

# Handbook

## for Students with Disabilities



Counseling/Advising Center  
Paris Junior College  
Revised March 2011

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

Welcome to Services for Students with Disabilities  
Counseling/Advising Center

Mission Statement

The Counseling/Advising Center 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.

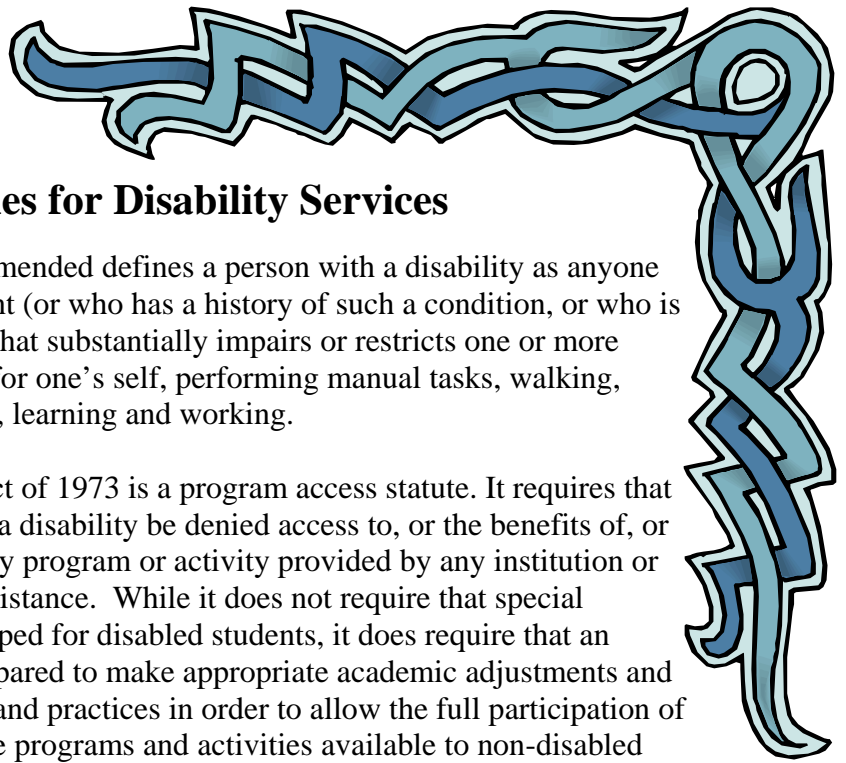
Location: **Paris Campus**  
Counseling/Advising Center  
Alford Center  
903-782-0426  
Office FAX: 903-782-0796

**Greenville Campus**  
Call 903-454-9333  
For an appointment with an Advisor from the Counseling/Advising Center  
Office FAX: 903-782-0796

**Sulphur Springs Campus**  
Call 903-885-1232  
For an appointment with an Advisor from the Counseling/Advising Center  
Office FAX: 903-782-0796

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## 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 (or who has a history of such a condition, or who is perceived by others to be disabled) 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 person with a disability 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 modification 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, or (3) is regarded as having such impairment." Major life activities may include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, concentration and working. A physical or mental condition, in and of itself, does not mean that a person is entitled to accommodations, if the above conditions are not met.

The term physical or mental impairment includes, but is ***not limited to***:

- Speech
- Hearing
- Visual and mobility impairments
- Cerebral palsy
- Epilepsy
- Muscular dystrophy
- cancer
- diabetes
- heart disease
- AIDS
- mental retardation
- emotional illness
- specific learning disabilities
- Deafness or hearing impairments
- Orthopedic impairment
- spinal cord and traumatic brain injury



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

### **Student Responsibilities**

- Self identify or disclose his/her disability to Counseling/Advising.
- Obtain documentation of assessment and test results and submit to Counseling/Advising.
- Meet with counselor/advisor each semester to complete a Request for Accommodations Form and to obtain an Accommodation Letter Form for each class.
- Act as independent adult.
- Return signed Accommodation Letter Form to Counseling/Advising.
- Arrange own schedule with help from a counselor/advisor.
- 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.
- Arrange for and obtain own personal attendants and some assistive devices.
- Notify the counselor/advisor if services are no longer needed.
- Observe PJC rules for student conduct.
- Be on time for services.
- Communicate to Counseling/Advising 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 C/A 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.

### **Counseling/Advising 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 and assisting the student 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 student rights and responsibilities.

## How to Apply for Accommodations

### New Students

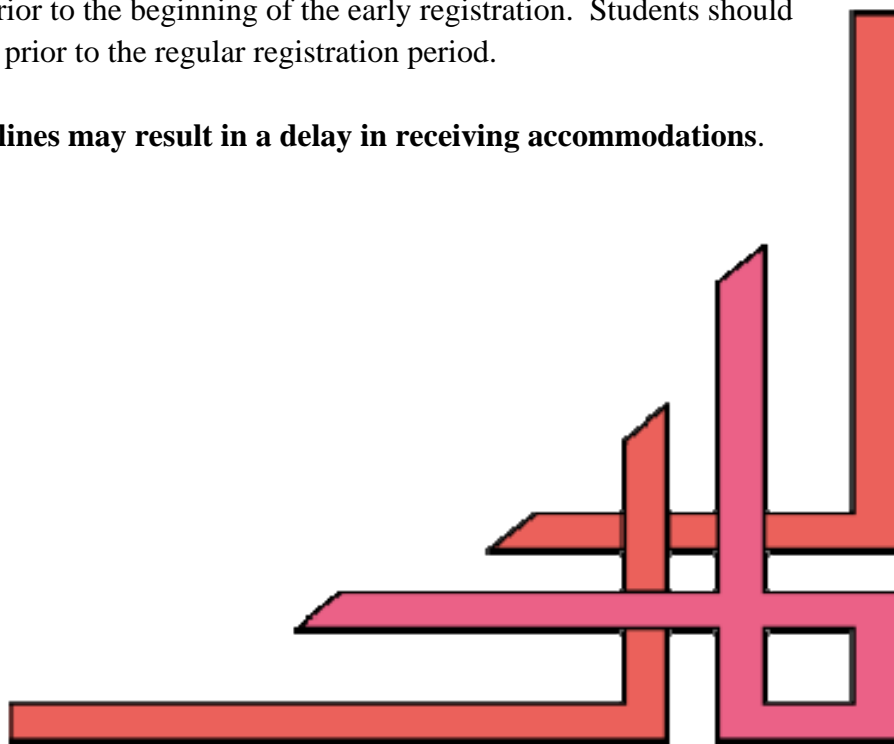
To provide appropriate planning and scheduling, students must submit a Request for Accommodations and talk with a counselor/advisor at least two weeks before most accommodations are needed. However, for scheduling of interpreters, available modified equipment and taped or enlarged text, please allow four to six weeks.

1. Contact the Admissions Office and make application to PJC.
2. Complete the Request for Accommodations Form from the Advising Center at any campus location. You may also request an Information Release form.
3. Attach diagnostic documentation reports signed by a professional authorized to diagnose and/or treat your disability to your Request for Accommodations form. The report 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. Discuss with a counselor/advisor any assistance you may need for testing and how to access accommodations for any required TSI test. Make an appointment with the Testing Center to take the test. Present a Faculty/Staff Information Form to the Testing Center to arrange special accommodations testing if requesting accommodations for testing.
5. Schedule an appointment with a counselor/advisor from the Counseling/Advising Center to talk about your class schedule. Bring your test scores to this appointment.
6. Attend a PJC Orientation session as scheduled by the Admissions Office.

### Current Students

Current students may contact a counselor/advisor 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 counselor/advisor prior to the regular registration period.

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



# PARIS JUNIOR COLLEGE

Disability Services  
Counseling and Advising

## REQUEST FOR ACCOMMODATION

*Paris Junior College offers support services for students with disabilities to insure access to college programs. The college welcomes students with disabilities who have the potential for academic success in the post-secondary educational environment. Disability Services provides reasonable accommodations on an individual basis following a review of presented documentation that confirms the presence of a disability that causes a substantial limitation as defined under Section 504 and the ADA. Appropriate and reasonable academic accommodations create an equal access to education as long as it does not require a substantial change in an essential element of the curriculum and class. Accommodation requests may be referred to the Disability Review Committee for a determination.*

Any qualified student with a disability requesting reasonable accommodations at PJC must submit the Request for Accommodation(s) Form and formal documentation in person to a counselor/advisor according to the guidelines discussed in this publication to:

Paris Junior College  
Disability Services  
Counseling and Advising  
Jess B. Alford Student Development & Testing Center  
2400 Clarksville St.  
Paris, TX 75460

903-782-0426  
903-782-0796 (Fax)

Or (in person) to  
Counseling/Advising Center Advisor  
Tuesdays, Greenville Center  
903-454-9333

Counseling/Advising Center Advisor  
Thursdays, Sulphur Spring Center  
903-885-1232

Applicants who plan to attend the Paris campus are highly encouraged to call to schedule an appointment with a counselor or advisor to present a Request for Accommodations form and/or documentation in person. In addition, applicants who plan to attend either the Greenville campus or the Sulphur Springs campus should present a Request for Accommodations form and/or documentation to a counselor or advisor from the Counseling/Advising Center at their regularly scheduled times at the Greenville Center or the Sulphur Springs Center. Students **should not leave** documentation at the Central Office of the Greenville campus or the Sulphur Springs campus or with a faculty or staff member. The confidentiality of the documentation may be compromised if documentation is not presented in person to a counselor or advisor from the Counseling/Advising Center or faxed to 903-782-0796. Any faxed Request for Accommodations Form or documentation will be followed by a fax advising that the information has been received and assigned to a counselor/advisor. An applicant **must** call 903-782-0426 to report that a fax is being sent. Also, applicants

**must** call 903-782-0426 or fax an inquiry to 903-782-0796 if he/she has not heard from a counselor/advisor within one week of faxing a request or documentation. During regularly scheduled orientation and registration periods, counselors/advisors from the Counseling/Advising Center are attending those functions and are unable to keep regularly scheduled office hours. Therefore, applicants for disability services are highly encouraged to schedule an appointment or fax a request before the regular orientation, regular registration and late registration periods. Students who are enrolling for all internet classes are encouraged to speak with a counselor/advisor from the Counseling Advising Center at 903-782-0426 prior to the beginning of classes and before the regularly scheduled registration to insure that accommodations are in place by the time classes begin. Accommodations are not retroactive. Accommodations begin the date the signed Faculty/Staff Advisement form is presented to the instructor or, in the case of an internet class, when the instructor receives an emailed Faculty Advisement Form from a counselor/advisor. However, this form must **be presented one week prior to any scheduled exam** so that the instructor has enough time to schedule special testing arrangements. Special testing arrangements such as extended time cannot be provided on the day of the test without prior notification. Students who enroll for all internet classes and want to complete a Request for Accommodations form must email the Counseling/Advising Center at [bthomas@parisjc.edu](mailto:bthomas@parisjc.edu) to request a form. The Counseling/Advising Center will email the form to the student who must complete the form and submit it along with appropriate documentation by regular mail to Counseling/Advising, Disability Services, 2400 Clarksville St., Paris, TX 75460. Any accommodation approved by the Counseling/Advising department will be emailed to the student on a Faculty/Staff Information Form. The students may email that form to their instructor. Instructors may verify the form by contacting the Counseling/Advising Center by email or call 903-782-0426. Blind or deaf student should bring a letter of disability before PJC can provide a tuition exemption.

In order to have reasonable accommodations available for testing and/or classroom instruction, you should contact a counselor/advisor in the Counseling /Advising Center prior **to the beginning** of each course or semester you are enrolled.

To provide appropriate planning and scheduling, you must submit your requests at least **two weeks** before accommodations are needed. *For scheduling of interpreters, available modified equipment, and taped text, please allow up to six weeks.*

## 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 Counseling/Advising Center 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 Counseling/Advising Center. PJC does not provide testing for disabilities. The person requesting accommodations must provide appropriate documentation. All documentation is evaluated on a case-by-case basis and students may be required to submit additional documentation. It is required that all reports be written on the evaluating professional's letter head, be typed or otherwise legible, dated, and signed by the professional providing the assessment. In all cases, the diagnostician must be impartial and not a family member.

### **Acceptable documentation must include the following:**

- Current documentation within the last three to five years
- A specific diagnosis supported by testing results
- Level of severity of the disability

- Functional limitations due to the disability
- Recommended academic accommodations

<b>Disability Category:</b>	<b>Professional Diagnostician(s) to be consulted:</b>
ADD, ADHD	Psychologist, Psychiatrist, Physician
Emotional Disability	Psychologist, Psychiatrist
Visual Impairment	Ophthalmologist
Hearing Impairment	Certified Otologist, Audiologist
Learning Disability	Psychologist, Neuropsychologist, School
	Psychologist/Diagnostician
Physical Disability	Physician, Nurse Practitioner

## Learning Disability

### Documentation required:

- A psycho-educational or neuropsychological evaluation that provides a diagnosis of a specific learning disability must be submitted. A statement indicating the current status and impact of the learning disability in an academic setting should be included.
- The evaluation must be performed by a professional who is certified/licensed in the area of learning disabilities. The evaluator’s name, title, and professional credentials and affiliation should be provided.
- All the tests used to confirm a disability and to support accommodations should be included. The evaluations process used for the assessment battery should be included and should be age appropriate. The evaluation should be based on a comprehensive assessment battery that includes the following:
  - Aptitude:** Average broad cognitive functioning must be demonstrated on an individual administered intelligence test such as the WAIS-R, WAIS III, WISC-R, WISC-III, OR WS-R Cognitive Battery. Subscales/subtests scores should be included.
  - Academic Achievement:** A comprehensive academic achievement battery must document achievement deficits relative to potential. Standard scores, grade levels, and percentages for subtests administered should be stated.
  - Information Processing:** Specific areas of information processes (e.g., short and long term memory, auditory, and visual perception/processing) should be assessed.
  - Social-Emotional Assessment:** To rule out a primary emotional basis for learning difficulties and provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and/or clinical interview should be included.
  - Clinical Summary:** The clinical summary should recommend specific accommodations based on disability related deficits; and rule out alternative explanations for and include factors contributing to academic difficulties.

**Note: High School Special Education testing that meets the above described documentation requirements may be accepted.** If High School Special Education testing is submitted, the IEP should also be included as part of the more comprehensive Special Education Testing assessment. **Additional documentation may be required.**

### Attention Deficit/Hyperactivity Disorder

The report should provide information supporting a diagnosis consistent with the DSM-IV, in documenting ADHD in adults. Attention Deficit/Hyperactivity Disorder (AD/HD) is considered a medical or clinical diagnosis.

Individuals qualified to render a diagnosis for this disorder are practitioners who have been trained in the assessment of AD/HD and are experienced in assessing the needs of adult learners. Recommended practitioners may include: neurologists, psychiatrists, licensed clinical or educational psychologists, family physicians, or a combination of such professionals. Information regarding the onset, longevity, severity, and current functional impact of symptoms should be included, as well as the specifics describing how the disability has interfered with educational achievement. Individualized assessments of current cognitive processes and educational achievement are recommended. The evaluator must attach copies or summaries of the specific tests, measures or clinical data used to establish each criterion.

### **AD/HD Documentation Checklist**

It is recommended that the information on the checklist be addressed by the professional evaluator in providing documentation for Attention Deficit/Hyperactivity Disorder.

Diagnostic code (ICD or DSM IV [ ] R): \_\_\_\_\_

Level of Severity: \_\_\_\_\_Mild \_\_\_\_\_Moderate \_\_\_\_\_Severe

Date of Diagnosis: \_\_\_\_\_

Documentation information should include (but not necessarily be limited to the following:

- Report of history of AD/HD by age of seven years
- History of presenting attention symptoms, including evidence of on-going impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time.
- Relevant medical and medication history, including the absence of a medical basis for the symptoms being evaluated.
- Relevant psychological history and any relevant interventions.
- A thorough academic history of elementary, secondary, and post-secondary education (including prior accommodations and /or services that the student received, information about specific conditions under which the accommodations were used, and whether or not they benefited the student).

### **Deafness, Hard of Haring**

- Audiologist report by a physician (otologist) or audiologist.
- ENT report that documents the hearing loss.

### **Head Injury, traumatic Brain Injury**

- Report from a neurologist that verifies the condition and describe the current fundamental impact.

### **Physical, Medical and Mobility Impairments**

(Including, but not limited to: Mobility Impairments, Multiple Sclerosis, Cerebral Palsy, Spinal Cord Injuries, Cancer, Muscular Dystrophy, Spina Bifida)

- Documentation must be provided by a physician, including medical specialists, with experience and expertise in the area for which accommodations are being requested.
- Documentation should be current and include a summary of assessment procedures used to make the diagnosis and contain a clear statement of the medical diagnosis of the physical disability or systemic illness, as well as a description of present symptoms which meet the criteria for diagnosis.
- The documentation should include a statement of the functional limitations and the degree to which those limitations impact the individual.

- Medical information relating to the student's needs, including the impact of medication on the student's ability to meet the demands of the post-secondary environment should be included in the report.
- The name, title and professional credentials of the evaluator, including information about license and/or certification, the area of specialization, employment and location (state/providence) in which the individual practices should be clearly stated in the documentation.

### **Psychological and Psychiatric Disorders**

- Individuals qualified to render clinical diagnosis for this area are practitioners who have been trained in the assessment of mental illness, including, but not limited to: licensed psychologists, psychiatrists, certified social workers, and licensed professional counselors.
- The report should provide a diagnosis (or diagnoses) including ICD or DSM IV-R code and /or Multi-axial DSM IV diagnosis (Axis I, Axis V).
- It should also include the date of diagnosis and the date of the last contact with the individual, as well as the list of instruments/procedures which were used to diagnose the psychological disorder.
- Description of symptoms which meet the criteria for the diagnosis/diagnoses is the approximated date(s) of onset and the prognosis for therapeutic interventions (including likelihood for improvement or further deterioration and approximate timeframe should also be included).
- The report should address whether the individual currently poses a threat to herself/himself or to others. The report should describe what major life activity (or activities) is/are impacted by the disorder and the significance of this impact on academic activities such as exam-taking, note-taking, processing speed and ability to concentrate.
- The report should address the measures which were used to assess the educational impact of the psychological condition and include information relevant to the student's academic needs.
- Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are present, or if documentation does not support the need for the requested accommodations.

### **Vision Impairment and Blindness**

- Report of a medical specialist (i.e., ophthalmologist) documenting blindness or visual impairment.
- The use of corrective lenses and on-going visual should be reported.

Paris Junior College  
Counseling/Advising  
Request for Accommodation Form

Name: \_\_\_\_\_ DOB \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip: \_\_\_\_\_

SSN/PJC ID: \_\_\_\_\_ Telephone: \_\_\_\_\_ Cell \_\_\_\_\_ Major \_\_\_\_\_

Previously attended PJC: \_\_\_\_yes \_\_\_\_ no Email address: \_\_\_\_\_

How did you learn about Disability Services: \_\_ catalog \_\_ high school \_\_ PJC instructor \_\_ family/friend  
\_\_ PJC counselor/advisor \_\_ agency \_\_ other (explain): \_\_\_\_\_

Description of your disability: \_\_\_\_\_

Were you exempt from the TAAS or TAKS test? \_\_\_\_yes \_\_\_\_no

Have you received help from any agency such as DARS, Commission for the Blind, etc.?

Agency Name: \_\_\_\_\_ Contact person: \_\_\_\_\_ Phone: \_\_\_\_\_

Agency Name: \_\_\_\_\_ Contact person: \_\_\_\_\_ Phone: \_\_\_\_\_

Educational Experience:

High School/GED: \_\_\_\_\_ Location: \_\_\_\_\_ Year: \_\_\_\_\_

Previous College: \_\_\_\_\_ Location: \_\_\_\_\_ Year: \_\_\_\_\_

Hours completed: \_\_\_\_\_ Major: \_\_\_\_\_ GPA: \_\_\_\_\_

What accommodations are you requesting at Paris Junior College? (If additional space is needed, use the back)

(Use back of form to provide additional information, if needed.)

What assistance will you need in an emergency? \_\_\_\_\_

How should you be alerted to an emergency? \_\_\_\_\_

(Use back of form to provide additional information, if needed.)

**I understand that I must meet with a counselor/advisor from the Counseling/Advising Center at or before the *beginning of each semester* of my enrollment and provide appropriate documentation of my disability in order to be eligible to receive any accommodation. I certify that the above information is accurate and true to the best of my knowledge. I agree to abide by the college policies and procedures as defined by the Paris Junior College Catalog and the Student Handbook.**

The following policies regarding confidential information have been adopted by the Counseling/Advising Center. These policies include relevant state and federal regulations.

- Only Counseling/Advising staff will have immediate access to a student's disability information. Information regarding a student's disability is confidential and will be shared only with others within the college who have legitimate educational interests.
- The Family Educational Rights and Privacy Act (FERPA) consider a student's disability information confidential.
- A student's disability information will not be released except in accordance with state and federal regulations.
- A student's file may be released pursuant to a court order or subpoena.
- Students, who wish to share information with others, must provide Disability Services with written authorization to release the information. Students should understand the purpose for the release of information before giving Disability Services authorization to release the information.
- Disability Services, at their discretion, may share information regarding a student's disability with faculty if the circumstances necessitate sharing information to benefit a student's educational interest.
- Students have a right to review his or her disability file, with appropriate notification.
- Accommodations do not begin until the student has completed a Request for Accommodations form, received an Accommodation Letter from a counselor/advisor from the Counseling/Advising Center, and the faculty member has received the form from the student and has signed the form.

**I understand all information presented in this document.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print name: \_\_\_\_\_

For Office Use: Campus \_\_\_\_\_ Advisor \_\_\_\_\_ Semester \_\_\_\_\_ 1<sup>st</sup> time \_\_\_\_\_

Documentation received: \_\_\_\_\_ Date \_\_\_\_\_

## Special Accommodation Testing

Special accommodation testing is determined by a counselor/advisor from the Counseling/Advising Center. All special accommodation placement testing is conducted in the Testing Center. The Testing Center may not administer any special accommodations for a test unless the student presents authorization from the Counseling/Advising Center. However, some special accommodation testing may be administered by the student's instructor in a classroom or office.

Rules for special accommodation testing:

1. The Testing Center, nor an instructor, will be able to permit special accommodation testing unless the student presents an authorization by way of the Accommodation Letter issued by the Counseling /Advising Center.
2. It is the student's responsibility to inform an instructor by way of the Accommodation Letter issued by the Counseling/Advising Center that he/she has been authorized for special accommodation testing.
3. Students are responsible for communicating with their instructor to schedule a time to take their exams. Students should meet with the instructor at least 5 days in advance to schedule a time for an upcoming examination. Students must present the Accommodation Letter to an instructor or the Testing Center in advance of the test day. Neither the Testing Center nor an instructor is expected to provide special accommodation testing if the student waits until the day of the test to present the Accommodation Letter.
4. Students should not expect drop-in testing at their convenience.
5. 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.
6. The Testing Center nor the instructor will allow any auxiliary aids such as a calculator, overlays, etc unless they have been authorized for your use on the Accommodation Letter.
7. Exams must be completed during the scheduled session. The Testing Center will return whatever you turn in to the instructor.
8. The Testing Center will not allow any exam to be split unless there is an authorization on the Accommodation Letter.
9. 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.
10. A reader or scribe may be authorized for testing. Students are permitted to request a reader to repeat statements as many times as needed. The Accommodation Letter will state if the scribe should require the student to spell out each answer and dictate any necessary grammar.
11. Any issues of scholastic dishonesty will be reported to the instructor and to Counseling/Advising Center Services.

### Pop quizzes

At the time the student presents the Accommodation Letter to the instructor, the student should discuss with the instructor how he/she will handle pop quiz exams as the method will vary with the instructor. Pop quizzes fall under the category of in-class assignments and are eligible for extended time if previously authorized.



## SPECIAL TESTING ACCOMMODATIONS REQUEST FORM

Submit to:

Barbara Thomas  
Telephone: (903) 782-0426  
Room 104, Alford Center  
Paris Junior College  
2400 Clarksville St.  
Paris, TX 75460

**NOTE:** Special Accommodations Testing should be requested 3 weeks prior to desired test date.

1. Social Security Number: \_\_\_\_\_

2. Date of Birth: \_\_\_\_\_

3. Name: \_\_\_\_\_

4. Address: \_\_\_\_\_

\_\_\_\_\_

5. Telephone Number: (Day) \_\_\_\_\_ (Eve.) \_\_\_\_\_

6. Reason for Testing: Under which ONE of the following requirements are you taking this test?

\_\_\_\_\_ Requirements for entering freshman or first-year students.

\_\_\_\_\_ Requirements for entry into an educator preparation program.

7. Identify your disability that requires special testing accommodations. Use the specific terminology for your diagnosed disability.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. List the specific special testing accommodation(s) that your are requesting.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. The most recent test date I tested with special testing accommodations was \_\_\_\_\_

10. If all of the special testing accommodations I am requesting are denied, I would like to be registered under standard conditions. (Check one)

\_\_\_\_\_ Yes \_\_\_\_\_ No

11. Check list for submitting a request for special testing accommodations:

I have:

\_\_\_\_\_ Enclosed a completed Special Testing Accommodations Request Form on which I have:

\_\_\_\_\_ identified the disability

**AND**

\_\_\_\_\_ identified the specific accommodations requested.

CHECK ONE of the following as it applies to you:

\_\_\_\_\_ I am requesting special testing accommodations because of a physical disability and have enclosed documentation as follows:

\_\_\_\_\_ a statement by a licensed professional, on that person's professional letterhead, whose license or credentials are appropriate to diagnose the disability, which indicates the disability for which special testing accommodations are being requested.

\_\_\_\_\_ I am requesting special testing accommodations because of a learning disability or attention deficit hyperactivity disorder and have enclosed documentation as follows:

\_\_\_\_\_ a statement by a licensed professional, on that person's letterhead, whose license or credentials are appropriate to describe and diagnose the disability, which indicates/includes:

1. the disability for which special testing accommodations are being requested

**AND**

2. supporting documentation as indicated for a learning disability or attention/deficit hyperactivity disorder.

I certify that I am the person whose name and address appear on this form. I am submitting, together with Special Testing Accommodations Request Form, all required documentation. I understand that the deadline for submission of these materials is **two weeks prior to desired test dates**. I understand and agree the special accommodations I have requested herein will be given due consideration. If, and to the extent that, any such request is granted. I understand that I will be taking the test under special conditions.

\_\_\_\_\_  
signature

\_\_\_\_\_  
date

**Paris Junior College  
Counseling/Advising Center  
Special Services**

**EQUIPMENT CHECKOUT FORM**

Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

Course Instructor: \_\_\_\_\_

“Request for Accommodation” on file: \_\_\_\_ Yes \_\_\_\_ No

Accommodation Approved Date: \_\_\_\_\_

Equipment Approved: \_\_\_\_\_

Equipment Check-out Procedure: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Return of Equipment Check-in Procedure: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Director of Counseling/Advising

**I understand the check-out and check-in procedure of the college equipment.**

\_\_\_\_\_  
Student Signature



# Paris Junior College Counseling/Advising Release of Information

## Permit to Obtain Information

I authorize Paris Junior College Counseling/Advising to collect disability information needed to determine and provide appropriate accommodations. This information is confidential as mandated by federal and state law.

I understand that I may revoke this consent in writing at any time, but may not act to revoke consent retroactively. This release expires when I am no longer a registered student and/or one year from the date of the signature, whichever comes first.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Student ID#

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

## Permission to Release Information

I authorize Paris Junior College Counseling/Advising to disclose information regarding my disability and accommodation needs to instructors, sponsoring agencies, and any individuals directly involved with my educational plan. Release of information to any other party is only permitted with my written authorization.

I release PJC from all legal responsibility and liability arising from disclosure of information based upon this signed release.

I understand that I may revoke this consent in writing at any time, but may not act to revoke consent retroactively. This release expires when I am no longer a registered student and/or one year from the date of the signature, whichever comes first.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

Student ID # \_\_\_\_\_

Witnessed by

PJC Staff: \_\_\_\_\_ Received date: \_\_\_\_\_

## Learning Disabilities

Students are diagnosed as learning disabled when there is a significant discrepancy between measured mental ability and achievement in one or more of the following skill areas: basic reading skills, reading comprehension, mathematical calculation, mathematical reasoning, spelling, written expression, receptive or expressive language. Students who are learning disabled possess average to superior intelligence and may exhibit cognitive strengths and weaknesses. Students with learning disabilities can perform effectively with appropriate accommodations. Some terms used to describe learning disabilities include dyslexia (reading disability), dyscalculia (math disability), dysgraphia (written expression disability), and aphasia (disability in expressive language).

Students with learning disabilities may have difficulties with input, processing, or output. Input problems can be visual or auditory. For example, students exhibiting difficulty with short-term visual memory may not be able to quickly and accurately copy information introduced via power point or overhead projector presentations. Students with auditory input problems may possess inadequate short-term listening memory functions. Such students may have difficulty keeping up with lectures that move information quickly. Students with processing problems may have little understanding of the subject matter despite having no difficulty taking accurate notes. A student with an output problem may take great notes, make worthy contributions to class discussions and debates, and appear to understand the material, yet perform poorly on examinations, depending on the format of the test.

### **Students with learning disabilities often have difficulty with some or all of the following:**

- Poor organizational and time management skills
- Difficulty taking notes
- Difficulty following directions
- Difficulty completing assignments on time
- Frequent spelling errors
- Incorrect grammar
- Illegible penmanship
- Inadequate sentence structure
- Problems with organization, development of ideas
- Difficulty understanding oral language
- Difficulty attending to long lectures
- Inadequate vocabulary and word recall
- Difficulty in sequencing
- Difficulty with pronouncing some words
- Slow reading rate
- Inaccurate comprehension
- Poor retention
- Skip words, lose place, miss lines
- Difficulty with complex syntax on tests
- Incomplete mastery of phonics
- Computational skill difficulties
- Difficulty with reasoning
- Difficulty with basic math operations
- Number reversals, confusion of symbols
- Difficulty copying problems
- Difficulty with concepts of time and money
- Spatial disorientation



- Low frustration level
- Low self-esteem
- Impulsive
- Disorientation in time
- Difficulty with delaying problem resolution

**Reasonable accommodations for students with learning disabilities may include, but are not limited to:**

- Reduced course load
- Use of a calculator for students with math calculation or math reasoning disabilities
- Use of tape recorders to facilitate note taking
- Copies of classmate's notes
- Use of textbooks on audiotape or readers for students with reading disabilities
- Blank paper used to keep place in reading
- Colored overlays
- Priority registration
- Extended time on tests
- Proctored testing in a quiet, separate area
- Test read to student
- Student responds orally to tests
- Use of a scribe
- Extended time for in-class assignments
- Use of word processor with spell and grammar check
- E-text reading technologies



## Attention-Deficit/Hyperactivity Disorder

Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD) is a developmental disability disorder characterized by three predominant features: inattentiveness, impulsivity and in many, but not all cases, restlessness or hyperactivity. The disorder is most commonly diagnosed in children; however, ADD/ADHD can and does continue through the adult years. ADD/ADHD is a neurologically-based medical condition. For an adult to be diagnosed with ADD/ADHD, it must be documented that the symptoms have existed since childhood and cause impairment in two or more settings.

### Students with AD/HD may exhibit problems in:

- Organizing tasks
- Listening
- Starting and completing tasks
- Following directions, especially in the case of multiple directions
- Making transitions
- Interacting with others
- Producing work at a consistent level
- Concentrating
- Remaining seated in the classroom
- Paying more attention to noise distractions in surroundings rather than to the instructor

### A student with AD/HD may:

- Perform better in morning classes or perform better in afternoon and evening classes.
- Need to sit at the front of the class
- Need assignment organizers
- Need assignments in writing
- Benefit from structure

### Some accommodations that may be appropriate for ADD/ADHA students are (if they have been recommended):

- Extended time to complete tests and in-class assignments
- Use of a tape recorder to facilitate note taking
- Providing the student with a copy of the professor's and/or a classmate's notes
- Providing the student with a copy of overhead transparencies, if available
- Use of a scribe
- Taped texts
- Reduced course load
- Early registration
- Extended time for tests
- Proctored testing in a quiet, separate area
- Use of colored overlays
- Blank card or paper (marker) to assist in reading
- Word processor with spell check



## Visual Impairment

Visual impairments are disorders in the function of the eye as manifested by at least one of the following: (1) visual acuity of 20/70 or less in the better eye after the best possible correction, (2) a peripheral field so constricted that it affects one's ability to function in an educational setting, (3) a progressive loss of vision which may affect one's ability to function in an educational setting. Legal blindness may be caused by a number of reasons including tumors, infections, injuries, retrolental fibroplasias, cataracts, glaucoma, diabetes, vascular impairments, and myopia, among others.

A "legally blind" person is one whose vision, while wearing corrective lenses, does not exceed 20/200 in the better eye, or whose visual field is less than an angle of 20 degrees. Ninety percent of individuals who are identified as legally blind have some useful vision or light perception.

Some student use aids such as service dogs. These dogs are well-disciplined to function in group settings. It is important to note that service dogs are not to be petted or distracted in any way while they are working. Service dogs are allowed in all college buildings, including dormitories, laboratories, food service areas, classrooms and administrative offices. Other students may use white canes, and a few use special electronic sensing devices to enhance mobility.

### **Reasonable accommodations may include, but are not limited to:**

- Handouts and syllabi in alternate format
- Textbooks in a reasonable medium (i.e., large print, tape recorded)
- Seating in the front of the class
- Seating away from windows with glare
- Allow tape recording of lectures and class discussions
- Allow the use of a note taking device such as pocket Braille computer
- Use black print on white or pale yellow paper
- Providing testing accommodations such as taped tests, a reader, a scribe, extended time, an alternative location, enlarged print, and word processing software with speech access
- Use of low vision aids such as a magnifying glass, monocular, or Onyx in class
- Reading out loud materials that are presented on the board or on transparencies
- Lab assistance as needed
- Advance notice of class schedule changes
- Note takers

### **Adaptive Technology Aids**

When possible, text books are obtained on CD or MP3 from national lending libraries. The college will provide handouts and class materials in alternative format when they are not available for loan. Students may utilize the Openbook software to scan a book and JAWS to read the screen.



## Speech Impairment

Some students may exhibit a speech impairment which can be the result of a physical condition, learning disability or hearing loss. The condition may result in problems with stuttering, articulation or aphasia. Anxiety and stress often accompany oral communication.

**Reasonable accommodations may include, but are not limited to:**

- Modifications of assignments, such as one-to-one presentation or use of computer with voice synthesizer
- Written reports may be substituted for oral class reports



## Hearing Impairment



Many people have an auditory impairment which causes various degrees of hearing loss. However, deafness is an inability to use hearing as a means of communication. Hearing loss may be sensorineural, conductive, or mixed. Sensorineural hearing losses involve impairment of the auditory nerve. A conductive loss of hearing involves a defect in the auditory system which interferes with sound reaching the cochlea. Mixed impairment involves both sensorineural and conductive loss. A person born with a profound hearing loss may have some English language deficiencies. Most deaf students use American Sign Language (ASL) which is a language that is different from English with its own syntax and grammar. These students will require an interpreter. Students with mild to moderate hearing loss may use hearing aids and/or rely on lip reading.

### **Reasonable accommodations may include but are not limited to:**

- Providing an interpreter
- Insuring that an interpreter is located where the student can see both the interpreter and the instructor
- Seating in the front of the classroom
- Oral instructions, assignments, and directions given in printed format
- Use of visual aids when appropriate
- Having the instructor face the class during lectures
- Providing notes from a classmate
- Allowing extended time for oral tests that require an interpreter
- Reducing excess noise as much as possible
- Providing a small amplification system called a FM loop system for the instructor to wear
- Use of assistive hearing devices





## Psychological Disabilities

Psychological disorders cover a wide range of syndromes such as mood, personality, and thought disorders. They are often referred to as invisible disabilities but may have significant impact on learning. The majority of psychological disorders are controlled using a combination of medications and psychotherapy. Some students may experience side effects associated with their medications. Depression and anxiety may affect many things including social functioning, concentration, motivation, and the ability to cope with stressful situations. Also, depressive and/or anxiety disorders may seriously affect a student's behavior in the classroom.

Traumatic personal events may cause students to exhibit anxiety and depression symptoms. In some cases, the student may need to withdraw from school or take an incomplete in course work to allow time for the condition to stabilize.

Some medications prescribed for treatment of psychological disorders may cause sleep disturbances, interference with concentration, or successful completion of exams. Accommodations may be needed for the side effects of medication.

**Some students may exhibit negative behavior such as indifference or occasionally disruptive behavior. In the event of disruptive behavior, the student should be informed about the specific limits of acceptable behavior in the classroom and on campus. Faculty and students should adhere to the PJC Student Discipline Policy and Student Rights and Responsibilities. Some students may be referred to the PJC Behavioural Intervention Team**

**Reasonable accommodations may include, but are not limited to:**

- Allowing extended time for exams, and a quiet testing area with a proctor
- Allowing lectures to be tape recorded
- Giving a grade of incomplete when qualified
- Assisting with time management and study skills
- Encouraging use of relaxation and stress reducing management techniques during exams



## Mobility Disability

Mobility impairments result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities may include conditions such as spinal cord injury (paraplegia or quadriplegia), cerebral palsy spinal bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio and stroke. Functional limitations and abilities vary widely even within one group of disabilities. Accommodations can best be determined on a case-by-case basis.

### Disabilities that can affect mobility functioning:

- **Cerebral Palsy:** The term applies to a number of non-progressive motor disorders of the central nervous system. The effects can be severe, causing inability to control bodily movement, or mild, only slightly affecting speech or hearing. The term is a general classification for stable cerebral lesions that usually occur at or before birth.
- **Spinal Cord Injury:** In damage to the spinal cord, the level of injury determines the extent of the resultant paralysis and sensory loss. Injuries below the first thoracic nerve root (T1) level result in paraplegia, a spastic paralysis of the lower extremities. Injuries above the T1 level result in quadriplegia, a spastic or flaccid paralysis of the lower and upper extremities. The injury may be complete or incomplete.
- **Degenerative Diseases:** Progressive diseases such as muscular dystrophy and multiple sclerosis may limit gross motor functions and/or fine motor activity.
- **Post-Polio Syndrome:** A variety of problems are presumed to be the late effects of polio. The symptoms may include fatigue, weakness, shortness of breath, and pain.
- **Motor Neuron Diseases:** A group of disorders such as Amyotrophic Lateral Sclerosis (ALS), Progressive Bulbar Palsy (PBP), Progressive Spinal Muscular Atrophy, and Charcot-Marie-Tooth disease produce symptoms such as pain, numbness, weakness, loss of upper and lower motor functions, and problems in breathing.

### Students with orthopedic/mobility impairments may have any of the following conditions:

- Pain, spasticity, or lack of coordination
- Flare-ups of intensity of the symptoms
- Periods of remission in which little or no symptoms are visible
- Inability to walk without crutches, canes, braces, or walkers
- Ability to stand or walk but may use wheelchair to conserve energy or gain speed
- Inability to stand or walk, and use wheelchair for total mobility
- Limited lower body use but full use of arms and hands
- Limited use of lower body and limited use of arms and hands
- Impairment of speech
- Decreased physical stamina and endurance
- Decreased eye-hand coordination

### Reasonable accommodations may include, but are not limited to:

- Extra time to get from one class to another, especially in inclement weather
- Special seating in classrooms
- Notes from classmate, use of tape recorders, laptop computers
- Test accommodations such as extended time, separate place, scribes, and access to word processors
- Special computer equipment/software
- Extra time for in-class assignments due to slow writing speed
- Adjustable lab tables or drafting tables for classes taught in lab settings
- Lab assistance
- Accessible parking in close proximity to the building.
- Customized physical education class activities that allow students to participate within their capabilities
- Taped texts
- Advance planning for field trips to ensure accessibility



## Traumatic Brain Injury

Brain injury can result from two types of trauma: (1) external events, such as blow to the head; or (2) internal events, such as cerebral vascular accident or tumors. The consequences of brain injury are many and complex.

Most injuries result in some degree of impairment in the following functions:

- Memory
- Cognitive/Perceptual Communication
- Spatial Reasoning
- Conceptualization
- Executive Functions
- Psychosocial Behaviors
- Impairment of Motor, Sensory, and Physical Abilities

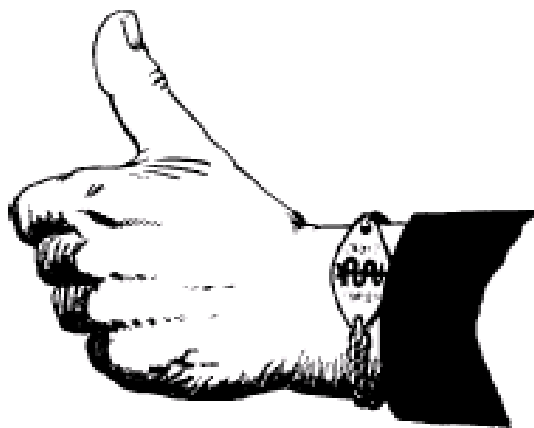
Accommodations may include, but are not limited to the following:

- Reduced course load
- Priority registration
- Note takers
- Tape recorders
- Extended time for tests and in-class assignments
- Books on tape
- Use of a scribe
- Handouts and tests in large print



## Other Disabilities

There are many other medical conditions which are outside the major impairment categories that are covered under Section 504 and the ADA. These conditions include, but are not limited to the following: heart conditions, lupus, sickle cell anemia, hemophilia, arthritis, asthma, diabetes, respiratory disorders, fibromyalgia, seizure disorders, cancer, kidney problems, Tourette's Syndrome, severe chronic pain, and AIDS. The severity of the degree of the impairment may vary from day to day because of the nature of the medical condition, medication received, or therapy. Some of these students will need similar accommodations to those found in other major categories. **However, students with disabilities must meet all fundamental requirements of the course.**



# 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 Schedule of Classes, the Student Handbook, and the Handbook for Students with Disabilities.

## Assistance With Registration Process

The student should notify the Counseling/Advising Center 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 with regard to TSI testing requirements, as well as to assist in selecting courses which will sequentially fulfill the requirements of an associate degree or certificate program. All students are required to see an academic advisor 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 and a computer based resume writing program.

## Community Referrals

The Texas Department of Assistive and Rehabilitative Services and the Texas Commission for the Blind are common referral sources for diagnostic evaluations and assistance. Contact the Counseling/Advising Center for additional referral resources.



## **Tutoring**

Paris Junior College provides tutoring opportunities for students at the writing lab, math lab and general tutoring labs. Students should contact Stacy Young at 903-782-0270 or email to [syoung@parisjc.edu](mailto:syoung@parisjc.edu) for more information.

## **SUPPORT COURSES**

The following courses are offered to help students to develop those skills necessary to successful college achievement.

### **Learning Skills Courses**

#### **Study Skills I**

LSKL 0303 is intended to help students study and learn more efficiently.

Students are taught how to take notes from textbooks and from lectures, how to improve vocabulary, how to take tests more effectively, and how to perform better in various content area courses.

### **Learning Skills Reading**

#### **Reading I, II, and III**

LSKL 0300, 0301, 0302 are designed to help students develop communication and study skills prerequisite to a successful college experience. These courses especially emphasize improvement of reading speed and comprehension.

## **Developmental English Courses**

### **ENGL 0101, 0102**

#### **Development in Writing I and II**

Laboratory instruction designed to develop basic writing and grammar skills and to reinforce skills taught in English 0301 and 0302.

### **ENGL 0301 and 0302**

These courses are three-hour courses that provide skill development in basic grammar and writing skills.

### **The Writing Lab**

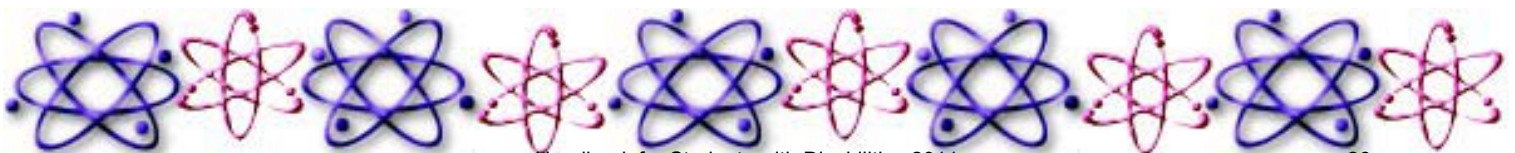
The Writing Lab is located in Administration Room 125 on the Paris campus and is available for all students. Tutoring and resource materials are available to help with writing assignments in all Paris Junior College courses.

## **Developmental Math courses**

### **Learning Skills Math**

#### **Skills Development in Math**

LSKL 0306 is designed to identify skill deficiencies and provide a review of fundamental operations in mathematics based on the individual student's identified need for developmental work in basic arithmetic, pre-algebra, and/or geometry. Students may progress at their own rate.



### **Elementary Algebra**

MATH 0300 Elementary Algebra Topics covered normally include real numbers, linear equations and inequalities, application of linear equations, ratio and proportion, multiplication and division of polynomials, and factoring. May not be used to satisfy degree requirements. MUST take LSKL 0103 as required lab. (Students taking this course on the Texas A&M University-Commerce campus are excluded from this requirement.) Prerequisite: LSKL 0306 or satisfactory score on placement test.

### **Intermediate Algebra**

MATH 0301 Intermediate Algebra Topics covered normally include factoring, exponents, roots, radicals, complex numbers, linear equations and their graphs, introduction into functions, rational expressions, and fractional equations. May not be used to satisfy degree requirements. Prerequisite MATH 0300 or satisfactory score on placement test. MUST take LSKL 0106 as required lab.

### **Computer Labs**

A computer lab is located in each campus library and is available for students who need a computer to complete assignments. Using a computer to write papers is often the accommodation a student with a disability finds most helpful. The computers are equipped with spell check and thesauruses.

### **Tape Recording**

Students may request the accommodation of tape recording lectures on the Request for Accommodation Form. If approved by the counselor/advisor, the instructor will be notified by way of the Accommodation Letter Form. The Counseling/Advising Center has a limited supply of tape recorders, CD players, and MP3 players for student use with recorded books. These players can be checked out by students for the semester, but must be returned at the end of the semester. Students who do not return the assistive equipment will have a hold placed on their records. Students must furnish blank cassette tapes and batteries for the recorders at their own expense. Many instructors will allow students to tape record lectures without authorization from the Counseling/Advising Center.

### **Taped Textbooks**

Students presenting documentation supporting the need for e-text books should make the request at least 4 to 6 weeks in advance to assure the arrival of the book on time for the class. A counselor/advisor from the Counseling/Advising Center will contact Recordings for the Blind & Dyslexic to inquire about the availability of the book and order the book if it is available. All campus libraries have a computer system dedicated to the needs of students with disabilities. It is equipped with the voice to text software, Dragon Naturally Speaking; the scan and read software, OpenBook; the screen reader software, Jaws; and a screen magnification, MagicEyes. Students may use the computer system to scan their textbooks and listen to the text being read.



## 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. Requests for adaptive equipment should be made 4 to 6 weeks in advance of the need. Some available adaptive equipment includes the following:

- Computer screen enlargement software and large monitor
- Voice recognition software for the computer
- Voice output for the computers
- Trackball mouse alternative
- Assistive listening device
- TV magnification system
- Alternative classroom furniture
- Software that converts printed page into electronic text and reads text
- Portable magnifier
- Screen magnifier software
- Medical spellcheckers (limited supply)
- Tape recorders (limited supply)
- Onyx (portable enlargement screen utilized in the classroom)
- MP3 players

## Adaptive Computer Software

**JAWS** (Job Access With Speech) for Windows (JFW) is a program that reads information from a computer display and speaks it to you through a speech synthesizer and provides speech technology that works with your Windows operating system. JAWS provides access to today's popular software applications and the Internet by using an integrated voice synthesizer and your computer's sound card to output the content of your computer screen.

**OpenBook** reads print aloud to you. Magnifies print on-screen in your choice of sizes or colors. The Background Scanning allows you to read one document while scanning another. The uncomplicated Keys and menus make OpenBook very easy to use. Automatic contrast control gives you the best scan on a wide variety of documents. In addition to scanned pages, OpenBook lets you read almost any word processing, document, ASCII, or text file without a screen reader. The Find features lets you locate a specific word or phrase in the document.

**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 such as word processors, databases, financial packages, on-line services and spreadsheet programs



**Parking**

Students with documented disabilities which support the need for a PJC disability parking permit may submit the request to a counselor/advisor at the Counseling/Advising Center. If the student is approved for a permit, the counselor/advisor will issue a Faculty Advisement Form that the student may present to the PJC Security Office to obtain a permit. The PJC Security will advise the student regarding the location of accessible parking on campus.

**TTY location**

A TTY phone is located in the McLemore Student Center on the first floor in the hall outside the entrance to the college cafeteria. A TTY is also located in the main office at the Greenville Campus.

## Note Taking

After reviewing documentation submitted by a student, a counselor/advisor from the Counseling/Advising Center 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 will present the instructor with carbon paper which can be used by the classmate. **The student should immediately inform the Counseling/Advising Center if there is a problem with the note taker.**

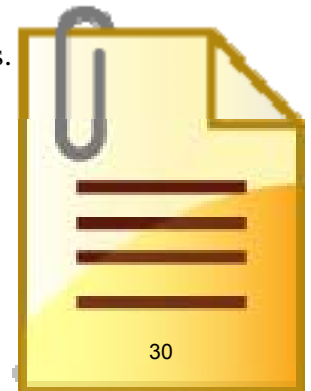


### Responsibilities of students using a note taker

- 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 Counseling/Advising Center.
- Do not ask the note taker to change his/her whole style of note taking to suit your style.
- Carbonless paper will be supplied to you by the Counseling/Advising Center. It is your responsibility to let the Counseling/Advising Center know when you need additional paper. The note taker is not expected to provide or secure the paper.
- 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.
- When using carbonless paper, use a pen rather than a pencil and check the copy to make sure that you press hard enough for the writing to be legible. It will be necessary to use a pen if the notes are being photocopied because pencil does not copy well.
- 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 Counseling/Advising Center or, in some cases, by your instructor.

Please submit your request for enlarged copies to Counseling/Advising Center at least 1 day in advance. A request for enlarged textbooks must be submitted at least four to six weeks in advance of the semester in which the text will be needed. Please understand that you must purchase the textbook and that in order for the book to be enlarged, the spine of the book must be removed. The text is returned to the student; however, the book will not be rebound.



## 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. **A student requiring such services must contact a counselor/advisor from the Counseling /Advising Center at least 4 to 6 weeks prior to the needed time.**

### Establishing Services

When you begin a new semester at Paris Junior College, you must do two things in order to get interpreters for your classes:

- You must fill out the **Request for Accommodations Form**. This form provides the college with information required to provide you with special services, such as interpreters. You must complete a request for accommodations for each semester you are enrolled to receive interpreter services.
- You should make an effort to enroll at the beginning of the early registration period so that there will be ample time to secure an interpreter for you.  
**INTERPRETER SERVICES MUST BE REQUESTED 4 – 6 WEEKS IN ADVANCED OF THE FIRST DAY OF CLASS.**

At Paris Junior College we never just assume that you need an interpreter; if you do not request an interpreter, no interpreter will show up. For your scheduled classes, you may request an interpreter one time at the beginning of the semester, and an interpreter will show up for that class for the rest of the semester. If you decide later that you do not need an interpreter for a particular class, please inform a counselor/advisor from the Counseling/Advising Center. Also, if you cancel your interpreter services for a class, and then later decide that you do need an interpreter again for that class, please inform the counselor/advisor immediately. You should understand that it may take 4 to 6 weeks to reestablish services depending upon the availability of an interpreter.

If you need an interpreter for something outside of class, such as meeting with your counselor or instructor or talking to someone at the Financial Aid Office, you may request an interpreter by contacting a counselor/advisor from the Counseling/Advising Center. Please try to request an interpreter at least one week in advance. If you wait until the last minute to request an interpreter, there may not be an interpreter available for you.

Please note that Paris Junior College only provides interpreter services for assignments that relate to your status as a PJC student. Interpreters required for anything unrelated to your student status will not be provided by the college, for example, trips to the doctor, shopping, etc.

## Using Your Interpreter Effectively

In order to succeed at Paris Junior College, you will need to know how to use your interpreter effectively to receive the most benefit. It is very important that you understand your interpreter's job and what your interpreter should do for you.

### Your Interpreter's Responsibility

Your interpreter is responsible for interpreting communications between you and any hearing person you need to talk with at PJC. This includes interpreting your class lectures, interpreting for your meetings with instructors, counselors, advisors, or other staff members of the College. **Your interpreter should sign everything that a hearing person says to you, and should voice everything you say to a hearing person.**

**Please note that your interpreter's only responsibility is to interpret for you.**

Interpreters are not counselors, tutors, or teachers. For example, if you need help with your English assignment, or if you need help understanding your math lesson, you should not ask your interpreter to help you. Instead, ask a tutor for help. Likewise, if you need help to decide what classes you should take next semester, you should not ask your interpreter for that kind of help. Instead, you should ask a counselor or advisor for help with your schedule. **Your interpreter is responsible for interpreting only.**

### Using Your Interpreter

**Outside of Class:** At the beginning of each new semester, it is a good idea to have a short meeting with each of your interpreters to talk about sign vocabulary for your classes. This is especially important if you are taking some technical classes. You are responsible for meeting with your interpreters and setting up vocabulary for your classes.

Your interpreter may ask to meet with you if he or she is having a problem interpreting your teacher's lecture because of special vocabulary. If you do not help your interpreter by having meetings to discuss vocabulary items, your interpreter will not be able to do a good job, and you may not do as well in the class.

**In Class:** You will get the most benefit from your interpreter if you look at your interpreter almost all of the time in class. Some deaf students try to look at their book during the teacher's lecture, or try to copy everything the teacher writes on the board. This is really not a very good idea, because if you do not watch the interpreter, you will miss important information. **Remember:** Your teacher may be responsible for giving you a copy of his or her lecture notes for every class period, or notes from another student in class, so you shouldn't have to copy things from the board.

If you have a question about something the teacher is saying in his or her lecture, you should raise your hand, get the teacher's attention, and ask your question. You should not try to ask the interpreter questions about the teacher's lecture because your teacher will continue to talk while you and the interpreter are talking, and you will miss important information.

Some students are tempted to talk to their interpreter during class. This is not a good idea, because your interpreter is trained to voice everything you say in class. If you sign something, your interpreter will usually voice what you said so that the teacher and other students can hear what you are saying. The only time that an interpreter will not voice something you sign is when it is clear that you wish to talk with the interpreter about some interpreting matter, such as what sign to use for a vocabulary item, or where the interpreter should sit in class so you can see him or her better. However, if you say something that does not relate to an interpreting matter, such as talk about the weather or your plans for the weekend, the interpreter will probably assume that you are talking to the teacher, and will voice what you are saying so the teacher can hear it. This will also happen if you sign to another deaf student in class. You may mean what you sign to be private, but if the interpreter can see it, the interpreter will voice it.

If you miss information in class because you arrived late, or because you were not watching the interpreter while the teacher was talking, you cannot expect the interpreter to tell you what the teacher said. This is not your interpreter's responsibility. Also, you cannot expect your interpreter to remind you about information you forgot. For example, if you forget when your English paper is due, you should ask your teacher, not your interpreter. If you ask your interpreter, he or she will probably refuse to answer your question, and will suggest that you ask your teacher.

In general, if you have any kind of problem with your interpreter, or if you are not satisfied with the interpreter services you are receiving, you may contact the counselor/advisor from the Counseling/Advising Center.

### **Keeping Interpreter Services Established**

Once you have an interpreter set up for each of your classes you must keep your interpreter informed about your class status, location, etc. in order to keep your interpreter service running smoothly.

### **Class Status**

The interpreter assigned to cover your class will meet you in your classroom. However, after ten minutes have passed, if you are not in class, the interpreter will leave. Your interpreter is not allowed to return to your class until the next class period. For example, if you show up for your English class twelve minutes late, your interpreter will already be gone. You cannot go and find your interpreter and bring him or her back to class with you. Your interpreter will not go back to class with you, because he or she does not want to disturb the class by leaving and coming back again. If you know that you will be late for a

class, you should contact your interpreter beforehand, and you must inform your interpreter what time you will arrive for class. It is not enough to say, "I'll be late, please stay and wait for me in class." You must let the interpreter know what time he or she should show up for your class. If you don't, the interpreter will not wait for you.

If you are absent from your class, your interpreter will inform the Counseling/Advising Center. Counseling/Advising will then attempt to contact you regarding reason for your absence. If you know in advance that you will be absent from a class, please notify your interpreter by email and email the Counseling/Advising Center at [bthomas@parisjc.edu](mailto:bthomas@parisjc.edu) at least 48 hours in advance, if possible. In the event of an emergency, you may be unable to notify the interpreter. Failure to provide notice to the interpreter or to contact the Counseling/Advising Center will be considered one absence.

**Failure to provide notice will result in the following procedures:**

1. First Absence  
A letter or email will be sent to remind you of the policy and appropriate procedures.
2. Second Absence  
A letter or email will be sent informing you that you have two absences. The letter will remind you of the policy and appropriate procedures.
3. Third Absence  
You must immediately contact an advisor from the Counseling/Advising Center regarding your situation. Failure to make an appointment can result in a temporary suspension of interpreting services.

If the time or place of your class changes, you need to inform the interpreter of the changes. For example, if your class is going on a field trip to a museum, you must inform your interpreter about when the field trip will be, where your class will go, etc. If the new time for your class conflicts with another class that your interpreter must interpret, and your interpreter cannot go to your class at the new time, you must inform the Counseling/Advising Center to find another interpreter. You should inform the Counseling/Advising Center as soon as possible; if you wait until the last minute, we cannot promise that you will have an interpreter.

NOTE: This policy is also true for final exams! Final exams at the end of the semester sometimes take place in a different place or at a different time than the regular class time. Discuss this arrangement with your interpreter and make sure you have made interpreting arrangements for finals!

Also, don't just assume that your interpreter knows about a change in the class time or place just because he or she was interpreting in your class. You need to discuss with your interpreter what you are going to do about getting an interpreter even if the interpreter heard what the teacher was saying.

If your interpreter does not show up in class when he or she is supposed to be there, you should contact a counselor/advisor from the Counseling/Advising Center as soon as possible. Sometimes interpreters are sick or have family emergencies.

**Special Note:**

If you register for classes at Paris Junior College, and then you decide to drop a class, or all of your classes, you need to discuss the change with a counselor/advisor from the Counseling/Advising Center. Some students just decide not to go back to class, but they never inform the college about what they have decided. If you do not fill out the paperwork to drop a class, the class may show up on your grade record as an "F," and this is harmful to your grade point average. Even if you never plan to go back to college, you may change your mind later, and having an "F" on your record does not look good and can affect financial aid benefits.



## Guidelines for Scribes/Readers and Examinees

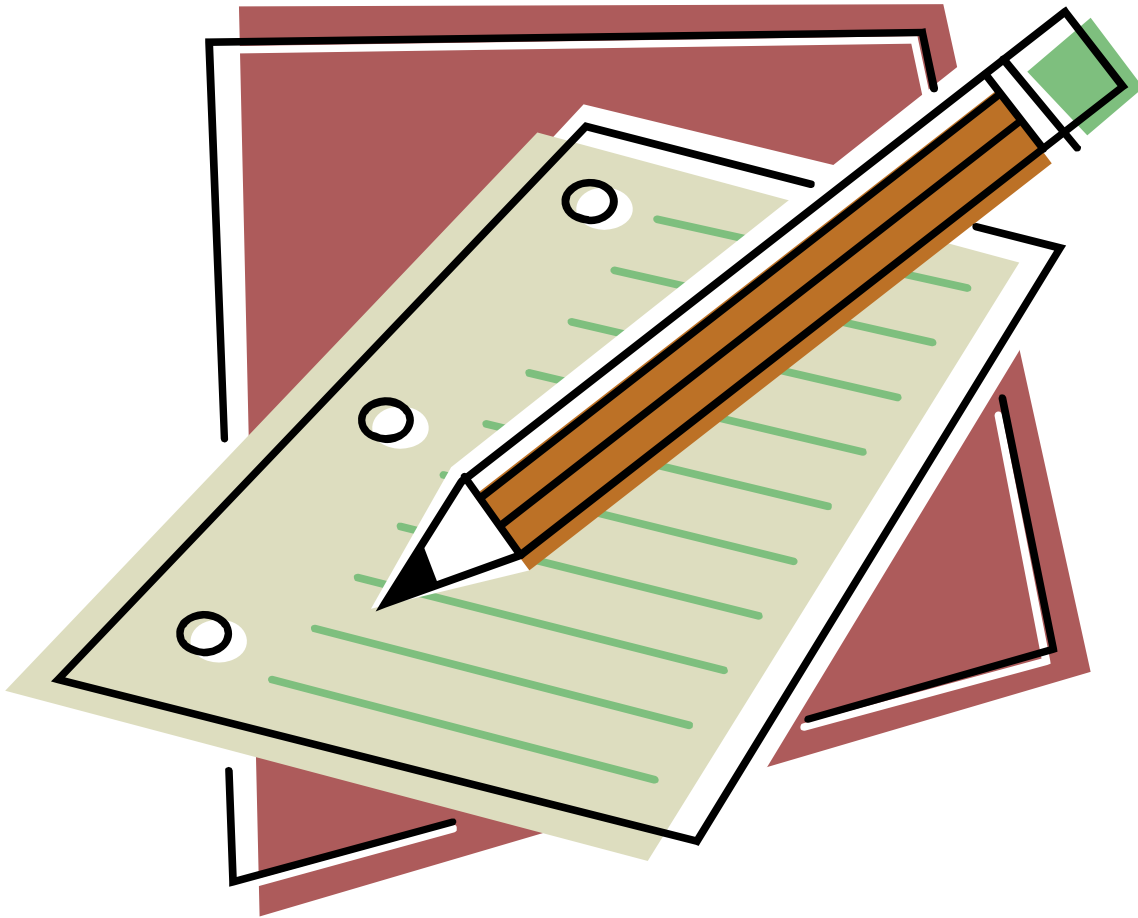
The use of a scribe may be an appropriate accommodation for a student who has difficulty writing independently. The role of the scribe is to write what is dictated, no more and no less.

One option in the provision of testing accommodations is to provide a reader for the individual whose disability precludes independent reading of the test material. Readers should read with even inflection throughout so that the test taker does not receive cues by the way the information is read. The role of the reader is to read, not interpret, what is presented. **The reader is not allowed to interpret test questions.**

The following guidelines outline the responsibilities of those who will be serving as readers/scribes.

1. The exam will be read with even inflection throughout so that examinees do not receive any clues by the way information is read. When asked, readers may re-read questions as many times as necessary within the allotted testing time.
2. Readers simply read what is there, readers will not interpret what is there.
3. The reader will not answer questions from an examinee about what he/she is reading to him/her.
4. If examinees have questions about the material read to them, such questions are to be answered only a professional staff member.
5. Examinees are not to ask the reader/scribe for answers or assistance in answering test questions. If such inquires are made of the reader/scribe, the counselor/advisor from the Counseling/Advising Office should be informed of such at the conclusion of the test so that they can discuss the situation with the examinee before another test is administered.
6. Tutors should never be involved in serving as a reader/scribe for a student they are tutoring.
7. Scribes should understand clearly that the role of the scribe is to write what is dictated, no more and no less.
8. After the reader reads a question, the examinee must give (1) a response, (2) a request to re-read, or (3) a request to defer the question to a later time.
9. At the end of the test, the reader/scribe is to ask if the examinee would like questions and answers re-read with the allotted time limits.

10. Monitoring by professional testing staff to ensure testing accommodations are being offered according to established procedures and for student accessibility will be done as needed and/or unannounced.
11. Faculty members will inform the Testing Center if spelling and grammar will be graded on the exam. The Testing Center will then know if the student will be required to spell out each work and dictate grammar.



## Tuition Exemptions for Students Who are Deaf or Blind

Senate Bill 183, implemented September 1, 1993, made students who meet certain criteria eligible for a tuition exemption. Eligible students must:

- Be a Texas resident as defined by the Texas Higher Education Coordinating Board rules
- Be a high school graduate or its equivalent (GED)
- Be either deaf or blind -  
(Deaf is defined as a person whose sense of hearing is nonfunctional for normal conversation after all necessary medical treatment, surgery, and use of hearing aids is utilized. Blind is defined by Section 91.051(5) of the Human Resources Code.)

In order to use the tuition exemption, students must present or send the following documents to any public institution of higher education in Texas at least 10 days prior to registering for classes.

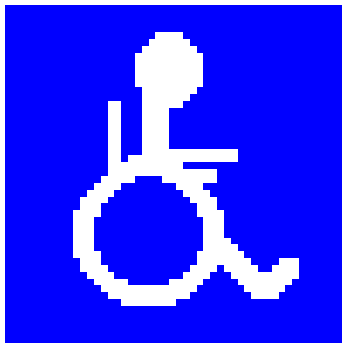
### 1. Certification of the disability

- Statement on letterhead from the Department of Assistive & Rehabilitative Services (DARS), DARS Office for Deaf & Hard of Hearing Services, or Texas Commission for the Blind stating that you are a person who is deaf or blind according to the above mentioned criteria; **and**
- Diagnostic, proof of disability from an Ophthalmologist, Audiologist, ENT, or other appropriate practitioner. This information must also be on letterhead with the appropriate signature.

### 2. Meet with a counselor/advisor from the Counseling/Advising Center

- Receive a degree plan from a counselor/advisor.
- Submit a written statement of purpose describing your reason for attending PJC and you plan for how it will help you vocationally.
- Complete a Request for Accommodation Form

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.



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

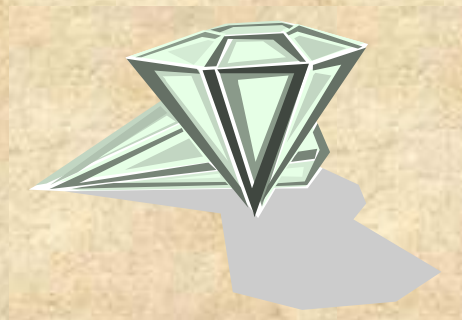
To establish services for extended time for in-class projects for Jewelry Technology courses, you must make your request to the Counseling/Advising Center at the time you file the "Request for Accommodations(s) Form". It is very important that you understand how extended time will be provided. The counselor/ advisor from Counseling/Advising Center 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.
4. If you miss two scheduled lab times or alternate class times without providing written documentation, your absences will be documented as unexcused.
5. You may appeal committee decisions regarding extended time by following the Paris Junior College Grievance Procedure as outlined in another section of this manual.





## Evacuation Procedures for Individuals with Disabilities

Paris Junior College's policies and procedures require that everyone evacuates campus facilities any time upon notification by Campus Police and/or other emergency personnel to leave. The evacuation procedures will vary by campus. The following plan is recommended for students with disabilities.

1. Students with disabilities should always plan ahead for emergencies. It is critical to your safety that you are aware of your surroundings and special needs required for a safe evacuation. When applying for disability services and completing the Request for Accommodations form, the student with a disability should complete the questions that asks what assistance he/she would need in an emergency and how should he/she needs to be alerted to an emergency. The counselor/advisor who completes the Accomodation Letter Form will convey this information to the faculty member on this form. At the time the instructor signs this form, he/she will review the evacuation route for the classroom. Also, the instructor will review with the students with disabilities any special assistance he/she might need. The instructor may call a counselor/advisor for assistance with the plan. Some students with disabilities may not have filed for accommodations with the Counseling/Advising Center; therefore, instructors should announce that any student with a disability who might need assistance in the event of an emergency to please identify themselves and their needs in private to the instructor.
2. In the event of an evacuation, ask any instructor, administrator or student to assist you in locating the nearest exit.
3. Do not use an evaluator since elevators must not be used during fire emergencies, persons unable to maneuver the stairs safely should go to the nearest designated exit stairwell and wait for rescue personnel who are specially trained in the safe, proper evacuation of persons with disabilities.
4. These waiting areas will vary by campus. It is your responsibility to become familiar with the location of these areas. If you have any questions, please contact a counselor/advisor from the Counseling/Advising Center.
5. Ask the instructor or another student leaving the building to notify the Administrator-in-Charge (look for the person wearing an orange hat and vest) or other designated emergency personnel from your location and as to your need for further assistance.
6. After receiving evacuation assistance, wait outside the building at the designated area, as pointed out by emergency personnel, until dismissed.
7. Do not re-enter any building until being advised by emergency personnel that it is safe to do so.



## **Student Rights and Responsibilities**

### **Student Complaints/Academic Appeals (FLD)**

#### **Exclusions**

This policy shall not apply to:

1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability or religion. (See FDE)
2. Complaints concerning retaliation relating to discrimination and harassment. (See FDE)
3. Complaints concerning disciplinary decisions. (See FMA)
4. Complaints concerning a commissioned peace officer who is an employee of the College District. (See CHA)

#### **Purpose**

The purpose of this policy is to secure at the first possible level prompt and equitable resolution of student complaints.

#### **Representation**

The student may be represented at any level of the complaint. If the complaint involves a problem with an instructor, the student shall discuss the matter with the instructor before requesting a conference with the department chairman at Level One.

- Level One: A student who has a complaint shall request a conference with the department chairman within 15 calendar days of the date the student first knew of the action or decision giving rise to the complaint.
- Level Two: If the outcome of the conference with the department chairman is not to the student's satisfaction, the student shall have 15 calendar days to request a conference with the vice president of academic studies or vice president of workforce education, who shall schedule and hold a conference. Prior to or at the conference, the student shall submit a written complaint that includes a statement of the complaint and any evidence in its support, the solution sought, the student's signature, and the date of the conference with the department chairman.
- Level Three: If the outcome of the conference with the vice president is not to the student's satisfaction, the student shall have 15 calendar days to request a conference with the director of student life or appropriate designee, who shall schedule and hold a conference. Prior to or at the conference, the student shall submit the written statements required at Level Two and the date of the conference with the vice president. If the conflict concerning an academic issue still exists, the director of student life shall convene an ad hoc appeals committee and shall act as chairperson. Two vice presidents not directly involved in the conflict situation shall sit on the committee along with all instructors of the student and a student chosen from a panel of at least ten students selected by student government council. The committee shall hear all parties involved in the conflict, and following the deliberations of the committee, the chairperson shall forward the finding and decisions of the appeals committee in writing to the College President. After review of these findings, the College President shall furnish the student with a written communication identifying the administrative position of the College District.

- Level Four: If the outcome of the conference with the director of student life or designee or the academic review committee and subsequent letter from the College President is not to the student's satisfaction, the student may submit to the College President a written request to place the matter on the agenda. The College President or designee shall inform the student of the date, time, and place of the meeting. The Board President shall establish a reasonable time limit for complaint presentations. The Board shall listen to the student's complaint and take whatever action it deems appropriate. The Board's consideration shall be based on the complaint records developed at the administrative review and no new evidence shall be received by the Board. Each side shall be entitled to make oral arguments based on the complaint record within the time restrictions established by the Board.

### **Sexual Harassment Policy and Complaint Procedure**

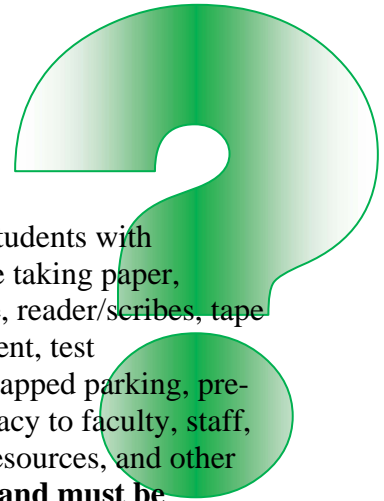
Sexual harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an employee, student, or group of employees or students because of his or her gender and that:

- Has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment; or
- Has the purpose or effect of unreasonably interfering with an individual's performance of duties or studies; or
- Otherwise adversely affects an individual's employment or academic opportunities. Harassing conduct includes (1) epithets, slurs, negative stereotyping, or threatening, hostile acts that relate to gender and (2) written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of gender and that is placed on walls, bulletin boards, or elsewhere on District premises, or is circulated in the workplace.

### **Complaint Procedure**

Any allegation of sexual harassment will be investigated thoroughly, in accordance with the procedures set forth herein. A student with a complaint of sexual harassment should file a grievance through notifying the instructor, division chairperson, associate dean or vice president of the area. If the complaint involves the instructor, division chairperson, associate dean or vice president, the student should contact the Vice President of Business Services or other appropriate college personnel. College personnel who receive a complaint of sexual harassment are to remove the individual from the situation and contact the Vice President of Business Services immediately. The individual with the complaint and the subject of the complaint are to file statements with the Vice President of Business Services. A committee will meet to review the statements as well as question all involved parties. Anyone, student or employee, involved in the investigation will be expected to maintain confidentiality. The committee will make recommendations to the President. If the committee's recommendation is unacceptable to either party involved, the appropriate procedure for grievance may be followed. Bad faith allegations or use of this policy for purposes unrelated to its clear intent are expressly prohibited and could result in expulsion.

## Frequently Asked Questions



### Are support services available?

A variety of support services are available to Paris Junior College students with disabilities. These services may include, but are not limited to, note taking paper, volunteer note taker, assistance with audio texts, computer software, reader/scribes, tape recorders, assistance with the registration process, adaptive equipment, test accommodations, tutoring, study skills training, interpreters, handicapped parking, pre-admission guidance, counseling, career planning, liaison and advocacy to faculty, staff, and administration, referral for diagnostic evaluation, community resources, and other services available on an individual basis. **All services are elective and must be requested by the student.**

Arrangements for services may be made directly through the Counseling/Advising Center, located in the Alford Building or schedule an appointment with an advisor from the Counseling/Advising Center at the Greenville or Sulphur Springs campuses.

All services should be requested in a timely manner.

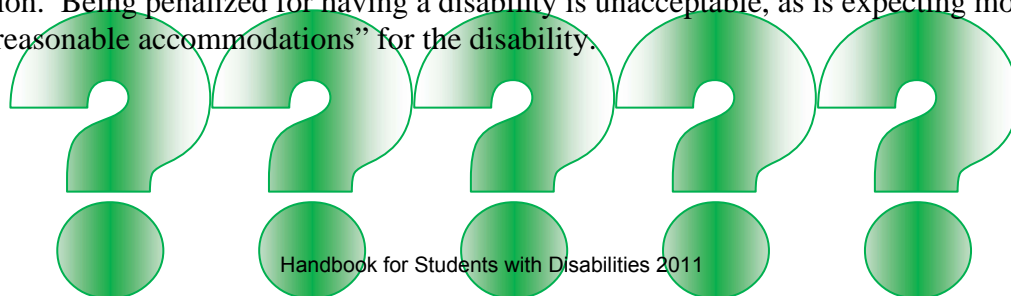
### How do I apply for services?

To receive assistance at Paris Junior College, you must register for services through the Counseling/Advising Center. Call 903-782-0426 to arrange to see a counselor or advisor. Student attending at an off-campus location may call 903-454-9333 in Greenville or 903-885-1232 in Sulphur Springs to make an appointment to talk with a counselor or advisor from the Counseling/Advising Center. Individual documentation requirements must be fulfilled to establish services and to continue services from semester to semester.

### What should I expect in the classroom?

Students with disabilities often find that the teaching environment directly affects their ability to participate and to keep up with course work. Most accommodations are simple techniques which promote an increased participation by students with disabilities. Students with disabilities are expected to maintain the standards that apply to **everyone** else in the course. With the exception of minor adjustments in presentation or requirements of the course, the content **will not** be altered. These adjustments are usually compensatory in nature, allowing you to bypass usual channels, but still obtain results similar to other students. Accommodations will apply to course procedures and processes, not to course content.

You should request alterations in course requirements that directly confront the disabling condition. Being penalized for having a disability is unacceptable, as is expecting more than “reasonable accommodations” for the disability.



## Who will be responsible for arranging accommodations?

Accommodations are a collaborative effort, and the student should take the lead role. While the law requires that an instructor adapt the course's presentation/procedure to meet the unique needs of the student's disabling condition, adaptation of course procedures are not solely the instructor's responsibility, nor are they left solely up to the service providers, a counselor/advisor from the Counseling/Advising Center. **You bear the responsibility of making your abilities and limitations known to the Counseling/Advising Center.** Appropriate documentation, such as a physical or psycho/educational evaluation or rehabilitation agency referral (that clearly documents the disability and supports the need for accommodation), must be submitted before any accommodation can be arranged. Reasonable accommodation requests and documentation may be subject to review by the appointed ADA committee. After the accommodation request has been properly submitted, you and the designated counselor or advisor from the Counseling/Advising will decide together the best accommodations for you, based on your documentation.

## When should I talk with my instructor(s) about the accommodations that I will need?

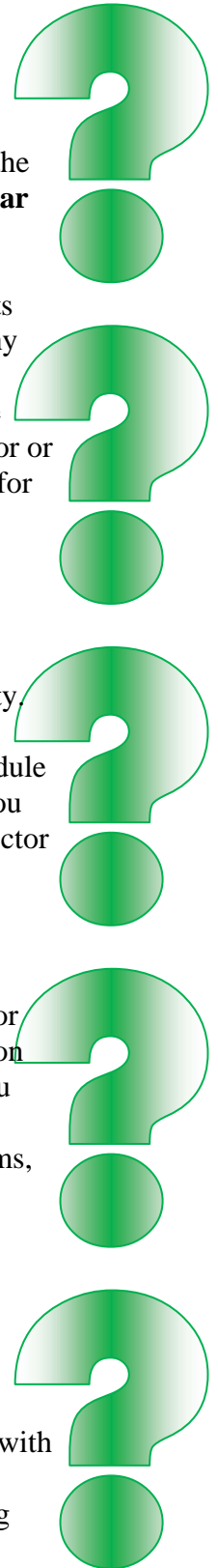
Specific adaptations will vary according to the student and the severity of the disability. Therefore, it is important that you meet with the instructor early in the term to discuss your disability and the specific accommodation(s) you will require. You should schedule an appointment with the instructor before or during the first week of the semester. You should meet with the instructor in his/her office. Do not "hand" the form to the instructor in the classroom.

## How can I tell my instructor about my disability?

You will take a confidential Accommodation Letter provided by a counselor or advisor from the Counseling/Advising Center to each of your instructors. The Accommodation Letter Form will list the accommodations that the instructor will provide for you. You are responsible for returning the signed forms back to Counseling/Advising. The Counseling/Advising Center will not contact your instructors to inquire about the forms, nor will the instructor be informed regarding necessary accommodations unless you follow these procedures at the beginning of each semester.

## I've been told that I should talk to my instructor(s) about my disability. What should I talk about?

Topics that generally need to be addressed with the instructor include: **classroom accessibility and seating, test taking, and tape recording procedures** (for students with learning disabilities, visual impairments, and mobility difficulties), **reproduction of written materials and visual aids** (for students with visual impairments and learning disabilities) and **lecture procedures**, such as lecture notes, or how to utilize an



interpreter in the classroom (for students with hearing impairments and certain learning disabilities).

### **What if my instructor(s) asks questions about my disability?**

If an instructor wishes to find out more information concerning your disability, information can be obtained from the Director of the Counseling Center on a “need to know” basis only. This additional information can be obtained only after you have given your written permission.

### **What should I expect from the Counseling/Advising Center?**

We believe that a person with a disability **can succeed** and **can take control** of his or her education. We believe that **self-advocacy** and **self-help** are the keys to **employment**. We believe that our role is to provide the student with information about services and accommodations that are available, to explain the procedures to be followed, to coordinate the options that are chosen and to act as liaison between the student and the College.

### **What are my responsibilities at Paris Junior College?**

1. You are responsible for making the initial contact with a counselor/advisor from the Counseling/Advising Center. It is advisable to make this contact before the semester begins. Students requesting special accommodations in the registration process or instructional environment must obtain a “Request for Accommodation” Form from the Counseling/Advising Center and have an interview with a counselor/advisor from the Counseling/Advising Center. Students requesting special accommodations with the registration process or instructional enrollment must complete a Request for Accommodation Form obtained from a counselor/advisor and also have an interview with a counselor/advisor.
2. It is your responsibility to bring the most recent documentation of your disability to this initial meeting. This documentation helps us in providing those accommodations which are most appropriate for you.
3. You must request the Accommodation Letter Form from the Counseling/Advising Center for your instructors. It is your responsibility to bring a copy of your current class schedule to the counselor/advisor at the beginning of each semester so that the disability letter can be completed. Forms for the instructors take time to prepare. Therefore, with some exceptions, you may not be able to pick-up your letters until **48 hours** after you place your request with the Counseling/Advising Center. You may also call 903-782-0426 (Paris Campus), 903-454-9333 (Greenville Campus), or 903-885-1232 (Sulphur Springs Campus) to request services.

4. It is your responsibility to return the signed Accommodation Letter Form to a counselor/advisor within one week of issue. The counselor/advisor will not contact individual instructors to inquire if students have presented forms for their signatures.

5. You are responsible for notifying the counselor/advisor if you need more, fewer, or modified letters for your instructors. Sometimes your schedule will change in the first weeks of the semester, and you may find that you do not have enough letters for all of your instructors. You will need to come back to the counselor/advisor to get additional letters.

6. If you have testing accommodations as one of your accommodations, it is up to **you** to remind the instructor at least **48** hours in advance of the test so that accommodations can be arranged. It is not the instructor's responsibility to remind you.

7. Unless other arrangements have been made between you and your instructor, you are required to start the test at the same time as everyone else in the class. If you have made arrangements to take the test, you must be present at the appointed time.

8. If receiving **instructor's notes** is one of your accommodations, then you are responsible for making any necessary copies of those notes. The instructor's only responsibility is to make the notes available to you so that you can either make your own notes from the instructor's copy, or so that you can make a copy of the instructor's notes. The instructor is not responsible for making copies for you. However, you may make copies at the Counseling/Advising center. Students attending any PJC campus will make arrangements with an advisor from Counseling /Advising at the time of regular hours on the campus. **Making copies of the Instructor's notes is your responsibility.** If you are receiving notes from a volunteer student note taker, it is your responsibility to pick up the notes from your instructor. If there is a problem with the notes, see a counselor/advisor.

9. Tutoring services are available. The services are available free of charge to students enrolled at Paris Junior College. Students interested in tutoring services should contact Stacy Young at 903-782-0270 or email to [syoung@parisjc.edu](mailto:syoung@parisjc.edu).

10. If you want to take a TSI approved test with special accommodations, you should see a counselor/advisor to make your request.

11. **If you are enrolled in an ONLINE CLASS and you want to request accommodations, please send on email to [bthomas@parisjc.edu](mailto:bthomas@parisjc.edu) to request a Request for Accommodation Form which will be emailed to you.**

12. If you are not receiving all of your accommodations or if you believe you are being discriminated against, it is your responsibility to let the Director of the



Counseling/Advising Center know immediately after the incident has occurred. Complaints made days, weeks, and/or semesters later decreases the chances of the situation being resolved in a timely fashion.

### **Will I be able to check out equipment and use it in my classes?**

Some equipment may be loaned out; other pieces must be used on the campus. The counselor/advisor will give you specific information as to proper procedures at the time of your request. Tape recorders, calculators, spell checkers, and MP3 players, if available, may all be checked out. **You are responsible for providing the tapes and batteries to use in the tape recorder.**

### **How do I check out auxiliary aids at Paris Junior College?**

All auxiliary aids may be checked out through the counselor/advisor. You will be required to use your PJC student identification card to check out auxiliary aids.

### **Will Paris Junior College provide other specialized equipment such as wheelchairs or hearing aids?**

The College does not provide **any** personal equipment. Students are expected to have their own wheelchairs, hearing aids, and other personal adaptive equipment.

### **How about audio books?**

The Counseling/Advising Center makes every effort to provide alternate formats of books and written materials for eligible students. Written materials, such as class syllabi or instructional directions, may be read to the student, or scanned and read by a computer program. A counselor/advisor may assist a qualified student (both visually impaired and some learning disabled student who qualify) in receiving audio books through Recordings for the Blind and Dyslexic (RFB&D). Also, computerized scanning and reading software is available at all campuses. Students may scan their books and listen to or record the text. Students must provide their own blank CD-Rs. To obtain more information, contact the Counseling/Advising Center at 903-782-0426 or call to make an appointment with a counselor/advisor from the Counseling/Advising Center at 903-454-9333 (Greenville), or 903-885-1232 (Sulphur Springs).

### **How do I go about finding a qualified reader?**

The Counseling/Advising Center provides readers for those students whose accommodations clearly specify the necessity for a reader during a class. In some cases, students will be directed to use the computer program which scans and reads books or instructional materials. Students are responsible for securing a reader for situations outside the classroom.



## About how long will I have to wait for my audio books?

If you make requests through Recordings for the Blind and Dyslexic and if the book is available, it may take only a few minutes or up to a few weeks for the book to be sent to you. However, if the book is not available, it may take from six weeks to a few months to have it recorded **after** Recording for the Blind and Dyslexic has received your request.

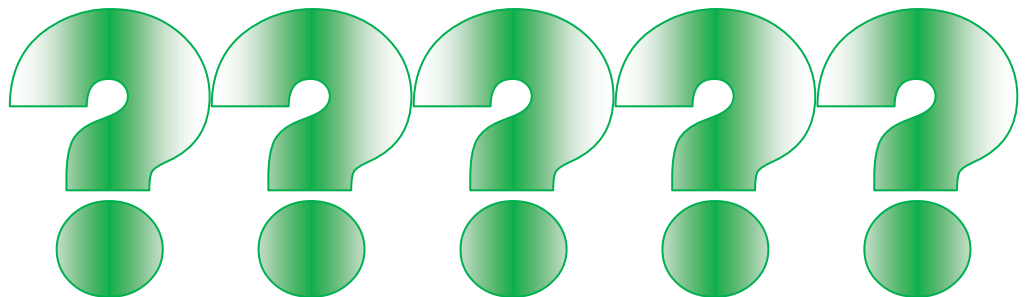
It is crucial that requests for audio books be made in a timely manner. **Advanced planning is the key to having the books available on the first day of class.** The request for recorded texts should be made to a counselor or advisor from the Counseling/Advising Center at least four to six weeks in advance. Scan and read computer assistance is available at all campuses.

## Will I have a note taker for my classes?

The Counseling/Advising Center can provide special carbonless paper which allows volunteer note takers to provide notes for students who are unable to take notes themselves. Your instructor will assist you in locating a note taker if that accommodation is noted on the Accommodation Letter Form. If the note taking is unsatisfactory, please immediately notify the counselor/advisor.

## Reasonable Accommodations

A reasonable accommodation is an adjustment to a course, program, service, activity or facility that enables a qualified student with a disability to have equal access. To determine reasonable accommodations, the counselor/advisor from the Counseling/Advising Center serving students with disabilities may seek information from appropriate Paris Junior College personnel regarding essential elements for courses, programs, services, activities and facilities. Paris Junior College provides reasonable accommodations on an individual basis following a review of presented documentation that confirms the presence of a disability that causes a substantial limitation as defined under Section 504 and the ADA. Appropriate and reasonable academic accommodations create an equal access to education as long as it does not require a substantial change in an essential element of the curriculum and class.



## Resources

### **Association on Higher Education and disability (AHEAD)**

P. O. Box 540666  
Waltham, MA 02454  
(781) 788-0003 (voice/TDD)  
(781) 788-0033 (FAX)  
<http://www.ahead.org/>

### **AHEAD in Texas**

Box 2082 14781 Memorial Drive  
Houston, TX 77079  
telephone: (979) 209-7251

### **Council for Learning Disabilities (CLD)**

11184 Antioch Road  
Box 405  
Overland Park, KS 66210  
(913) 491-1011  
(913) 491-1012 (FAX)  
<http://www.cldinternational.org/>

### **IBM National Support Center for Persons with Disabilities**

IBM Corporation  
1133 Westchester Avenue  
White Plains, New York 10604  
1-888-839-9289  
1-800-IBM-3383 (TTY)  
<http://www-306.ibm.com/able/>

### **Learning Disabilities Association of America (LDA)**

4156 Library Road  
Pittsburgh, PA 15234-1349  
(412) 341-1515  
(412) 344-0224 (FAX)  
<http://www.ldanatl.org/>

### **Learning Disabilities Association of Texas (LDAT)**

1011 West 31st Street  
Austin TX 78705  
(512) 458-8234  
(800) 604 7500 (in Texas only)  
Fax: (512) 458-3826  
<http://ourworld.compuserve.com/homepages/LDAT/>

**National Center for Learning Disabilities (NCLD)**

381 Park Avenue South Suite 1401  
New York, NY 10016  
(212) 545-7510  
(212) 545-9665 (Fax)  
(888) 575-7373  
<http://www.nclld.org/>

**National Council on Disability**

1331 F Street, NW  
Suite 850  
Washington, DC 20004  
(202) 272-2004  
(202) 272-2074 (TTY)  
(202) 272-2022 (FAX)  
<http://www.ncd.gov/>

**National Information Center for Children and Youth with Disabilities (NICHCY)**

PO box 1492  
Washington, DC 20013-1492  
800-695-0285 (voice, TTY)  
202-884-8441 fax

**National Network of Learning Disabled Adults (NNLDA)**

800 N. 82nd Street  
Scottsdale, AZ 85257  
(602) 941-5112

**National Rehabilitation Information Center (NARIC)**

8455 Colesville Rd., Ste. 935  
Silver Spring, MD 20910  
800-346-2742 (voice)  
301-588-9284 (voice, TTY)  
301-587-1967 (fax)

**National Health Information Center (NHIC)**

PO Box 1133  
Washington, DC 20013-1133  
800-336-4797 (voice)  
301-984-4256 (fax).

**National Clearinghouse on Post secondary Education for Individuals with Disabilities**

Heath Resource Center  
1 Dupont Circle NW, Ste. 800  
Washington, DC 20036-1193  
800-544-3284 (TTY/voice)  
800-939-9320 (TTY/voice)  
202-833-4760 (fax)  
<http://www.acenet.edu>

**National Health Information Center (NHIC)**

PO Box 1133  
Washington, DC 20013-1133  
800-336-4794  
301-984-4256 (FAX)

**Office of Special Education & Rehabilitation Services Us Department of Education**

330 C St. SW  
Switzer Bldg., Rm. 3132  
Washington, DC 20202-2524  
202-205-8241 (voice-TTY)  
202-401-2602 (fax)  
<http://www.ed.gov/offices/>

**Orton Dyslexia Society**

The Chester Building, Suite 382  
8600 LaSalle Road  
Baltimore, MD 21286-2044  
(410) 296-0232  
(800) 222-3123  
(410) 321-5069 (Fax)

**President's Committee on Employment of People with Disabilities**

1331 F Street, NW, Suite 300  
Washington, DC 20004  
(202) 376-6200  
(202) 376-6250 (FAX)  
<http://www.pcepd.gov>

**Recording for the Blind and Dyslexic**

National Headquarters  
20 Roszel Road  
Princeton, NJ 08540  
866-RFBD-585 (866-732-3585)  
<http://www.rfbd.org/>

**Relay Texas**

Public Utility Commission of Texas.  
1701 N. Congress Ave., PO Box 13326  
Austin, TX 78711-3326  
(512) 936-7000  
<http://www.puc.state.tx.us/relay/index.cfm>

**Texas Department of Assistive and Rehabilitative Services**

4800 N. Lamar Blvd., 3rd Floor  
Austin, Texas 78756  
Phone: (800) 628-5115  
<http://www.dars.state.tx.us/>

**Texas Department of Aging and Disability Services (DADS)**

701 W. 51st St.  
Austin, Texas 78751  
(512) 438-3011

**Mailing Address:**

P.O. Box 149030  
Austin, Texas 78714-9030  
<http://www.dads.state.tx.us/>

**Texas Health Resources**

611 Ryan Plaza Drive, Suite 900  
Arlington, TX 76011  
(817) 462-7900  
(888) 4-HARRIS  
(800) 4-PRESBY  
<http://www.texashealth.org/>

**Paris – Lamar County**  
**Health and Family Service Directory**

**Information & Referral (free call)**.....211  
 2-1-1 Texas-Northeast Texas Region/CANHelp  
 Toll-free administrative line.....1-800-392-1211

**Abuse**

Child / Elder Abuse Hotline.....800-252-5400  
 Children’s Advocacy Center.....903-784-5787  
 Child Protective Services.....903-785-7541  
 Safe-T.....903-783-1313

**Adoption**

Paris Pregnancy Center.....903-784-1555  
 24 hr. Pregnancy Hotline.....800-592-4725

**Alcohol & Drug Abuse**

Alcoholics Anonymous.....903-785-1951  
 Community Health Core.....903-737-4394  
 ETCADA.....903-784-1959

**Chamber of Commerce**.....903-784-2501

**Child Care Funding Assistance**

CCMS.....1-800-874-3226 or 903-784-4356  
 King’s Daughters.....903-785-3563  
 Workforce Solutions Northeast TX.....903-784-4356

**Children with Special Health Care Needs**

Early Childhood Intervention.....903-395-4445

**Clothing**

Goodwill.....903-784-5885  
 Lamar Avenue Church of Christ.....903-785-0387  
 Salvation Army Thrift Store.....903-784-0249

**Counseling**

STAR Program.....903-783-0732

**Dental Assistance (adult extractions only)**

Co-Ministry.....903-783-0671  
 King’s Daughter.....903-785-3563

**Disaster Relief**

American Red Cross.....903-737-4390  
 Salvation Army.....903-784-7548

**Education and School Districts**

Chisum ISD.....903-737-2830  
 Education Opportunity Center (PJC).....903-782-0352  
 Lamar County Head Start.....903-737-7469  
 Adult Education (PJC).....903-782-0424  
 North Lamar ISD.....903-737-2003  
 Paris ISD .....903-737-7473  
 Paris Junior College.....903-785-7661  
 Prairiland ISD.....903-652-6476  
 Roxton ISD.....903-346-3213

**Food**

Downtown Food Pantry.....903-737-8870  
 Food Stamps.....903-785-7541  
 King’s Daughters.....903-785-3563  
 Lamar Avenue Church Christ.....903-785-0387  
 Lamar County Human Resources.....903-784-2580  
 Meals on Wheels.....903-784-2580  
 Salvation Army.....903-784-7548

St. Vincent DePaul-Catholic Church.....903-272-9267  
 WIC (Women, Infants, Children).....903-784-1411

**General Health Services**

Agape House Free Clinic (3rd Sat).....903-784-5972  
 Lamar County Indigent Health Care.....903-737-2418  
 Paris Health Services (women only).....903-784-1301  
 Paris Regional Medical Center.....903-785-4521  
 Paris Family Clinic.....903-739-2299  
 Paris-Lamar Co. Health Dept.....903-785-4561

**HIV/AIDS Services:**

Special Health Resources.....903-785-0078

**Homeless/Crisis Shelters**

Models of the Maker (women & children).....903-783-0353  
 SafeT Crisis Center (women & children).....903-783-1313  
 Salvation Army.....903-784-7548

**Housing and Rental Assistance**

Ark-Tex Council of Governments.....800-988-3331  
 Habitat for Humanity.....903-783-0599  
 Paris Housing Authority.....903-784-6651  
 Section VIII (8) Housing.....903-784-6651

**Insurance & Waiver Programs**

CHIP/Children’s Medicaid Program.....800-647-6558

**Job Training & Employment Assistance**

Hiring Partners.....903-785-1100  
 Manpower.....903-893-9543  
 Workforce Solutions Northeast TX.....903-784-4356  
 YWCA of Paris and Lamar County.....903-785-5221

**Law Enforcement**

Emergency.....911  
 Lamar County Sheriff’s Department.....903-737-2400  
 Paris Police Department.....903-784-6688  
 Texas Department of Public Safety.....903-784-3800

**Legal and Criminal Justice Services**

Adult Probation.....903-737-2435  
 Attorney General Child Support.....903-784-4322  
 Dispute Resolution Services.....903-783-9839  
 Juvenile Probation.....903-737-2460  
 Lamar County/District Attorney.....903-737-2458  
 Lone Star Legal Aid.....903-785-8711

**Medicare Information**.....888-619-4772

**Mental Health/Mental Retardation Services**

Innovative Enterprises.....903-782-0254  
 Lakes Regional Mental Health.....903-737-2475  
 Lakes Regional Mental Retardation.....903-783-1184

**Parenting Programs**

CASA for Kids.....903-737-4346  
 Children’s Advocacy Center.....903-784-5787  
 Paris Pregnancy Center.....903-784-1555  
 WIC (Women, Infants, Children).....903-784-1411

**Prescription Assistance Programs**

Agape House Clinic (3rd Saturday).....903-784-5972

Co-Ministry.....903-783-0671  
 King’s Daughters.....903-785-3563  
 Paris Regional Medical Center.....903-737-3236

**Rehabilitation Services**

Educare Dayhab.....903-737-8599  
 Northeast Texas Rehab.....903-785-0355  
 Paris Regional Med. Center Rehab.....903-737-1131  
 TX Dept Assist/Rehabilitative Ser. ....903-783-7850

**Senior Citizens**

Lamar Co Human Resources Coun. ....903-784-2580  
 Prime Time.....903-737-3672  
 Retired Senior Volunteer Program.....903-737-4321

**Social Security**.....800-772-1213 or 903-785-0761

**Support Groups**

Diabetes Support (On Call).....903-784-6300  
 Diabetes Support.....903-783-0815  
 Down Syndrome Society.....903-783-1922  
 Living Well with Chronic Disease.....903-715-0805

**Telephone Service for the Deaf**

USA Relay.....800-735-2988

**Transportation**

Medicaid Recipients only.....877-633-8747  
 NETO (TRAX).....903-739-9381

**Utilities Assistance**

NETO.....903-737-8467  
 Co-Ministry.....903-783-0671

**Youth Services**

Big Brothers Big Sisters.....903-784-7388  
 Boys & Girls Club.....903-784-6360  
 Boy Scouts of America.....903-784-2538  
 Girl Scouts of Northeast Texas.....903-784-0803  
 Paris Public Library.....903-785-8531  
 YWCA of Paris and Lamar Co.....903-785-5221  
 4-H Agri-Life.....903-737-2443

**Miscellaneous**

Lamar Co Farm Service Agency.....903-784-6679  
 Lamar Co. Veterans Service Officer.....903-737-2484  
 Planned Parenthood of North Texas.....903-784-1301

**800 Numbers**

**Children’s Services**

Adoption/Foster Care Inquiry.....800-233-3405  
 Child Find for Missing Children.....800-426-5678  
 Child Support Payment.....800-252-8014  
 Children/Special Healthcare Needs.....800-252-8023  
 Runaway Hotline.....800-392-3352  
 Safe Rider Program .....800-252-8255

**Crisis Services**

Alcohol 24-Hour Help Line.....800-527-5344  
 Child/Disabled/Elder Abuse.....800-252-5400  
 Christian Homes & Family Services.....800-592-4725  
 Disaster Assistance.....800-582-5233  
 Missing Persons Clearinghouse.....800-346-3243  
 Poison Control Center - Texas.....800-764-7661

Rape Crisis Hotline .....800-886-7273  
 Stranded Motorist Hotline.....800-525-5555

**Health Services**

HIV/STD Help Line.....800-299-2437  
 American Cancer Society.....800-227-2345  
 American Diabetes Association.....800-342-2383  
 American Heart Association.....800-242-8721  
 Arthritis Foundation.....800-442-6653  
 Assistive & Rehabilitation Services (Texas)....800-628-5115  
 Assist Blind - Texarkana.....800-687-7040

**Poison Control Center**

Texas.....800-764-7661

**Social Services**

Advocacy Inc.....800-252-9108  
 Fair Housing Administration.....800-669-9777  
 Health & Human Services Comm.....800-252-9330  
 Health Insurance Premium Assist.....800-440-0493  
 Texas Department of Aging.....800-252-9240  
 TX Dept. Health /Human Services.....800-448-3927  
 Texas Workforce Commission.....800-939-6631

**Suicide Prevention**

Hopeline 24/7.....800-784-2433

**Texas State Agencies (Local)**

Health & Human Services (M/C).....903-785-7541  
 Dept. of Aging and Disabilities.....903-785-7541  
 Dept. of Family & Protective Serv.....903-785-7541  
 Dept Assist/Rehabilitative Service.....903-783-7850  
**Governor’s Info/Referral**.....**800-252-9600**



## Hunt County Resources

### **A Woman's Heart Pregnancy Resource Center**

2612 Jordan St.  
Greenville, TX 75401  
Phone: (903) 454-9711

### **Adult Protective Services**

2920 Lee St.  
Greenville, TX 75401  
Phone: (903) 455-2292

### **AIDS Services of North Texas**

2820 Stanford St.  
Greenville, TX 75401  
Phone: (903) 450-4018  
Fax: (903) 455-3737

### **American Cancer Society**

8900 Carpenter Frwy.  
Dallas, TX 75247  
Phone: (214) 819-1200  
Fax: (214) 631-3869

### **American Red Cross**

2500 Lee St. #200  
Greenville, TX 75401  
Phone: (903) 455-7932

### **ARC of Hunt County**

P. O. Box 8783  
Greenville, TX 75404  
Phone: (903) 468-8798

### **Boles Children's Home**

7065 Love  
Quinlan, TX 75474  
Phone: (903) 883-2204  
Fax: (903) 883-2099

### **Boys & Girls Club of North East Texas**

4320 Lee St.  
Greenville, TX 75401  
Phone: (903) 455-9233

### **CASA for Hunt County**

8317 Wesley St.  
Greenville, TX 75402  
Phone: (903) 450-4410

### **Child Protective Services**

2920 Lee St.  
Greenville, TX 75401  
Phone: (903) 455-7636

### **Children's Center - Early Childhood Intervention**

4804 Wesley St.  
Greenville, TX 75401  
Phone: (903) 454-0300  
Fax: (903) 454-8494

### **Consumer Credit Counseling Service**

2304 Stonewall St. #210  
Greenville, TX 75401  
Phone: (903) 455-4311

### **Crisis Center of Northeast Texas**

Greenville, TX 75403  
Phone: (800) 656-4673

### **Division for Rehabilitation Services**

2802 Rodeo Dr.  
Greenville, TX 75402  
Phone: (903) 457-8150

**DrugFree Greenville**

4207 Wesley St.  
Greenville, TX 75401  
Phone: (903) 454-4300  
Fax: (903) 454-4321

**GISD Child Nutrition**

4004 Moulton St.  
Greenville, TX 75401  
Phone: (903) 457-2691

**Glen Oaks Hospital**

301 E. Divison St.  
Greenville, TX 75402  
Phone: (903) 454-6000

**Greenville Community Health Center**

4311 Wesley St.  
Greenville, TX 75401  
Phone: (903) 455-5958

**Greenville Housing Authority**

4417 O'Neal St.  
Greenville, TX 75401  
Phone: (903) 455-1771

**Greenville YMCA**

1915 Stanford St.  
Greenville, TX 75401  
Phone: (903) 455-5405

**Greenville-Hunt County Health Department**

2700 Johnson St.  
Greenville, TX 75401  
Phone: (903) 408-4140

**Habitat for Humanity**

P. O. Box 8393  
Greenville, TX 75403  
Phone: (903) 454-7470  
Fax: (903) 455-1464

**Heritage Program for Senior Adults**

4221 Ridgecrest Rd. Ste. 101  
Greenville, TX 75401  
Phone: (903) 408-7930

**Hope Center of Greenville**

P. O. Box 5  
Greenville, TX 75403  
Phone: (903) 455-7961

**Hunt County Head Start**

3504 King St.  
Greenville, TX 75401  
Phone: (903) 457-2680

**Hunt County Extension Office**

2217 Washington St.  
Greenville, TX 75401  
Phone: (903) 455-9885  
Fax: (903) 455-9650

**Hunt County Juvenile Probation**

2700 Johnson St.  
Greenville, TX 75401  
Phone: (903) 455-8555

**Hunt County Shared Ministries (FISH)**

4805 King St.  
Greenville, TX 75401  
Phone: (903) 455-0545

**Hunt County Sheriff's Office**

2801 Stuart St.  
Greenville, TX 75401  
Phone: (903) 453-6800

**Hunt County Veteran Services**

2801 Stuart St.  
Room 104 & 105  
Greenville, TX 75401  
Phone: (903) 454-2552  
Fax: (903) 454-5400

**Hunt Regional Healthcare**

4215 Joe Ramsey Blvd.  
Greenville, TX 75401  
Phone: (903) 408-5000

**Lakes Regional MHMR**

4200 Stuart St.  
Greenville, TX 75401  
Phone: (903) 455-3987

**Legal Aid of Northwest Texas**

901 N. McDonald St.  
Ste. 702  
McKinney, TX 75069  
Phone: (800) 906-3045

**Parkland Community Health Plan (Medicaid & CHIP Program)**

Phone: (888) 672-2277

**Pharmaceutical Assistance**

Greenville, TX  
Phone: (903) 408-1976

**Prevention Resource Center Region 3**

Greenville, TX 75403  
Phone: (888) 772-8399

**Reading and Radio Resource**

2007 Randall  
Dallas, TX 75201  
Phone: (214) 871-7668  
Fax: (214) 871-7669

**Safe Harbor for Youth**

4702 Wesley St.  
Greenville, TX 75401  
Phone: (903) 454-2458

**Salvation Army**

4601 King St.  
Greenville, TX 75401  
Phone: (903) 455-1875

**Senior Center Resource & Public Transportation (The Connection)**

4912 Lee St.  
Greenville, TX 75401  
Phone: (903) 454-1444  
Fax: (903) 454-4150

**Social Security Administration**

2717 Terrell Rd.  
Greenville, TX 75402  
Phone: (903) 455-1673

**STAR Family Connection**

Greenville, TX  
Phone: (903) 454-7277

**Texas Health & Human Services Commission**

2500 Stonewall St.  
Ste. 401  
Greenville, TX 75401  
Phone: (903) 455-0833  
Fax: (903) 454-7682

**Texas Workforce Commission**

2500 Stonewall St.  
Ste. 201  
Greenville, TX 75401  
Phone: (903) 454-9350  
Fax: (903) 454-2896

**United Way of Hunt County**

2607 Lee St.  
Greenville, TX 75401  
Phone: (903) 455-7414

**WIC (Women, Infants & Children)**

4907 Stonewall St. #C

Greenville, TX 75401

Phone: (903) 454-4888

**Women In Need**

3302 Stonewall St.

Greenville, TX 75401

Phone: (903) 455-4612