

Statement for Students with Disabilities/Americans with Disabilities Act Statement

Preface

The Institute for Professional Excellence in Coaching (iPEC or the Company) is committed to ensuring equal access to educational opportunities to qualified students with physical, mental or cognitive disabilities, in accordance with all federal, state and other local regulations, including the Americans with Disabilities Act, as amended. iPEC does not discriminate against qualified individuals with disabilities on the basis of their disability in its services, programs or activities. This position is fortified by iPEC's Nondiscrimination and Anti-Harassment Policy.

Accessibility of iPEC Programs, Services and Activities

The Company will modify its policies and programs and provide auxiliary aids and services where necessary to ensure that the policies and programs are accessible to people with disabilities so that students have an equal opportunity to enjoy the full iPEC experience. iPEC is not required to provide any auxiliary aid or service that would fundamentally alter the nature of our programs and services or result in an undue burden.

Services and accommodations are determined on an individual basis. In order to receive services, students must disclose their disability and be found eligible for an accommodation by Student Support (SS). It is the student's responsibility to disclose to iPEC that he/she needs an accommodation for a disability. Students who do not voluntarily disclose their disability and request accommodations may not be eligible for services.

Students with disabilities are required to meet the same learning standards as other students, with modifications necessary to ensure that the place and manner in which the courses are given are accessible to them.

Confidentiality

iPEC recognizes that student disability records contain confidential information and are to be treated with discretion and care. Documentation of a student's disability is maintained in a confidential file by SS and is not considered part of the student's education record. Information related to a disability may be disclosed only as permitted by Company policy and federal law or as authorized by the student. In the interest of serving the needs of the student, the provision of services may involve SS staff disclosing disability information provided by the student to appropriate iPEC faculty and/or staff participating in the accommodation process. Information may be disclosed to appropriate parties in a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Definitions

- A. Individual with a Disability** refers to an individual with a physical or mental impairment that substantially limits one or more major life activities, who has a record of such impairment, or who is regarded as having such an impairment. However, "being regarded as" having an impairment does not apply to qualify someone for protection under the law when the impairment is transitory or minor, i.e., a duration of six months or less, and the Company is not required to implement modifications or provide auxiliary aids or services to someone who is only "regarded as being disabled" and does not actually have a disability.
- B. Requesting Accommodations, Modifications or Auxiliary Aids or Services.** Students who have a disability and wish to make a request for disability-related accommodations, modifications, or auxiliary aids or services must self-identify as having a disability with the iPEC's Student Support department through the use of the [Students with Disabilities Self-Identification and Reasonable Accommodation Request Form](#). Appropriate documentation should be accurate, timely, and establish a current disability with enough supporting information to determine what is an appropriate accommodation.

When possible, students are asked to notify Student Support immediately following enrollment into the program or at least up to one month prior to training. Once eligibility is determined, appropriate

accommodations based on the approved documentation may be implemented. Accommodations are determined on a case-by-case basis and are not retroactive.

Content of Documentation

As appropriate to the disability, documentation should include:

- **Functional Impact:** A description of the functional impact of the disability is needed. The current functional impact on physical, perceptual and/or cognitive functioning should be described.
- **Recommendations:** Recommendations for modifications, auxiliary aids and/or services and other accommodation options should be provided