

## PROCEDURES FOR REQUESTING ACCOMMODATIONS FOR DISABILITIES

These guidelines promulgate policies and procedures that students of Capri Beauty College should follow when seeking disability accommodations, and/or when disputing decisions that Capri makes in response to accommodation requests. These guidelines are designed to comply with the disability accommodation requirements of the federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (“ADA”) of 1990.

### 1. GENERAL PROVISIONS

Capri does not discriminate on the basis of disability in any of its programs, services or activities. The school will not deny any otherwise qualified student with a disability the opportunity to participate in, or benefit from, any aid, benefit or service that Capri provides. Capri will also strive to accommodate applicants and students with disabilities on an individual basis.

Capri Beauty College strives to ensure that all disabled students have full access to the benefits of the College. As such, Capri will engage in a good-faith interactive process with all disabled students to attempt to identify reasonable accommodations. Reasonable accommodations do not include measures which fundamentally alter the academic programs of Capri, or which place an undue financial burden on the school, or which may endanger the student or others at the College.

Laws and regulations that apply to K-12 education are designed to promote the success of students with disabilities. It’s important to note that the ADA and Section 504, which apply to college students, are designed instead to provide equal access to programs and services; success is not guaranteed.

### 2. REQUESTING ACCOMMODATIONS

1. Print an *Accommodations for Disabilities Request Form* available online at capri.edu. The form is located under the “Consumer Information” tab.
2. Complete and mail the form to the address listed above with current professional documentation of the condition(s) that necessitate the accommodations.

*Students with physical disabilities* must provide verification by a licensed health care provider who is qualified to diagnose the disability being claimed. The verification must indicate how the student is limited by his or her disability (e.g., cannot sit for periods longer than 30 minutes, cannot see or hear beyond certain distances, etc.), and how long the limitation(s) is/are expected to last. The student shall provide the verification documentation to the Special Accommodations Review Committee. The Special Accommodations Review Committee may ask the student to provide

#### Mail Documentation to:

Accommodations  
Capri Beauty College  
c/o Amy Ruff  
1938 E. Lincoln Hwy  
New Lenox, IL 60452

#### Special Accommodation Review Committee

Amy Ruff, MA  
President  
Tricia Seil  
Vice President, Campus  
Director  
Thomas Seil  
Vice President, Campus  
Director

additional verification if the initial verification the student provides is incomplete or inadequate to determine the need for accommodations.

*Students with learning disabilities* must provide professional testing and evaluation results which reflect the students' present levels of achievement and information processing. The cost of obtaining professional verification of a learning disability shall be borne by the student.

### **Documenting a Disability: What to Include**

Though documentation can vary by student, it should contain the following:

1. Credentials of the evaluator – Disability documentation should be provided by a licensed or credentialed professional with relevant training and experience. The name, title, and professional credentials of the evaluator should be clearly stated in the documentation. Reports should be on letterhead, typed, dated, and signed. Disability documentation may not be provided by an individual who has a personal relationship with the student.
2. Statement of diagnosis – Disability documentation should include a current diagnostic (DSM-IV, DSM-V, or medical) statement.
3. Description of the diagnostic methodology – The documentation should include a description of the diagnostic criteria for the condition and the evaluation method used to render a diagnosis, including medical examinations, formal testing instruments, structured interviews, and observations. The dates of administration should be included, along with a history of the presenting symptoms.
4. Description of the current functional impact of the disability – An evaluator should provide a comprehensive description of the impact of the condition on the student in an academic environment and other life settings, including the severity, frequency, and pervasiveness of the symptoms. This description should demonstrate that the student is substantially impaired in one or more major life activities. Documentation should be current.
5. Treatment, medication, and prognosis – Documentation should describe the impact of medication and/or treatment and anticipated prognosis. If relevant, it should provide information about the cyclical or episodic nature of the condition.
6. Accommodation recommendations – It is helpful for the evaluator to recommend accommodations or services that will address the functional impact of the condition. Accommodation recommendations should be directly connected to the limitations caused by the condition. If accommodations have been used in the past, the documentation should include a description of the accommodations and information regarding their efficacy.

Students may provide other documents from their high schools, such as IEPs; however, while these additional documents can provide useful information, they alone may not constitute sufficient documentation.

Documentation should not be:

- a handwritten diagnosis on a prescription pad,
- a handwritten note from a patient file,
- a document from a member of the student's family or from someone with a personal relationship with the student,
- a self-evaluation,
- a research article, or
- a letter from another college or educational institution that lists the condition and previously-granted accommodations without also providing other documents that meet the above guidelines.

### **3. GRANTING ACCOMMODATIONS**

The President will review all documents submitted to verify a disability and will conduct a personal interview to explore the particular needs of the student requesting an accommodation. The student may be asked to submit a history, if any, of academic adjustments and/or accommodations received in secondary or post-secondary institutions, or in places of employment. Such a history of adjustments and/or accommodations will be subject to verification by the institution or place of employment that facilitated the adjustments or accommodations.

After considering the verification documents, the results of the personal interview, and the history of academic adjustments and accommodations, the President will review the request with the Special Accommodations Review Committee. If approved, an Accommodation Plan will be devised with a schedule of academic adjustments and/or accommodations appropriate for the individual student. The student shall be notified, in writing, of the accommodation decision promptly after it has been made. The accommodation decision will be implemented as soon as is practicable. Every student who receives accommodations and/or academic adjustments shall meet upon request with the Campus Director to evaluate the effectiveness of the accommodations and/or adjustments in place. Each student shall immediately report any dissatisfaction with an accommodation or academic adjustment to the Campus Director. Capri faculty and staff will be informed of qualifying students' accommodations and/or academic adjustments on a need-to-know basis.

The College is not required to waive essential requirements. For example, the College is not required to eliminate a course requirement that is reasonably necessary for a course of study. Further, the lowering or substantial modification of reasonable academic standards is not available as an accommodation. At all times, the objective of the accommodation efforts is to afford a student with a disability an equal opportunity for academic success. If a specific academic adjustment is requested, the College may offer that adjustment, or it may offer an effective and reasonable alternative. Accommodations are reasonable when they do not fundamentally alter the nature of a program or service and do not represent undue financial or administrative burden.

#### **4. CHALLENGING ACCOMMODATION DECISION**

If a student does not feel that an accommodation decision will adequately address the student's disability, then the student should appeal, in writing, to the President within 7 business days of notice. Appeal should include a statement from the student why accommodations should be granted along with any additional professional documentation. After reviewing the case, the President will make a determination about what accommodation(s) will be offered to the student. Accommodation decisions by the President are final.

#### **How We Handle Documentation**

Any information provided as part of the accommodation request process will be held in the Main Office and made available to the Campus Director. These staff members will have access to disability-related documentation, but any notes or documents related to treatment, i.e. medical or psychological treatment records, will not be released, without the written permission of the student. Once an Accommodation Plan is accepted by the student, documentation will be held in the Main Office.

#### **5. TEST PROCTORING**

*Testing accommodations are to be provided by faculty, student instructors, or graduate level students for students officially designated for reader service, extended time, alternate locations, etc.* Once an accommodation plan has been agreed upon, a letter detailing the accommodations to be made will be given to the student to present to the instructor(s) assigning the test. This procedure prompts an open dialogue between instructor and student that allows discussion of the student's anticipated needs. The instructor and student are then asked to come to an agreement on the best option for testing accommodation. Possible accommodations include:

- the student takes quizzes and tests in a proctored space coordinated by the instructor.
- the student takes tests and quizzes in the teacher's office.

Because testing needs vary by course, depending on a student's disabilities and individual needs, both the student and instructor are strongly encouraged to communicate with one another their expectations, questions, and concerns. After determining the best course of action for a student's testing needs for a particular course, the instructor and student both share responsibility in facilitating the process of test-proctoring.

#### **6. REQUESTING ACCOMMODATIONS FOR STATE BOARD LICENSING EXAMINATION**

The Cosmetology Licensing Exam is a 100 multiple choice, computerized exam administered over 2 hours. Applicants requesting accommodations must comply with the Standards for Special Accommodations set forth by the Illinois Department of Financial and Professional Regulations. [http://www.continentaltesting.net/IL\\_ADA.PDF](http://www.continentaltesting.net/IL_ADA.PDF)