



STATEMENT OF NON-DISCRIMINATION AND ACADEMIC ADJUSTMENT

Bellus Academy, in its admission, instruction and graduation policies, does not discriminate on the basis of race, creed, color, religion, sex, sexual orientation, gender identity, disability, age, marital status, national origin, ethnic origin or Vietnam-era/disabled veteran, or on any other basis prohibited by federal or state law, in employment or in its education programs or activities.

The licensing requirements and physical expectations for courses offered at the school may restrict some applicants. Questions regarding licensing requirements and the physical expectations of the industry may be answered by the Admissions representative.

Bellus Academy is committed to providing academic adjustments for enrolled students who have documented disabilities and are entitled to an academic adjustment to ensure that they have full and equal access to the educational resources at Bellus Academy under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and the Americans with Disabilities Act of 1990 (42 U.S.C. § 12182) ("ADA") and their related statutes and regulations. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. The ADA prohibits a place of public accommodation from discriminating on the basis of disability. The applicable law and regulations may be examined at the following link on the academies' website:

<https://www.bellusacademy.edu/about/consumer-information-disclosures/>

It is the responsibility of the student to seek available assistance at Bellus Academy and to request academic adjustments prior to the first day of the program.

Additionally, Bellus Academy is not obligated to provide academic adjustments that fundamentally alter any of the school's programs. In a case where the request is unreasonable, the coordinator will promptly search for an equally effective alternative for the student that would not alter the program fundamentally and offer this adjustment to the student.

SECTION 504 COORDINATOR:

Sudabeh Phillips, Director of Education
13266 Poway Road, Poway, CA 92064
858.748.1490
sphillips@bellusacademy.edu

HANDICAPPED ACCESS

Bellus Academy is readily accessible with handicapped restroom facilities for disabled individuals. The facility is handicap accessible and the academy adheres to the Americans with Disabilities Act.

PHYSICAL EXPECTATIONS

Each program consists of physical expectations of each student to successfully complete a program, including:



- Time spent standing, bending and taking care of guests.
- Repetitive motions for fingers, hands, arms, etc.
- Exposure to chemicals and lasers (lightener, perms, relaxers, chemical peels, acrylic monomers/polymers, lasers, etc.).
- Physical contact from educators and fellow classmates during demonstration.

Specific physical requirements for each program can be found on the academies' website at: [Job Analysis - Physical Requirements](#).

REQUESTS FOR ACADEMIC ADJUSTMENT

Individuals with disabilities wishing to request an academic adjustment must complete the Request for Academic Adjustment Form available in the Admissions portal. A disclosure of a disability or a request for an academic adjustment made to a faculty or staff member, other than the Section 504 Coordinator, will not be treated as a request for an accommodation. However, if a student discloses a disability to a faculty or staff member, the staff member is required to direct the student to the Section 504 Coordinator. The Section 504 Coordinator will send the student or applicant a copy of the Request for Academic Adjustment form which must be returned to the Section 504 Coordinator along with supporting documentation. Forms submitted at the time of Enrollment through the portal are automatically forwarded to the Admissions representative and the Accommodation Review Committee.

Academic adjustments are available for students and applicants who provide the appropriate documentation of a disability. Such documentation should specify that a student has a physical or mental impairment, how that impairment substantially limits one or more major life activities and how the disability affects the student's functions in a learning environment (academic, attendance or both). In general, the supporting documentation must be dated less than three years from the date a student requests an academic adjustment and must be completed by a qualified professional in the area of the student's disability as enumerated in the following table:

Disability	Qualified Professional
Physical disability	MD, DO
Visual impairment	MD, Ophthalmologist, Optometrist
Mobility, orthopedic impairment	MD, DO
Hearing impairment	MD, Audiologist (Au.D) *audiology exam should not be more than a year old
Speech and language impairment	Licensed speech professional
Learning disability	PhD Psychologist, college learning disability specialist, other appropriate professional
Acquired brain impairment	MD Neurologist, Neuropsychologist
Psychological disability	Psychiatrist, PhD Psychologist, LMFT or LCSW
ADD/ADHD	Psychiatrist, PhD Psychologist, LMFT or LCSW
Other disabilities	MD who practices or specializes within the field of the disability

Documentation used to evaluate the need and reasonableness of potential academic adjustments may include a licensed professional's current medical diagnosis and date of diagnosis, evaluation of how the student's disability affects one or more of the major life activities and recommendations, psychological and/or emotional diagnostic tests, functional effects or limitations of the disability,



and/or medications and recommendations to ameliorate the effects or limitations.

Bellus Academy may request additional documentation as needed and may, at its discretion, waive the requirement for medical documentation to support academic adjustment requests that relate to obvious impairments and/or are minimal in nature.

Requested academic adjustments which compromise the essential elements of the course of study, may not be reasonable. Students should seek assistance prior to the start of the course of study. Prospective students who fail to seek academic adjustments at the beginning of the course of study may find that the scope of available adjustments becomes limited.

After the Admissions representative receives the Request Form and the required documentation, he/she will submit the form to the Accommodation Review Committee (ARC) to determine what available academic adjustments may be reasonable. Members of the ARC include the Section 504 Coordinator and one or more additional staff members as necessary.

If the student or applicant is denied the requested academic adjustment, he/she may file a grievance using the Grievance Process below or he/she may file a complaint with the U.S. Department of Education's Office for Civil Rights or a similar state entity.

Bellus Academy will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. The Section 504 Coordinator will be responsible for such arrangements.

STUDENT APPEAL

If a student disagrees with any academic adjustment decision made by the Accommodation Review Committee, the student may appeal the decision.

GRIEVANCE PROCEDURE

Bellus Academy grievance procedure provides a prompt and equitable resolution of complaints alleging any action prohibited by Section 504 and/or the ADA.

Any person who believes she/he has been subjected to discrimination on the basis of disability, including disagreements regarding requested academic adjustments, may file a grievance pursuant to the procedure outlined below. The Institution will not retaliate against anyone who files a grievance in good faith or cooperates in the investigation of a grievance.

1. Grievances must be submitted to the Section 504 Coordinator within 30 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
2. A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
3. The Section 504 Coordinator shall investigate the complaint and afford all interested persons an opportunity to submit relevant evidence. The Complainant may also present witnesses relative to the complaint. The Section 504 Coordinator will maintain the files and records relating to such grievances.
4. All reasonable efforts will be made to provide a written determination to the student or applicant within 30 days after its filing. If a written determination cannot be made within 30 days of the complaint's filing, the Section 504 Coordinator will so advise the student and provide an update as to the status of the investigation. The student may also contact the Section 504 Coordinator to inquire as to the status of the investigation at reasonable intervals.
5. The person filing the grievance may appeal the decision of the Section 504 Coordinator to



Bellus Academy's Chief Operating Officer within 15 days of receiving the Section 504 Coordinator's decision. The Chief Operating Officer shall issue a written decision in response to the appeal no later than 30 days after its filing.

Erin Vargas, Chief Operating Officer
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Poway, CA 92064
858.748.1490
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6. The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination based on disability with the U. S. Department of Education's Office for Civil Rights and/or a similar state agency.
7. Bellus Academy will take all steps to prevent recurrence of any proven harassment or other discrimination and to correct discriminatory effects where appropriate.

TRAINING

The Chief Operating Officer will ensure ongoing trainings are provided as needed to students, staff, and parents of disabled students. Whether it is a consultation, presentation, workshop, or comprehensive training program, these disability-related topics will be discussed on a regular basis:

- Section 504 and the Americans with Disabilities Act
- Disability awareness
- Transition issues
- Methods of instruction/test taking
- Communication access
- Academic adjustments
- Program and policy evaluation