
PAUL MITCHELL®

the school

A T L A N T A

COSMETOLOGY PROGRAM CATALOG
March 4, 2016

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This Catalog is current at the time of publication and is provided for informational purposes only, and does not constitute an agreement between the student and the school. Paul Mitchell the School reserves the right to modify cost, curriculum, or policies contained herein as required, with appropriate written notice, to the student. This Catalog is not considered complete without a current catalog supplement.



GENERAL INFORMATION

ADMINISTRATION AND STAFF

Scott Cole, Owner and Director of Education, Master Cosmetologist in both Georgia and Arizona, is a haircutter at heart. Scott created COLORCUTTING®USA a continuing education company in Arizona that offers courses, video education and tools for the hairdressing professional. Like Paul Mitchell himself, Scott was born in Scotland, and was trained by Vidal Sassoon. He moved to the United States to become a well-known, highly respected hairdresser.

To bring out the best in a stylist's ability and creativity, Scott Cole believes the key is to inspire, motivate and lift the hairdresser's self-esteem. A natural teacher who believes in continually educating himself, Scott enjoys learning from many different facets of life. The work of architectural great Frank Lloyd Wright and hairdresser friends like Trevor Sorbie and Vidal Sassoon are just a few of his inspirations and mentors.

As the Artistic Director of Paul Mitchell the Color, Scott's focus is on educating not only the hairdressers of today but also the hairdressers of tomorrow.

Awards

1993 - NAHA "Multi-Cultural Hairdresser of the Year"

2002 – Haircolor USA "Most Innovative Technique"

2003 – Haircolor USA "Haircolorist of the Year"

2004- NAHA "Master Stylist of the Year"

2007- Modern Salon (American Salon) Top 100 Educators of the 20th Century

2007- Knighted Sir Scott Cole in the Ordre de la Chevalerie of InterCoiffure Mondial

2007-2008 Fashion Director InterCoiffure Mondial

Rob Brinson, Owner and Director, has been a photographer, artist, and educator for 27 years and is one of the founders of both The Creative Circus and the Portfolio Center, two nationally prominent art schools in Atlanta, GA. For the past 30 years, Rob has collaborated with Scott Cole on photography projects for the beauty industry and for ad campaigns. Their work has been extensively published in magazines.

Emily Allen, Director

Alysia Boney – Education Leader

Memory Baker, Director of Financial Aid

Brian Ackley, Financial Leader

Carolann Robinson, Director of Enrollment

Fabiola Crovetto, Admissions Leader

Holly Andrews, Administrative Assistant

Kelli Brooks – Future Professional Advisor

Bill Johnson, Learning Leader

Tristan Sutrisno, Learning Leader

Jan Wilson, Learning Leader

Marnie Wilson, Learning Leader

Jackie Justice, Learning Leader

Tracy DeSimone, Learning Leader

Marlese Bogaki Wilkes, Learning Leader

Angela Womak, Sales Leader

Courtney Bryant, Service Desk Leader

Jennifer Mitchell, Learning Leader

Kay Brown – Learning Leader

Danielle Atkinson, Learning Leader

Josephine Park, Learning Leader

Mary Alex Webb, Learning Leader

Lisa Horn, Learning Leader

Destiny Curkendall, Learning Leader

Mikey Lewis, Learning Leader

Nikki Thomas, Service Desk Leader

MISSION STATEMENT

Our mission is to provide each of our students with the most fundamental and contemporary education available. By using the Paul Mitchell the School systems, as well as attending national and local training classes our team is able to stay abreast of the current trends within the Cosmetology industry; which enables us to prepare our students to enter into the Cosmetology industry.

OUR PHILOSOPHY

We are passionately committed to providing a solid educational foundation while empowering our students in their pursuit of excellence. Our philosophy is simple: When people come first, success will follow.

LOCATION

PAUL MITCHELL THE SCHOOL is located in Suite A/Entrance 1 of the historic King Plow Arts Center between Downtown Atlanta and Midtown at 887 West Marietta Street. **Directions:** From Interstate 75/85, exit at 10th/14th Street. Turn west on 10th Street; continue past the Georgia Tech campus. 10th Street ends at Brady Ave. Turn left onto Brady Ave. Turn right at the traffic light onto West Marietta Street. After you go over the bridge, you will see the King Plow Arts Center complex buildings on your right along West Marietta Street. We are located in Entrance 1.

SPACE AND FACILITIES

The 12,000-sq.ft. facility is fully equipped to meet the demands of modern hair designing, while at the same time providing a high-tech atmosphere for progressive personal development. The facilities include student lounge and lockers, client reception and work areas, management offices, private classrooms, workstations, and equipment. The facilities provide access for the handicapped to include wheelchair accessibility into the school, handicapped bathroom stalls, and accessibility throughout the school is available as we are a single story building.

PARKING

Student and guest parking is available at Entrance 1 of the King Plow Arts Center in the B gate in any non-reserved parking space. Students are issued a parking card on their first day of class. If a student loses their parking card, a \$50 replacement fee must be paid to for a new card to be issued or the student must pay \$5 per day to park and pay the replacement fee upon leaving the program.

REGULATORY AGENCIES

Georgia Sate Board of Cosmetology
237 Coliseum Drive
Macon, GA 31217
478-207-1300

Nonpublic Postsecondary Education Commission
2100 East Exchange Place Suite 203
Tucker, GA 30084-5313
770-414-3300

National Accrediting Commission of Career Arts and Sciences
4401 Ford Ave. Suite 1300
Alexandria, VA 22302
703-600-7600

OFFICE HOURS

Our administrative offices are open from 9:00 am to 5:00 pm, Monday through Friday. Individuals desiring information on our cosmetology program are urged to contact us during those hours at 404-888-0070 or toll free at 1-888-884-7779 for an appointment with the Admissions Leader and for a personal tour of our facilities. We can also be contacted via e-mail at info@paulmitchellatlanta.edu.

INCLEMENT WEATHER

We use Georgia State University as a guideline for closing our school during conditions of severe weather. Follow local television and radio media for that information.

NON-DISCRIMINATION POLICY

PAUL MITCHELL THE SCHOOL, in its admission, instruction, and graduation policies and practices does not discriminate on the basis of sex, race, religion, age, ethnic origin, color, disability, sexual orientation, or ancestry. The school does not allow or tolerate discrimination of any kind, bullying, harassment, or hazing of any sort. If any student or team member experiences or witnesses anyone being bullied, harassed, or hazed in any way you are required to report the matter to the School's Director/Compliance Officer Emily Allen, in person or at (404) 888-0070 or 887 W. Marietta Street NW, Suite A, Atlanta, GA 30318 immediately in order for appropriate action to be taken.

IMMUNIZATION POLICY

Paul Mitchell The School Atlanta does not require a student to have any immunizations or vaccinations to enroll in our school.

ADMISSIONS PREREQUISITES/REQUIREMENTS AND PROCEDURES

PAUL MITCHELL THE SCHOOL will only consider for admittance applicants who are high school graduates or holders of high school graduation equivalency certificates (GED). All applicants must be at least 17 years of age. PAUL MITCHELL THE SCHOOL does not accept ability to benefit (ATB) students at this time. Admission procedures are as follows:

Complete an Application Form - Complete and submit the application form to the school prior to enrollment. All forms may be obtained by requesting them from PAUL MITCHELL THE SCHOOL in the admissions packet or completing the online application at paulmitchellatlanta.edu.

Complete Required Essay - Applicants are required to complete an essay describing themselves in 500-750 words describing themselves and listing future goals, achievements, hobbies, why they are choosing a career in the beauty industry, and why they want to attend PAUL MITCHELL THE SCHOOL.

Provide Verification Documents - A copy of the applicant's high school diploma, official high school transcript, GED certificate, or GED transcript and a copy of the applicant's driver's license or state ID. Also two passport size photos of the applicant are required.

PAUL MITCHELL THE SCHOOL does not recruit students who are already enrolled in a similar program at another institution.

If you have a disability and need an academic adjustment, please notify the admissions officer as soon as possible so the school can review your request. If you are interested in attending our school and you do not have a high school diploma or GED certificate, please contact our admissions office for a list of GED programs located near the school. PAUL MITCHELL THE SCHOOL does not require a student to have immunizations/vaccinations to enroll in our school.

Transfer hours accepted by the school are applied to the total number of hours necessary to complete the program and are considered both attempted and completed hours for the purpose of determining when the allowable maximum time frame has been exhausted. Satisfactory academic progress (SAP) evaluation periods are based on actual contracted hours at the institution. *Please refer to the school Transfer policy for additional information.*

ENROLLMENT INFORMATION

PAUL MITCHELL THE SCHOOL clearly outlines the obligation of both the school and the student in the enrollment contract. A copy of the enrollment contract and information covering costs and payment plans are provided to the student before the start of class attendance. PAUL MITCHELL THE SCHOOL offers a variety of financial payment options. Please contact our Financial Leader for additional details.

START DATES AND HOLIDAY SCHEDULE

Students may start at the beginning of a Program Module depending on the availability of classroom space. The school operates year-round. All class start dates are available for registration throughout the calendar year. The deadline for registration is the Friday before the start date.

5-Day Program Class Start Dates:

2016: January 26, March 1, April 5, May 3, July 12, August 16, September 20, October 25, December 6

3-Day Program Class Start Dates:

2016: February 3, April 13, June 15, August 31, November 16

2016 School Closures:

New Year's Day (1/1/16), Thanksgiving (11/24/16), Christmas (12/24/16-12/30/16),
New Year's Eve (12/31/16)

CONSTITUTION DAY

PAUL MITCHELL THE SCHOOL celebrates Constitution Day on or near September 17 of each year. For more information visit www.constitutionday.com.

VOTER REGISTRATION

Students are encouraged to register to vote in State and Federal Elections. Voter Registration and Election Date information for the state of Georgia can be found at www.sos.ga.gov. For information on Voter Registration and Election Dates for Federal Elections visit www.eac.gov/voter_resources. PAUL MITCHELL THE SCHOOL distributes these email address electronically via email to our current student body.

STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY

The Family Educational Rights and Privacy Act (FERPA) sets a limit on the disclosure of personally identifiable information from school records and defines the rights of students to review and request changes to the records. FERPA generally gives postsecondary students the rights to:

1. Review their education records,
2. Seek to amend inaccurate information in their records, and
3. Provide consent for the disclosure of their records.

Students (or parents or guardians, if the student is a dependent minor) are guaranteed access to their school records, with a staff member present, within 45 days from the date of the request. Copies of all records can be requested at \$0.20 per page.

General Release of Information

Except under the special conditions described in this policy, a student must provide written consent before the school may disclose personally identifiable information from the student's education records. The written consent must:

1. State the purpose of the disclosure,
2. Specify the records that may be disclosed,
3. Identify the party or class of parties to whom the disclosure may be made, and
4. Be signed and dated.

FERPA Disclosures to Parents

While the rights under FERPA have transferred from a student's parents to the student when the student attends a postsecondary institution, FERPA does permit a school to disclose a student's education records to his or her parents if the student is a dependent student under IRS rules.

Note that the IRS definition of a dependent is quite different from that of a dependent student for Financial Student Aid (FSA) purposes. For IRS purposes, students are dependent if they are listed as dependents on their parent's income tax returns. (If the student is a dependent as defined by the IRS, disclosure may be made to either parent, regardless of which parent claims the student as a dependent.)

A school may disclose information from a student's education records to parents in the case of a health or safety emergency that involves the student. A school may let parents of students under age 21 know when the student has violated any law or policy concerning the use or possession of alcohol or a controlled substance. A school

official may share with parents information that is based on that official's personal knowledge or observation and that is not based on information contained in an education record.

Release of Information to Regulatory Agencies

Disclosures may be made to authorized representatives of the U.S. Department of Education for audit, evaluation, and enforcement purposes. "Authorized representatives" include employees of the Department, such as employees of the Office of Federal Student Aid, the Office of Postsecondary Education, the Office for Civil Rights, and the National Center for Education Statistics, as well as firms under contract to the Department to perform certain administrative functions or studies.

Disclosures in Response to Subpoenas or Court Orders

FERPA permits schools to disclose education records, without the student's consent, to comply with a lawfully issued subpoena or court order.

In most cases, the school must make a reasonable effort to notify the student who is the subject of the subpoena or court order before complying, so the student may seek protective action. However, the school does not have to notify the student if the court or issuing agency has prohibited such disclosure.

The school may also disclose information from education records, without the consent or knowledge of the student, to representatives of the U.S. Department of Justice in response to an ex parte order issued in connection with the investigation of crimes of terrorism.

Disclosures for Other Reasons

There are two FERPA provisions concerning the release of records relating to a crime of violence. One concerns the release to the victim of any outcome involving an alleged crime of violence (34 CFR 34 CFR 99.31[a][13]). A separate provision permits a school to disclose to anyone the final results of any disciplinary hearing against an alleged perpetrator of a crime of violence where that student was found in violation of the school's rules or policies with respect to such crime or offense (34 CFR 99.31[a][14]).

Directory Information

PAUL MITCHELL THE SCHOOL does not publish "directory information" on any student.

Record Maintenance

All requests for releases of information are maintained in the student's file as long as the educational records themselves are kept. Student records are maintained for a minimum of five (5) years for withdrawal students; transcripts of graduates are kept indefinitely.

Amendment to Student Records

Students have the right to seek an amendment to their school records. To seek an amendment, students must meet with the school director and bring any supporting documentation to show that the record is incorrect.

POLICY FOR SAFEGUARDING CUSTOMER INFORMATION:

Definitions:

Customers are prospective students and students who apply to attend Paul Mitchell the School Atlanta.

Nonpublic personal information is information which is not publicly available:

- Your name, address, and social security number
- Name of your financial institution(s), account number(s)
- Information provided on your application to enroll in Paul Mitchell the School Atlanta
- Information provided on your application for a grant or loan
- Information provided on a consumer report
- Information obtained from a website

Paul Mitchell the School Atlanta is committed to implementing a comprehensive information security program, consistent with the size and complexity of the institution and the nature of its educational activities, to maintain and safeguard customer's nonpublic personal information against damage or loss. The policy covers all student records in whatever format (hard copy, electronic).

Emily Allen, Director, shall be responsible to coordinate the school's information security program. The coordinator shall, at least once every three years, assess foreseeable internal and external risks to the security, confidentiality, and integrity of customer information that could result in the unauthorized disclosure, misuse, alteration, destruction or other compromise of the information.

The risk assessment shall cover every relevant area of school operations including

- Employee training and management
- Network and software design, information processing, storage, transmission and disposal
- Ways to detect, prevent, and respond to attacks, intrusions or other systems failures
- The coordinator shall design and implement safeguards to control identified risks and shall monitor the effectiveness of them, recommending changes when warranted.

Records for prospective students who are not accepted or who do not enroll in Paul Mitchell the School Atlanta may be held for up to 24 months in secure offices then may be moved to a secured long-term storage. Records of current and graduated students shall be maintained in accordance with federal and state law and accreditation requirements. Each student who enrolls will receive a copy of this policy in the catalog.

Paul Mitchell the School Atlanta shall only enter into servicing agreements with service providers who also maintain appropriate safeguards for customer's nonpublic personal information.

MISREPRESENTATION/MISLEADING OR ERRONEOUS STATEMENTS/COMPLAINTS:

Regulations provide that misrepresentation is any false, erroneous, or misleading statement made by the school directly or indirectly to a Future Professional, prospective Future Professional, member of the public, accrediting agency, state agency, or to the Department of Education. A Future Professional/applicant or any member of the public may file a complaint about this institution with the Nonpublic Postsecondary Education Commission.

GRIEVANCE POLICY

In the event a student has a concern or grievance that cannot be resolved with the student's Learning Leader or Education Leader, the student must file the concern in written form. The complaint will then be referred to the School's Management Team that consists of the Owners, Director, Director of Education, Admissions Leader and the Learning Leaders. The team will receive and attempt to resolve each complaint or concern within 21 days of receiving the written complaint. If more information is needed, a letter requesting the additional information will be sent to the student. Upon receipt of the requested information, the team will determine a resolution and notify the student in writing within 15 calendar days of the steps taken to correct the concern, or an explanation as to why no action was required. PAUL MITCHELL THE SCHOOL will maintain records of the complaint and response in accordance with the published record retention policy. If the concern or grievance cannot be resolved the student may contact either of the following agencies:

Georgia State Board of Cosmetology
237 Coliseum Drive
Macon, GA 31217
478-207-1300
Please refer to page 38 for guidance

Nonpublic Postsecondary Education Commission
2100 East Exchange Place Suite 203
Tucker, GA 30084-5313
770-414-3300

National Accrediting Commission of Career Arts & Sciences
4401 Ford Ave. Suite 1300
Alexandria, VA 22302
703-600-7600

STUDENT SERVICES

The School's Student Services Department is available to students for academic advisement, academic counseling, career counseling, student referrals, housing and professional assistance. To discuss any of the above, the student must schedule an appointment with the advisor, to discuss the situation and assistance will be provided to the student. The Student Advisory Report is provided to a student prior to an interview where there is a need to discuss academic, attendance, discipline, tuition delinquency, or other important issues that merit discussion and resolution for the benefit of the student and the school. The School keeps a list of

professional agencies that deal with topics like abuse and drugs. This list is used to refer a student if one comes seeking advice in these sensitive subjects. The list is also posted on the bulletin board located in the break room.

GRADUATION, PLACEMENT AND JOB OPPORTUNITIES

There are many wonderful career opportunities available within the beauty industry, in addition to hair design; this industry also offers opportunities in areas such as skin care, makeup, aromatherapy, nail artistry, product educators, platform artists and salon management.

Although we do not guarantee employment upon graduation, we maintain an aggressive job placement program and will inform students of job openings and opportunities. We coordinate our placement program with local and national salons by sending out surveys and inviting salon owners and guest artists to teach and guest speak at PAUL MITCHELL THE SCHOOL.

PERFORMANCE STATISTICS/JOB OUTLOOK FOR COSMETOLOGISTS

Since 1990, NACCAS has commissioned several Job Demand Surveys, to provide quantitative data on cosmetology careers, earnings potential, and job openings. The most recent survey, completed in May 2007, compiles data from 6,203 salons responding to a national survey.

The 2007 Job Demand Survey results indicate that salons in Georgia plan to hire 13,643 new employees in the next twelve months. The average annual salary for a salon professional in Georgia is \$34,712. This amount does not include tips and gratuities. Nationally, the average salon professional's salary is \$35,973.

Most importantly, seventy-seven (77) percent of Georgia salon owners who attempted to hire new employees in 2006 said they were unable to find properly-trained applicants. This means that jobs would be immediately available for salon professionals.

As of January 2007, there were 61,720 professionals employed at Georgia's 12,344 salons. Fifty-seven (57) percent of salons in the state are employer-owner, and twelve (12) percent are booth-rental salons. The other thirty-one (31) percent are a combination of the two.

Fifty-three (53) percent of Georgia salons are classified by their owners as full-service salons; twenty-one (21) percent are listed as haircutting salons. Barbershops make up 5 percent of the total. Nationally, fifty-eight (58) percent of salons are listed as full-service, meaning that Georgia has a higher percentage of specialized establishments.

PRE-ENROLLMENT INFORMATION

STUDENT CONSUMER INFORMATION/COMPLETION RATES FOR 2014

COMPLETION RATES

Cosmetology: 64.90%

LICENSURE/CERTIFICATION RATES FOR 2014

Cosmetology: 94.44%

PLACEMENT RATES FOR 2014

Cosmetology: 80.74%

GRADUATION, PLACEMENT, AND JOB OPPORTUNITIES

The information provided in this handout was obtained from the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook.

Barbers, hairdressers, and cosmetologists held about 656,400 jobs in 2014. Overall employment of barbers, hairdressers, and cosmetologists is expected to grow 10 percent from 2014 to 2024, faster than average for all occupations. Most job openings will result from the need to replace workers who leave the occupation.

Most of these workers are employed in beauty salons or barber shops, but they also are found in nail salons, day and resort spas, and nursing and other residential care homes. Nearly every town has a barbershop or beauty salon, but employment in this occupation is concentrated in the most populous cities and States. Theatrical and performance makeup artists work for movie and television studios, performing arts companies, and event promoters. Some apply makeup in retail stores.

Nearly half of all barbers, hairdressers, and cosmetologists are self-employed. Many of these workers own their own salon, but a growing number of the self-employed lease booth space or a chair from the salon's owner. In this case, workers provide their own supplies, and are responsible for paying their own taxes and benefits. They may pay a weekly or monthly fee to the salon owner, who is responsible for utilities and maintenance of the building.

Job opportunities generally should be good. However, competition is expected for jobs and clients at higher paying salons as applicants compete with a large pool of licensed and experienced cosmetologists for these positions. More numerous than those arising from job growth, an abundance of job openings will come about from the need to replace workers who transfer to other occupations, retire, or leave the labor force for other reasons. Opportunities will be best for those with previous experience and for those licensed to provide a broad range of services.

COMPENSATION TO BE REASONABLY EXPECTED UPON GRADUATION

The median salary for barbers, hairdressers, and cosmetologists in 2014 was \$23,200 per year. The median hourly wage of barbers, hairdressers, and cosmetologists was \$11.15 in 2014. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less.

While earnings for entry-level workers usually are low, earnings can be considerably higher for those with experience. A number of factors, such as the size and location of the salon, determine the total income of personal appearance workers. They may receive commissions based on the price of the service, or a salary based on the number of hours worked, and many receive commissions on the products they sell. In addition, some salons pay bonuses to employees who bring in new business. For many personal appearance workers the ability to attract and hold regular clients are key factors in determining earnings.

Although some salons offer paid vacations and medical benefits, many self-employed and part-time workers in this occupation do not enjoy such benefits. Some personal appearance workers receive free trial products from manufacturers in the hope that they will recommend the products to clients.

PHYSICAL DEMANDS OF THE PRACTICING PROFESSIONAL

Barbers, hairdressers, and cosmetologists work mostly in a barbershop or salon, although some work in a spa, hotel, or resort. Some lease booth space in other people's salons. Some manage salons or open their own after several years of experience.

Barbers, hairdressers, and cosmetologists usually work in pleasant surroundings with good lighting. Physical stamina is important, because they are on their feet for most of their shift. Prolonged exposure to some chemicals may cause irritation, so they might wear protective clothing, such as disposable gloves or aprons.

SAFETY REQUIREMENTS OF THE PROFESSION

By following safety precautions you contribute to the health, welfare, and safety of the community. Always have good hygiene and be professionally dressed. Keep first aid kit on hand, follow safety regulations and keep equipment properly sanitized. The following precautions should always be taken with each client:

- Protect the client's clothing by appropriately draping them.
- Ask the client to remove any jewelry, hair accessory, glasses, etc.
- Keep any and all chemicals away from the eyes. In case of eye contact with chemicals thoroughly rinse eyes with cold water.
- Wear gloves when dealing with chemicals.
- Remember anything containing chemically active ingredients must be used carefully to avoid injury to you and your clients.

POST GRADUATION LICENSING REQUIREMENTS

Georgia State Board of Cosmetology requires that students complete 1500 clock and credit hours at a board certified school before applying to take the State Board Licensing Exam.

THE FOLLOWING INSTITUTIONS LICENSE AND REGULATE PAUL MITCHELL THE SCHOOL ATLANTA:

The Georgia State Board of Cosmetology
237 Coliseum Drive
Macon, GA 31217-3858
478-207-2440

Nonpublic Postsecondary Education Commission
2082 East Exchange Place Suite 220
Tucker, GA 30084-5305
770-414-3300

CLASS SCHEDULES AND PROGRAM COMPLETION DATE

Full time (5 day) students attend 5 days for 35 hours per week, Tuesday through Saturday, 8:00 am to 3:30 pm. Full time (3 day) students attend 3 days for 30 hours per week, Wednesday through Friday, 8:00 am to 7:00 pm. The Georgia State Board of Cosmetology requires 1500 clock hours for master cosmetology licensure. Students must complete the cosmetology program in no more than 1 1/2 times their contract expiration date. If students do not take a leave of absence or have a school mandated suspension, or are never absent, they should complete the cosmetology program in 10.71 months for the 5 day program (12.5 months for the 3 day program).

RE-ENTRY AND TRANSFER STUDENTS

Students who terminate from the program are required to empty their student locker and gather all personal items. Any items left behind by the student will be stored for 60 days, at which time the items become the property of the school. Re-admittance for any student will require current tuition payment, current academic requirements with a 70% or higher grade, and a personal interview with school administration, payment of a re-entry fee of \$100.00, probationary status for the first 30 days after re-entry.

1. Previous hours will be credited to the student's transcript if paid for.
2. Previous tuition payments will be credited to the student's balance.
3. Tuition fees and costs are subject to change. Re-entering students will be contracted according to the current tuition costs, and will be required to pay additional fees, if applicable.
4. Outstanding tuition, fees and overtime expenses must be paid in advanced or make satisfactory arrangements with the financial leader.
5. The re-admission fee of \$100.00 does not apply to transfer students who are enrolling for their first time.
6. Transfer hours from other schools will be accepted, as long as they meet PAUL MITCHELL THE SCHOOL and Georgia State Board requirements. There is a possibility that no such transfer will be granted. Acceptance of transfer hours is considered on a case-by-case basis. Transfer students must provide an official, signed transcript from their previous school detailing all clock and credit hours completed (test scores, if available). If accepted, a minimum of 750 hours must be completed at Paul Mitchell The School including, at a minimum, CORE and CREATIVE. The cost for transfer students

is \$11.60 per clock hour, which does not include the cost of the student kit. Licensed Cosmetologists, either previous or current, will be referred to the Paul Mitchell Advanced Academy.

7. All transfer students are required to purchase a kit from PAUL MITCHELL THE SCHOOL. Transfers from another PAUL MITCHELL THE SCHOOL or partner school will not have to purchase a full kit from PAUL MITCHELL THE SCHOOL but must purchase any missing kit items.

Students wishing to transfer to another institution must pay all monies owed to PAUL MITCHELL THE SCHOOL and all applicable academic requirements must be met in order for the hours to be released. Please note that if a student transfers to another cosmetology school they may accept most of your hours, however the number of transferable hours depends on the policy of the receiving school. If a student transfers to a degree granting institution they will most likely not accept the hours earned towards an Associate's or Bachelor's degree.

Transfer hours accepted by the school are applied to the total number of hours necessary to complete the program and are considered both attempted and completed hours for the purpose of determining when the allowable maximum time frame has been exhausted. Satisfactory academic progress (SAP) evaluation periods are based on actual contracted hours at the institution.

TERMINATION POLICY

PAUL MITCHELL THE SCHOOL may terminate a student's enrollment for immoral or improper conduct, receiving five write ups, noncompliance with educational requirements, noncompliance with student professional guidelines, non-compliance with general policies, or this catalog. The student will be charged a termination fee in the amount of \$100.00.

MAKE-UP WORK

Students must complete all required assignments and tests. To accommodate students, make up test days and worksheet periods are scheduled for Fridays during Theory class. Students must complete make up work at this scheduled time.

LEAVE OF ABSENCE/SCHOOL MANDATED SUSPENSION, INTERRUPTIONS, COURSE INCOMPLETES, WITHDRAWALS

If enrollment is temporarily interrupted for a leave of absence/school mandated suspension, the student will return to school in the same progress status as prior to the leave of absence/school mandated suspension. The hours elapsed during a leave of absence/school mandated suspension will not be included in the student's cumulative attendance percentage calculation. The leave of absence must be approved by the school prior to the leave of absence starting. Leave of absence requests must be submitted, in writing, to Emily Allen, via Emily@paulmitchellatlanta.edu. The school will notify the student if they are being placed on a school mandated suspension. An approved leave of absence or a school mandated suspension will extend the student's contract period by the same number of days taken in the leave/suspension and will result in no additional charges to the student. Students who withdraw prior to completion of the course of study and wish to re-enter are required to complete a new application and will be considered for re-admittance. Course incompletes, repetitions, and non-credit remedial courses have no effect upon the school's satisfactory progress standards.

ATTENDANCE POLICY

All students must maintain, as a minimum, an overall 67.5% attendance and 70% academic scores. If their attendance and/or academic scores drop below the attendance/academic minimums they will be put on warning to pull up their percentage(s). If the attendance/academic percentage does not improve within the time frame determined by the school the student will be suspended or dropped. If a student has not been in school for 14 consecutive calendar days, not including leave of absence/school mandated suspension, they will be withdrawn from the program as an "Unofficial Withdrawal".



TUITION AND FEE SCHEDULE AND REFUND POLICY

COSMETOLOGY PROGRAM TUITION AND FEES

| | |
|----------------------------------|--------------------|
| Tuition | \$17,400.00 |
| Application Fee (non-refundable) | \$0.00 |
| Registration Fee | \$100.00 |
| Equipment, Textbook, Supplies | <u>\$1,800.00</u> |
| TOTAL COST | \$19,300.00 |

COSMETOLOGY STUDENT KIT

The student kit includes the tools and supplies necessary to complete the program of study, including: textbooks, workbooks, mannequins, scissors, combs, brushes, blow-dryer, Marcel and smooth irons, clippers, manicure kit, esthetician kit, etc. A complete kit list will be provided upon request. Please note that students are responsible for the purchase of stationary supplies.

FEDERAL RETURN OF TITLE IV FUNDS POLICY

The school participates in federal financial aid. Please refer to the following refund policy for specific consumer information pursuant to the Federal Financial Aid program.

1. Students who receive loans are responsible for repaying the loan amounts, plus any interest, less the amount of any refunds, and if those students have received federal student financial aid funds, they are entitled to a refund of the monies not paid to the federal student financial aid program fund.
2. For students who have received Title IV financial assistance, the Federal Return of Title IV Funds calculation will be completed first and applicable funds returned. Returned funds will be reduced from the payments received on behalf of the student before applying the institutional refund policy to determine whether the student is owed a refund or if a balance is owed to the institution.
3. If a student has received less aid than that student earned, he/she may be eligible for a post- withdrawal disbursement. If a student is eligible for this disbursement, the school will notify the student in writing of the amount he/she is eligible. The student will have 14 days to accept or decline the disbursement. If an acceptance is not received within this time frame, the institution will not make the post-withdrawal disbursement to the student.
4. The Federal Return of Title IV Funds formula dictates the amount of federal Title IV aid that must be returned to the federal government or the lending institution by the school and/or the student . The federal formula is applicable to an eligible student receiving federal aid when that student withdraws on or before the 60% point in time in the payment period.
5. The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of Stafford Loans, Pell Grants, or Plus loans and withdraws on or before completing 60% of the payment period. The percentage of Title IV aid earned is equal to the percentage of the payment period that was completed as of the withdrawal date if this occurs on or before the 60% point of time . The percentage that has

not been earned is calculated by determining the complement of the percentage earned (e.g., if 40% was earned, 60% was unearned).

6. The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was or could have been disbursed as of the withdrawal date . The percentage of the payment period scheduled to complete is calculated by dividing the total number of clock hours scheduled to complete by the payment period as of the last date of attendance.

7. If a student unofficially withdraws and has received federal loans, the loans will go into repayment.

Note: A student who withdraws prior to completing 60% of the charging period may be required to repay some of the funds released to the student because of credit balance on the student's account.

The following Title IV refund distribution is used for all financial aid applicants/students due a refund:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Plus Loan
4. Federal Pell Grant

REFUND POLICY

- A. Any monies due the applicant or student shall be refunded within the 30 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
 1. An applicant is not accepted by the school. This applicant shall be entitled to a refund of all monies paid to the school.
 2. A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/her contract and demands his/her money back in writing, within three business days of the signing of the enrollment contract. In this case all monies collected by the school shall be refunded. This policy applies regardless of whether or not the student has actually started training.
 3. A student who cancels his/her contract after three business days of signing the contract but prior to entering classes. In this case, he/she shall be entitled to a refund of all monies paid to the school less the application fee (if applicable).
 4. A student notifies the institution of his/her withdrawal.
 5. A student on an approved leave of absence/school mandated suspension notifies the school that he/she will not be returning. The date of withdrawal shall be the student's last day of attendance.
 6. A student is expelled by the institution.
 7. For official cancellations as defined in paragraphs 2, 3, 4, or 5, the cancellation date will be determined by the postmark on written notification, or the date said information is delivered to the school administrator/owner in person.
- B. Any monies due a student who officially withdraws from the institution shall be refunded within 30 days of a determination by the institution that the student has withdrawn without notifying the institution. Unofficial withdrawals are monitored at a minimum monthly and a determination is made to withdraw a student who has been absent from school for 14 or more calendar days.
- C. When situations of mitigating circumstances are in evidence such as serious illness or a disabling accident or death in the immediate family, the school will make a settlement, which is reasonable and fair to both parties.

- D. All extra costs, such as books, equipment, graduation fees, registration/evaluation fee, rentals and other such charges are not considered in the tuition adjust computation if the charges are itemized separately in the enrollment contract. Monies paid for supplies and equipment are non-refundable after three days of signing the enrollment contract.
- E. For students who terminate prior to completion, an administration fee in the amount of \$100.00 will be assessed.
- F. If a course is canceled subsequent to a student's enrollment, and before instruction in the course has begun, the school shall either provide a full refund of all monies paid or provide completion of the course.
- G. If the school closes permanently and no longer offers instruction after a student has enrolled, the school will provide a pro rata refund of tuition to the student.
- H. For students who enroll in and begin classes but withdraw prior to course completion (after three business days of signing the contract), the following schedule of tuition earned by the school applies.

| <u>Percentage of Time Enrolled To Total Time In Academic Year</u> | <u>Amount of Total Tuition Owed to or Retained by the School</u> |
|---|--|
| 0.01 - 4.9% | 20% |
| 5% - 9.9% | 30% |
| 10% - 14.9% | 40% |
| 15% - 24.9% | 45% |
| 25% - 49.9% | 70% |
| 50% and over | 100% |

STUDENT FINANCIAL AID RELEASE

The undersigned agrees that PAUL MITCHELL THE SCHOOL does not guarantee the student loan process in any respect. A Federal Parent Plus loan requires a credit check and is based on the parent's credit. Pre-approval for a Parent Plus loan does not guarantee that the parent will receive a Federal Parent Plus loan. It is critical that the parent be able to pass a credit check when the loan is certified. The school has no control over the approval or decline of a parent's credit history. Nor does the school assume any responsibility for mistakes on any Department of Education financial aid forms. It is up to the student to make sure all forms are accurate and complete.

POLICY FOR VERIFICATION OF TITLE IV FUNDING

The school has policies and procedures that it follows for verification of Title IV funding. Verification is a requirement by the U.S. Department of Education. Students are randomly selected to provide additional information. The school provides students with a verification form so they can collect the necessary information. The school gives the student a 30-day deadline to return the form to the financial office with verification items attached. If verification documents are not submitted by the due date, the student will be placed on a financial suspension or switched to a monthly cash pay status until verification is completed. If there are award changes based on verification, the school will notify the student within 30 days via email. FAME handles our student overpayments and alerts the school so it can make changes to the award packet, which is reported to Common Origination and Disbursement (COD) for the Department of Education.

ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION

Students will be given written notice advising them that a conviction of illegal drugs, of any offense, during an enrollment period for which the student was receiving Title IV financial aid will result in the loss of eligibility for any Title IV per HEA Sec. 484(r)(1) and 20 U.S.C. 1091(r)(1). Students whose eligibility has been suspended due to a drug conviction may resume eligibility if they successfully pass two (2) unannounced drug tests conducted by a drug rehabilitation program that complies with criteria established under HEA Sec. 484(r)(2) (20 U.S.C. 1091(r)(2)).



COSMETOLOGY PROGRAM DESCRIPTION

Our cosmetology program offers the challenge of a very stimulating and rewarding career. The curriculum involves 1500 clock hours to satisfy Georgia State requirements. The program also includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance & hygiene, personal motivation & development, retail skills, client record keeping, business ethics, as well as sanitation, state laws & regulations, salon-type administration, and job interviewing.

EDUCATIONAL GOALS

Our educational goals are to provide a quality educational system to prepare each student to pass the state board examination and to gain employment within the field of Cosmetology. The quality education system includes providing an outstanding facility, experienced and competent Learning Leaders, and a curriculum developed through years of experience and expertise. Our goals are:

1. To educate students to be professional, knowledgeable and skilled in their field for marketability within the industry.
2. To maintain a program that is constantly updated so students will have complete knowledge to compete in the field of Cosmetology.
3. To promote the continuing educational growth of the faculty and students, using current teaching methods and techniques.
4. To teach courtesy and professionalism as the foundation of a successful career in Cosmetology.
5. To prepare the student to successfully pass the state Licensing Exam for entry-level employment.
6. To train and graduate students while empowering them to become confident and excited to enter a successful career in the salon and beauty industry.

MEASURABLE PERFORMANCE OBJECTIVES

1. Complete the required number of clock and credit hours of training.
2. Achieve and receive passing grades on all practical graduation requirements and projects to include examinations, both practical and theoretical. Satisfactorily pass final written and practical exams.
3. Upon completion receive a graduation certificate or plaque.
4. Pass the Georgia State Board of Cosmetology Licensing examination.

PROGRAM OVERVIEW

The cosmetology program curriculum is divided into three primary areas of training:

Core Curriculum – A 350-hour series of modules that instills the basic fundamentals. Students are graded and evaluated using written, oral and practical testing methods. Students must successfully complete the Core Curriculum prior to advancing to the Adaptive Curriculum.

Adaptive Curriculum A 540 hour series of more advanced modules along with performing guest services on the clinic floor. Advanced modules will include various aspects of cutting, coloring, permanent waving, relaxing, and specialty classes. The specialty classes will include such topics as guest artists, presentations, retail sales, motivational techniques, self-improvement, interviewing skills make-up, etc.

Creative Curriculum - A 610 hour series of educational activities that will provide the Students with opportunities to spend time in “high gear” by dressing, acting and working like a true professional. Students

will use their artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare themselves for their future career. Time will be scheduled for both classroom theory and clinic floor guest services. This time will also provide additional opportunities for the Students to “fine tune” the necessary competencies for taking the Georgia Cosmetology State Exam.

STATE OF GEORGIA REQUIRED UNITS OF INSTRUCTION

Each student is required to obtain at least 250 hours of training before he or she is allowed to perform clinical services.

| Minimum Required Hours of Instruction Prior To Performing Services On A Client |
|---|
| Theory – 50 credit hours/clock hours |
| Theory of Permanent Waving – 20 credit hours/clock hours |
| Theory of Hair Coloring – 45 credit hours/clock hours |
| Theory of Hair and Scalp Treatments and Conditioning – 20 credit hours/clock hours |
| Theory of Hair Cutting – 30 credit hours/clock hours |
| Theory of Shampooing – 15 credit hours/clock hours |
| Theory of Hairdressing – 45 credit hours/clock hours |
| Theory of Nail Care and Skin Care – 25 credit hours/clock hours |
| |
| Minimum Total Credit Hours/Clock Hours - 250 |

The remaining 1250 hours are required for graduation.

| Clinic Service | Minimum Practical Services | Credit hours |
|---------------------------------------|-----------------------------------|---------------------|
| Clinic Theory | 100 | 100 |
| Reception Desk | 50 | 50 |
| Dispensary (The Color Bar) | 50 | 50 |
| Shampoo & Style | 280 | 280 |
| Haircutting and Shaping | 167 | 125 |
| Permanent Waving | 60 | 180 |
| Chemical Hair Relaxing | 50 | 100 |
| Temporary Rinses/Semi-Permanent Color | 12 | 10 |
| Hair Lightening | 10 | 25 |
| Virgin Tints | 20 | 40 |
| Retouches | 30 | 60 |
| Predisposition Tests | 2.5 | 2.5 |
| Dye & Tint Removal | 2.5 | 2.5 |
| Scalp & Hair Treatment | 66 | 50 |
| Facial Treatments | 30 | 30 |
| Make-Up Application | 20 | 20 |
| Brow & Lash Tint | 5 | 5 |
| Hair Removal - Lip, Chin, Face | 20 | 10 |
| Hair Removal – Brow Tweezing | 20 | 10 |
| Hair Removal – Brow Waxing | 20 | 10 |

| | | |
|---------------------------------------|----|----|
| Manicures with Hand & Forearm Massage | 25 | 25 |
| Pedicures with Foot & Leg Massage | 20 | 20 |
| Nail Sculpting | 15 | 45 |

All practical subjects include product use and safety. The business and personal improvement classes include compensation packages and payroll deductions.

SAFETY PRECAUTIONS FOR THE BEAUTY INDUSTRY

By following safety precautions you contribute to the health, welfare, and safety of the community. Always have good hygiene and be professionally dressed. Keep a first aid kit on hand, follow safety regulations and keep equipment properly sanitized. The following precautions should always be taken with each client:

1. Protect the client's clothing by appropriately draping them.
2. Ask the client to remove any jewelry, hair accessory, glasses, etc.
3. Keep any and all chemicals away from the eyes. In case of eye contact with chemicals, thoroughly rinse eyes with cold water.
4. Wear gloves when dealing with chemicals.
5. Remember anything containing chemically active ingredients must be used carefully to avoid injury to you and your client.

REQUIREMENTS OF THE BEAUTY INDUSTRY

Students interested in pursuing a career in cosmetology should:

1. Develop finger dexterity and a sense of form & artistry.
2. Enjoy dealing with the public.
3. Keep aware of the latest fashions and beauty techniques.
4. Make a strong commitment to your education.
5. Be aware that the work can be arduous and physically demanding because of long hours standing and using your hands at shoulder level.

TESTING AND GRADING PROCEDURES

The following tests and grading procedures are incorporated during the student's 1500-hour course:

1. Students must receive 70% or higher on each weekly theory exam. Test scores are available the week following the test. Students must receive a 70% or higher grade on all tests given. If a test score is less than 70% the student must retake the test until a the minimum score is met.
2. A 350-hour orientation practical skill evaluation test.
3. A 750-hour speed test. (There is not a required time frame for students to complete services. The information is for the student's use.)
4. A 1000-hour written exam. This test is an overview of all related cosmetology subjects, i.e., anatomy, chemistry, etc. and represents a sample of the Georgia State Cosmetology Board licensing examination.
5. Ten (10) practical worksheets that include the Georgia State Cosmetology Board practical exam services. All worksheets must be completed prior to graduation.

GRADUATION REQUIREMENTS

1. Receive the required number of clock and credit hours of training.
2. Complete and receive passing grades on all practical graduation requirements and projects to include examinations, both practical and theoretical.

3. Work on all monthly worksheets with a 70% completion rate.
4. Satisfactorily pass final written and practical exams.
5. Complete the required theory hours
6. Make satisfactory arrangements for payment of all debts owed to PAUL MITCHELL THE SCHOOL.

PAUL MITCHELL THE SCHOOL reserves the right to retain a student in school if the student's progress is not satisfactory as determined by the Education Leader and/or the failure to complete all listed requirements or the failure to pass the written and practical exams. For the purpose of transfer or graduation, PAUL MITCHELL THE SCHOOL does not release hours until all monies owed to the institution have been paid and all academic requirements pertaining to those hours have been completed.

STANDARDS OF SATISFACTORY PROGRESS

I. Satisfactory Progress Policy: Applies to all students, including Title IV student financial aid recipients

Students must maintain satisfactory progress in each unit of the program offered (Cosmetology). The student's Satisfactory Progress will be measured from the beginning of the program. The criteria to determine academic progress is as follows:

1. A theory grade average of 70%,
2. Academic practical worksheet completion average of 70%,
3. Students must maintain a minimum attendance level of 67.5% of their contracted hours (as monitored in monthly increments) Example: Full time students (contracted for 35 hours per week) must earn a minimum of 98 hours per four-week period to maintain satisfactory progress.

NOTE: Students meeting minimum requirements at each evaluation point will be considered making satisfactory progress and eligible for Title IV assistance until the next scheduled evaluation.

II. Evaluations:

The student will receive a Satisfactory Academic Progress evaluation from the school at the following scheduled clock hours: 450, 900, 1200.

III. Financial Aid Warning:

If a student, at the time of the satisfactory progress evaluation, has fallen below the attendance and/or the academic criteria, the student will be placed on Financial Aid Warning. The warning period will last until the next evaluation period and during this time the student will be considered making satisfactory progress and therefore will remain eligible to receive Title IV assistance.

At the end of the Financial Aid Warning period, the student's progress will be re-evaluated. If the student is meeting the minimum requirements in all areas, he/she will be determined as making satisfactory progress and will no longer be on warning and will remain eligible for Title IV assistance. If the student fails to meet minimum requirements, the student is then considered to not be making satisfactory progress and therefore no longer eligible to receive Title IV assistance and will be suspended or may be terminated from the school.

Students may be re-admitted into the school based upon review as follows:

1. Be current with all tuition payments.
2. Students have until the next evaluation period to reach satisfactory standing.
3. Have personal interview with the School Director or Manager to determine compliance for re-entry.
4. Re-admittance fee of \$100.00.
5. Wait the mandatory six (6) month wait time to re-apply.

IV. Complaint and Appeal Procedure:

If a student is determined as not making satisfactory progress or is terminated for not making satisfactory progress, the student may appeal the negative determination. The student must submit a written appeal to the School Director, along with any supporting documentation, reasons why the determination should be reversed, and a request for re-evaluation of progress. This appeal must be received within five (5) business days of termination. Should a student fail to appeal this decision, the decision will stand.

An appeal hearing will take place within fifteen (15) business days of receipt of the written appeal. This hearing will be attended by the student, parents or guardians (if the student is a dependent minor), one instructor, and either the School Director or Education Leader. A decision on the student's appeal will be made within three (3) business days by the School administration and will be communicated to the student in writing. This decision will be final.

Should a student prevail upon his/her appeal and be determined as making satisfactory progress, the student will be automatically re-entered into the program, and financial aid funds (if applicable) will be reinstated to eligible students.

V. Maximum Time Frame:

Full time day students attend either five (5) days/ 35 hours per week, Tuesday – Saturday from 8:00 am – 3:30 pm with a 30 minute lunch and two (2) 15 minute breaks each day or three (3) days/30 hours per week, Wednesday – Friday 8:00 am – 7:00 pm with a 30 minute lunch and a 30 minute dinner break each day and (2) 15 minute breaks each day. The State of Georgia requires 1500 hours for Cosmetology.

The maximum time frame in which students must complete the program of study is 150% times the normal length of time required to complete the program which is defined in terms of the total number of clock hours attended by the student. Non-transfer cosmetology students reach their maximum time frame when he/she has been in attendance for 2250 scheduled clock hours. Failure to complete the program within the maximum time frame will result in automatic termination of the student’s contract and enrollment. The student may apply for consideration for re-enrollment by applying online and contacting the Admissions Department.

NOTE: Although a student is given ample time for program completion under the maximum time frame policy, the student will be charged over-time fees for not completing the program within the allowed or designated period of agreement, as stated in the catalog and enrollment contract. The student is responsible for making up the hours missed due to absences and tardiness. Once the student exceeds the contract end date an \$11.60 per hour, overtime fee/extra instructional charge is charged.

VI. Grading Scale:

- 90 % - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- Below 70% = F

Practical and clinical work is graded by signature on their worksheet or client ticket. A signature from an instructor means passing and no signature means fail.

70% = Passing

Below 70% = Failing

VII. Leave of Absence/School Mandated Suspension:

An approved leave of absence or a school mandated suspension will not be included in the maximum time frame and will extend the student’s contract period by the same number of days taken in the leave of absence/school mandated suspension; nor will a student be charged any over time for using a leave of absence/school mandated suspension. An approved leave of absence or a school mandated suspension will extend the student’s contract period by the same number of days taken in the leave/suspension and will result in no additional charges to the student. The leave of absence can not be back dated unless an appeal is filed to the financial aid office. A student returning from an authorized leave of absence or school mandated suspension will return to the school in the same satisfactory progress status as prior to his/her leave/suspension. A leave of absence must not be less than two (2) weeks and must not exceed six (6) months. A school mandated suspension must not be less than one (1) day and must not exceed six (6) months.

VIII. Withdrawals/Repetition:

Any student who withdraws from his/her contracted program or fails to complete his/her training will have notice placed in his/her student file as to progress at point of withdrawal. A student making satisfactory progress at the point of withdrawal may apply for re-enrollment in the school and will be considered to be making satisfactory progress at the point of re-entry. Course incompletes, repetitions, and non-credit remedial courses have no effect upon the school's satisfactory progress standards.



STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

The following are a list of guidelines that all students must commit to and follow during their enrollment at PAUL MITCHELL THE SCHOOL. The guidelines were established to assist in creating a safe, focused and enjoyable learning experience.

ATTENDANCE GUIDELINES

1. The school records attendance in clock hours and gives appropriate attendance credit for all hours attended. Attendance is calculated using a computerized, biometric time clock and does not round hours.
2. 5 day/35 hour per week classes are from 8:00 am to 3:30 pm; 3 day/30 hour per week classes are 8:00 am to 7:00 pm. Continuous attendance is required.
3. The prescribed attendance schedule must be maintained each week. Five day/35 hour per week time students attend Tuesday – Saturday; Three day/30 hour per week time students attend Wednesday-Friday.
4. Students must be on time as tardiness inhibits the learning process. Students are never excused from mandatory theory class to work in the clinic.
5. During the enrollment contract period, a student is allowed to miss 225 hours before having to pay extra instructional charges (EIC). The student may use the allowed hours for vacation, doctor appointments, illness, etc. If the student's training goes beyond the contracted ending date for course completion, the student will be charged an additional \$11.60 for each hour completed after the contract ending date. If a student is going to be late or cannot attend school they must contact the school and advise the school Service Desk Leader immediately. If they call the school before the front desk opens they may leave a message on the Student voicemail box, extension 22 from the main line. Students must call in by 8:30 am
6. Students must request time off, in writing, to the Service Desk Leader at the Front Desk.
7. Full time students on the 5 day per week schedule are required to be in attendance a minimum of seven (7) hours per day, 35 hours per week; students on the 3 day per week schedule are required to be in attendance a minimum of ten (10) hours per day, 30 hours per week. Holidays such as Thanksgiving, Christmas and New Year's Day will be set according to the calendar each year.
8. Lunches and breaks are scheduled for all students.
9. Documentation of Time
Students may not leave the school premises during regular hours without the permission of a Learning Leader. Students who leave the school property, or leave early for the day must document their time by:
 - a. Clocking out on the time clock.
 - b. Alert the Service Desk Leader and their Learning Leader that they are departing for the day.
 - At any point if a student is out of the building or off the sidewalk they need to be clocked out since they are considered off the property.
 - If a student is on official business for the school that requires them to leave the property they need to clock out as it is required by State Board. If the student does not clock out it could result in them permanently losing the opportunity to be licensed in the state of Georgia. The student will still be able to receive the time spent off the property by filling out a missing time card form and having it signed by a Learning Leader.

11. Students may not clock in or out for another student.
12. Students must keep a record of all services each day on the service tracking sheet. The sheet must be completed daily and turned in weekly.

PROFESSIONAL IMAGE

A professional image is a requirement for successful participation in school. Students must maintain the following professional dress code:

1. CORE and Phase One Students must wear all black with a splash of color (accessories only).
2. Phase Two Students may wear black or white in any combination.
3. Clothing must be professional, clean, and free of stains and tears.
4. Shoes should be black, closed toe, professional and comfortable for all Students.
5. Hair must be clean and styled prior to arriving at school.
6. Cosmetics must be applied using trend appropriate make-up techniques and applied prior to arriving at school.
7. The following is a list of unacceptable dress:
 - Tennis shoes, gym shoes, flip flops/foot thongs, CROCS, or beach sandals.
 - Jeans or clothing made of jean material with the exception of “Casual for a Cause” Fridays.
 - Tank or sleeveless tops.
 - Sweatpants, sweat shirts, and hoodies.
 - Printed t-shirts other than those with a PAUL MITCHELL or PAUL MITCHELL THE SCHOOL ATLANTA logos. The t-shirt must be clean and professional, and you must dress it up!
 - Short skirts that fall above fingertips.
 - Shorts, spandex, or biking shorts.

Students who fail to comply with this professional dress code will be coached and/or sent home to change and/or sent home for the day.

SANITATION AND PERSONAL SERVICES

1. Students must keep workstations and classroom areas clean, sanitary and clutter free and must meet Georgia State Board guidelines at all times.
2. Students must clean their station, including the floor, after each service.
3. Hair must be swept up immediately after a service is completed.
4. Workstations must be cleaned at the end of the day prior to clocking out for the day.
5. Students may have personal services done on Tuesdays during their scheduled clinic floor hours. To receive a service students must do the following prior to starting the service:
 - Have an attendance percentage of at least 80%. Personal services are considered rewards and scheduled for students who are up to date with all projects, tests and worksheets.
 - Obtain approval by a Learning Leader.
 - Be blocked off the service book by a Service Desk Leader.
 - Pay for service supplies including color, perms, chemicals, etc.
 - Guests come first. Personal services must be cancelled when a guest is booked.

COMMUNICATION GUIDELINES AND PROFESSIONAL CONDUCT

1. Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, break room, or clinic floor area.
2. Cell phone usage is only permitted in the break room. Classrooms, hallways, clinic floor area and lobby/reception are cell free phone zones.
3. Students may not visit with another student who is servicing a client.
4. Students may not gather around the reception desk, the reception area, or the offices.
5. Food, drinks, or water bottles are allowed only in the break room.
6. Smoking is allowed in designated outside area only.

7. Stealing personal property belonging to the school or another student is unacceptable and is grounds for immediate termination.

LEARNING PARTICIAPATION GUIDELINES

1. Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable.
2. Students will be expected to maintain an average of 70% on all theory tests and assignments.
3. Students must take all appointments assigned to them. This includes last minute walk-ins.
4. Students may not be released from required theory class to take a client.
5. Only Service Desk Personnel may schedule or change client service appointments.
6. All services must be checked and the service ticket signed by a Learning Leader.
7. Students are expected to be continuously working on school related projects, assignments, reading or test preparation during school hours.
8. When students are not scheduled with service appointments or are not scheduled to attend theory or an elective class the following may be focused on:
 - Completing weekly worksheets.
 - Completing theory review worksheets.
 - Performing a personal service on another student (on Tuesdays only).
9. Students must comply with school personnel's and Learning Leader's assignments and requests as required by the curriculum and student guidelines and rules.
10. Students may not perform hair services outside of the school unless authorized to do so by school Administration.
11. Students are responsible for his/her own equipment, and may use a station drawer only while working at that station. All equipment, tools and personal items must be secured in their assigned locker. The School is not responsible for any articles that are lost or stolen.

COACHING AND CORRECTIVE ACTION

Part of your learning experience includes fine-tuning and mastering the skills and behaviors of a salon professional. The School Team will coach all students to correct noncompliance or destructive behavior. The following are a list of actions that may be expected for non-compliance:

A. Attendance and Documentation of Time Guidelines

Attendance, promptness and documentation of work are cornerstones to successful work practices. Students may be clocked out, released for the day or suspended when they do not comply with guidelines.

B. Professional Image Standards

Professional Image Standards were created to provide guidance and direction to students as they develop their professional image and persona. Students may be clocked out and released for the day when they do not meet professional image standards.

C. Sanitation and Personal Service Procedures

Sanitation and service procedures have been established to comply with state laws and to provide a safe and clean service environment. Students may be clocked out and released for the day when they do not follow sanitation and personal service procedures.

D. Communication Guidelines and Professional Conduct

It is the school's responsibility to provide a learning environment that is professional, positive and conducive to learning. Staff and students all contribute to a mutually respectful learning environment that fosters effective communication and professional behavior. Students who fail to follow communication guidelines and who do not conduct themselves in a respectful and professional manner may experience suspension or termination.

E. Learning Participation Guidelines

The learning participation guidelines have been established to provide a creative, fun, interactive and collaborative learning environment that empowers students to act as “future salon professionals” and committed learners. Positive behavior is required to create a mutually beneficial learning environment for all students. Students who fail to meet the guidelines and create challenges for others students or staff may be released from school, suspended or terminated.

F. Corrective Action Steps

After a student has received five suspensions he/she may be terminated. Terminated students may only be re-enrolled if permission is granted by the Director. The student must pay a drop and re-enrollment fee. If the student receives another suspension after re-enrollment, he/she’s attendance may be permanently terminated.

We believe in providing a quality environment with an exceptional educational program. This framework gives everyone the opportunity to enjoy the experience! The entire staff appreciates the students' respect of these guidelines.

POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

1. Accommodation Procedures for Students with Disabilities

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

1. Accommodation Procedures for Students with Disabilities

Non-Discrimination Policy — It is the policy of Paul Mitchell The School 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. Paul Mitchell The School 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 of Paul Mitchell The School. This applies to all students and applicants for admission to The School. Paul Mitchell The School 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. These persons are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) . Individuals with a record of such an impairment and individuals who are regarded as having such an impairment are also protected by these Federal laws. The definition of "disability" in Section 504 and the ADA should be interpreted to allow for broad coverage.

The phrase *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 disease (symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

The phrase *mental impairment* means any mental or psychological disorder, including but not limited to, mental retardation, organic brain syndrome, emotional or mental illness, specific learning disabilities, post-traumatic stress disorder, depression and bi-polar 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* means 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 also includes major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

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 Paul Mitchell The School to permit students with disabilities to use service dogs on each campus.

The person responsible for implementing these responsibilities at Paul Mitchell The School Atlanta Campus is: Carolann Robinson; ADA Compliance Coordinator; The King Plow Arts Center, 887 W. Marietta St. NW, Suite A, Atlanta, GA 30318; (404) 888-0070; info@paulmitchellatlanta.edu.

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 The School's ADA Compliance Coordinator.

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 ADA Compliance Coordinator named above for their campus. 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 conducts 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 ADA Compliance Coordinator will determine what information needs to be shared with Paul Mitchell The School staff and Learning Leaders, on an "as needed basis," in order to facilitate academic accommodations or other services.

Student requests for accommodations and interactive discussion with ADA Compliance Coordinator

Students who plan to request accommodations should contact the ADA Compliance Coordinator promptly, so there is time for the Coordinator 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 Coordinator, the Coordinator 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 Coordinator to discuss this.

The student and the ADA Compliance Coordinator 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 Coordinator and the student should discuss accommodations needed during all phases of the program (Core, Adaptive and Creative), 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 Coordinator 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 extra time to take tests, such as ninety minutes to take a test instead of the sixty minutes allowed to other students. These students 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 note taker, 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, or may need to structure their program so that it is scheduled over a longer period of time than usual. 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, or may need the School to provide a sign language interpreter.
- 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 ADA Compliance Coordinator will decide the accommodations to be provided to the student. The Coordinator 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 Coordinator will make a decision 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 Coordinator will make a decision no later than two weeks after the student provides the documentation.

The Coordinator will list the approved accommodations in writing and provide this to the student. The Coordinator will inform the appropriate Learning Leaders and 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 Coordinator will keep a written record of these contacts about the student's accommodations. The Coordinator 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 Coordinator that an accommodation is not being fully implemented, the Coordinator 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 Coordinator will make an appointment with the student for a time when the student's program 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 Coordinator will promptly search for an equally effective alternate accommodation for the student that would not fundamentally alter the program. The Coordinator 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 Coordinator decides that a requested accommodation might impose such a burden, the Coordinator will discuss the issue with The School owner, who will take into account the overall financial resources of The School. The School owner will make the final decision, in

accord 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 Coordinator 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 ADA Compliance Coordinator if the student disagrees with the decision. Here are some examples: A student may appeal the Coordinator's decision to deny a requested accommodation. A student may appeal a decision by the Coordinator to provide an alternate accommodation rather than the specific accommodation requested by a student. A student may appeal a decision by the Coordinator 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 Coordinator has not effectively addressed the situation .

When a student wishes to file an appeal, the student must notify Emily Allen; Director; 887 W. Marietta St. NW, Suite A; Atlanta, GA 30318; (404) 888-0070; **emily@paulmitchellatlanta.edu**. The student must explain his/her reasons for disagreeing with the Coordinator'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 Director will meet with the student and the Coordinator to discuss the issues presented by the student's appeal. If appropriate, the Director will also discuss the issues with other School staff members.

a student appeals a decision made by the Coordinator, the Director will determine whether the Coordinator's 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 Director will determine whether the accommodation is being fully implemented, and if it is not, ensure that the accommodation is implemented. The 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 ADA Compliance Coordinator

The ADA Compliance Coordinator at each campus will deliver disability training sessions for all campus staff members at least once each calendar year. In these training sessions the Coordinator 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 Coordinator 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 Coordinator 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 Coordinator will keep a record of each training session.

The Coordinator 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 Coordinator will make sure that the Accommodations Procedures and the Grievance Procedures are continually posted at the campus.

The Coordinator 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 Coordinator 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 in Section II below.

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

Paul Mitchell The School 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 Campus ADA Compliance Coordinator 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 Emily Allen; Director; 887 W. Marietta St. Atlanta, GA 30318; (404) 888-0070; emily@paulmitchellatlanta.edu.

Investigation of the Complaint — When the Director receives a written complaint, the 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 Director will discuss the allegations in the complaint with the student, and obtain any needed additional information from the student. The Director will obtain from the student the names of any persons the student believes will have relevant information. The Director will gather all information necessary to determine what took place. To do so, the 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 Director will interview persons that the student stated may have relevant information. The Director will gather any relevant documents such as emails, student work or instructor's records. During the investigation, the 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 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 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 Director at the conclusion of the investigation, and the reasons the Director reached that determination. If the 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 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 Emily Allen; Director; 887 W. Marietta St. NW, Suite A, Atlanta GA 30318; (404) 888-0070; emily@paulmitchellatlanta.edu. 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 Director.

The Owner will review all the information provided by the student in the appeal, the decision by the Director, the interview records made by the Director and the documents gathered by the Director. The Owner will issue a written decision to the student within fourteen days after receiving the student's appeal. The Owner will determine whether the decision should be revised or remain the same. If the Owner determines that the decision should be revised, the Owner 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 National Headquarters is located at:

**U.S. Department of Education, Office for Civil Rights Lyndon Baines Johnson Department of Education
Bldg. 400 Maryland Avenue, SW
Washington, DC 20202-1100**

Telephone: (800) 421-3481

FAX: (202) 453-6012; TDD: (877) 521-2172 Email: OCR@ed.gov

OCR has regional offices located throughout the country. To find the office for our state, you can check the OCR website at: <http://wdcrocolp01.ed.gov/CFAPPS/OCR/contactus.cfm>, or call the telephone number above.

STUDENT CONSUMER INFORMATION

Provisions of the Higher Education Amendment of 1976 require that effective July 1, 1977, each post-secondary institution which receives Federal Financial Aid funds must make certain student consumer information available to any enrolled or prospective student who request such information.

This section compiled by the Financial Aid office staff attempts to meet the requirements.

The school is approved for and participates in Federal PELL Grants, Subsidized Direct loans, Unsubsidized Direct Loans, and Parent PLUS loans. Such programs help to defray the costs of attending school for those students eligible for financial aid consideration.

Financial aid is any mechanism that reduces out of pocket costs that the students and/or parents must pay to obtain a specific post-secondary education. Put differently, financial aid is monies made available to help students meet the cost of the program. Financial aid includes grants and need and non-need loans.

Need-based financial aid is available to families that demonstrate a financial need for additional resources. The formula below is used to determine how much financial need a student has:

Cost of Attendance – Expected Family Contribution (EFC) = Financial Need

Non-Need is the difference between the cost of education and Financial Need.

Based on these calculations Federal Aid may not cover all the cost of attendance.

All financial aid is awarded to students who qualify based on the following:

1. Criteria making a student ELIGIBLE includes citizen or permanent non-citizen alien recipient codes 1- 151, 1-551, and 1-94.
2. Criteria making a student INELIGIBLE includes codes F-1, F-2, J-1, J-2; students who are in federal loan default; students who receive grant overpayments; or male students who meet Selective Service registration criteria, but are not registered.

SEXUAL HARASSMENT POLICY

PAUL MITCHELL THE SCHOOL is committed to maintaining a working and learning environment that provides for fair and equitable treatment, including freedom from sexual harassment. This policy covers anyone who engages in sexual harassment on school property or at school activities.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct of a sexual nature, when:

1. Submission to the conduct or communication is either explicitly or implicitly made a term or condition of an individual's employment, work opportunity, education, or other benefit;
2. Submission to or rejection of the conduct or communication is used as a factor for employment decisions or other school-related decisions affecting an individual; and/or
3. Such conduct or communication has the purpose or effect of substantially interfering with an individual's work or school performance or creates an intimidating, hostile, or offensive work or school environment.

Sexual harassment can occur between staff to student, student to staff, student to student, staff to staff, female to male, male to female, female to female, and male to male. Administration will take prompt, equitable, and remedial action on reports and complaints that come to the attention of school personnel, either formally or informally. Allegations of criminal misconduct will be reported to the appropriate law enforcement agency.

Sexual harassment may include but is not limited to:

1. Verbal harassment or abuse of a sexual nature
2. Subtle pressure for sexual activity
3. Inappropriate or unwelcome touching, patting, or pinching of a sexual nature
4. Intentional brushing against a student's or an employee's body
5. Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status
6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status
7. Use of sexually or gender-degrading words or comments, verbal or written (e.g., graffiti)
8. Display in the school, on school grounds, or at school-sponsored events of sexually suggestive

pictures

9. Leering of a sexual nature

10. Spreading of sexual rumors

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, or contractors. Anyone else engaging in sexual harassment on school property or at school activities will have their access to school property and activities restricted or revoked, as appropriate.

The school shall respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school's legal obligations and the necessity to investigate the allegations and take disciplinary action when the conduct has occurred.

Retaliation is prohibited against any person who makes a complaint or is a witness under this policy and will result in appropriate disciplinary action against the person responsible for the retaliation. Individuals who knowingly report or corroborate false allegations will be subject to appropriate disciplinary action. Each staff member is responsible to immediately report alleged discrimination and/or harassment to his/ her supervisor or other appropriate school personnel. Staff members who fail to take prompt action to report allegations or violation(s) of this policy may be subject to disciplinary action up to and including termination.

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

PAUL MITCHELL THE SCHOOL is committed to maintaining a working and learning environment that provides for fair and equitable treatment, including freedom from bullying, harassment, intimidation, and discrimination of any kind. This policy includes anyone who engages in such behavior on school property, at school activities, or an electronic act through the use of cell phones, computers, personal communication devices, or other electronic gaming devices.

Harassment, intimidation, bullying, and discrimination may take many forms, including verbal aggression and name calling; physical aggression; relational aggression; graphic and written statements, which may include use of cell phones, computers, or gaming systems; and other conduct that may be physically threatening, harmful, or humiliating. Harassment, intimidation, bullying, and discrimination include intent to harm, they are directed at a specific target, and typically involve repeated incidents. Harassment, intimidation, bullying, and discrimination create a hostile environment and will not be tolerated in Paul Mitchell Schools.

Such conduct or communication has the purpose or effect of substantially interfering with an individual's work or school performance and creates an intimidating, hostile, or offensive work or school environment. Harassment, intimidation, bullying and discrimination can interfere and limit a person's ability to participate in or benefit from the services, activities, or opportunities offered by the Paul Mitchell School. Administration will take prompt, equitable, and remedial action on all reports and complaints that come to the attention of school personnel, either formally or informally.

Allegations of criminal misconduct will be reported to the appropriate law enforcement agency. Engaging in harassment, intimidation, bullying or discrimination will result in appropriate discipline or other appropriate sanctions against offending students, staff, or contractors. Anyone engaging in these behaviors on school property or at school activities will have their access to school property and activities restricted or revoked, as appropriate.

The school shall respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school's legal obligations, state laws and policies, and the necessity to investigate the allegations and take disciplinary and/or restorative action to resolve the problem.

Retaliation is prohibited against any person who makes a complaint or who is a witness under this policy and will result in appropriate disciplinary action against the person responsible for the retaliation. Individuals who knowingly report or corroborate false allegations will be subject to appropriate disciplinary and /or restorative action. Each staff member is responsible for immediately reporting alleged harassment, intimidation, bullying or discrimination to his/her supervisor or other appropriate school personnel. Staff members who fail to take prompt action to report allegations or violation(s) of this policy may be subject to disciplinary and/or restorative action up to and including termination.

For a list of state anti-bullying laws and policies please go to: www.stopbullying.gov.

COPYRIGHT MATERIAL POLICY FOR PAUL MITCHELL THE SCHOOL

All material in this program is, unless otherwise stated, the property of PAUL MITCHELL THE SCHOOL. Reproduction or retransmission of the materials, in whole or in part, in any manner, without the prior written consent of the copyright holder, is a violation of copyright law.

At PAUL MITCHELL THE SCHOOL we abide by the provisions of the federal Digital Millennium Copyright Act (DMCA), which requires prompt response to claims of copyright infringement by copyright holders or their agents. If the school receives an allegation of copyright infringement based on your use of the school's computers, the matter will be referred to the school director for further investigation. If you are found responsible after meeting with the school director, you are subject to disciplinary action including loss of network access, suspension or termination from school, and/or restitution or community service.

The Internet is an essential tool in everyone's lives for both academic and everyday pursuits. Along with these benefits come responsibilities. One of the most critical is conforming to the copyright laws governing music, movies, games, and software over the Internet. You must have the consent of the copyright holder to make copies.

The consequences of copyright infringement also extend outside of the school. Copyright holders may assess civil liability and even criminal prosecution. Recently, the Recording Industry Association of America (RIAA) has adopted the practice of sending schools pre-litigation settlement letters to be forwarded to individuals offering them "the opportunity to resolve copyright infringement claims against them at a discounted rate." Published reports indicate that the minimum settlement is \$3,000.00 per case.

Another reason to be careful with file-sharing programs is that the installation procedures for most of them enable default open access worldwide to information on your system; thus, the integrity of your computer and personal information can be compromised through illegal file sharing, including making you vulnerable to identity theft.

To facilitate student access to legal sources of music and video online, we have listed a couple of sites below:

- 1. iTunes:** This Apple store works with both Windows and Mac operating systems. Currently, over 99% of their song catalog is "unlocked," meaning you can transfer the songs to any device or computer you own.
- 2. eMusic.com:** This site features mostly independent and jazz/blues music. They offer low prices for signing up (up to 45 songs for free), and a good portion of their catalog can be purchased for about \$0.50 to \$0.89/song.
- 3. Netflix.com:** For about \$7.99/month, you can set up an online list of over 20,000 movies that can be streamed directly to your computer.

Consumer Guide To Complaint Procedures/Disciplinary Actions and Complaint Form

Certain businesses and professions within the construction industry have been determined by the Legislature as affecting the health, safety, and welfare of the public. Persons practicing in these businesses and professions, with some exemptions, are required by state law to be licensed under the state board. These requirements are published in the Official Code of Georgia Annotated, Title 43, Chapter 14.

General Licensing Requirements

The board is charged with licensing persons who practice the regulated businesses and professions. Licensees must have successfully completed specific requirements, such as education, experience, and examination. Licensees are required to maintain a current license that must be renewed every two years.

Complaint Procedure

If you wish to file a complaint concerning a violation of the licensure requirements, you should submit the complaint in writing to the Construction Industry Licensing Board at 237 Coliseum Drive, Macon Georgia 31217-3858. Your complaint should include your name and address, the name and address of the person being reported, a detailed description of the violation, and any other pertinent information. A complaint form may be obtained from the board office or the board's web page.

Investigations

If you file a complaint, you will be notified when it is received by the board. Your complaint will be given serious consideration by the board and further investigative action may be taken, if appropriate. You may be contacted by the board investigator. If you wish to be contacted by a board investigator, contact the board office. A referral of a complaint for further investigation does not necessarily mean that a licensing violation has occurred. Investigations are completed as soon as possible, depending upon the nature and circumstances of the complaint.

Investigative files, including any statements, documents, or reports, are considered confidential for any purpose other than a hearing before the board; however such records may be released to another enforcement agency or lawful licensing authority if authorized by the board.

Unlicensed Activity

Persons who practice a regulated business or profession without a license may, after hearing, be ordered to cease and desist. Violation of cease and desist orders may be subject to a fine by the board. Unlicensed persons are also subject to criminal prosecution by local authorities.

Disciplinary Action

The board may discipline a licensee if the board determines, after hearing, that the licensee has violated statute or board rule. Such disciplinary action may include a fine, reprimand, suspension or revocation of the license. The board does not have the authority to order a licensee to complete or correct work that led to the complaint. The purpose of the disciplinary action is to protect the public from future violations.

The Hearing Process

After reviewing the results of the investigation, the board may determine that an apparent violation of the licensing law exists. If so, the board will refer the case to the State Attorney General's office to initiate formal proceedings. However, in some instances, both the board and the licensee may agree to certain disciplinary sanctions by signing a Consent Order in lieu of a hearing.

Those cases which proceed to formal hearings are decided by an administrative law judge in accordance with the Georgia Administrative Procedures Act. If a hearing is conducted, you as the complainant may be called upon to testify, and your identity as a complainant may become known. After the formal hearing is conducted, the administrative law judge issues an initial decision which contains the findings of fact, conclusion of law, and recommended disciplinary action. The licensee may request or the board may conduct a review of the administrative law judge's decision. After the board's final decision is issued, the licensee may appeal that decision to the Superior Court of Fulton County.

The procedure is lengthy and may take months to complete. However, it is designed to insure due process and to protect the rights of the individuals involved.

Fees and Contracts

Most fee and contract disputes result from a lack of communication or misunderstandings between the parties. Such disputes generally do not come within the jurisdiction of the boards and must be resolved by the parties involved. The boards have no authority to set fees or settle monetary disputes. If you have failed to resolve a fee or contract dispute, you may wish to consider legal action.

What You May Expect

You may expect the state board to be genuinely concerned with your complaint. It will receive full and prompt attention. Where appropriate, the board will seek to remedy the violation, either through informal or formal means. Once the investigation and any hearing process are completed, you will be notified of the final outcome of our complaint.

Conclusion

The state board sincerely hopes the matter giving rise to your complaint will be handled in a manner which will give you confidence in our earnest desire to protect the public and to improve the regulated businesses and professions.

Veteran's Affairs Attendance Policy

Veteran's Affairs Benefits recipients are required to maintain a minimum of 80% of full time attendance at all times while enrolled in the program. The VA defines full time as 22 hours per week so benefits recipients must at least clock 80% of 22 hours each week to be considered passing.

If a benefits recipient takes a leave of absence or is suspended, which causes them to clock fewer than 80% of the full time requirement, the school is required to terminate enrollment for that student using the VA Once system. This will cause a balance owed to the VA by the benefit recipient which must be paid before more benefits will be released for the recipient. Benefits recipients are encouraged to contact the Veteran's Affairs Administration with any questions.