

The International Institute of Cosmetology (IIC) Policies and Procedures for Students with Disabilities

Non-Discrimination Policy — It is the policy of IIC to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act which are Federal laws that prohibit discrimination on the basis of disability. IIC does not discriminate because of disability against a qualified person with a disability concerning application, acceptance, grading, advancement, training, discipline, graduation, or any other aspect related to a student's participation in a program of IIC. This applies to all students and applicants for admission to IIC. IIC will provide reasonable accommodations to students with disabilities.

Definition of an Individual with a Disability — An *individual with a disability* is a person who has a physical or mental impairment which substantially limits one or more major life activities of the individual. Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) protects these persons. These Federal laws also protect individuals with a record of such an impairment and individuals who are regarded as having such an impairment. The definition of "disability" in Section 504 and the ADA should be interpreted to allow for broad coverage.

The phrase *physical impairment* means a physiological disorder or condition, a cosmetic disfigurement, or an anatomical loss, that affects one or more of the following body systems: neurological; musculoskeletal; special sense organs (that include speech organs that are not respiratory such as vocal cords, soft palate, tongue, etc.); respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine. Examples include, but are not limited to, orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

The phrase *mental impairment* means any mental or psychological disorder, including but not limited to, mental retardation, organic brain syndrome, emotional or mental illness, specific learning disabilities, post-traumatic stress disorder, depression and bi-polar disorder. The phrase substantially limits must be interpreted without regard to the ameliorative effects of mitigating measures, other than ordinary eyeglasses or contact lenses. Mitigating measures are things like medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications that an individual may use to eliminate or reduce the effects of an impairment. These measures cannot be considered when determining whether a person has a substantially limiting impairment. An impairment that is episodic or in remission is a disability if, when in an active phase, it would substantially limit a major life activity. For example, a student with bipolar disorder would be covered if, during manic or depressive episodes, the student is substantially limited in a major life activity (e.g., thinking, concentrating, neurological function, or brain function).

The phrase *major life activities* means functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also includes major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

IIC's Responsibilities to Students with Disabilities

The School must provide *academic adjustments*, *auxiliary aids* and *reasonable accommodations* to students with disabilities that are necessary to ensure students are not denied the benefits of, or excluded from participation in, any IIC program. IIC must make modifications to its academic requirements that are necessary to ensure that the requirements do not discriminate against students with disabilities. IIC must ensure that it provides physical access to students with disabilities. It is also the responsibility of IIC to permit students with disabilities to use service dogs on each campus.

The person responsible for implementing these responsibilities at IIC: Marie Bobair; ADA Compliance Coordinator; 632 Silas Deane Highway, Wethersfield CT 06109; (860) 571-0330; marieb@studyhair.com

When a student informs an IIC staff member that the student is disabled, or needs accommodations or assistance due to disability, the staff member will refer the Student to IIC's ADA Compliance Coordinator.

Procedures for Students and IIC

Documentation of disability by students — Students with disabilities who wish to request reasonable accommodations (including academic adjustments, auxiliary aids, or modifications) must contact the ADA Compliance Coordinator. Students must provide documentation of disability from an appropriate professional, which depends on the nature of the disability. For example, a student with a psychological disability should provide documentation from a psychologist, psychiatrist or social worker. The documentation submitted must be within the last 12 months.

This documentation may be the student's existing medical records, or reports created by the student's medical provider or an appropriate professional who assesses the student. It may be documentation from the student's past educational records such as reports from teachers or school psychologists, or records that show the student's educational history, disability assessment, and the accommodations the student previously received. It may be records from the state department of rehabilitation or the U.S. Department of Veterans Affairs. Documentation should be current and relevant, but that does not mean that a recent report or record is needed in all cases. Some disabilities are stable lifelong conditions and historic documentation will be sufficient. Some disabilities are readily apparent and observable and thus little or no documentation will be needed.

The documentation of disability is kept at all times in a locked, private file at IIC. To protect privacy, direct access to this documentation is by written consent only. The ADA Compliance Coordinator will determine what information needs to be shared with IIC staff and educators, on an "as needed basis," in order to facilitate academic accommodations or other services.

Student requests for accommodations and interactive discussion with ADA Compliance Coordinator

Students who plan to request accommodations should contact the ADA Compliance Coordinator promptly, so there is time for the Coordinator to review the student's documentation and discuss accommodations with the student before the student begins the class or program for which the accommodation is being requested. When a student contacts the Coordinator, the Coordinator will keep a record of the dates and contacts with the student, including a record of the accommodations requested by the student. Students who have questions about the type of documentation they need to provide should contact the Coordinator to discuss this.

The student and the ADA Compliance Coordinator will discuss how the student's impairment impacts the student, how the student expects the impairment to impact the student in IIC's program, the types of accommodations the student has previously received (if any), and the accommodations being requested by the student from IIC. The Coordinator and the student should discuss accommodations needed during all phases of the program and for classroom instruction.

The documentation (or observation) must show the nature of the student's disability and how it limits a major life activity. The accommodations requested by the student should be related to these limitations. There are no pre-set accommodations for specific disabilities. Instead, the Coordinator and the student must discuss and determine what the student's limitations are, and how they can be accommodated.

Here are some examples:

- A student with an orthopedic disability may need cushioned floor mats and scheduled times to sit down. These students may also need particular kinds of chairs.
- A student with a learning disability or attention deficit disorder may need extra time to take tests, such as ninety minutes to take a test instead of the sixty minutes allowed to other students. These students may need to take their tests in a location that is quiet and has no distractions, such as an office rather than the classroom.
- A student with a learning disability or psychological disability may need a note taker, a copy of the instructor's notes or presentation, or to use a tape recorder during instruction.
- A student with post-traumatic stress disorder or an anxiety disorder may need to take periodic leaves of absence, or may need to structure their program so that it is scheduled over a longer period than usual. These students may need to take breaks in a quiet room during skills practice.
- A student with a hearing impairment may need instructors to use voice amplification systems
- A student with diabetes may need periodic breaks to check their blood sugar level.

Decision about accommodations, and ensuring implementation of accommodations — The ADA Compliance Coordinator will decide the accommodations to be provided to the student. The Coordinator will consider any past accommodations that have been effective for the student, and will give primary consideration to the type of accommodation requested by the student. Alternate accommodations may be provided if there is an alternative accommodation that would be equally effective for the student.

The Coordinator will make a decision no later than two weeks after the student states the request for an accommodation. If the student does not submit documentation of a disability at the time the student requests an accommodation, the Coordinator will make a decision no later than two weeks after the student provides the documentation.

The Coordinator will list the approved accommodations in writing and provide this to the student. The Coordinator will inform the appropriate educators and school staff of the accommodations they are responsible for providing to the student, how to provide the accommodations, and when to provide the accommodations. The Coordinator will keep a written record of these contacts about the student's accommodations. The Coordinator will verify that the accommodations are being implemented for the student through direct observation, report by the student, and/or documentation from IIC staff. If the student informs the Coordinator that an accommodation is not being fully implemented, the Coordinator will immediately intervene with relevant staff members to ensure the accommodation is provided to the student.

After accommodations have been approved for a student, the Coordinator will make an appointment with the student for a time when the student's program is expected to change. The purpose of the appointment is to determine whether the student's accommodations should be changed when the student's program phase changes, or the type of instruction changes.

Additional factors — IIC is not obligated to provide accommodations that would result in a fundamental alteration of IIC's program. In this case, the Coordinator will promptly search for an equally effective alternate accommodation for the student that would not fundamentally alter the program. The Coordinator will offer the alternate accommodation to the student.

IIC is not obligated to provide accommodations that would result in an undue financial or administrative burden on IIC. If the Coordinator decides that a requested accommodation might impose such a burden, the Coordinator will discuss the issue with IIC ownership, who will take into account the overall financial resources of IIC. IIC ownership will make the final decision, in accord with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If IIC ownership determines that the requested accommodation would be an undue burden, the Coordinator will promptly search for an equally effective alternate accommodation for the student and offer the alternate accommodation to the student.

Appeals by Students

A student may appeal any accommodation decision made by the ADA Compliance Coordinator if the student disagrees with the decision. Here are some examples: A student may appeal the Coordinator's decision to deny a requested accommodation. A student may appeal a decision by the Coordinator to provide an alternate accommodation rather than the specific accommodation requested by a student. A student may appeal a decision by the Coordinator that the student has not presented sufficient documentation to support the requested accommodation. A student may also file an appeal when an IIC staff member fails to provide an approved accommodation, and the Coordinator has not effectively addressed the situation.

When a student wishes to file an appeal, the student must notify Mark Anderson; School Dean; 632 Silas Deane Highway, Wethersfield, CT 06109; (860) 571-0330; marka@studyhair.com The student must explain their reasons for disagreeing with the Coordinator's decision, or explain how the student's accommodation is not being implemented, and submit any relevant documentation.

Within five calendar days of receiving a student's appeal the School Dean will meet with the student and the Coordinator to discuss the issues presented by the student's appeal. If appropriate, the School Dean will also discuss the issues with other IIC staff members. When a student appeals a decision made by the Coordinator, the School Dean will determine whether the Coordinator's decision should be revised or remain the same. If the decision is revised, the School Dean will ensure that the revised decision is implemented. When a student files an appeal on the basis that an approved accommodation is not being implemented, the School Dean will determine whether the accommodation is being fully implemented, and if it is not, ensure that the accommodation is implemented. The School Dean will inform the student of the decision in writing no later than fourteen days after receiving the student's appeal.

Training and Mediation Responsibilities of the ADA Compliance Coordinator

The ADA Compliance Coordinator will deliver regularly disability training sessions for all staff. In these training sessions the Coordinator will explain the basic requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as they apply to IIC. The Coordinator will address: IIC's responsibility to provide accommodations to students with disabilities; how to appropriately interact with students with particular kinds of disabilities; how to go about implementing accommodations that the Coordinator has approved for students; how to support students with disabilities in IIC's programs; that students with disabilities cannot be penalized for using approved accommodations. The Coordinator will keep a record of each training session.

The Coordinator may also provide trainings for students who wish to learn about IIC's process for providing accommodations, or about IIC's grievance procedures.

To help ensure that future staff members and students are aware of IIC's policies, the Coordinator will make sure that the Accommodations Procedures and the Grievance Procedures are continually posted.

The Coordinator will assist students with disabilities who have concerns about implementation of their accommodations or their treatment by IIC staff members or other students. At the request of a student, the Coordinator will informally mediate or attempt to resolve issues related to the student's disability. If this informal process does not resolve the student's concerns, the student may file a grievance as described.

Grievance Procedures for Students who have Complaints on the Basis of Disability Policy

IIC is responsible for providing a grievance procedure to students who feel they have been discriminated against on the basis of disability. The grievance procedure provides students the opportunity to file a complaint. IIC then has the responsibility to objectively investigate the allegations in the complaint and determine whether the student has been discriminated against. If IIC determines that discrimination occurred, IIC must take appropriate steps to correct the discrimination and prevent it from reoccurring.

Grievance complaints — A student may file a grievance if the student feels they have been discriminated against because the student is disabled, or because the student is regarded as being disabled, or because the student has a record of being disabled. A student may also file a grievance if the student believes they have been retaliated against for advocacy based on disability. Here are some examples of discrimination:

- An instructor or other students refer to the student in a derogatory way related to the student's disability.
- An instructor generally refers to students with particular types of disability in a derogatory way.
- Other students refuse to work with the student because the student is disabled.
- An IIC staff member refuses to provide a service to the student that the staff member provides to other students.
- An IIC staff member takes a negative action toward the student after the student asked for accommodations for a disability.
- A guest presenter at IIC makes derogatory statements about students with disabilities, or states that students with disabilities can never be employed in the presenter's field.
- A student's request for accommodation was denied by IIC, or an instructor did not implement an accommodation for the student that was approved by IIC.

A student must file a grievance complaint within 90 days of the date the discriminatory act occurred, or within 90 days of the end of an informal attempt to resolve the complaint, whichever is later. The complaint must be written. In the complaint, the student must describe what happened and the date(s) the acts took place, and state who was involved. The student should explain why the student believes the acts were taken based on disability. The student should describe or provide copies of any relevant documents or emails, if available.

A student may ask the ADA Compliance Coordinator to try and informally resolve the student's complaint before the student files a written complaint. However, the student is not required to try informal resolution before filing a written complaint.

The complaint must be sent to Mark Anderson; School Dean; 632 Silas Deane Highway, Wethersfield, CT 06109; (860) 571-0330; marka@studyhair.com

Investigation of the Complaint — When the School Dean receives a written complaint, the School Dean will immediately begin an objective investigation. IIC has the right to contract with an independent investigator to conduct any investigation. Within seven days, the School Dean will discuss the allegations in the complaint with the student, and obtain any needed additional information from the student. The School Dean will obtain from the student the names of any persons the student believes will have relevant information. The School Dean will gather all information necessary to determine what took place. To do so, the School Dean will interview any IIC staff members or students who engaged in the actions or may have witnessed the actions. The School Dean will interview persons that the student stated may have relevant information. The School Dean will gather any relevant documents such as emails, student work or instructor's records. During the investigation, the School Dean will disclose the complaint, and confidential information about the student, only to the extent necessary to investigate the allegations of the complaint.

After reviewing all the evidence gathered, the School Dean will determine whether the student was treated differently from other students based on disability; or whether the student was harassed based on disability; or whether the student was retaliated against because the student advocated on the basis of disability; or whether the student was denied an accommodation that IIC should have provided to the student.

Written Decision — The School Dean will provide the student with a written decision no later than sixty days after the date the student filed the complaint. The decision will state the determination reached by the School Dean at the conclusion of the investigation, and the reasons the School Dean reached that determination. If the School Dean concludes that the student was discriminated against based on disability, the decision will state the types of remedial action that IIC has taken or will take to correct the discrimination. The decision will also state how IIC will prevent the discriminatory acts from occurring again.

Appeals by Students — If the student who filed the complaint disagrees with the decision made by the School Dean, or disagrees with the remedial action specified, the student may appeal the decision to IIC Ownership. The appeal must be written and sent to Martin Gugliotti; Student Dean/Owner; 632 Silas Deane Highway, Wethersfield, CT 06109; (860) 571-0330; marting@studyhair.com. The appeal must state the specific reasons that the student disagrees with the decision. Appeals must be filed no later than thirty days after the student receives the written decision from the School Dean.

The Owner will review all the information provided by the student in the appeal, the decision by the School Dean, the interview records made by the School Dean and the documents gathered by the School Dean. The Owner will issue a written decision to the student within fourteen days after receiving the student's appeal. The Owner will determine whether the decision should be revised or remain the same. If the Owner determines that the decision should be revised, the Owner will ensure that any necessary changes in the remedies are implemented.

U.S. Department of Education

Students or IIC staff who have questions or concerns about disability issues may contact the Office for Civil Rights (OCR), U.S. Department of Education. OCR enforces Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as they apply to post-secondary educational institutions.

The OCR National Headquarters is located at:

U.S. Department of Education, Office for Civil Rights
Lyndon Baines Johnson Department of Education
Bldg 400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: (800) 421-3481

FAX: (202) 453-6012; TDD: (877) 521-2172

Email: OCR@ed.gov

OCR has regional offices located throughout the country. To find the office for our state, you can check the OCR website at: <http://wdcrocolp01.ed.gov/CFAPPS/OCR/contactus.cfm>, or call the telephone number above.