

HOUSTON BARBER SCHOOL
STUDENTS WITH DISABILITIES POLICY
EFFECTIVE 01.2026

SUBJECT: Students with Disabilities Policy

Eligibility for Accommodations & Required Disability Documentation

This policy is intended to specify the disability documentation required that will qualify Houston Barber School (HBS) students for reasonable and appropriate academic adjustments through HBS's Disability Services Office.

Only accommodations granted by the Disability Services Office and communicated to faculty through a Faculty Notification Letter (FNL) will be recognized by HBS as approved accommodations for students with disabilities.

Faculty are not required to provide reasonable accommodations/academic adjustments to students with disabilities unless the student has registered with the Disability Services Office and has engaged in the interactive process. Once granted by DISABILITY SERVICES, faculty are required to implement the approved accommodations as outlined in the Faculty Notification Letter. Modifications of approved accommodations/academic adjustments may only be made by the DISABILITY SERVICES.

1. General Eligibility Requirements

- 1.1 To receive services from the DISABILITY SERVICES, a student must be admitted and enrolled as a HBS student (i.e., registered for classes).
 - 1.2 The student must provide the DISABILITY SERVICES office with documentation of a qualifying disability that verifies the nature and extent of the disability before receiving any accommodation or academic adjustment.
 - a. If a student does not have documentation, they are still required to follow the application and intake process, which includes meeting with a DISABILITY SERVICES representative and participating in the interactive process. Documentation may be required to support the need for academic adjustments/ accommodations.
 - 1.3 Provisional accommodations may be granted to a student by DISABILITY SERVICES to assist while the student collects appropriate documentation regarding their eligibility and the
-

functional limitations supporting the need for reasonable accommodations/academic adjustments.

- a. Such provisional accommodations must not exceed thirty (30) calendar days unless an extension is granted due to extenuating circumstances. An additional thirty (30) calendar days of provisional accommodations may be granted in the case of an extenuating circumstance. It is DISABILITY SERVICES's discretion to determine if such extenuating circumstances exist.
- b. The HBS Compliance Office must review any extension request beyond the additional thirty (30) calendar days. Such extension must be based on circumstances beyond the control of the requesting student and is not guaranteed.
- c. In the case of compressed classes (classes shorter than the standard 14 or

2. Who is Eligible for Services

- 2.1 To be eligible for DISABILITY SERVICES support services, a student must have a disability as defined by federal law (Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA)).
- 2.2 An individual with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities. These persons are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. These federal laws protect individuals with a record of such an impairment and those who are regarded as having such an impairment.
- 2.3 The definition of "disability" in Section 504 and the ADA should be interpreted to allow for broad coverage.

3. Definitions

3.1 **Academic Adjustment** means modifying a non-essential academic requirement, an examination, or an institutional rule necessary to provide access to the academic and educational environment. Academic adjustments may include changes in the length of time permitted to complete degree requirements, substitution of specific courses required to complete degree requirements and adaptation of how specific courses are conducted. Academic adjustments may not substantially or materially alter the course modality, curriculum, competencies, or degree requirements.

3.2 **Accommodation** means altering the environment, curriculum format, or equipment that allows a student with a disability to gain access to content and/or complete assigned tasks. Since accommodations do not alter what is being taught, instructors can implement the same grading scale for students with disabilities as they do for students without disabilities.

Examples of accommodations include, but are not limited to, attendance accommodations, sign language interpreters for students who are hearing impaired, computer text-to-speech, computer-based systems for students with visual impairments or dyslexia; extended time for students with fine motor limitations, visual impairments, or learning disabilities; and large-print books and worksheets for students with visual impairments.

3.3 **Current Documentation** means documentation of a diagnosed physical or mental impairment that is dated within 5-7 years. Adult norms must be used for all testing provided as documentation.

3.4 **Major Life Activities** include, but are not limited to, functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities include major bodily functions such as immune system functions, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

3.5 **Mental Impairment** means any mental or psychological disorder, including but not limited to intellectual disabilities (intellectual developmental disorder), organic brain syndrome, emotional or mental illness, specific learning disabilities, post-traumatic stress disorder, depression, and bipolar 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 include 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 episodic or in remission impairment 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).

- 3.6 **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 (which would 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 (symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

4. Procedures

4.1 General Procedures

- a. The DISABILITY SERVICES office is responsible for evaluating documentation and determining eligibility and reasonable academic adjustments/ accommodations for all HBS students, including students in graduate and/or professional degree programs.
- b. Any instructor, academic staff member, or support staff who receives a request from a student for accommodations/academic adjustments due to disability must refer the student to the HBS DISABILITY SERVICES office.
- c. All instructors/faculty shall utilize the DISABILITY SERVICES Accommodation statement in their course syllabus or other required course material. This statement identifies DISABILITY SERVICES as the only office on campus that provides academic adjustments/accommodations for students with disabilities and provides information to students on how to secure accommodations for disabilities.
- d. All requests for academic adjustments/accommodations shall be considered on an individual, case-by-case basis, and all reasonable and appropriate requests for academic adjustments/accommodations from eligible students shall be considered by the DISABILITY SERVICES. The DISABILITY SERVICES may exercise its right to require additional documentation supporting a request for academic adjustment/accommodation.
- e. Academic adjustments/accommodations are determined by the DISABILITY SERVICES through an interactive exchange (the interactive process) with the eligible student. The interactive exchange may continue during the course of the academic semester

and may involve faculty members' input regarding the terms and conditions of the course or program of study. Accommodations/academic adjustments in the classroom environment should include the participation of course faculty.

- f. HBS is not required to provide "best" or "most desired" accommodations but rather a reasonable accommodation sufficient to provide the eligible student equal access to the educational environment/activities.
- g. HBS shall continue the interactive process to establish a reasonable accommodation for an individual pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 until it finds an accommodation or accommodations that meet the needs of the individual and do not impose an undue burden on HBS.

4.2 Material alteration of class or certification requirement

- a. If a faculty member believes the DISABILITY SERVICES-approved academic adjustment/ accommodation would alter an essential academic course competency, curriculum, or licensing requirement, the instructor shall meet with the DISABILITY SERVICES office as part of the interactive process. If this issue was not previously addressed in the interactive process, a conversation with the DISABILITY SERVICES should occur within five (5) business days of the faculty member's receipt of the Faculty Notification Letter outlining the approved academic adjustment or accommodation. The Parties will attempt to resolve the concern.
 - i. If the faculty member's concerns are not resolved after the meeting with the DISABILITY SERVICES Director, the faculty member and the DISABILITY SERVICES Director will meet with the President to resolve the concern. This meeting should take place within three (3) business days of the meeting between the DISABILITY SERVICES Director and the faculty member. The President will decide regarding the faculty member's concern. This decision is final.
- b. Any change in DISABILITY SERVICES's initial recommendation resulting from the meeting with the President will be communicated to the student by DISABILITY SERVICES, and the interactive process will continue to provide reasonable and appropriate academic adjustments/accommodations.
- c. Recipients of federal funds are prohibited from intimidating, threatening, coercing, discriminating, or otherwise retaliating against any individual for the purpose of interfering with any right or privilege secured by this policy or by federal and/or state law. Any retaliatory action by instructors, supervisors, managers, academic professionals, administrators, or other employees with the authority to take adverse action against a complainant or witness is strictly prohibited and may be grounds for disciplinary action.

5. Rights and Responsibilities

Students served by DISABILITY SERVICES have the right:

- a. to an equal opportunity to access course information and materials
- b. to an equal opportunity to participate in and benefit from the academic environment
- c. to choose whether or not to disclose the nature of their disability to their professor(s). FERPA protects the information the student provides to the DISABILITY SERVICES. The DISABILITY SERVICES will not share documentation about a student's disability, including the nature of the diagnosis with faculty or other HBS staff, unless permitted by the student at issue or by FERPA.
- d. to request reconsideration of accommodation determinations if a student is dissatisfied with the granted accommodations because they believe their disability(ies) is/are not being properly accommodated or if they believe they have been discriminated against during the interactive process.
- e. To be free from retaliation for seeking redress under this or other HBS policy.

5.2 Students served by the DISABILITY SERVICES Responsibilities:

- a. Self-identify to DISABILITY SERVICES as having a disability and provide accurate, recent, and timely documentation.
- b. Check their HBS email for updates and announcements from DISABILITY SERVICES.
- c. Request accommodations in a timely manner and understand that a late request does not constitute grounds for retroactive adjustments.
- d. Notify the DISABILITY SERVICES if classes are dropped
- e. Communicate directly with the DISABILITY SERVICES regarding exam accommodations, such as taking exams in the testing center, and communicate about the time and place for such exams.
- f. Contact the DISABILITY SERVICES promptly if they are having difficulty securing accommodations or if granted accommodations are not being implemented by faculty.
- g. Promptly return any borrowed or assigned equipment (as an

accommodation) to DISABILITY SERVICES when it is no longer needed.

- h. If approved for note-taking or audio-recording services, understand that these services are for personal use only and may not be shared, sold, or otherwise distributed person or through electronic means. In addition, the student must understand that they must be present in class to receive these services.
- i. Understand that requesting accommodations does not mean the student's request will be approved.
- j. Meet the same standards—academic, technical, performance, and behavioral—expected of all HBS students.
- k. Accommodations may be granted on a provisional basis (30 days). This may be based on the need for additional documentation. In these cases, the student must update their documentation to receive accommodations beyond the 30 days. The student must understand that approval will be based on a review of the new documentation, and there is no guarantee that the provisional (or any) accommodations will ultimately be approved.
- l. Understand that faculty are not required to provide any accommodation that fundamentally alters the nature of their course or lowers the academic standards.

6. General Disability Documentation Guidelines

Physical Disabilities

HBS's DISABILITY SERVICES will accept current diagnoses of physical disabilities that are based on appropriate diagnostic evaluations administered by trained and qualified (i.e., certified and/or licensed) professionals (e.g., medical doctors, ophthalmologists, psychologists, neuropsychologists, audiologists).

Learning Disabilities

HBS's DISABILITY SERVICES will accept diagnoses of specific learning disabilities that are based on comprehensive, age-appropriate, psychoeducational evaluations that demonstrate the current functional limitations of the disability.

The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician) who has had direct experience with adolescents and adults with learning disabilities, including all battery scores in addition to evaluative notes.

Attention Deficit Hyperactivity Disorder (ADHD)/Attention Deficit Disorder (ADD)

HBSs DISABILITY SERVICES will accept current diagnoses of ADHD that are based on age-appropriate diagnostic evaluations administered by trained and qualified (i.e., certified or licensed) professionals (e.g., psychiatrists, psychologists, or neuropsychologists). Submitted documentation must demonstrate the functional limitations of the disability.

Psychiatric Disabilities

HBS's DISABILITY SERVICES will accept current diagnoses of psychiatric disabilities that are based on comprehensive and appropriate diagnostic evaluations completed by trained and qualified (i.e., licensed or certified) professionals (e.g., psychologists, psychiatrists, neuropsychologists, school psychologists).

Submitted documentation must demonstrate the current functional limitations of the disability.

7. Additional Documentation Guidelines and Resources

- 7.1 HBS's DISABILITY SERVICES can provide a "Disability Verification Form" that can be completed by a trained and qualified professional, or the professional may choose to submit a letter. The letter must be on letterhead, with date and signature (including license number, if applicable), and must include the following:
- a. a diagnostic statement identifying the disability (including the date of the diagnosis)
 - b. current severity/impact of the disability (mild/moderate/severe)
 - c. an assessment of major life activities that are impacted by the disability (e.g., learning, concentration, class attendance, social interactions, reading, walking, etc.) and
 - d. specific recommendations for accommodations. The DISABILITY SERVICES office alone is responsible for evaluating documentation and determining eligibility and reasonable academic adjustments/accommodations.

8. Request for Reconsideration and Grievance Procedure

8.1 Request for Reconsideration

- a. If a student is unsatisfied with either the academic adjustments/ accommodations granted by the DISABILITY SERVICES office or the denial of academic adjustments/ accommodations, the student should submit **in writing** to the DISABILITY SERVICES office the specific reason(s) they are unsatisfied and the redress they seek. The DISABILITY SERVICES office will respond to this communication within five (5) business days. The communication should outline the Director's response as well as if there has been a determination that an adjustment or change of accommodation status is warranted.
- b. If the student is still dissatisfied with their academic accommodations or the denial of their accommodations, the student may submit a formal request for reconsideration of accommodation to the HBS President.

- i. The request for reconsideration must be made in writing within ten (10) business days of the delivery of the DISABILITY SERVICES response to the initial request for reconsideration.
 - ii. This written request should be delivered to the President and must include a statement of the desired outcome. In reviewing a request for reconsideration, the President will rely on the documentation available to the DISABILITY SERVICES at the time of the initial decision in making accommodation determinations.
- c. The President will respond to students within ten (10) business days of the DISABILITY SERVICES Director receiving the request for reconsideration.
- d. The President may uphold the original accommodation determination or may return the matter to the DISABILITY SERVICES to revisit the interactive process. The decision of the President shall be final. Any changes to accommodations will be communicated to the student by the DISABILITY SERVICES office. Accommodations are not retroactive.

8.2 Grievance Procedure

- a. If a student believes they have been subject to unlawful discrimination based on their disability, they may file a complaint under the Student Complaint Process.