

AVALON SCHOOL OF COSMETOLOGY POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

Accommodation Procedures for Students with Disabilities

Non-Discrimination Policy — It is the policy of Avalon School of Cosmetology 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. Avalon School of Cosmetology does not discriminate on the basis of disability against a qualified person with a disability in regard to application, acceptance, grading, advancement, training, discipline, graduation, or any other aspect related to a student's participation in a program at Avalon School of Cosmetology. This applies to all students and applicants for admission to the school and Avalon School of Cosmetology 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, 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. Examples of *physical or mental impairments* that may be covered under section 504 include: epilepsy, AIDS, allergies, vision impairment, broken limbs, cancer, diabetes, asthma, temporary condition due accidents or illness, ADD/ADHD, learning disabilities, autism, depression, intellectual disability, traumatic brain injury, and post-traumatic stress 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* refers to functions such as caring for one's self, learning, thinking, concentrating, reading, speaking, walking, breathing, sleeping, as well as major bodily functions, including brain function, immune system function, or digestive functions. This is not an exhaustive list.

The School'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, the school's program. The School must make modifications to its academic requirements that are necessary to ensure that the requirements do not discriminate against students with disabilities. The School must ensure that it provides physical access to students with disabilities. It is also the responsibility of Avalon School of Cosmetology to permit students with disabilities to use service dogs on campus.

The person responsible for implementing these responsibilities at Avalon School of Cosmetology is: Kimberly Schroeder; Owner/Director at 1428 N McMillan St Worthington, MN 56187 @ 507-372-2344, email available at avalonschool@vastbb.net

When a student informs a School staff member that the student is disabled, or needs accommodations or assistance due to disability, the staff member will refer the Student to Kimberly Schroeder, school owner/director.

Procedures for Students and The School

Documentation of disability by students — Students with disabilities who wish to request reasonable accommodations (including academic adjustments, auxiliary aids, or modifications) must contact the owner/director named above. 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. This documentation may be the student's existing medical records, or reports created by the student's medical provider or an appropriate professional who would conduct an assessment of 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 the school. To protect privacy, direct access to this documentation is by written consent only. The owner/director will determine what information needs to be shared with Avalon School of Cosmetology staff on an "as needed basis," in order to facilitate academic accommodations or other services.

Student requests for accommodations and interactive discussion with Owner/Director

Students who plan to request accommodations should contact the owner/director promptly, so there is time 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 owner/director, the owner/director 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 owner/director to discuss this. The student and the owner/director will discuss how the student's impairment impacts the student, how the student expects the impairment to impact the student in the school's program, the types of accommodations the student has previously received (if any), and the accommodations being requested by the student from the school. The owner/director and the student should discuss accommodations needed during all phases of the program (Essentials, Pilgrimage and Paragon), and for classroom instruction, skills-based instruction and skills practice. 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 owner/director 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 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 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. 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 his or her blood sugar level.

Decision about accommodations, and ensuring implementation of accommodations — The owner/director will decide the accommodations to be provided to the student. The owner/director 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 owner/director will decide 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 owner/director will decide no later than two weeks after the student provides the documentation. The owner/director will list the approved accommodations in writing and provide this to the student. The owner/director will inform the appropriate 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 owner/director will keep a written record of these contacts about the student's accommodations. The owner/director will verify that the accommodations are being implemented for the student through direct observation, report by the student, and/or documentation from the school staff. If the student informs the owner/director that an accommodation is not being fully implemented, the owner/director 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 owner/director will make an appointment with the student for a time when the student's program level 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 — The School is not obligated to provide accommodations that would result in a fundamental alteration of the school's program. In this case, the owner/director will promptly search for an equally effective alternate accommodation for the student that would not fundamentally alter the program. The owner/director will offer the alternate accommodation to the student. The School is not obligated to provide accommodations that would result in an undue financial or administrative burden on the school. If the owner/director decides that a requested accommodation might impose such a burden, the owner/director will discuss the issue with the financial director, who will consider the overall financial resources of the school. The School owner/director will make the final decision, in accordance with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If the School owner determines that the requested accommodation would be an undue burden, the owner/director 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 owner/director if the student disagrees with the decision.

Here are some examples:

- A student may appeal the owner/director's decision to deny a requested accommodation.
- A student may appeal a decision by the owner/director to provide an alternate accommodation rather than the specific accommodation requested by a student.
- A student may appeal a decision by the owner/director that the student has not presented sufficient documentation to support the requested accommodation.
- A student may also file an appeal when a school staff member fails to provide an approved accommodation, and the owner/director has not effectively addressed the situation.

When a student wishes to file an appeal, the student must notify Kimberly Schroeder; Owner/Director at 1428 N McMillan St Worthington, MN 56187 @ (507) 372-2344 or email at avalonschool@vastbb.net. The student must explain his/her reasons for disagreeing with the owner/director'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 Owner/Director will meet with the student to discuss the issues presented by the student's appeal. If appropriate, the Owner/Director will also discuss the issues with other School staff members. When a student appeals a decision made by the Owner/Director, the Owner/Director will determine whether the decision should be revised or remain the same. If the decision is revised, the Director 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 Owner/Director will determine whether the accommodation is being fully implemented, and if it is not, ensure that the accommodation is implemented. The Owner/Director 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 Administrative Assistant

The Administrative Assistant will deliver disability training sessions for all staff members at least once each calendar year. In these training sessions the Admin Asst will explain the basic requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as they apply to the school. The Admin Asst will address: The school'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 Owner/Director has approved for students; how to support students with disabilities in the school's programs; that students with disabilities cannot be penalized for using approved accommodations. The owner/director will keep a record of each training session. The owner/director may also provide trainings for students who wish to learn about the school's process for providing accommodations, or about the school's grievance procedures. To help ensure that future campus staff members and students are aware of the school's policies, the Admin Asst will make sure that the Accommodations Procedures and the Grievance Procedures are provided during employee orientation. The owner/director will assist students with disabilities who have concerns about implementation of their accommodations or their treatment by the school staff

members or other students. At the request of a student, the owner/director 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 below.

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

Avalon School of Cosmetology 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. The School then has the responsibility to objectively investigate the allegations in the complaint and determine whether the student has been discriminated against. If the school determines that discrimination occurred, the school 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 he or she has 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 feels that he or she has 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.
- A School staff member refuses to provide a service to the student that the staff member provides to other students.
- A school staff member takes a negative action toward the student after the student asked for accommodations for a disability.
- A guest presenter at the school 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 the school, or an instructor did not implement an accommodation for the student that was approved by the school. 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 dates 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 owner/director 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 Kimberly Schroeder; Owner/Director at 1428 N McMillan St Worthington, MN 56187 @ (507) 372-2344 or email at avalonschool@vastbb.net.

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

Written Decision — The Owner/Director 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 Owner/Director at the conclusion of the investigation, and the reasons the Owner/Director reached that determination. If the Owner/Director concludes that the student was discriminated against on the basis of disability, the decision will state the types of remedial action that the school has taken or will take to correct the discrimination. The decision will also state how the school 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 Owner/Director, or disagrees with the remedial action specified, the student may appeal the decision to the school Owner. The appeal must be written and sent to Kimberly Schroeder at 1428 N McMillan St Worthington, MN 56187 @ 507-373-2344 email at avalonschool@vastbb.net. 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 Owner/Director. The Owner/Director will review all the information provided by the student in the appeal, the previous decision, the interview records made and the documents gathered. The Owner/Director will issue a written decision to the student within fourteen days after receiving the student's appeal. The Owner/Director will determine whether the decision should be revised or remain the same. If the Owner/Director determines that the decision should be revised, the Owner/Director will ensure that any necessary changes in the remedies are implemented.

U.S. Department of Education

Students or The School 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 Region Office for Minnesota:

U.S. Department of Education
500 W Madison Street, Suite 1475
Chicago, IL 60661
Telephone: (312) 730-1560
FAX: (312) 730-1576