



## **SERVING STUDENTS WITH A DISABILITY (06)**

The following information is for faculty and classified staff, and is intended to provide all employees with an overview of serving the District's students with a disability.

Citrus College is committed to providing students with disabilities an accessible educational environment that allows each student the opportunity to reach his/her academic goals and participate in a full range of campus programs and activities.

The District's commitment to non-discrimination in general and as to student's with a disability is defined under Board Policy 7101, which provides:

*The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, sex or gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, use of family and medical care leave, genetic information, military or veteran status, gender identity, gender expression, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.*

### **Disability Etiquette**

Citrus College is committed to maintaining a campus and educational environment that promotes awareness and sensitivity for students, faculty, and staff with disabilities or accessibility needs. In an effort to maintain respect and courtesy of others, below are tips to keep in mind.

- When communicating with individuals with disabilities, speak directly to the individual. This applies to persons with a physical disability, a speech impairment, a cognitive impairment, or a person who is blind or deaf and uses an interpreter or personal services attendant.
- If you believe that an individual with a disability needs assistance, go ahead and offer the assistance. Remember - please wait for your offer to be accepted before you try to help.
- If you encounter an individual with a service animal, please do not touch or distract the animal. Service animals are working and it breaks their training to interact with others when they are on duty. When the animal is not working, some owners may allow interaction.
- If you are speaking with an individual with a cognitive disability, you may need to repeat or rephrase what you say. If you are giving instructions on how to perform a task, you may also need to give the instructions in writing.



### **Considerations for Students with Speech Impairments**

- If you are having difficulty understanding a person with a speech impairment, ask the individual to repeat, rather than pretending to understand.

### **Considerations for Students with Visual Impairments**

- If you are speaking to a person who is blind, be sure to identify yourself at the beginning of the conversation and announce when you are leaving.
- To help guide a student with a visual impairment, let the student take your arm. Ask the student if they wish to be warned about steps, doors and other obstacles.

### **Considerations for Students who are Deaf/Hearing Impaired**

- To get the attention of a person who is deaf, tap the person gently on the shoulder or arm.
- Look directly at the person and speak clearly in a normal tone of voice. Keep your hands away from your face and use short, simple sentences.
- If the person uses a sign language interpreter, speak directly to the person, not to the interpreter.

### **Considerations for Students with Physical Disabilities**

- If you need to use the restroom, please reserve the accessible stalls for persons with physical needs.
- If you are having a conversation with a person who uses a wheelchair, put yourself at the person's eye level.
- Never lean on or touch a person's wheelchair or any other assistive device. A person's assistive device is part of the person's personal space.
- Consider physical access and space when planning activities.

### **Considerations for Students with Autism**

- Some individuals with autism have trouble making eye contact. It is okay to greet students with autism as with any other student.
- An individual with autism may seem like he or she is having difficulty expressing oneself or ignoring you; please be patient.
- Students with autism may have difficulty understanding social cues and nuances. It is helpful to provide concrete examples and use direct language.



In addition to the foregoing, you are expected to review the "Citrus College Disabled Students Programs & Services Faculty (staff) Handbook" available online.

If you would like additional information or assistance, please contact Disabled Students Programs and Services (DSPS) at (626) 914-8675 V/TDD.

### **Acknowledgment**

I, (Sign Employee Name) \_\_\_\_\_,  
hereby acknowledge that I have read this notification and have reviewed the  
Citrus College Disabled Students Programs and Services Faculty (staff) Handbook.

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