listed in this policy and shall take any other steps required by this policy.

Exceptions

A person who holds a professional license requiring confidentiality, such as a counselor, or who is supervised by such a person shall not be required to disclose a report of prohibited conduct without the student's consent.

A person who is a non-professional counselor or advocate designated in administrative procedures as a confidential source shall not be required to disclose information regarding an incident of prohibited conduct that constitutes personally identifiable information about a student or other information that would indicate the student's identity without the student's consent, unless the person is disclosing information as required for inclusion in the College District's annual security report under the Clery Act [see GAC].

Responsible Employee

For purposes of this policy, a "responsible employee" is an employee:

1. Who has the authority to remedy prohibited conduct.
2. Who has been given the duty of reporting incidents of prohibited conduct.
3. Whom a student reasonably believes has the authority to remedy prohibited conduct or has been given the duty of reporting incidents of prohibited conduct.

The College District designates the following persons as responsible employees: any instructor, any administrator, or any College District official defined below.

Definition of College District Officials

For the purposes of this policy, College officials are the ADA/Section 504 coordinator, the Title IX coordinator, and the College President.

ADA/Section 504 Coordinator

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The College District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Linny de la Peña
Position: Student Success Coach, Advising & Counseling
Address: 2400 Clarksville St., Paris, TX 75460-6298
Telephone: (903) 782-0281

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the Title IX coordinator. The College District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Paula White
Position: Director of Human Resources
Address: 2400 Clarksville St., Paris, TX 75460-6298
Telephone: (903) 782-0304

Resources

Association on Higher Education and disability (AHEAD)

<http://www.ahead.org/>

AHEAD in Texas

www.ahead.org/affiliates/texas

Council for Learning Disabilities (CLD)

<http://www.cldinternational.org/>

Learning Disabilities Association of America (LDA)

www.ldaamerica.org

Learning Disabilities Association of Texas (LDAT)

www.ldaamerica.org/lda-chapters/texas

National Center for Learning Disabilities (NCLD)

<http://www.nclد.org/>

National Council on Disability

<http://www.ncd.gov/>

National Network of Learning Disabled Adults (NNLDA)

www.ldaamerica.org/adults

National Health Information Center (NHIC)

www.health.gov/nhic

National Clearinghouse on Postsecondary Education for Individuals with Disabilities

<http://www.acenet.edu>

National Health Information Center (NHIC)

www.health.gov

Office of Special Education & Rehabilitation Services Us Department of Education

www.ed.gov

Orton Dyslexia Society

www.dyslexiaconsultants.com

President's Committee on Employment of People with Disabilities

<http://www.usccr.gov>

Learning Ally

www.learningally.org

Relay Texas

www.relaytexas.com

Texas Department of Assistive and Rehabilitative Services

<http://www.dars.state.tx.us/>

Texas Department of Aging and Disability Services (DADS)

<http://www.dads.state.tx.us/>

Texas Health Resources

<http://www.texashealth.org/>