



Student Services Council Meeting
 Wednesday, Sept. 18, 2019
 9:00 AM • Room 2314
 Minutes

| Committee Members Present | | | | | |
|---------------------------|------------------|---|-----------------------|---|---------------------|
| | Nancy Berkey | X | John Yu | | Becky McCall |
| X | Sharon Brisolaro | X | Sandra Hamilton-Slane | X | Jennifer McCandless |
| X | Tina Duenas | X | Sue Huizinga | X | Kevin O'Rorke |
| | Nadia Elwood | X | Tim Johnston | X | Jerry Brown |

District / Division Goals

Goal 1: Increase First-Year Persistence by 2%
Goal 2: Increase Completion Rate by 2%
Goal 3: Increase completion efficiency by 1%

Goal 4: Increase course success by 1%
Goal 5: Improved through-put

Focus Areas: To increase the number of credentials awarded and the number of students transferring to UC/CSU and decrease the number of accumulated units:

- Improve access from application to registration
- Implement Automated Student Education Planning
- Expand Shasta Summit early alert
- Increase number of ADTs, BA, Certificates, transfer
- Promote transfer pathways with K-12 partners
- Improve access to existing on-line student support through SARS Zoom and the online orientation.

1. Approval of 09/04/2019 Minutes: Sharon Brisolaro motioned and John Yu seconded to approve the minutes as amended. All in favor to approve with amendments, Sue Huizinga abstained.

2. Discussion Agenda

- a. Brock Whaley – Memorial Service Information
 - i. Becky McCall offered to help facilitate any memorial needs within Student Services.
 - ii. A memorial services is being held on Sunday, September, 29th at the David Marr Theatre, Redding CA at noon. Cal-Fire is going be a big part of the memorial service. Cal-Fire is also making sure the family needs are met.
 1. People are welcome to attend the memorial service.
- b. Downtown Project – Block 7 / Reorganization – Kevin O’Rorke
 - i. Kevin provided updated information about the proposed Shasta College Community Leadership Center that is planning to be built behind the HSUC building in downtown Redding.
 - ii. Shasta College will not own the entire building but is in negotiations to purchase and own several floors.

- iii. Goals of the project:
 - 1. Help grow and make Shasta College a “pillar” to the community.
 - 2. Grow our community partnerships.
 - 3. Provide investments in our community and to make sound financial investments.
 - 4. Hope to make Shasta College the primary higher education institution in the area.
 - 5. Fulfill obligations to provide leadership to our community.
 - 6. Further align our Mission and our Vision by engaging our communities through innovation.
 - 7. The building is not an Administration building for Shasta College.
 - iv. Kevin explained that the project is more aligned with a “Transformation” instead of a “Revitalization” of the downtown Redding area.
 - c. North State Together 2.0 – Kevin O’Rorke
 - i. Kevin thanked the Student Services Council as he transitioned out of the group and into North State Together. Kevin was happy to see the Council have so many accomplishments.
 - ii. Kevin explained to the Council what North State Together does and where it plans to grow.
 - 1. Importance is being placed on growing education in the northern areas of California; from kindergarten through college.
 - iii. Shasta College and North State Together are working as a cohesive team to make sure students are ready for College.
- c. 2019-2020 Work Groups – draft list (update)
 - a. Instructional Material / Textbook cost – Nadia Elwood and Robert Bowman.
 - i. Discussion may carry over into spring 2020.
 - b. Onboarding / Training Project – Sandra Hamilton-Slane, Patricia Esparza, Sue Huizinga, Becky McCall, Sharon Brisolaro, Sandy Lucero or Susan Ayers, Ryan Loughrey, and Chelsea Kefalas
 - c. Information sharing – Kelsey Moynahan, Patricia Esparza and Sue Huizinga.
 - d. ~~Transcript holds for fees – student debt~~ (AB 1313 is almost a signed Assembly Bill, this work may need to be removed).
 - i. Student Services Council agreed to remove this workgroup.
 - e. Succession Planning – Tim Johnston and Greg Smith.
 - f. Student Support Services for fully online degrees / certificates – John Yu, Sharon Brisolaro, and Ryan Loughrey.
 - g. ISLOs, SAOs and SSLOs – Tim Johnston, will work with Instruction.
 - h. Everyone within each workgroup can meet within their own groups to work out next steps for that group.
 - i. The plan is to have the workgroups provide more feedback in the spring 2020 semester.
- d. Institutional Assessment Plan
 - a. Reporting of SAO/SSLO, Satisfaction Survey results data can still be done in Nuventive Improve.
 - b. Review Student Services Satisfaction Survey results (Fall 2018)
 - i. Due to time, Tim Johnston requested that everyone take a look at the Satisfaction Survey’s and consider Annual Area Plans for October and November.
 - ii. William Breitbach and his team is reviewing the CCSSE data set and will be providing information related to Student Services at a later date.

3. Action Agenda

- a. Board Policies / Administrative Procedures – Second Reading
- b. Tina Duenas motioned and Sue Huizinga second to consider all second readings of the listed BP/APs:
 - a. BP 5210 - Communicable Diseases (College Council): No Changes.
 - b. AP 5210 - Communicable Diseases: Include Director of Health and Wellness with College Nurse wording.
 - c. BP 5200 - Student Health Services: No Changes
 - d. AP 5200 - Student Health Services: No Changes
 - e. AP 5140 - DSPS (PACE): No Changes
 - f. BP 5150 - EOPS: No Changes
 - g. AP 5150 - EOPS: No Changes

1. The Annual Area Plan is referenced in AP 5150 due to League Guidelines.
 2. Council recommended making a note that it may be helpful to reference the Annual Area plan in other BP/APs.
- h. BP 5052 - Open Enrollment: No Changes
 - i. AP 5052 - Open Enrollment: No Changes
 - j. BP 5005 - Admission Requirements – Special Programs – Delete (merge with 5052): No Changes
 - k. AP 5005 - Admission Requirements – Special Programs – Delete (merge with 5052): No Changes
 - l. BP 5070 - Attendance – Delete: No Changes
 - m. AP 5070 - Attendance: Minor deletion of the wording “as follows” from the first paragraph.
 - n. Workflow recap: Tim Johnston will review League Guidance, BP/AP will go to area managers, and Student Services Council will review prior to submitting to President’s office.
 - o. Sandra Hamilton-Slane asked to be notified when it comes to PACE and EOPS BP/APs go before Academic Senate.
- c. Board Policies / Administrative Procedures – First Reading
 - d. Sue Huizinga motioned and John Yu second to consider all first readings of the following listed BP/APs:
 - a. BP 3440 - Service Animals
 - b. AP 3440 - Service Animals: Sandra Hamilton-Slane requested to do some work on the AP and bring it back to Student Services Council.
 - c. BP 5010 - Admissions and Concurrent Enrollment – Minor language adjustments needed.
 - d. AP 5010 - Admissions (see BP 5010) – Minor language adjustments needed.
 - e. AP 5011 - Admissions and Concurrent Enrollment of HS and Other... (see BP 5010)
 1. Informational because AP 5011 just went to College Council for review.
 - f. AP 3415 - Immigration Enforcement Activities (no BP): No Changes
 1. Student Services Council was asked for any input from Campus Safety and Administrative Services.
 2. Sharon Brisolara requested to take a look at AP 3415 to help with wording and clarity.
 - g. AP 5017 - Responding to Inquiries of Immigration Status... (no BP): No Changes
 1. Sharon Brisolara requested to take a look at AP 5017 to help with wording and clarity.
 - e. Next Student Services Council meeting will include a 2nd reading as well as Student Senate BP/AP review.

4. Information Items / Other

- a. Technology Priority List
 - a. Meetings will start on 09/18/2019.
 - i. Amber Perez needs to be added to the reoccurring meeting.
 - b. Sharon Brisolara will provide information to Tim Johnston in regards to SARS issues in Tehama.
 - c. Tim Johnston offered others to reach out if anything needs to be brought before IT.
- b. Area Updates / Announcements
 - a. Sue Huizinga: West Valley is looking into the idea of being an early College ... they are looking at the possibility of offering the completion of a Shasta College AA prior to high school graduation.
 - b. John Yu: Monday, October 14th and Tuesday, October 15th 2-3pm Room 2314 is undocumented student week and two webinars are scheduled for those interested in attending, no RSVPs needed.
 - i. John stressed the importance to have Faculty, Staff, and Students attend.
 1. Monday the 14th will be mostly about Financial Aid and the 15th will be covering legal services.
 2. The webinars are free to all.
 3. Tina Duenas will place the webinar and event information in the Student Life Newsletter.
 4. The Council discussed how to make sure that students who were undocumented would feel safe attending the workshops.
 - c. Sharon Brisolara:
 - i. Tehama on Friday, October 18th will be hosting a LGBTQ+ Allied-ship training in partnership with Stonewall.
 1. Sharon Brisolara stated that staff are welcome to attend and can be paid through EEO diversity funds.
 - ii. Friday, November 1st will be a 2-hour HS Counselor Day in Tehama.
 - d. Tina Duenas:
 - i. 8th Grade Preview Day was Friday, September 20th and Friday, September 27th.

- e. Sandra Hamilton-Slane:
 - i. Sandra requested for future Student Services Council agenda items:
 1. Information/discussion about a chemical free environment at Shasta College.
 2. Present the Student Equity Report draft to Student Services Council.
 - i. Tim Johnston:
 3. Phil Churchill, in coordination with Jennifer McCandless, is having student education planning with faculty.
 - a. The plan is to make faculty aware of the new education plan tool and program mapping process.
 4. Student education planning tool will be added to a future Student Services Council agenda.
 5. Re-organization structure is currently under review and Tim will be having discussions with Kevin O'Rorke and Joe Wyse.
 6. Tehama new building is having a groundbreaking ceremony on Wednesday, October 23rd at 10:00am. All are welcome.
 7. Tim suggested that Student Services Council have a spring 2020 meeting at the Tehama campus.

5. Meeting adjourned at 11:00 am.

NEXT MEETING:

The next meeting is scheduled for Wednesday, October 2nd from 9:00am – 11:00am in room 2314.
Minutes recorded by: James Konopitski, Administrative Secretary I, Enrollment Services.

Admission Requirements: Special Programs

AP 5005

The Nursing, Dental Hygiene, Early Childhood Education Center, and Equipment Operations and Maintenance programs have special admission requirements and/or criteria, including testing requirements as stated in BP/AP 3351-Student Drug and Alcohol Testing and Criminal Background Checks.

NURSING AND DENTAL HYGIENE PROGRAMS

The following Nursing and Dental Hygiene programs have special admission eligibility requirements listed on the Health Sciences and University Programs website at <http://www.shastacollege.edu/>:

- (a) Nursing (ADN) — Associate Degree Nursing
- (b) Nursing (LVN) — Licensed Vocational Nursing
- (c) Nursing (CNA) — Nurse Aide/Home Health Aide
- (d) Dental Hygiene

EARLY CHILDHOOD EDUCATION CENTER PROGRAM

The Early Childhood Education Center program has special admission eligibility requirement listed on the Early Childhood Education Center Program website at <http://www.shastacollege.edu/>.

EQUIPMENT OPERATIONS AND MAINTENANCE PROGRAM

The Equipment Operations and Maintenance program, in conjunction with Construction Technology, has special admission eligibility requirements. Relevant course names are listed on the Construction Technology website, with links to each course stating the special requirements, at <http://www.shastacollege.edu/>.

Board Reviewed 7/14/10

Open Enrollment

AP 5052

Reference: ***Title 5, Sections 51006, 58106 and 58108***

All courses of the District shall be open to enrollment in accordance with Board Policy 5052 and a priority system consistent with ~~Administrative Procedure AP 5055 Enrollment Priorities~~. Enrollment may be limited to students meeting properly validated prerequisites and co-requisites, or due to other non-evaluative, practical considerations as determined by the ~~appropriate college designee~~ Assistant Superintendent / Vice President of Instruction, or designee.

No student is required to confer or consult with or required to receive permission to enroll in any class offered by the District, except as provided for in ~~Administrative Procedure AP 5055 Enrollment Priorities~~ and in District programs that ~~have permit~~ restricted enrollment as listed in the College Catalog, such as Nursing (ADN), Nursing (LVN), Nursing (CNA), Dental Hygiene, Early Childhood Education, Equipment Operations and Maintenance, the Fire Academy, Health Information Management (HIM BS), Medical Assistant, Medical Scribe, Pharmacy Technician. ~~These Certain programs have special admission requirements and/or criteria, including testing requirements as stated in BP/AP 3351 Student Drug and alcohol testing and Criminal Background Checks. The College Catalog will have the most up to date programs subject to restricted admissions requirements.~~

Students are not required to participate in any pre-registration activities not uniformly required, and no registration procedures are used that result in restricting enrollment to a specialized clientele, except as provided for in ~~Administrative Procedure AP 5055 Enrollment Priorities, AP 5011 Admission & Concurrent Enrollment of High School and Other Young Students, and District programs that ~~have permit~~ restricted enrollment, as per Board Policy/Administrative Policy 5005 described in the Special Programs section of this policy.~~

A student may challenge an enrollment limitation on any of the following grounds:

- The limitation is unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
- The District is not following its enrollment procedures; or
- The basis for the limitation does not in fact exist.

Board Reviewed 11/11/09

Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

Attendance

AP 5070

Reference: ***Title 5, Sections 58000 et seq.***

~~Per Title 5 regulations, accurate attendance records must be maintained~~The District will comply with State attendance accounting requirements. State apportionment to the District depends on accurate records which are audited each year. Attendance accounting and procedures shall be under the direction of the Associate Vice President of Student Services / Dean of Enrollment Services. ~~Requirements include the following broad areas as follows:~~

- ~~• Students absent from class for recognized school activities will be noted on the District census records.~~
- Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course.
- Selection of a single primary term length for credit courses.
- Reporting of FTES during the “first period” (between July 1 and December 31) and “second period” (between July 1 and April 15).
- Compliance with census procedures prescribed by the state-California Community College Chancellor’s Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis.
- Preparation of census day procedure tabulations.
- Preparation of actual student contact hours of attendance procedure tabulations.
- Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations.
- Preparation of support documentation regarding all course enrollment, attendance, and disenrollment information.
- Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.
- The District shall maintain an academic calendar of at least 175 days during the fiscal year.

Board Reviewed 7/14/10

Disabled Students Programs and Services
(Partners in Access to College Education)

AP 5140

Reference: ~~Education Code Sections 67310 and 84850; Title 5, Sections 56000 et seq.; Section 504 Rehabilitation Act of 1973; Title 2, Americans with Disabilities Act Title III-4.2300~~

Introduction

The Shasta-Tehama-Trinity Joint Community College District (the District) will adhere to the following procedures for ensuring that students with documented disabilities receive reasonable and appropriate academic adjustments, auxiliary aids, services, and/or instruction. These procedures are in accordance with the Office of the California Community College Chancellor (Chancellor's Office) Implementing Guidelines for ~~the~~ Title 5 Regulations, Disabled Students Programs and Services. The District acknowledges that Disabled Student Programs and Services (DSPS) has been delegated authority by the Chancellor's Office to prescribe academic adjustments, auxiliary aids, services, and/or instruction for students who have been ~~certified~~ verified as having a disability. The program at Shasta College will be known as Partners in Access to College Education (PACE).

~~The fundamental principles of non-discrimination and reasonable accommodation in academic programs are identified in the implementing regulation for Section 504 of the Federal Rehabilitation Act of 1973. Section 504 regulations provide that:~~

~~"No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any...post-secondary education program or activity... [34 C.F.R. § 104.43(a)]"~~

~~"(An institution)...shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student.... Modifications may include changes in length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. [34 C.F.R. § 104.44(a)]"~~

Mission Statement

The mission of ~~Disabled Students Programs and Services~~Partners in Access to College Education (DSPSPACE) is to support students in acquiring equal access to Shasta College programs and facilities; to provide services and instruction ~~for that assist~~ students in reaching their educational goals, optimal level of achievement while developing lifelong skills, and to serve as a partner in providing specialized resources for students, faculty, staff, and the community.

Goals and Objectives

Through the Integrated Planning Cycle, Shasta College assesses its institutional effectiveness through planning processes that link to one another in a cycle of assessment, goals and

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objectives, program review, resource allocation, plan implementation, and re-assessment. ~~Disabled Students Programs and Services~~ Partners in Access to College Education participates fully in this process. This information is included in the DSPS Program Plan that is submitted to the Chancellor's Office and available on the PACE website.

Definitions of Disability Categories and Student Eligibility

In order to be eligible for academic adjustments, auxiliary aids, services and/or instruction, a student must have a disability which is verified and which results in an educational limitation. The existence of a disability may be verified by one of the following means:

1. observation by certificated disability-services staff member;
2. assessment by certificated disability-services staff member;
3. review of documentation by certificated staff provided by appropriate agencies or by a certified or licensed professional outside of the disability services office.

For students requesting services for a learning disability, the DSPSPACE staff will evaluate previous documentation and can provide learning disability assessments in compliance with the guidelines for learning disability testing provided by the California Community College Chancellor's Office.

The certification of a disability by DSPSPACE is binding upon the District. The DSPSPACE professional staff possesses the necessary education and training, as prescribed by the Chancellor's Office, to make these decisions. All evaluation of documentation related to a disability will be done by DSPSPACE. ~~Should a student present or offer such documentation to a faculty member, staff, or administrator, that individual should refer the student and documentation to the DSPS Office.~~ Students requesting DSPSPACE services for the first time must complete a program application. Although federal law specifies that a student does not have to register with the DSPSPACE Office, the evaluation of documentation must be done by DSPSPACE. DSPSPACE adheres to a strict code of confidentiality pertaining to documentation and will not release information without first obtaining written consent from the student.

There are ~~eight~~ ten categories of disabilities. Specific definitions can be found in Title 5, Section IIIA, Articles 56032-42.

1. Deaf and Hard of Hearing (DHH) – Total or partial loss of hearing function that limits the student's ability to access the educational process.
2. Acquired Brain Injury (ABI) – A deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psycho-social, and/or sensory-perceptual abilities, and limits the student's ability to access the educational process.

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3. Intellectual Disability (ID) - Significant limitations both in intellectual functioning and in adaptive behavior that affect and limit the student's ability to access the educational process.
4. Learning Disability (LD) - ~~Learning disability is defined as a~~ persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. The dysfunction is not explained by lack of educational opportunity, lack of proficiency in the language of instruction, or other non-neurological factors, and this dysfunction limits the students' ability to access the educational process. To be categorized as learning disabled a student must meet the ~~following~~ criteria established by the Chancellor's Office Learning Disability Eligibility and Services Model (LDESM). ~~through psycho-educational assessment verified by a qualified specialist certified to assess learning disabilities:~~
 - ~~Average to above average intellectual ability~~
 - ~~Statistically significant processing deficit(s)~~
 -

And/or

 - ~~Statistically significant aptitude-achievement discrepancy(ies)~~
5. Physical Disability – A limitation in locomotion or motor functions. These limitations are the result of specific impacts to the body's muscular-skeletal or nervous systems, and limit the student's ability to access the educational process.
6. Blind and Low Vision – A level of vision that limits the student's ability to access the educational process.
7. Mental Health Disability – A persistent psychological or psychiatric disability, or emotional or mental illness that limits the students' ability to access the educational process.
8. Attention Deficit Hyperactivity Disorder – A neurodevelopmental disorder that is a persistent deficit in attention and/or hyperactive and impulsive behavior that limits the student's ability to access the educational process.
9. Autism Spectrum Disorders – Neurodevelopmental disorders described as persistent deficits which limit the student's ability to access the educational process. Symptoms must have been present in the early developmental period, and cause limitations in social, academic, occupational, or other important areas of current functioning.
10. Other Health Conditions and Disabilities – Other health conditions and/or disabilities that affect a major life activity, which are otherwise not defined above, but which limit the student's ability to access the educational process.

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Support Services and Instruction

Support services that are available through the [DSPSPACE](#) Counselors and LD Specialists include:

- registration assistance
- disability related counseling
- career and personal counseling
- evaluation of documentation to verify disability and determination of educational limitations
- determination of [the](#) specific impact(s) of [a](#) disability on [a](#) student's ability to access the education process each semester
- authorization of academic adjustments, auxiliary aids, [and/or](#) services, [and/or](#) instruction
- coordination and referral to campus and community resources
- advocacy related to disability
- ~~general education related to disabilities and their impact~~
- provision of learning strategies training
- ~~orientation workshops~~
- screening and evaluation for learning disability

~~Academic adjustments that are directly related to classroom instruction are coordinated through the DSPS Learning Services Office (LSO).~~ Academic adjustments are made following an individualized review by a [DSPSPACE](#) Counselor. If a [DSPSPACE](#) counselor is unavailable, the [DSPSPACE](#) Director or designee shall make interim decisions pending a final resolution so that academic accommodations adjustments are made in a timely manner. Examples of academic accommodations adjustments include, but are not limited to:

- use of auxiliary aids
- scribes
- note providers
- specialized academic coaching
- American Sign Language interpreters
- real-time captioning
- recorded lectures
- proctored course examinations involving the use of academic adjustments

Academic adjustments that are categorized as using assistive technology are processed through the Assistive Technology Lab (ATL). Examples include:

- converting textbooks to an audio format
- converting printed text into Braille
- provision of text to voice technology
- provision of voice to text technology

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- adapted computers
- assistive technology and software
- creating raised line course material for students with blindness or low vision
- provision of computer screen reading technology for students with blindness or low vision
- provision of enlarged [print](#) course material
- arranging for special chairs, tables, and ergonomic devices to be in classrooms for students with back and neck injuries or conditions such as cerebral palsy

Additional academic adjustments include:

- ~~Specialized orientation to environmental/physical aspects of the district facilities~~
- College-wide transportation services that are accessible
- Access to and participation in co-curricular activities that are required as a part of a class

Instruction

[DSPSPACE](#) offers educational assistance classes which are coordinated through the ~~Science, Language Arts, and Math~~ [Pathways and Learning Support](#) Instructional Division. These classes produce revenue in the same manner as other general college classes, are approved through the normal curriculum review process, and are designed to enable students with [educational disadvantage including](#) disabilities to compensate for educational limitations and/or acquire the skills necessary to complete their educational objective. Educational assistance classes are taught by specially trained instructors who hold the appropriate [DSPSPACE](#) minimum qualifications as specified in the Minimum Qualifications for Faculty and Administrators in California ~~and~~ Community Colleges, and utilize curriculum, material, and instructional methods specifically designed to address the educational limitations of students with disabilities.

Educational assistance classes utilize student/instructor ratios determined to be appropriate by the District given the educational limitations of the students with disabilities enrolled in each class. Class size should not be so large as to impede measurable progress or to endanger the well-being and safety of students or staff.

~~Special~~ Educational assistance courses offered through [DSPSPACE](#) are subject to Title 5 policies regarding course repeatability.

Student Rights and Responsibilities

Student Rights:

- Participation in the services provided by [DSPSPACE](#) is entirely voluntary.
- Receiving academic adjustments, auxiliary aids, services, and/or instruction through [DSPSPACE](#) shall not preclude the student from also participating in any other course, program or activity offered by Shasta College.

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- Students have the right to participate in an academic environment free of disability harassment or discrimination.
- All records maintained by [DSPSPACE](#) personnel pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other requirements for handling of student records as provided in Title 5.

Student Responsibilities:

Students receiving academic adjustments, auxiliary aids, services and/or instruction through [DSPSPACE](#) shall:

- Provide [DSPSPACE](#) with the necessary information, documentation and/or forms (medical, educational etc.) to verify their eligibility.
- Comply with the Student Code of Conduct adopted by Shasta College as provided in the college catalog.
- Be responsible in their use of [DSPSPACE](#) services and adhere to written policies adopted by Shasta College and [DSPSPACE](#).
- Whether enrolled in educational assistance classes or general college classes, make measurable progress toward the goals established in the student's Academic Accommodation Plan and meet the academic standards established by the college as applied to all students.

Failure to comply with these standards may result in suspension or termination of [DSPSPACE](#) services.

Academic Accommodation Plans

An Academic Accommodation Plan (AAP) will be generated and maintained as a record of the interactive process between each [DSPSPACE](#) student and a [DSPSPACE](#) certificated staff member regarding the academic adjustments, auxiliary aids, services, and/or instruction necessary to provide the student equal access to the educational process, given the educational limitations resulting from the student's disabilities. When enrolled in educational assistance classes, the AAP shall define measurable progress toward the goals of each class.

Course Substitution and Waivers

In the infrequent event that a [DSPSPACE](#) counselor has determined that a student is unable to meet the specific requirements of a general education course or graduation competency due to the unique impact of a disability, a petition for course substitution or waiver will be presented to the Scholastic Standards Committee for consideration.

Consideration of a course substitution or waiver is based on the following:

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- Student has provided documentation from the [DSPSPACE](#) office of a specific disability that directly affects the student's ability to complete the course requirements.
- Course in question is a general education requirement or graduation competency; it is not a part of their major requirement.
- Student has attempted the course in question, meeting section requirements for attendance and submission of assignments.
- Student utilized all authorized academic adjustments, auxiliary aids, and services as documented on the Course Substitution /Waiver Request form.

The [DSPSPACE](#) counselor will consult with an instructor in the student's area of study or major and with an instructor in the content area for the course in question, and will then determine which course is requested as a substitute for the course in question. This substitution applies only to the degree or certificate earned at Shasta College; it may not necessarily carry over into a transfer institution.

If the disability is of such severity that the student is highly unlikely to pass the course with any of the academic adjustments the institution can identify, a course substitution can be authorized without requiring the student to attempt the course.

If the disability is of such severity that the student is not able to successfully complete the course substitution, a course waiver can be approved. Consideration for a course waiver must include the criteria above, along with documentation to substantiate the claim that the student is unable to successfully complete a substitute course.

Staffing

Employees in all areas of [DSPSPACE](#) will be qualified professionals who are responsive to the needs of students with disabilities. The director will be responsible for day-to-day operation of [DSPSPACE](#). Professional staff will include counselors and instructional faculty who along with the director meet the standards for employment in [DSPSPACE](#) as outlined in Title 5, the California Educational Code, and [the](#) Chancellor's Office Learning Eligibility Model. Clerical and other support staff will ~~be knowledgeable about the needs of students with disabilities and~~ provide timely and effective services in a manner that is respectful and empowering to students.

Opportunities for professional training and development will be offered on an ongoing basis, especially through internet-based collaborative settings and through training opportunities sponsored through the community college system.

Advisory Committee

[DSPSPACE](#) will maintain a community advisory committee to provide advocacy, responsible advisement, and recommendations regarding programs and services to students with disabilities.

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Membership will be comprised of ~~professional~~ representatives of community agencies and programs that provide services to people with disabilities, business and employer representatives, students of Shasta College who receive services through ~~the DSPSPACE~~, local K-12 educators, and members of the Shasta College instructional faculty. ~~DSPSPACE~~ staff members will attend advisory committee meetings only to provide information and explanation. Meetings will be held at least once a year, preferably once a semester.

Use of Service Animals

~~The following procedures support Board Policy 5140 and apply to students, faculty, staff and members of the community who use any Shasta-Tehama-Trinity Joint Community District property or facility. Title III (4.2300) of the Americans with Disabilities Act (ADA) states “a public accommodation must modify its policies to permit the use of a service animal by an individual with a disability, unless doing so would result in a fundamental alteration or jeopardize the safe operation of the public accommodation.”~~

~~What is a Service Animal?~~

~~A service animal is defined in Title III of the ADA as:~~

~~Dogs (or miniature horses in certain circumstances) that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post-Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties.~~

~~If an animal meets this definition it is considered to be a service animal as defined in the ADA regardless of whether or not it has been licensed or certified by a state or local government or by a private agency. Service animals must be permitted to accompany a person with a disability everywhere at a District facility. If there is a question about whether an animal is a service animal, the DSPS Director or ADA Coordinator will resolve the question after consulting with the student.~~

Responsibilities of Persons Using Service Animals:

- ~~1. The handler must sign a statement of responsibility that verifies use of a service animal as for the handler's disability-related limitations. The student can either submit this documentation to the DSPS office or a designated College official who may elect to forward the information to the DSPS office. DSPS will provide students with a card verifying that the service animal is authorized to be on campus.~~
- ~~2. Dogs must be licensed in accordance with county regulations and wear a current and valid vaccination tag. Other types of animals must have vaccinations appropriate for that type of animal.~~
- ~~3. Animals must be on a leash at all times.~~
- ~~4. The handler must clean up after the service animal.~~
- ~~5. The handler must be in full control of the animal at all times.~~

Disabled Students Programs and Services (Partners in Access to College Education)

AP 5140

~~6. Disruptive or aggressive animals may be asked to leave Shasta College facilities. If the improper behavior happens repeatedly, the handler may be told not to bring the animal into any facility until the handler takes significant steps to mitigate the behavior. This mitigation may include muzzling a barking dog or refresher training for animal and handler. Failure by the handler to abide by these responsibilities may lead to the dismissal of the animal and subject the handler to College discipline.~~

What is a therapy animal?

~~A therapy (also known as emotional support or comfort) animal is one that provides emotional or psychological support to an individual, functioning as a therapy tool. A therapy animal may be an integral part of therapy treatment. The therapy animal does not accompany a person with a disability all the time. Laws protecting service animals do not cover therapy animals, and therefore therapy animals are permitted only in the residence halls in compliance with Fair Housing Laws.~~

Suspension or Termination of DSPSPACE Services

Students may have [DSPSPACE](#) services suspended or terminated for the following reasons:

1. Student abuses, misuses or fails to return [DSPSPACE](#) loaned equipment
2. Student abuses or misuses [DSPSPACE](#) services as outlined in the program's written policies and the [DSPSPACE](#) Academic Accommodation Plan
3. Student is not making progress on his/her Student Education Plan and/or Academic Accommodation Plan.

Written notification of an impending suspension of [DSPSPACE](#) services will be sent to the student, by certified U.S. mail, at least five (5) school days before the suspension is to take effect. The written notice will identify the cause of the suspension, the effective date of the suspension and the duration of the suspension. The written notice will inform the student as to how and to whom an appeal of the suspension of [DSPSPACE](#) services may be made.

Students who have had a service or services suspended or terminated have the right to appeal this decision using the Disability-Related Student Grievance procedures listed below. Students who have grievances about issues not directly related to their disability should follow the general procedure for Student Grievances (AP 5425).

Resolution of Disagreements related to DSPSPACE Services

Students with disabilities have the right to appeal any decision regarding academic adjustment, auxiliary aids, services, and instruction provided by the Shasta-Tehama-Trinity Joint Community College District. This may include perceived denials of academic adjustments or auxiliary aids, suspension of services, or other decisions regarding academic adjustments and use of auxiliary aids. An individual has the right to file a formal written complaint at any time under AP 34305, based on unlawful discrimination, including disability discrimination or harassment. Authorized accommodations or academic adjustments should will be delivered during the appeal process.

Disabled Students Programs and Services
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Grievances generally relate to specific areas of concern:

- Grievance with [DSPSPACE](#) for not authorizing a requested accommodation, academic adjustment, auxiliary aid, service, and/or instruction. (1st level)
- Grievance with [DSPSPACE](#) for not providing an authorized accommodation, academic adjustment, auxiliary aid, service, and/or instruction (1st level)
- Grievance with [DSPSPACE](#) for suspension of services (2nd level)
- Grievance with another faculty/staff/administrator (non-[DSPSPACE](#) employee) for not complying with an authorized academic adjustment (1st level)
- Allegation of disability harassment or discrimination (AP 34305 – [Discrimination and Harassment Complaints and Investigations Prohibition of Unlawful Discrimination or Harassment](#))
-

FIRST LEVEL – Informal Grievance:

Students with a grievance against [DSPSPACE](#) for not authorizing, ~~not providing, or for denying the use of~~ an academic adjustment, auxiliary aid, service, and/or instruction ~~or not providing an academic adjustment, auxiliary aid, service and/or instruction as authorized~~ should first attempt to resolve the matter by means of an informal meeting with the person(s) against whom the student has the grievance, ~~generally the counselor, LD specialist, or staff member responsible for providing the academic adjustment, auxiliary aid, service and/or instruction.~~ This discussion should be timely, optimally within ten (10) school days of the alleged incident.

~~Students who believe an authorized academic adjustment, auxiliary aid, service and/or instruction is being denied or ignored by a district employee such as an instructor or other employee should first attempt to resolve the matter by means of an informal meeting with the person who the student believes is not complying with the academic adjustment, auxiliary aid, service and/or instruction. This discussion should be timely, optimally within ten (10) school days of the alleged denial.~~

SECOND LEVEL – Informal Grievance:

Students who are dissatisfied with the outcome of their meeting with either the [DSPSPACE](#) staff member or another district faculty/staff/administrator can schedule an appointment with the Director of [DSPSPACE](#). Students should bring their referral for academic adjustment, auxiliary aid, service and/or instruction along with the relevant information about dates of requests, services not received, and responses to their previous inquiries. Students should address these concerns to the Director of [DSPSPACE](#) within ten (10) school days of the first level meeting:

Director, ~~Disabled Students Programs and Services~~[Partners in Access to College Education](#)
Shasta-Tehama-Trinity Joint Community College District

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P.O. Box 496006
Redding, CA 96049-6006
(530) 242-7799 (voice)

The Director may conduct an informal inquiry with various parties involved in the alleged ~~inci-dent~~ incident and inform students verbally of the resolution. The Director ~~should~~ will communicate this resolution to the student within ten (10) school days of the second level grievance meeting.

THIRD LEVEL – Informal Grievance:

If the grievance cannot be resolved at the second level within ten (10) school days, students should contact the Associate Vice President of Student Services. The Associate Vice President will review the grievance with the Director of DSPSPACE and attempt to resolve the grievance informally. This discussion must take place within ten (10) school days after contact at the second level. The Associate Vice President of Student Services ~~should~~ will respond to the student's grievance within ten (10) school days.

Associate Vice President of Student Services
Shasta-Tehama-Trinity Joint Community College District
P.O. Box 496006
Redding, CA 96049-6006
(530) 242-~~7620~~ 7669 (voice)

FOURTH LEVEL – Formal Grievance:

If the grievance cannot be resolved informally at the third level, the student must submit ~~will be asked to state~~ the grievance in writing within ten (10) school days. This written statement should be directed to the Associate Vice President of Student Services at the address listed above.

The Associate Vice President will review the report of the findings issued by the Director of DSPSPACE and conduct any further inquiry or interviews s as deemed appropriate, and provide a written decision within ten (10) school days of receiving the written appeal.

FIFTH LEVEL – Formal Grievance:

If the grievance cannot be resolved at the fourth level within ten (10) school days, the grievant may seek a review with the college Superintendent/President. A copy of the stated grievance and all written documentation of findings will be submitted to the Superintendent/President for review. The Superintendent/President shall have ten (10) school days to render a written decision.

Anyone who believes that an education institution that receives federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age can file a complaint with the U.S. Department of Education Office of Civil Rights (OCR). Ac-

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According to OCR, a complaint must be filed within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by OCR for good cause.

Additionally, according to OCR, if a grievance is filed through the institutional process of the district and then filed with OCR, the complaint must be filed with OCR within 60 days after the last act of the institutional grievance process.

Office for Civil Rights/San Francisco
U.S. Department of Education
50 Beale Street, Suite 7200
San Francisco, CA 94105
Tel: (415) 486-5555
Fax: (415) 486-5570

Board Reviewed 4/13/05
Board Reviewed 2/10/10
Board Reviewed 4/10/13
Board Reviewed [Revised] 05/10/17

Extended Opportunity Programs and Services

AP 5150

Reference: **Education Code Sections 69640-69656; Title 5, Section 56200 et seq.**

Staffing and Program Management

Shasta College receives state funding for the Extended Opportunity Programs and Services (EOPS) ~~and Cooperative Agency Resources for Education (CARE)~~, and hires qualified staff ~~adequate in number to run to implement~~ the programs. ~~Staff include a director, academic counselors, program coordinator(s), eligibility technician, and support staff. Students meeting specific eligibility criteria may also participate in Cooperative Agency Resources for Education (CARE) and Shasta College Inspiring and Fostering Independence (NextUp program).~~ These EOPS/CARE programs are under the supervision of the EOPS/CARE director and direction of the Vice President of Student Services.

Documentation and Data Collection System

EOPS/CARE establishes and maintains a data collection system for documenting and tracking student eligibility, academic progress, and services received, which is submitted to the Chancellor's Office each semester.

EOPS Advisory Committee

~~Per Title V, Chapter 2.5, Article 1, Section 56208, EOPS/CARE will establish an Advisory Committee which shall meet annually (at a minimum), appointed by the District Superintendent/President at the recommendation of the EOPS/CARE Director. The term of each committee member will be two (2) years. Each member may volunteer to serve more than one term. The committee will consist of no fewer members than the number of members on the District's Board of Trustees. The purpose of the advisory committee is to assist the college in developing and maintaining effective Extended Opportunity Programs and Services.~~ Members serve without compensation, but may be reimbursed for necessary expenses incurred while performing their duties. The advisory committee will include representatives from students, college personnel, local high schools, community and business sectors, and four-year colleges.

Full-Time Director

~~Per Title V, Chapter 2.5, Article 3, Section 56230, each college receiving EOPS/CARE funds will employ a full-time EOPS/CARE director.~~ Shasta College assigns full-time administrators to manage ~~and/or coordinate~~ the daily operation of the programs and services offered and ~~to~~ supervise staff assigned to perform EOPS/CARE activities.

Eligibility Criteria

Students who wish to receive services in EOPS/CARE services programs must fill out complete an EOPS/CARE Application for Services. This application allows EOPS/CARE staff to determine whether the student meets eligibility guidelines. ~~Application deadlines are determined yearly to meet enrollment goals and are published on the EOPS/CARE Webpage, as well as around campus on fliers and on an electronic bulletin board in the EOPS/CARE office.~~

Extended Opportunity Programs and Services

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~~1. To be eligible for EOPS programs, the student must: Requirements for student eligibility. The student must:~~

- ~~a. be a California resident or qualified under AB540~~
- ~~b. be enrolled full-time when accepted into EOPS/CARE~~
- ~~c. have less than 55 units for a new student or 70 units for a continuing student of postsecondary degree applicable credit~~

~~d. c. qualify for BOGG-California College Promise Grant A or B~~

~~e. d. meet **any one** of the following criteria to be determined “educationally disadvantaged” as defined by the Chancellor’s Office:~~

- ~~i. be assessed at below minimum English or math~~
- ~~ii. not have a high school or GED diploma~~
- ~~iii. graduated high school with a G.P.A. below 2.5~~
- ~~iv. been previously enrolled in remedial education~~

~~2. Meet one of the “other factors,” which **only** include:~~

- ~~a. The student is a first-generation college student (Note: non first-generation college student status **does not** disqualify a student from eligibility)~~
- ~~b. The student is a member of an underrepresented group targeted by District/college student equity goals~~
- ~~c. The student/and or parents of student are non-native English speakers~~
- ~~d. The student is an emancipated foster youth~~

Student Responsibility Requirements

Students who are receiving EOPS/CARE services agree to cooperate with program requirements as ~~listed below:~~ outlined on the Mutual Responsibility Contract.

- ~~1. Students must make three (3) EOPS/CARE contacts per semester with at least two (2) contacts face-to-face with a program counselor.~~
- ~~2. Students must provide the EOPS/CARE office with verification of counselor contacts.~~
- ~~3. Students must keep a current Education Plan on file in the EOPS/CARE office at all times.~~
- ~~4. Students must attend an EOPS/CARE Orientation for each semester that they receive EOPS/CARE services.~~
- ~~5. Students must file the appropriate forms at the EOPS/CARE office anytime they drop units, change class schedules, change addresses, change name or phone numbers, or exit from the program.~~
- ~~6. Students are encouraged to apply for Financial Aid by filling out a FAFSA each year.~~
- ~~7. Students must maintain a GPA of 2.00 or higher.~~
- ~~8. Students must be enrolled in 12 or more units at all times while receiving services from EOPS/CARE. Students filing a petition for part-time status will be evaluated on a case-by-case basis, and may not be guaranteed eligibility for EOPS/CARE services.~~

Extended Opportunity Programs and Services

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- ~~9. Students must return all EOPS/CARE Lending Library materials by the last day of final exams each semester or forfeit book services for the following semester and be subject to collections.~~
- ~~10. Students must sign a Mutual Responsibility Contract outlining these responsibilities before receiving EOPS/CARE services.~~

Services provided

In compliance with program regulations, EOPS programs provide the following services on a case-by-case basis to eligible students:

- Recruitment and outreach
- Cognitive and non-cognitive assessment
- Program orientation
- Registration assistance
- Specialized counseling and retention services
- Transfer services
- Direct aid (coordinated with Student Financial Aid)
- Career employment services

Recruitment and Outreach Services

~~Shasta College EOPS and CARE provides recruitment and outreach services to students in the local high schools, to potential EOPS or CARE eligible students at Shasta College, and to the community at large by advertising the program and its services. Recruitment and outreach activities include high school visits, presentations to community agencies, organizations, Shasta College groups and clubs, and a variety of marketing materials packaged for the public.~~

Cognitive and Non-Cognitive Assessment

~~Shasta College EOPS/CARE provides assessment services to EOPS/CARE eligible students by paying for no more than two (2) career or diagnostic assessments through the transfer center. Assessments must be approved by the EOPS/CARE counselors. In addition, students who indicate the need for further learning needs assessment will be referred to Disabled Students Programs and Services at Shasta College.~~

Advising and Orientation Services

~~Shasta College academic and paraprofessional staff provides orientation services and advising assistance to EOPS/CARE eligible students on an ongoing basis.~~

- ~~1. Meetings with the EOPS/CARE Coordinator on a drop-in or appointment basis.~~
- ~~2. Orientations are required for new students. Students who are accepted into EOPS/CARE cannot receive services until they have attended an EOPS/CARE Orientation.~~
- ~~3. Continuing students are required to attend a continuing student update seminar. Students who fail to attend a seminar are placed on restriction and lose book voucher and priority registration services for the following semester.~~

Extended Opportunity Programs and Services

AP 5150

Registration Assistance

All EOPS/CARE students in good standing receive priority registration. Students on EOPS/CARE probation from the previous semester do not receive Priority Registration, but receive all other EOPS/CARE services. Students are placed on EOPS/CARE Probation under the following circumstances:

1. The student makes less than the three (3) required counseling contacts during the semester
2. The student returns lending library materials late or not at all
3. The student's GPA drops below 2.00 must see a counselor for advisement

Students who do not fulfill these obligations for a second consecutive semester will be dropped from the program. Basic Skills Instruction, Seminars, and Tutorial Assistance

Basic Skills instruction is provided by the college to all students who score below the requirements on the assessment test. EOPS/CARE provides tutoring to students who request it on an as needed and as available basis. The process for requesting EOPS/CARE tutoring includes a questionnaire about what other services the student has used and why he or she is asking for over and above tutoring. EOPS/CARE tutees must complete a Learning and Study Skills Inventory and a Learning Styles Inventory, prior to meeting with a tutor. After completing these assessments, students are eligible for up to three (3) hours per week of scheduled one-on-one tutoring in any one subject not currently offered, and may also use drop-in tutoring when scheduled. Student success seminars are offered during continuing student update seminars, and during a student success class for credit STU 50 Getting Connected: An Orientation to College conducted during the Summer Readiness Program.

Counseling and Retention Services

Shasta College EOPS/CARE provides counseling and advisement to EOPS/CARE-eligible students for at least three (3) contact sessions per term. The sessions consist of the following:

1. A contact session to develop and update a six-semester Education Plan, which will follow students through all semesters needed to complete their goals.
2. An in-term contact session to ensure the student is succeeding adequately and to update the Education Plan to increase student success. A signed instructor mid-term progress report suffices as long as students turn the report in before the established deadline.
3. A term-end or program exit contact session to assess student progress and success.

Career Employment Services

Shasta College operates a Career and Transfer Center, which offers career advisement and employment support to students. EOPS/CARE refers students to the center for career testing and employment information or assistance. Transfer Services

Extended Opportunity Programs and Services

AP 5150

~~Shasta College provides matriculation support to students through general counseling, which articulates with four-year institutions throughout the state. EOPS/CARE partners with the Transfer Center, TRIO, and other campus programs to fund guided field trips to four-year campuses in Northern California. EOPS/CARE administers application fee waivers for the California State University and University of California systems.~~

Direct Aid

~~Shasta College EOPS/CARE provides direct aid to students in the form of book vouchers for purchasing books required for their courses. EOPS/CARE students may also receive direct aid in the form of grants, work study or recognition awards.~~

Establishing Objectives and Implementation of Goals Evaluation of Program Outcomes

~~Shasta College EOPS Programs participate in the Annual Area Plan process to establish goals and objectives for service delivery. This process includes an evaluation of program effectiveness based on the goals identified. CARE meets yearly with student service administrators to set program objectives and goals. The EOPS/CARE Director works with the EOPS/CARE staff during a planning meeting and in regular staff meetings to develop a plan for implementing these objectives. In addition to a yearly program plan, the Director documents the objectives and strategies for meeting yearly goals.~~

Review and Evaluation of the Program

~~Shasta College provides an annual overview of the program to the Chancellor's Office as part of its year-end report. In addition, the EOPS/CARE Director provides a year-end narrative of the program to the Vice President of Student Services and the District Superintendent/President.~~

Reference: EOPS/CARE Program Plan for Extended Opportunity Programs and Services

Board Reviewed 12/10/08

Student Health Services

AP 5200

Reference: ***Education Code Section 76401***

General:

The Student Health Services Program (aka Health and Wellness Services) is funded by the Student Health Fee (Education Code Section 76355), and shall be available upon request to students who at the time of service are registered in credit-bearing classes for the current semester at the time of service and have paid the semester health fee.

Title 5₇ (Education) of the California Code of Regulations establishes the types of health services the District may offer and specifies the types of expenses for which the health services fee may be used. Title 16₇ (Professional and Vocational Regulations) of the California Code of Regulations establishes the scope of practice for licensed / professional health care providers (RN, LCSW, MD) in student health services.

Professional health care providers in student health services must maintain current licensure and certifications.

Student health services are not comprehensive and are not structured to address all the health care needs of District students. The licensed healthcare provider reserves the right to limit the type and extent of health service rendered. If applicable, community resources may be provided. Over-the-counter health products are available in the Health & Wellness Office as well as at District extended education centers. Students throughout the district, including ~~at~~ extended education sites, may access health information through the Health and Wellness website at <http://www.shastacollege.edu/wellness/>. ~~In addition, over the counter health products are available at the major extended education centers within the district. Additionally, the licensed healthcare provider reserves the right to limit the extent and type of health services requested/ provided. Referral to a community agency may be provided.~~

The Director of Student Health & Wellness / College Nurse satisfies those qualifications defined in Title 5 as the minimum qualifications for a health services professional with overall responsibility for developing and directing student health services.

Written practices, protocols and procedures specific to registered nursing and licensed clinical social work activity in student health services are maintained in the offices of the Director of Student Health & Wellness / College Nurse and Psychological Counselor.

Screening for Tuberculosis (TB)-Skin Testing:

TB skin testing is provided for students under protocol signed by the contracted physician. District employees are administered the Tuberculosis Risk Assessment Questionnaire (TB RAQ) per protocol developed by the California Department of Public Health and California Tuberculosis Controllers Association. When required by an academic program, TB skin testing, rather than TB RAQ, may be provided for District employees under the protocol signed by the contracted physician. The cost of employee TB skin testing and TB RAQ administration is reimbursed by the District. TB skin testing for employees and students is completed in student health services under protocol. Employee TB testing is funded by the District.

Student Health Services

AP 5200

Record Retention:

All documented clinical encounters are stored in the form of a hard-copy or electronic chart ~~or nursing note~~ and ~~are~~ retained for a period of seven (7) years, per State law, then destroyed. Exception – charts ~~or nursing notes~~ initiated when the student was a minor (under 18 years of age) shall be retained for seven (7) years after the minor student reaches 18 years, then destroyed. ~~Psychological counseling records are maintained separately from medical or nursing records.~~

Emergency Care / First Aid:

Emergency care, in case of accident, sudden illness, or extreme emotional distress may be rendered regardless of student registration / fee payment status.

Health service staff will activate Emergency Medical Services (EMS) and Campus Safety ~~summon 911 Emergency Response and Campus Security~~ as necessary to assist with emergencies ~~in within or outside~~ the health services office.

~~For emergencies outside the health services office, District employees are to activate Emergency Medical Services (EMS) and Campus Safety. Because of health service limitations, Security Services or 911 Emergency Response is to be notified by campus staff in all cases of emergency outside the health services office.~~

In the absence of the Director of Student Health & Wellness / College Nurse, First Aid may be rendered in the health services office by the Health & Wellness Services Technician holding certification in First Aid and Cardio Pulmonary Resuscitation (CPR.)

Scope of Services:

Medical and nursing services strictly adhere to the ethical and licensing standards of the Medical Board of California and the California State Board of Registered Nursing, respectively. Psychological counseling services strictly adhere to the ethical and licensing standards of the California Board of Behavioral Science.

Each licensed health care provider shall remain current in ethical, legal and therapeutic standards of care.

It is not the intention nor within the scope of service of the healthcare professionals in student health services to be identified as primary healthcare providers.

Student health service's contracted physician appointments are provided to assist students with minor, temporary health conditions that interfere with student success. ~~Chronic, ongoing health concerns not already under the care of a primary care provider may be allowed an intake physician appointment and a limited number of follow-up appointments.~~

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Student Health Services

AP 5200

~~During the intake appointment and thereafter, health services staff shall refer the student to community resources for the provision of ongoing health care, documenting those resources in the student's medical chart. Once referred to a community provider for a chronic health concern the student may not transfer back to student health physician services their healthcare management for the chronic condition.~~

Students already under the care of a primary provider for management of a chronic health condition may not transfer their healthcare management to student health physician services.

Students already under the care of a community psychological health provider may not transfer their healthcare management to student psychological counseling services.

As necessary, the psychological counselor shall provide community resources for continuing emotional health care, documenting those resources in the student's counseling chart.

~~Employees requesting emotional healthcare will be directed to the District's Employee Assistance Program (EAP) and / or appropriate community resources. Referral to a community agency / healthcare resource may be provided to district staff when requested.~~

Board Reviewed 11/11/09

Communicable Diseases

AP 5210

Reference: **Education Code Section 76403**

The District will ensure:

- Cooperation with local health officers in measures necessary for the prevention and control of communicable diseases in students.
- Compliance with any immunization program required by State Department of Health Services regulations.

The following guidelines will be followed when there is a campus exposure to a reportable communicable disease (as described in Title 17 California Code of Regulations).

A. Initial Disease Notification:

1. A representative of County Public Health will notify the Director of Health and Wellness / College Nurse and/ the Assistant Superintendent / Vice President of Administrative Services or designee college administration of a.) campus exposure to a reportable communicable disease and b.) County Public Health's need to communicate with exposed student or student groups and exposed employee or employee groups.
2. If the college administration is not already aware of exposure, the Director of Health and Wellness / College Nurse will notify the administration of the situation and County Public Health's need for contact information for exposed students and employees.
3. College administration will provide the requested contact information directly to the identified County Public Health contact or through the Director of Health and Wellness / College Nurse to County Public Health.
4. The Director of Health and Wellness / College Nurse accesses the residence hall list through the Director of Residence Life and cross-checks if dorm resident(s) were identified as part of the exposed student group. County Public Health and the Director of Residence Life will be notified if dorm resident(s) are identified as exposed.

Should an entity outside of County Public Health (student or member of the college community) bring to the Director of Health and Wellness / College Nurse / College Administration and the Assistant Superintendent / Vice President of Administrative Services or designee their concern for a reportable communicable disease being on campus, that concern is communicated to the CD (Communicable Diseases) nurse at County Public Health at 225-5591 or 225-3767 (after hours) for exploration / confirmation / management.

B. Communication

The Director of Health and Wellness / College Nurse/administrator, in consultation with County Public Health, will develop a communication plan that will include the following elements:

- 1) Determine who will notify the at-risk population by verbal and/or written communication.
- 2) Develop the content of the verbal and/or written communication which may include:
 - Name of diagnosed condition
 - How it is transmitted
 - Who is at risk

Communicable Diseases

AP 5210

- Signs and symptoms of illness
- When to see a doctor
- Precautions to take to prevent the spread of disease
- Exclusion policy and college re-entry, if applicable.

4)3) Determine how to educate the college site, which may include written information and availability of face-to-face consultation or in-service training with employees or students. College district will work collaboratively with County Public Health in the process. All communication to college employees will be approved by the Superintendent/President or designee, Director of Health and Wellness / college nurse and, if appropriate, County Public Health.

The Superintendent/President or designee, Director of Health and Wellness / College Nurse and County Public Health will review any disease related communication before release. The college and County Public Health may issue joint communications; i.e. letter, fact sheet or other health message.

D. FOLLOW-UP

The Director of Health and Wellness / College Nurse/administrator, in consultation with County Public Health, will determine an appropriate follow-up plan to include the following, as appropriate.

- 1) Determine what classroom/environment cleanup, if any, is medically indicated per organism and route of transmission. The Physical Plant Director and/or staff may be contacted regarding classroom needs.
- 2) Develop a follow-up system for monitoring new cases.
- 3) Ensure follow-up of preventive treatment which may be recommended depending upon the degree of exposure and organism.
- 4) Notify other appropriate nurses, school sites and superintendents if indicated.

Board Reviewed 11/11/09

~~Admission Requirements: Special Programs~~ ~~BP 5005~~

~~The Superintendent/President has the authority to establish procedures that provide for special admission requirements for the following special programs:~~

- ~~(a) Nursing (ADN) — Associate Degree Nursing~~
- ~~(b) Nursing (LVN) — Licensed Vocational Nursing~~
- ~~(c) Nursing (CNA) — Nurse Aide/Home Health Aide~~
- ~~(d) Dental Hygiene~~
- ~~(e) Early Childhood Education Center~~

~~See Administrative Procedure 5005~~

~~Reviewed by the Board Ad Hoc Committee on Policy 5/13/09
Board Approved Revisions 7/14/10~~

Open Enrollment

BP 5052

Reference: ***Title 5 Section 51006***

All courses, course sections, and classes of the District shall be open for enrollment to any person who has been admitted to the college. Enrollment may be subject to any priority system that has been established. Enrollment may also be limited to students meeting properly validated prerequisites and co-requisites, or due to other practical considerations such as exemptions set out in statute or regulation. [The Superintendent/President has the authority to establish procedures that provide for special admission requirements for special programs as permitted by statute or regulation.](#)

The Superintendent/President shall assure that this policy is published in the catalog(s) and schedule(s) of classes.

See Administrative Procedure 5052

Board Approved 11/11/09

Reviewed by the Board's Ad Hoc Committee on Policy 10/08/14

Board Approved 11/12/14

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Attendance

BP 5070

Reference: ~~*Title 5, Section 58000 et seq.*~~

~~The Superintendent/President shall establish and follow attendance administrative procedures as outlined in the state Chancellor's Office Budget and Accounting Manual.~~

~~*See Administrative Procedure 5070*~~

~~Board Approved 7/14/10~~

Extended Opportunity Programs and Services

BP 5150

Reference: ***Education Code Sections 69640-69656; Title 5 Sections 56200 et seq.***

Support services and programs that are in addition to the traditional student services programs shall be provided in order to assist students who have language, social, and economic disadvantages to succeed academically in the District.

The Extended Opportunity Programs and Services (EOPS) program is established to provide services that may include, but are not limited to, outreach, recruitment, orientation, assessment, tutorial services, counseling and advising, and financial aid.

The Superintendent/President shall assure that the EOPS program conforms to all requirements established by the relevant law and regulations.

See Administrative Procedure 5150

Board Approved 4/09/03

Reviewed by the Board Ad Hoc Committee on Policy 5/13/09

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Student Health Services

BP 5200

Reference: ***Education Code Section 76401***

Student health services shall be provided in order to contribute to the educational aims of students by promoting physical and emotional well-being through health oriented programs and services.

See Administrative Procedure 5200

Board Approved 4/09/03

Reviewed by the Board Ad Hoc Committee on Policy 8/12/09

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Communicable Disease

BP 5210

Reference: ***Education Code Section 76403***

The Superintendent/President shall establish procedures necessary to assure cooperation with local public health officials in measures necessary for the prevention and control of communicable diseases in students.

See Administrative Procedure 5210

Board Approved 11/13/02

Reviewed by the Board Ad Hoc Committee on Policy 8/12/09

Service Animals (New, Legally Required)

AP 3440

Reference:

Civil Code Sections 54 et seq.;
Penal Code Section 365.5;
The Americans with Disabilities Act of 1990 -- 42 United States Code Sections
12101 et seq.;
28 Code of Federal Regulations Part 35;
28 Code of Federal Regulations Part 36;
34 Code of Federal Regulations Part 104.44(b)

The District will allow an individual with a disability to use a service animal in District facilities and on District campuses in compliance with state and federal law.

The District will allow an individual with a disability to use a miniature horse as a service animal in District facilities and on District campuses if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability and the District has determined, based on the assessment factors provided in this procedure, that a reasonable accommodation can be made.

The District will allow an individual with a disability to be accompanied by his/her service animal in all areas of the District's facilities where members of the public, invitees, clients, customers, patrons, or participants in services, programs or activities, as relevant, are allowed to go.

These procedures shall also be applicable to an individual who is training a service animal.

Service Animal Defined

A "service animal" for purposes of this procedure means any dog (or miniature horse, as provided herein) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.

The work or tasks performed by a service animal must be directly related to the handler's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Service Animals (New, Legally Required)

AP 3440

If an animal meets this definition it is considered to be a service animal as defined in the ADA regardless of whether or not it has been licensed or certified by a state or local government or by a private agency. Service animals must be permitted to accompany a person with a disability everywhere at a District facility. If there is a question about whether an animal is a service animal, the DSPS/PACE Director or ADA Coordinator will resolve the question after consulting with the student.

Exceptions

The District may ask an individual with a disability to remove a service animal from the premises if:

- The animal is out of control and the animal's handler does not take effective action to control it; or
- The animal is not housebroken.

If a service animal is excluded under one of these exceptions, the District will give the individual with a disability the opportunity to obtain goods, services, and accommodations or to participate in the service, program, or activity without having the service animal on the premises.

Assessment Factors for Miniature Horses

The District shall consider the following factors:

- The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- Whether the handler has sufficient control of the miniature horse;
- Whether the miniature horse is housebroken; and
- Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

Therapy Animals

A therapy (also known as emotional support or comfort) animal is one that provides emotional or psychological support to an individual, functioning as a therapy tool. ~~A therapy animal may be an integral part of therapy treatment. The therapy animal does not accompany a person with a disability all the time.~~ Laws protecting service animals do not cover therapy animals, and therefore therapy animals are permitted only in the residence halls in compliance with Fair Housing Laws.

Control

The service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective

Service Animals (New, Legally Required)

AP 3440

performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

Disruptive or aggressive animals may be asked to leave Shasta College facilities. If the im- proper behavior happens repeatedly, the handler may be told not to bring the animal into any facility until the handler takes significant steps to mitigate the behavior. This mitigation may include muzzling a barking dog or refresher training for animal and handler. Failure by the handler to abide by these responsibilities may lead to the dismissal of the animal and subject the handler to College discipline.

Care or Supervision

The District is not responsible for the care or supervision of the animal. The handler must clean up after the service animal.

Inquiries by the District

The District may make two inquiries to determine whether an animal qualifies as a service animal:

- Whether the animal is required because of a disability; and
- What work or task the animal has been trained to perform.

The District will not make either of these inquiries when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

An individual may choose to produce a county service dog license or identification tag as proof that the animal is a service animal. Licensure or certification is not required in order to meet the definition of service animal under this procedure. There are no licensing or certification requirements for miniature horses.

No Surcharge

The District will not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the District normally charges individuals for damage caused by pets, an individual with a disability may be charged for damage caused by his or her service animal.

Refer to: AP 5140

New 7/11

Admissions

AP 5010

Reference: *Education Code Sections 76000; 34 Code of Federal Regulations 668.16(p) (U.S. Department of Education regulations on the ~~integrity~~ Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.C.6*

Admission

The Superintendent/President or designee is the designated authority and has responsibility for the admission process. The Superintendent / President, or designee, makes final admission determinations. ~~Current admission~~ Admission procedures are published in the ~~most recent version of the~~ college catalog, schedule of classes, and the Shasta College website.

- All prospective students who wish to attend Shasta College for the first time are required to complete an ~~Shasta College~~ application for admission ~~either in person or online~~. Students who are returning to Shasta College after an absence of two or more semesters must ~~update their student information with Admissions and Records~~ complete a new application for admission. Students who applied to Shasta College, but either never enrolled or dropped prior to census must ~~update their student information~~ complete a new application for admission.
- All information provided by the applicant on the admission application must be true and accurate as required by law. A student who knowingly falsifies any information required on the Shasta College application, or other college documents, is subject to disciplinary action.
- Students under 18 years of age shall submit a copy of their high school diploma, completion of GED, or Certificate of Proficiency and parental consent at the time of application. If the student submits a high school diploma issued through a homeschool program, the student must submit a current private school affidavit filed with the State Superintendent of Public Instruction.
- Students under the age of 18 without a high school diploma, or equivalent, who are not currently enrolled in a secondary institution or approved home school, are not eligible for admission to Shasta College. A denied applicant may make an appeal to the Superintendent/President or designee.
- Students 18 years of age or older with a high school diploma, or equivalent, are eligible for admission to Shasta College.
- Students 18 years of age or older without a high school diploma, or equivalent, are eligible for provisional admission to Shasta College.
- Applicants under the age of 18 who are currently enrolled in a public or private school and meet the criteria of E.C. Section 48000, are eligible to apply for admission to attend Shasta College as a “special part-time student”.

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Admissions

AP 5010

- Certified “highly gifted” students, whose application for admission has been denied, may appeal the decision. See AP 5011 – *Admissions and Concurrent Enrollment of High School and Other Young Students*.

Admission of each student includes the determination of California State residency. See AP 5015 – *Residency Determination*. Students determined to be California residents are charged the California State Enrollment fee as set by the California Community College Chancellor’s office. All other fees apply.

Students determined to be non-residents are charged the non-resident tuition in addition to the resident enrollment fee.

Admission to impacted specialized programs (e.g. Baccalaureate degree program, Registered Nursing program) may require the completion of a program admission application and Board-approved admission requirements. Current program admission requirements are published by the respective program and made available on the college website. The Admission criteria, process and application for specialized programs are valid for the current application cycle only.

Shasta College is authorized to offer educational opportunity to international students. See AP 5012 – *International Students*.

The Associate Vice President of Student Services / Dean of Enrollment Services~~Assistant Superintendent/Vice President of Instruction~~ shall be responsible for evaluating the validity of a student’s high school completion if the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

Board Reviewed 2/24/10

Board Reviewed 4/10/13

Reviewed by the Board Ad Hoc Committee on Policy 9/09/15

Board Reviewed 10/14/15 [MANDATED CHANGES]

Board Reviewed [Revised] 05/10/17

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**Admission and Concurrent Enrollment
of High School and Other Young Students**

AP 5011

References: *Education Code Sections 48800, 48800.5, 76001, 76002 and 76004; ACCJC Accreditation Standard II.C.6*

Special Part-Time Student

To be considered for admittance as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.

Admission is subject to seat availability. The student must submit to Admissions & Records:

- A completed district application for admission.
- A written and signed parental or guardian consent, on the District's Special Admit form.
- A written and signed approval of the applicant's school principal. (Note: A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly to the College Superintendent/ President or designee without the signature of a principal.)
- Demonstration that the student is capable of profiting from instruction. The Superintendent / President or designee has the authority to make the final decision whether a student can benefit from instruction.

Special Full-Time Student

To be considered for admittance as a special full-time student, the student must meet the eligibility standards as established in Education Code Section 48800.5.

Admission is subject to seat availability. The student must submit to Admissions & Records:

- A completed district application for admission.
- A written and signed parental or guardian consent on the District's Special Admit form.
- A written and signed approval of the applicant's school principal. (Note: A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly to the College Superintendent/President or designee without the signature of a principal.)
- Demonstration that the student is capable of profiting from instruction. The Superintendent/President or designee has the authority to make the final decision whether a student can benefit from instruction.
- Written approval of the governing board of the school district of attendance. The College Superintendent / President or designee has the authority to make the final decision whether a student can benefit from instruction.

Special Summer Session Student

**Admission and Concurrent Enrollment
of High School and Other Young Students**

AP 5011

To be considered for admittance as a special summer session student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001. Students will not be admitted unless they have availed themselves of all opportunities to enroll in equivalent courses at their schools of attendance.

- The student must submit to Admissions & Records:
- A completed district application for admission.
- A written and signed parental or guardian consent on the District's Special Admit form.
- A written and signed approval of the applicant's school principal that the student has availed ~~himself or herself of~~ all opportunities to enroll in an equivalent course at ~~his or her~~their school of attendance.
- Demonstration that the student has adequate preparation in the disciplines to be studied.

High School Students

For students attending high school, the Assistant Superintendent/Vice President of Student Services or designee will review the materials, and will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college. The decision of the District shall be final.

This determination may be done by applying one or more of the following criteria:

- A review of the materials submitted by the student;
- A meeting with the student and ~~his/her~~the parent or guardian;
- Consultation with the Assistant Superintendent/Vice President of Student Services or designee;
- Consideration of the welfare and safety of the student and others; and/or
- Consideration of local, state, and/or federal laws.

Middle and Lower School Students

For students attending middle and lower schools, the determination shall be made by the Assistant Superintendent/Vice President of Student Services or designee. The school must provide transcripts and a letter signed by the principal indicating how in ~~his or her~~their opinion the student can benefit from instruction. The Assistant Superintendent/Vice President of Student Services or designee will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college, and that the student's safety and that of others

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will not be affected. The decision of the Assistant Superintendent/Vice President of Student Services or designee shall be final. Once a decision has been made, the student, his/her/the parent or guardian and the school principal shall be informed of the decision.

This determination may be done by applying the following criteria:

- A review of the materials submitted by the student;
- A meeting with the student and his/her/the parent or guardian;
- Consultation with the Assistant Superintendent/Vice President of Student Services or designee;
- Consideration of the welfare and safety of the student and others;
- Consideration of local, state, and/or federal laws;
- Review of the content of the class in terms of sensitivity and possible effects on the minor;
- Requirements for supervision of the minor; and/or
- Times the class(es) meet and the effect on the safety of the minor.

Access and Academic Rigor

Courses in which high school and other young students are permitted to enroll will be open to the entire college population, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline. Course content is not altered for special admit students and is intended for adults.

Agreements

Agreements between school District(s) and Shasta College are located in the Office of the Superintendent / President and may be reviewed with reasonable prior notification.

Credit granted for courses

Students enrolled under the provisions of this procedure shall earn college credit as identified in the college catalog. Credit for courses completed shall be at the level determined to be appropriate by the school district and community college district governing boards.

Unit Limits

Limits on the number of units for which special part time students may enroll.

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- A special part-time student may enroll in up to, and including, 11 units per semester (fall or spring), or the equivalent thereof, at Shasta College.
- A special part-time student may enroll in up to, and including, 7 units per semester (summer), or the equivalent thereof, at Shasta College

Denial of request for full-time enrollment, including time constraints, for Highly Gifted Students

If a request for special part-time or full-time enrollment is denied for a pupil who has been identified as highly gifted, the Board shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission, and the denial shall be submitted to the Board at a regularly scheduled meeting that falls at least 30 days after the request for admission has been submitted.

Enrollment Priority

The governing board of Shasta College shall assign a lower enrollment priority to special part-time or full-time students in order to ensure that these students do not displace regularly admitted students.

FERPA

Shasta College Board policy prohibits the release of information without the written consent of the student. This applies to all Shasta college students, regardless of age.

State Apportionment

For the purposes of receiving state apportionments:

- A community college district may include K-12 pupils who attend a community college within the District pursuant to Sections 48800 and 76001 in the District's report of full-time equivalent students (FTES) only if those pupils are enrolled in community college classes that meet all of the following criteria. Records of enrollment of these students is maintained in the office of Admissions and Records.
- The class is open to the general public.
- The class is advertised as open to the general public in one or more of the following:
 - a. The college catalog.
 - b. The regular schedule of classes.
 - c. An addenda to the college catalog or regular schedule of classes.
- If a decision to offer a class on a high school campus is made after the publication of the regular schedule of classes, and the class is solely advertised to the general public

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through electronic media, the class shall be so advertised for a minimum of 30 continuous days prior to the first meeting of the class.

- If the class is offered at a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.
- If the class is a physical education class, no more than 10 percent of the maximum enrollment specified for that section of the course may be comprised of special part-time or full-time students. A community college district may not receive state apportionments for special part-time and full-time students enrolled in physical education courses in excess of 5 percent of the District's total reported full-time equivalent enrollment of special part-time and full-time students.

Board Reviewed [New] 05/10/17

Responding to Inquiries of Immigration Status, Citizenship Status and National Origin Information

AP 5017

Reference: Education Code Sections 66093, 66093.3, and 68076;
Title 5 Section 41905

Unless required by federal or state law, the District shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of immigration status or citizenship status information to satisfy the requirements of a special program, the District shall not use that documentation or information for decisions related to admissions or enrollment in courses or degree programs.

The District is not permitted to use immigration status, citizenship status, or national origin information in personal statements outside the application process, other than for legitimate educational interests, including the provision of a service or benefit relating to the student, such as health care, counseling, job placement or financial aid.

If the District learns of a student's immigration status through its application process (including answers to personal insight questions), the District shall create policies and procedures to protect such personal identifiable information and retain the information only to the extent it is necessary or required by law. The District shall avoid the disclosure of information that might indicate a student or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA) or state law.

Where permitted by law, the Associate Vice President of Student Services/Dean of Enrollment Services or designee shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status or citizenship status, and that do not reveal information related to citizenship or immigration status.

Examples of documents that can be used as proof of residency include but are not limited to:

- Registering a motor vehicle operated in California;
- Obtaining a California driver's license or California identification card;
- Filing a resident or nonresident California state income tax return;
- Listing a California address on a federal income tax return;
- Listing a permanent military address or home of record in California;
- A professional or vocational license obtained from a California state licensing agency (e.g., nursing, teaching credentials);
- Maintaining active resident memberships in California based professional organizations (e.g., police union, teachers' union); and
- Maintaining an active bank account at a California bank.

**Responding to Inquiries of Immigration Status, Citizenship Status
and National Origin Information**

AP 5017

Where Shasta College is permitted by law to request a minor student's parent's residency information in order to determine tuition or aid, the college shall only require documentation or information that is available to persons regardless of immigration status (as noted above).

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this administrative procedure, Shasta College's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this administrative procedure.

Specifically, where Shasta College must determine a student's residency for purposes of in-state tuition, the college shall not inquire about a parent/guardian's citizenship or immigration status, and shall enumerate alternative means of establishing a parent/guardian's residency. If the student is considered a minor dependent of a California resident, the college shall only require documents to determine whether the parent has resided in California for one year (e.g. vehicle registration, lease agreements, etc.)

NEW 3/19

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Service Animals (New, Legally Required)

BP 3440

Reference: The Americans with Disabilities Act of 1990 -- 42 United States Code Sections 12101 et seq.; 28 Code of Federal Regulations Part 35; 28 Code of Federal Regulations Part 36; 34 Code of Federal Regulations Part 104.44(b)

In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service animal or miniature horse in District facilities and on District campuses in compliance with state and federal law.

Admissions and Concurrent Enrollment

BP 5010

Reference: *Education Code Sections 76000, 76001, 76002 and 76038; Labor Code Section 3077; 34 Code of Federal Regulations Section 668.16(p) (U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.C.6*

Open Enrollment

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Any person over the age of 18 or possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Superintendent/President or his or her designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Labor Code Section 3077.

The District may deny or place conditions on a student's enrollment upon a finding by the Board or designee that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district, and that the applicant continues to present a danger to the physical safety of the students and employees of the District.

The District shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The Superintendent/President shall establish procedures for evaluating the validity of a student's high school completion.

Admission

Any student whose age or class level is equal to grades K-12 is eligible to attend as a special part-time student for advanced scholastic or vocational courses.

Any student whose age or class level is equal to grades K-12 is eligible to attend as a special full-time student. [\(See AP 5011\)](#)

Any student enrolled in K-12 may attend summer session. [\(See AP 5011\)](#)

The Superintendent/President shall establish procedures regarding ability to benefit and admission of high school and younger students.

Admissions and Concurrent Enrollment

BP 5010

Denial of Requests for Admission

If the Board denies a request for special full time or part time enrollment by a K-12 student who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Superintendent/President shall establish procedures regarding evaluation of requests for special full time or part time enrollment by a student who is identified as highly gifted.

Claims for State Apportionment for Concurrent Enrollment

Claims for state apportionment submitted by the District based on enrollment of high school students shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The Superintendent/President shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

See Administrative Procedure 5010

Board Approved 3/12/03

Reviewed by the Board Ad Hoc Committee on Policy 5/13/09

Board Approved Revisions 3/10/10

Board Approved Revisions 1/15/14

Reviewed by the Board Ad Hoc Committee on Policy 9/09/15

Board Approved 10/14/15 [MANDATED CHANGES]

Board Approved [Revised] 05/10/17

Immigration Enforcement Activities (NEW)

AP 3415

Reference: ***Education Code Sections 66093 and 66093.3***

Responding to Requests for Access for Immigration Enforcement Activities

District personnel shall provide guidance and offer to campus employees training addressing law enforcement access to campus buildings and student residences. This guide shall include the following required topics:

- Instructions that law enforcement officers cannot enter living quarters to make arrests without a judicial warrant, valid consent, or exigent circumstances.
- Instructions that District personnel, including campus police, cannot consent to the entry into a residence or dormitory for the purpose of a search or arrest, but a judicial warrant or exigent circumstances may authorize officer entry without consent.
- Campus police contact information to report concerns about the presence of officers engaged in immigration enforcement on any campus property.
- Samples of warrant and subpoena documents that could be used for access onto campus property, or to seize or arrest students or other individuals on campus.
- Sample responses for student housing staff to use in response to officers seeking access for immigration enforcement purposes that avoids classroom interruptions, and that preserves the peaceful conduct of the school's activities.

District personnel shall advise all students, faculty, and staff to immediately notify the office of the Superintendent/President or designee, if they are advised that an officer engaged in immigration enforcement is expected to enter, will enter, or has entered the campus for immigration enforcement purposes. Campus police should also be notified as soon as possible.

No personnel may consent to entry of District facilities or portions thereof.

Immigration Enforcement Activities (NEW)

AP 3415

District personnel shall advise all students, faculty, and staff responding to or having contact with an officer engaged in immigration enforcement executing an immigration order, to refer the entity or individual to the office of the Superintendent/President, or designee, for purposes of verifying the legality of any warrant, court order, or subpoena.

If the officer declares that exigent circumstances exist and demands immediate access to the campus, District personnel should not refuse the officer's orders and immediately contact the Assistant Superintendent/Vice President of Administrative Services or designee.

The office or designee of the Superintendent/President's Office shall determine what type of authorization is being provided to support the officer's request for access:

- **A U.S. Immigrations and Customs Enforcement (ICE) "warrant."** Immediate compliance is not required. District personnel shall inform the officer that they cannot consent to any request without first consulting with the Assistant Superintendent/Vice President of Administrative Services or designee. Provide copy of the warrant to the designated administrator (where possible, in consultation with legal counsel) as soon as possible.
- **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required, but where feasible, consult with the Assistant Superintendent/Vice President of Administrative Services or designee before responding.
- **A subpoena for production of documents or other evidence:** Immediate compliance is not required. Inform the officer that the District cannot respond to the subpoena until after it has been reviewed by the Assistant Superintendent/Vice President of Administrative Services or designee. Provide a copy of the subpoena to a designated administrator or legal counsel as soon as possible.
- **A notice to appear:** This document is not directed at the District. District personnel are under no obligation to deliver or facilitate service of this document to the person named in the document. If a copy of the document is received, it must be given to the Assistant Superintendent/Vice President of Administrative Services or designee as soon as possible.

District personnel should not attempt to physically interfere with an officer, even if the officer appears to be acting without consent or exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, District

Immigration Enforcement Activities (NEW)

AP 3415

personnel shall make a record of the contact and forward the information to the Office of the Superintendent / President.

In making record of the contact with an immigration enforcement officer, District personnel shall provide the following information:

- Name of the officer, and, if available, the officer's credentials and contact information;
- Identity of all school personnel who communicated with the officer;
- Details of the officer's request;
- Whether the officer presented a warrant, subpoena, or court order to accompany his/her request, what was requested in the warrant/subpoena/court order, and whether the warrant/subpoena/court order was signed by a judge;
- District personnel's response to the officer's request;
- Any further action taken by the immigration officer; and
- Photo or copy of any documents presented by the agent.

District personnel shall provide a copy of those notes, and associated documents collected from the officer, to the Assistant Superintendent/Vice President of Administrative Services or designee.

In turn, the Assistant Superintendent/Vice President of Administrative Services or designee shall submit a timely report to the District's governing board and the campus public safety office regarding the officer's requests and actions and the District's response(s).

Responding to Immigration Acts Against Students or Family Members

If there is reason to suspect that a student, faculty member, or staff person has been taken into custody as the result of an immigration action, District personnel shall notify the person's emergency contact that the person may have been taken into custody.

District personnel shall designate a staff person as a point of contact for any student, faculty member, or staff person who may or could be subject to an immigration order or inquiry.

District personnel shall not discuss the personal information, including immigration status information, of any student, faculty member, or staff person with anyone, or

Immigration Enforcement Activities (NEW)

AP 3415

reveal the personal information to anyone, unless disclosing this information is permitted by federal and state law.

District personnel shall maintain a contact list of legal service providers who provide legal immigration representation and provide this list free of charge to any student who requests it. At minimum, the list shall include the legal service provider's name and contact number, e-mail address, and office address.

If a student is detained or deported, or is unable to attend to his/her academic requirements because of an immigration order, the College shall make all reasonable efforts to assist the student in retaining any eligibility for financial aid, fellowship stipends, exemption from nonresident tuition fees, funding for research or other educational projects, housing stipends or services, or other benefits the student has been awarded or received subject to and in compliance with its policy.

District personnel shall permit a student who is subject to an immigration order to reenroll if and when the student is able to return to the District, subject to and in compliance with its policy and will make reasonable and good-faith efforts to provide for a seamless transition in the student's reenrollment and reacquisition of campus services and support.

District personnel shall be available to assist any student, faculty, and staff who may be subject to an immigration order or inquiry, or who may face similar issues, and whose education or employment is at risk because of immigration enforcement actions.

CCLC-NEW 3/19

VPAS Office 8/15/19

Sent to Campus Safety 8/20/19