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This is to certify this catalog as being true and correct in content and policy.
Director signature:

Emily Allen

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MISSION STATEMENT

Our school's mission is to provide a quality educational system to prepare students to pass the State Board examination and gain employment within their chosen field of study. We are passionately committed to providing a solid educational foundation to empower our students and our team in the pursuit of excellence, and we strongly believe that when people come first, success will follow.

SCHOOL FACILITIES

Paul Mitchell The School - Atlanta is a 12,000-sq.ft. facility 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 the facility is a single story building.

Paul Mitchell The School - Atlanta 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.

ADMINISTRATION/OWNERSHIP

Paul Mitchell The School Atlanta, LLC, dba Paul Mitchell The School - Atlanta, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC.

COURSE DESCRIPTIONS (*all courses are taught in English*) Cosmetology:

Standard Occupational Classification (SOC 39-5012.00):

Classification of Instructional Programs (CIP 12.0401)

The curriculum involves 1500 hours to satisfy Georgia state requirements. The course includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing. The following instructional methods are used: demonstrations, hands-on application, lecture, DVD presentation, partner learning (OBE), review/question sessions, mini-classes, learning centers, guest artist presentations, printed material, and textbook/workbook. ****Students are prepared to become an entry level cosmetologist.***

At this time the school does not have any plans to improve or change its educational programs.

The school does not have any written agreements with any other entity to offer in whole or part any of its educational programs.

PARKING

Students must abide by local (city and/or landlord) parking rules, which are announced during orientation. Paul Mitchell The School - Atlanta will not be responsible for parking violations and/or towing fees.

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 \$50.00 replacement fee must be paid to for a new card to be issued or the student must pay \$5.00 per day to park and pay the replacement fee upon leaving the program.

NONDISCRIMINATION

Paul Mitchell The School - Atlanta, 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, he or she is required to report the matter to the school's director, Emily Allen, in person or by calling 404-888-0070, or by mail at The King Plow Arts Center 887 West Marietta St. NW, Suite A, Atlanta, GA 30318 immediately so appropriate action can be taken.

ADMISSION REQUIREMENTS

Paul Mitchell The School - Atlanta admits as regular students those who are high school graduates or holders of high school graduation equivalency certificates. All applicants must be 17 years of age. Paul Mitchell The School - Atlanta does not accept ability to benefits (ATB) students at this time.

ADMISSION PROCEDURE

❶ **Complete an Application Form:** Complete and submit the application form to the school prior to registration. All forms may be obtained by requesting them from Paul Mitchell The School - Atlanta in the admissions office or by completing the online application at <http://paulmitchellatlanta.edu/apply-online/>.

❷ **Submit Two (2) Photos:** The photos should be a recent head and shoulder shot of the applicant (passport size).

❸ **Entrance Essay:** Answer each essay question in the space provided.

❹ **Personal Interview:** Applicant must complete a personal interview with a member of the Admission's Team prior to registration.

❺ **Provide Verification Documents:**

a. Identification (*provide only one*):

Copies of a passport, a government-issued identification, a driver's license, or a birth certificate are required.

b. Education (*provide only one*):

Copies of a standard high school diploma*, high school transcripts**, an academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit towards a bachelor's degree or General Educational Development certificate or official General Educational Development test scores.

* Please note that a Modified High School Diploma, a Certificate of Completion, or a Certificate of Attainment is not accepted for our Admissions requirements. They are not considered equivalent to a Standard High School Diploma. We are required to verify that your proof of education is from a valid high school or GED program. If we determine that your diploma or General Educational Development certificate is not valid, you will be denied admission to the school.

****Foreign Diplomas or Transcripts:** The school will accept a foreign diploma or transcript, however the diploma or transcript **MUST** be equivalent to a U.S. high school diploma and must be translated into English by a certified translator and evaluated by a credentialed evaluation service. ***It is the students responsibility to have the foreign diploma or transcript translated and evaluated as part of the admissions process.*** Because the cost of evaluating a foreign diploma or transcript must be incurred as a charge of admissions prior to enrollment in an eligible program, the fee cannot be included in the cost of attendance (COA). Guidance on who to contact to secure an official translation and evaluation can be obtained from the school Financial Aid Leader.

Paul Mitchell The School - Atlanta 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 Leader 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 - Atlanta does not require a student to have immunizations/vaccinations to enroll in our school. A copy of the school's ADA Policy and Request for Accommodations form may be found on the school's website <http://paulmitchell.edu/atlanta> or from the school's Admissions Leader.

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 scheduled contracted hours at the institution. *Please refer to the school Transfer policy for additional information.*

ACCEPTANCE

After a prospect has completed the enrollment application process, the enrollment team and director reviews each applicant and his or her required admissions materials including the written entrance essay and personal interview to determine acceptance. Upon the decision of the enrollment team and director, the applicant receives written notification of acceptance or denial. Note: All applicants must go through the entire enrollment application process (detailed in the enrollment application) which includes re-entry students (withdrawals) and transfer students.

REENTRY STUDENTS

- 1 Outstanding tuition, fees, and overtime expenses must be paid in advance or the student must make satisfactory arrangements with the Financial Aid Leader.
- 2 Previous tuition payments will be credited to the student's balance.
- 3 Because tuition fees and costs are subject to change, reentering students will be contracted according to the current tuition costs and will be required to pay any additional fees if applicable.
- 4 Pay a \$100.00 reentry fee.

The school does not deny readmission to any service member of the uniformed services for reasons relating to that service.

Readmission is reserved to the sole discretion of Paul Mitchell The School - Atlanta and may require special conditions.

Readmission for a student requires a personal interview with school administration. The reentering student will be placed on 30-day evaluation. During the 30-day evaluation period the student must demonstrate for that period that they can meet the school's minimum attendance and academic requirements for Satisfactory Academic Progress. The student will then be evaluated for Satisfactory Academic Progress at the next scheduled evaluation period to determine their new status. Students who fail to meet the minimum attendance and academic requirements for that 30-day evaluation period may be terminated. Students who re-enter the program are placed in the same Satisfactory Academic Progress standing as when they left. If a reenrolling student has previously used all of their excused absences provided under their original contract, the student will not receive any additional time for excused absences under the new reenrollment contract.

TRANSFER STUDENTS

Transfer hours from other schools will be accepted, as long as they meet Paul Mitchell The School -Atlanta and Georgia State Board requirements. Acceptance of transfer hours is considered on a case-by-case basis. There is a possibility that no such transfer will be granted. Transfer students must provide an official, signed transcript from their previous school detailing all clock and/or credit hours completed (test scores, if available). If accepted, a maximum of 750 will be accepted and the a minimum of 750 hours must be completed at Paul Mitchell The School - Atlanta 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. All transfer students are required to purchase a kit from Paul Mitchell The School - Atlanta. Transfers from another PAUL MITCHELL THE SCHOOL or partner school will not have to purchase a full kit from Paul Mitchell The School - Atlanta as long as the kit is complete, any missing kit items must be purchased.

In extraordinary circumstances, the school may allow a student to transfer in more hours from a non-Paul Mitchell School, if the student is enrolling from a school that has suddenly closed without notice. In these instances, the school will evaluate the prospective student and credit them with the number of hours related to their course knowledge.

STATE LICENSING DISCLAIMER

The state may refuse to grant a license if a student has been convicted of a crime; committed any act involving dishonesty, fraud, or deceit; or committed any act that, if committed by a licentiate of the business or profession in question, would be grounds for the Georgia State Board of Cosmetology to deny licensure. The Georgia State Board of Cosmetology denies licensure on the grounds that the applicant knowingly made a false statement of fact required to be revealed in the application for such license. Students who are not U.S. citizens or who do not have documented authority to work in the United States will not be eligible to apply to take the state licensure examination. Paul Mitchell The School - Atlanta is not responsible for students denied licensure.

ENROLLMENT INFORMATION

- ① **Enrollment periods:** Paul Mitchell The School - Atlanta usually begins new cosmetology classes about every five (5) weeks, depending upon space availability. Please refer to the Tuition and Registration Schedule supplement or contact Paul Mitchell The School - Atlanta for exact starting dates.
- ② **Holidays and school closures:** Paul Mitchell The School - Atlanta allows the following holidays off: New Year's Day, Thanksgiving, Winter Break (December 24 through December 30), New Year's Eve. These dates are determined according to the calendar each year. Additional holidays may be added to the schedule at the discretion of school administration. The school is open for business unless there is a declared State of Emergency.
- ③ **Enrollment contract:** Paul Mitchell The School - Atlanta 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 will be furnished to the student before the beginning of class attendance.
- ④ **Payment schedule:** Paul Mitchell The School - Atlanta offers a variety of monthly financial payment schedules. See Paul Mitchell The School - Atlanta's Financial Aid Department for details.
- ⑤ Paul Mitchell The School - Atlanta 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 - Atlanta offers a variety of financial payment options. Please contact our Financial Aid Department for additional details.

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.

OFFICE HOURS

Paul Mitchell The School - Atlanta's 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 Department and for a personal tour of our facilities. We can also be contacted via e-mail at info@paulmitchellatlanta.edu.

EDUCATION GOALS

Paul Mitchell The School - Atlanta strives to provide a quality educational system that prepares students to pass the state board examination and gain employment within their chosen field of study. Our quality education system includes an outstanding facility, experienced and competent instructors, and a curriculum developed through years of experience and expertise. Our education goals are:

- 1 To educate students to be professional, knowledgeable, and skilled in their field for marketability within the industry.
- 2 To maintain an updated program that provides students with the knowledge to compete in their field of study.
- 3 To promote the continuing educational growth of our faculty and students, using current teaching methods and techniques.
- 4 To teach courtesy and professionalism as the foundation for a successful career in their chosen field of study.
- 5 To prepare students 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 within the salon and beauty industry.

COST OF TUITION AND SUPPLIES

Because of inflationary cycles, and because we must occasionally change equipment to remain current, the school reserves the right for the following tuition information to be subject to change.

TUITION – Cosmetology

Tuition	\$17,400.00
Registration Fee	150.00
Kit, Supplies, Equipment, (nonrefundable)	<u>1,800.00</u>
TOTAL COSTS	\$19,350.00

Please contact the school's Financial Aid Department for payment options. The school accepts cash, credit card, and personal check payments. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs.

Financial aid available to those who qualify.

VETERANS PROGRAM

Paul Mitchell The School - Atlanta is approved by Georgia State Approving Agency to enroll Veterans and other eligible students. To find out if you qualify as a eligible student please visit <http://gibill.va.gov/post-911/other-programs/dea.html>. For information or for resolution of specific payment challenges, call DVA nationwide toll free at 1-888-442-4551. All Veterans will confirm receipt of copy of this document in the enrollment contract.

U.S. DEPARTMENT OF EDUCATION FINANCIAL AID

Paul Mitchell The School - Atlanta is eligible to participate in financial aid programs of the U.S. Department of Education. Federal grants and loans are available to those who qualify. Each student is given eligibility information during the admissions process. The federal programs offered include:

- 1 PELL Grant Program: These are needs-based and do not have to be repaid.
- 2 Direct Student Loan Program: This included Subsidized, Unsubsidized, and Parent PLUS Loans. These loans have to be repaid with interest.

2017 CLASS START DATES

Cosmetology	
5-DAY SCHOOL:	January 10, February 14, March 21, May 2, July 11, August 15, September 19, October 24, December 5
3-DAY SCHOOL:	February 8, April 26, June 14, August 23, November 8

Students may start at the beginning of a Program 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.

CONSTITUTION DAY

Paul Mitchell The School - Atlanta 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.

STUDENTS WHO WITHDRAW

Students who withdraw from the program are required to empty their 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 Paul Mitchell The School - Atlanta.

Students wishing to transfer to another institution must pay all monies owed to Paul Mitchell The School - Atlanta, and all applicable academic requirements must be met in order for the hours to be released.

TERMINATION POLICY

Paul Mitchell The School - Atlanta may terminate a student's enrollment for immoral and/or improper conduct, receiving seven (7) coaching sessions, failing to comply with educational requirements, and/ or the terms as agreed upon within the enrollment contract. For more information refer to the school Future Professional Advisory. The student will be charged an administrative drop fee of \$100.00.

COSMETOLOGY COURSE OVERVIEW

Course Hours: 1500 clock hours

The course is divided into classroom instruction and clinic learning experiences.

- 1 **Classroom Instruction:** The first 350 hours are devoted entirely to classroom workshops where students learn design principles, technical information, and professional practices. Your classroom time from 350 to 1500 hours is divided into theory classes, along with five (5) areas: cutting, coloring, texture, and makeup. Each area has a specialist in the field who conducts the specialty classes. The classes may also include guest artists, retail, motivation, self-improvement, and professional development. After completing 1200 hours, you will also participate in Final Phase classes that specifically prepare you for the State Board examinations.
- 2 **Clinic Classroom Learning Experience:** After the first 350 hours of classroom training, a portion of the remaining 1150 hours is spent on the clinic floor where you will be guided with individual attention and group learning experiences using mini-class, monthly worksheets, and practical evaluations developed specifically for monitoring progress. This is also when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.

COSMETOLOGY COURSE OUTLINE

Your time at Paul Mitchell The School - Atlanta for the cosmetology program will be divided into three phases:

- 1 **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.
- 2 **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.
- 4 **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 REQUIREMENTS

Cosmetology

The instructional program of Paul Mitchell The School - Atlanta meets or exceeds these requirements:

Pre-clinical Classroom Phase: The student is required to complete a minimum of 250 hours of classroom training before he/she is allowed to perform clinical service on guest.

Minimum Required Hours of Instruction Prior to Performing Service on Client	
1. Theory :	50 credit hours / clock hours
2. Theory of Permanent Waving -	20 credit hours / clock hours
3. Theory of Hair Coloring -	45 credit hours / clock hours
4. Theory of Hair and Scalp Treatment and Conditioning -	20 credit hours / clock hours
5. Theory of Hair Cutting -	30 credit hours / clock hours
6. Theory of Shampooing -	15 credit hours / clock hours
7. Theory of Hairdressing -	45 credit hours / clock hours
8. Theory of Nail and Skin -	25 credit hours / clock hours
MINIMUM TOTAL CREDIT HOURS / CLOCK HOURS (CORE PHASE) 250	

Clinic Classroom Phase: After the student completes the first 250 hours of classroom training the student must cover the following subjects, which will include clinic classroom services performed on guests and classroom training.

Clinic Services	Minimum Practical Services	Credit Hours
1. Clinic Theory	100	100
2. Reception Desk	50	50
3. Dispensary (The Color Bar)	50	50
4. Shampoo & Style	187	180
5. Hair Cutting and Shaping	167	125
6. Permanent Waving	60	180
7. Chemical Hair Relaxing	50	180
9. Temporary Rinses / Semi-Permanent Color	40	10
9. Hair Lightening	10	20
10. Virgin Tints	10	20
11. Retouches	10	20
12. Scalp & Hair Treatment	20	15
13. Facial Treatments	30	30
14. Makeup Application	25	25
15. Hair Removal	20	10
16. Hair Removal - Brow Waxing	20	10
17. Manicures / Pedicure	90	90
18. Nail Sculpting	15	45
TOTAL (ADAPTIVE AND CREATIVE)		OTAL

In addition to the state requirements listed above, Paul Mitchell The School - Atlanta provides training in the areas of communication skills, professional ethics, salesmanship, decorum, record keeping, and client service record cards.

COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

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

- ① **Weekly theory exams:** Students must receive a grade of 70% or higher on each weekly theory exam. If a test score is below the 70% the student must retake the test until the minimum score is met.
- ② **350-hour orientation practical skill evaluation test:** Students must receive a grade of 70% or higher.
- ③ **Monthly Practical Clinic Worksheets:** Ten (10) practical worksheets that include the Georgia State Cosmetology Board practical exam services. All worksheets must be completed prior to graduation.

MEASURABLE PERFORMANCE OBJECTIVES

- ① Complete the required number of clock hours of training.
- ② Achieve and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations.
- ③ Satisfactorily pass final written and practical exams.
- ④ Upon completion, receive a graduation certificate.
- ⑤ Pass state board exam.

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 clients' clothing by appropriately draping them.
- ② Ask clients to remove any jewelry, hair accessories, 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 that anything containing chemically active ingredients must be used carefully to avoid injury to you and your client.

INDUSTRY REQUIREMENTS

Students interested in pursuing a career in the beauty industry should:

- ① Develop finger dexterity and a sense of form and 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.

STUDENT SERVICES

- ① **Housing:** Paul Mitchell The School - Atlanta keeps a file of information about housing in the surrounding areas.
- ② **Advising:** Students are provided with academic advising and additional assistance as necessary. If referral to professional assistance is necessary, the school maintains a record of such referral. Information and advice on any financial assistance are accessible to students. Paul Mitchell The School - Atlanta also gives advice and information to students on these subjects:
 - a. Regulations governing licensure to practice, including reciprocity among jurisdictions.
 - b. Employment opportunities within their field of study.
 - c. Opportunities for continuing education following graduation.

GRADUATION REQUIREMENTS IN COURSES

- ① Receive the required number of clock hours of training.
- ② Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations.
- ③ For a student to meet state requirements, all practical worksheets must be completed.
- ④ Satisfactorily pass final written and practical exams.
- ⑤ Complete the required theory hours.
- ⑥ Pay all tuition cost or make satisfactory arrangements for payment of all debts owed to the school.

Once the student has met all these requirements, he/she will receive a Graduation Diploma.

Paul Mitchell The School - Atlanta reserves the right to retain a student in school if the student's progress is not satisfactory as determined by the school's administration and/or the student fails to complete all listed requirements or fails to pass the written and practical exams. Paul Mitchell The School - Atlanta will not release the student's official transcript until all graduation requirements are met.

For the purpose of transfer or graduation, hours will not be released by the school until all monies owed to the institution have been paid and all academic requirements pertaining to these hours have been completed.

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.

GRADUATION, PLACEMENT, AND JOB OPPORTUNITIES

Career opportunities for Cosmetologists include, but are not limited to, Hair Stylist, Color Stylist, Makeup Artist, Nail Technician, Educator, Salon Owner or Manager, Product Trainer, Platform Artist, Esthetician, and many more.

Although Paul Mitchell The School - Atlanta does not guarantee employment upon graduation, Paul Mitchell The School - Atlanta does maintain an aggressive job placement program and will inform students of job openings and opportunities. Paul Mitchell The School - Atlanta coordinates placement programs with local and national salons by sending out surveys and inviting salon owners and guest artists to teach and speak there.

Paul Mitchell The School - Atlanta has placed students in the beauty industry as Hair Stylists, Color Stylists, Makeup Artists, Nail Technicians, Educators, and Salon Owners or Managers.

STUDENT KIT – Cosmetology

Students are responsible to purchase a Paul Mitchell Kit at an additional cost from the tuition. Please note that students are responsible for the purchase of stationery supplies. *Textbook and educational materials may be purchased separately, which may discount kit costs.*

The following items are contained in the Paul Mitchell cosmetology kit:

COMBS	ACCESSORIES	STUDENT EDUCATION MATERIALS
1 Paul Mitchell Black Metal Tail, 429 1 Paul Mitchell Black Rat Tail, 814 1 Paul Mitchell Pick Teasing, 109 1 Paul Mitchell Red Cutting Comb, 416 1 Paul Mitchell Teal Carving, 424 1 Paul Mitchell White Comb, 408 1 Paul Mitchell Detangler Comb	1 Paul Mitchell Metal Clips (pack 10) 1 Paul Mitchell Water Bottle 1 Paul Mitchell Rolling Metal Case	1 Cutting App 1 Men's Cutting System DVD 1 Color App 1 The Coloring Book 1 The Skill Cards 1 Paul Mitchell Product Guide Workbook 1 Connecting to My Future Book 1 Be Nice (Or Else!) Book 1 Plugged In membership (while enrolled) 1 Master Audio Club subscription (while enrolled) 1 The Color Paper Swatch Chart 1 PM Shines Paper Swatch Chart 1 Blonding Brochure 1 Shines XG Paper Swatch Chart 1 Color XG Chart 1 Mini Swatch Book
BRUSHES	TOOLS	
1 Paul Mitchell Paddle Plastic 427 1 Paul Mitchell Scalp Brush 1 Paul Mitchell Sculpting Plastic 413 1 Paul Mitchell Styling Plastic 407 1 Paul Mitchell Express Ion Round -Large 1 Paul Mitchell Express Ion Round - Small	1 Paul Mitchell 3/4" Marcel Curling Iron 1 Andis Clipper (US-1) & Trimmer (RT-1) (set packed into bag) 1 Paul Mitchell Manicure Set 2 Female Mannequin 1 Express Ion Smooth +(Plus) North America 120V 1 Paul Mitchell Classic Razor 1 Scissor Kit, 6.0" (R/L) Texturizer, 5.5 (R/L) with Case 1 Paul Mitchell Tripod	
CAPES		
1 Paul Mitchell All Purpose Cape 1 Paul Mitchell Cutting Cape		

Textbooks listed below are included in the Paul Mitchell Kit at a discounted price to the student.

TEXTBOOKS	
1 <i>Milady's Standard Cosmetology</i> 13th Ed. / Textbook (hardcover) ISBN-13: 9781285769417, \$117.95 1 <i>Milady's Standard Cosmetology 13th Ed. Theory Workbook</i> ; ISBN-13: 9781285769455, \$50.95	1 <i>Milady's Standard Cosmetology 13th Ed. Exam Review</i> ISBN-13: 9781285769554, \$36.95

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 Title IV federal financial aid funds are awarded under the assumption that a student will remain in classroom attendance for the entire period for which funds were awarded. If a financial aid recipient withdraws from school after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined. The school is required to calculate the amount of Federal Title IV funds to be returned for a student who has withdrawn from all classes. If a student receives SFA (Student Financial Aid) in the form of loans and/or grants, withdraws from school after beginning attendance, the amount of SFA grant or loan assistance earned by the student must be determined.
- 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 for which 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 percent 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 percent 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 percent point of time. The percentage that has not been earned is calculated by determining the complement of the percentage earned (e.g., if 40 percent was earned, 60 percent 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 or officially withdraws and has received federal loans, the loans will go into repayment once the grace period expires.
 - a. Unofficial withdrawal applies when a student is absent for 14 or more consecutive calendar days;
 - b. Official withdrawal applies when a student notifies the school in writing or in person.In both cases the last day of attendance will be used in the return to Title IV calculation.
- ⑧ School scheduled breaks of five (5) or more consecutive days are excluded from the return to title IV calculation as periods of nonattendance and, therefore, do not affect the calculation of the amount of federal student aid earned. This provides for more equitable treatment of students who officially or unofficially withdraw near either end of the schedule break.
- ⑨ Title IV funds will be returned to the United States Department of Education within 45 days.

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

Refunds to Title IV programs will be made in the following order:

- ① Federal Unsubsidized Stafford Loan
- ② Federal Subsidized Stafford Loan
- ③ Federal PLUS Loan
- ④ Federal Pell Grant

INSTITUTIONAL REFUND/DROP POLICY

- ① Any monies due the applicant or student shall be refunded within 45 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
 - a. An applicant is not accepted by the school. This applicant shall be entitled to a refund of all monies paid to the school.
 - b. 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 (3) days of signing 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.
 - c. A student who cancels his/her contract after three (3) days of signing the contract but prior to entering classes is entitled to a refund of all monies paid to the school.
 - d. A student notifies the institution of his/her official withdrawal in writing.
 - e. A student is expelled by the institution.
 - f. For official cancellations as defined in paragraphs b, c, or d, 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.
 - g. Monies paid for student kit is nonrefundable unless the student cancels within 3 (three) business days of signing the enrollment contract or the student cancels prior to entering class.
 - h. A student on an approved leave of absence notifies the school that he/she will not be returning. That date of withdrawal shall be the earlier of the date of expiration of the leave of absence or the date the student notifies the institution that the student will not be returning.
- ② Any monies due a student who unofficially withdraws from the institution shall be refunded within 45 days of a determination by the institution that the student has withdrawn without notifying the institution. Unofficial withdrawals are monitored every 30 days and a determination is made to withdraw a student who has been absent from school for 14 or more consecutive calendar days; the withdrawal date that will be used in this calculation is the student's actual last date of attendance.
- ③ When situations of mitigating circumstances are in evidence, such as serious illness, a disabling accident, or death in the immediate family, the school may make a settlement that is reasonable and fair to both parties.
- ④ All extra costs, such as books, equipment, graduation fees, application fee, rentals, and other such charges, are not considered in the tuition adjustment computation if the charges are itemized separately in the enrollment contract.
- ⑤ If a course and/or program is cancelled subsequent to a student's enrollment, and before instruction in the course and/or program has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ⑥ If a course and/or program is cancelled and ceases to offer instruction after the student has enrolled and instruction has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ⑦ For students who terminate prior to completion, an administration fee in the amount of \$100.00 will be assessed.

- ⑧ A student's account may be sent to collections for nonpayment. Collection procedures shall reflect ethical business practices. Collection correspondence regarding cancellation and settlement from the institution itself, banks, collection agencies, lawyers, or any other third parties representing the institution clearly acknowledges the existence of the Withdrawal and Settlement Policy. If promissory notes or contracts for tuition are sold or discounted to third parties, the third party must comply with the cancellation and settlement policy of the institution.
- ⑨ If the school closes permanently and no longer offers instruction after a student has enrolled and instruction has begun, the school will provide a pro rata refund of tuition to the student.

Upon withdrawal, drop or expulsion, a student may owe tuition in addition to other fees or be entitled to a refund.

The following Refund Calculation is used for all students:

Actual Hours completed x \$11.60 Hourly Rate = Amount of Tuition Owed

Please note there is also a \$100 drop fee, a \$150 registration fee, and \$1800 student kit cost.

Example:

A student has completed 500 hours upon withdrawal: 500 hours x \$11.60 per hour = \$5,800 tuition owed + \$100.00 drop fee + \$150.00 registration fee + \$1800.00 kit fee = \$7850.00 total owed.

STUDENT FINANCIAL AID RELEASE

The undersigned agrees that Paul Mitchell The School - Atlanta 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.

Federal Loan information is available in the National Student Loan Database System (NSLDS) and will be accessible by Servicers and Schools, as authorized.

ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION

Students will be given written notice advising them that a conviction for 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)).

PREFERRED LENDER LIST AND PRIVATE EDUCATION LOAN DISCLOSURES

Our school does not have a list of preferred lenders and we do not offer private education loans.

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 up to 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 monthly cash pay status until verification is completed. If a student fails to make monthly payments, he or she may be suspended from school until all verification documents are submitted. 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.

Special provisions for books and supplies:

In order to academically succeed in a program, a Federal Pell Grant student must have the ability to purchase books and supplies at the beginning of the academic period. By the seventh day of a payment period, the school will provide a way for a student who is eligible for a Federal Pell Grant to obtain or purchase the books and supplies required for the payment period if:

- ❶ Ten days before the beginning of the payment period, the school could have disbursed FSA funds to the student; and
- ❷ Disbursement of those funds would have created an FSA credit balance.

The school will consider all the FSA funds a student is eligible to receive at the time it makes the determination, but the school need not consider aid from non-FSA sources.

The amount the school must provide is the lesser of the presumed credit balance or the amount determined by the school that the student needs to obtain the books and supplies. In determining the required amount, the school may use the actual costs of books and supplies or the allowance for those materials used in estimating the student's cost of attendance for the period. A student may decline to participate in this process to obtain or purchase books and supplies, if they so choose.

MAKEUP WORK

Students must complete all required assignments and tests. To accommodate students, makeup test days and worksheet periods are scheduled. Students must complete makeup work at the scheduled time. Monthly makeup test dates are posted on the theory and school calendars.

SATISFACTORY ACADEMIC PROGRESS POLICY

Students enrolled in programs approved by NACCAS must meet formal standards that measure their satisfactory academic progress toward graduation. The Satisfactory Academic Progress policy is provided to all students prior to enrollment. The policy is consistently applied to all enrolled students. *Satisfactory Academic Progress Evaluations are maintained in the student file.*

QUANTITATIVE AND QUALITATIVE FACTORS

Factors for measuring the student's progress toward satisfactory completion of the program include maintaining:

- 1 A minimum cumulative Theory grade level of 70% or higher.
- 2 A minimum cumulative academic level of 70% or higher on practical worksheet completion.*
- 3 To determine whether a student meets the academic requirements for Satisfactory progress, theory and practical grades are averaged together to give a cumulative academic grade of 70% or higher.
- 4 A minimum cumulative attendance of 73% of their scheduled hours**

Example: Full time student (contracted for 35 hours per week) must earn a minimum of 102 hours in four week period to maintain Satisfactory Academic Progress)

**To meet the state practical requirements for graduation, students must eventually complete monthly practical worksheets 100%. See LEARNING PARTICIPATION GUIDELINES.*

***To determine your rate of attendance, divide the cumulative number of hours completed by the scheduled hours to date.*

A student who has not achieved the minimum cumulative GPA of 70% and/or who has not successfully completed at least a cumulative rate of attendance of 73% is not eligible for Title IV assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that resulted in a status of Financial Aid Ineligible.

COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME

Full-time 5-day cosmetology students attend five (5) days for 35 hours per week, 8:00 am to 3:30 pm (Tuesday through Saturday); Full-time 3-day cosmetology students attend three (3) days for 30 hours per week, 8:00 am to 7:00 pm (Wednesday through Friday).

The state of Georgia requires 1500 clock hours for the cosmetology course. Students are expected to complete the course in no more than 136.99% of the program length. If a student is never absent, he/she should complete the course within 42.86 weeks for a full-time 5-day student and 50 weeks for 3-day full-time students.

MAXIMUM TIME FRAME

Students must complete the educational program within the maximum time frame, which is based on attending at least 73% of the scheduled hours.

COURSE	LENGTH	MAXIMUM TIME FRAME
Cosmetology – Full Time (5-day)	42.86 Weeks	58.71 Weeks
Cosmetology – Full Time (3-day)	50 Weeks	68.50 Weeks

The maximum time frame allowed for transfer students who need less than full course requirements or part-time students will be determined based on 80% of the scheduled contracted hours. If any student enrolled fails to complete the program within the maximum time frame they will lose their eligibility for Title IV programs, if applicable, but they will be able to complete the program on a cash pay basis. For students with a disability that appeal, the student's disability will be considered as a factor towards maintaining Satisfactory Academic Progress.

INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS

If the student needs to take off more time than allotted in the contract or more than 14 consecutive calendar days, he/she must either follow the steps to request a leave of absence or withdrawal from the program. Students who withdraw prior to completing the course of study and who wish to reenter will reenter at the same progress status as applicable at the time of withdrawal.

LEAVE OF ABSENCE

A Leave of Absence (LOA) is a temporary interruption in a Student's program of study. LOA refers to the specific time period during an ongoing program when a Student is not in academic attendance. Leaves of Absence can be granted in cases of emergency or medical problems with doctor notification, which cause attendance to be impossible or impractical; however, the school will obtain the request for a Leave of Absence from the student as soon as practical.

In order to be placed on Leave of Absence, the Student must:

- ❶ Complete and sign the school's Leave of Absence Request Form in advance, unless unforeseen circumstances prevent the student from doing so.
- ❷ Must state the reason for the Leave of Absence (LOA) request
- ❸ Be approved by the Financial Aid Department and Future Professional Advisor
- ❹ Must have completed the CORE Program and be an Adaptive or Creative Student. Leaves of Absence are not available to CORE students
- ❺ Leaves must be a minimum of 14 days and a maximum of 180 days and must not exceed a total of 180 days in a 12-month period.

A leave of absence will extend the student's contract period and maximum time frame by the same number of days taken in the leave of absence.

Student's may not arbitrarily decide to "take" a leave of absence

There will be no additional charges for a LOA. If the student fails to return or contact the School Financial Aid Leader on the documented return date, the Student will be considered to have withdrawn from school as of that date the student began the LOA.

For federal aid recipients, the Student's payment period is suspended during the LOA and no federal financial aid will be disbursed to Student while on a Leave of Absence. Upon the Student's return, the Student will resume the same payment period and coursework and will not be eligible for additional Title IV aid until the payment period has been completed. If the Student is a Title IV loan recipient, the Student will be informed of the effects that the student's failure to return from a leave may have on the Student's loan repayment terms, including the expiration of the Student's grace period. A contract addendum will be completed upon return from the LOA to extend the contract end date by the applicable number of days.

In special circumstances, the school may grant a leave of absence to a student in the case of an emergency, such as a car accident or other medical issue that would prevent the student from requesting the leave of absence prior to the incident occurring. In these cases, the school will document the reason for the granting of the leave after the incident has occurred. The beginning date of the leave of absence will be based on the first date it has been determined that the student cannot come to class due to the accident or medical situation.

In order to grant a Leave of Absence there must be the expectation that the student will be returning to school.

A student who is granted a LOA that meets these criteria is not considered to have withdrawn and no refund calculation is required at that time.

Changes to the contract period on the enrollment agreement must be initialed by all parties or an addendum must be signed and dated by all parties to reflect the new contract end date.

NONCREDIT, REMEDIAL COURSE, AND REPETITIONS

Course incompletes, repetitions, and noncredit remedial courses do not apply to this institution. Therefore, these items have no effect upon the school's satisfactory academic progress standards.

EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT

Formal Satisfactory Progress Evaluations in both attendance and academics will occur when cosmetology students reach 225, 450, 675, 900, 1050, 1200, and 1350 *actual hours*. The first evaluation will occur no later than the midpoint of the academic year. Please note, at 450 hours, 900 hours, and 1200 hours the student will be evaluated to determine whether or not they are eligible for a disbursement of Title IV funds, if applicable, based on meeting the school's attendance and academic requirements. The following grading system is used to evaluate a student's academic ability:

- ① Examinations are given in all subjects.
- ② Grades and attendance (Satisfactory Academic Progress) records are reviewed and signed by the student and maintained in the student's financial file. The Satisfactory Academic Progress will reflect if the student evaluation will impact the students eligibility for Financial Aid. The student may request to review their financial aid file from the Financial Aid Leader or Director.

The following grading scale is used for theory progress:

A = 90 – 100% B = 80 – 89% C = 70 – 79% Failing = Below 70%

Practical and clinical work is graded by a signature on the student's practical clinic worksheet or guest ticket. A signature from an instructor represents a passing grade which means all elements of the practical grading criteria were met. No signature indicates a failing score which means one or more of the practical grading criteria elements were not met and the student has not met minimum satisfactory standards on the practical application. Students are required to continue and/or repeat the practical application until they receive a signature from an instructor.

**The school uses a 900-hour academic year for Title IV purposes.*

TRANSFER HOURS

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 evaluation periods are based on scheduled contracted hours at the institution.

DETERMINATION OF PROGRESS STATUS

Students meeting the minimum requirements for academics and attendance at the evaluation point are considered to be making satisfactory progress until the next scheduled evaluation.

WARNING

Students failing to meet minimum requirements for attendance and/or academic progress will be placed on Financial Aid Warning and considered to be making satisfactory academic progress during the warning period which is until the next evaluation period. The student will be advised in writing on the actions required to attain satisfactory academic progress by the next evaluation. During the Financial Aid Warning period, students are eligible, if applicable, to receive financial aid funds. If at the end of the warning period, the student has still not met both academic and/or attendance requirements, he/she may be placed on probation and, if applicable, the student may be deemed ineligible to receive Title IV funds.

PROBATION

Students who fail to meet the minimum requirements for attendance and academic progress after the Warning period, the student will be placed on probation and considered to be making satisfactory academic progress while during the probationary period, if the student appeals the decision, and prevails upon appeal.

Additionally, only students who have the ability to meet satisfactory academic progress policy standards by the end of the evaluation period may be placed on probation. Students placed on an academic plan must be able to meet requirements set forth in the academic plan by the end of the next evaluation period. Students who are progressing according to their specific academic plan will be considered making satisfactory academic progress. The student will be advised in writing of the actions required to attain satisfactory academic progress by the next evaluation. If at the end of the probationary period, the student has still not met both the attendance and academic requirements required for satisfactory academic progress or set forth by the academic plan, the student will be determined as NOT making satisfactory academic progress. A student who does not achieve the minimum standards is no longer eligible for Title IV, HEA program funds, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that has resulted in the status of probation.

RE-ESTABLISHMENT OF SATISFACTORY ACADEMIC PROGRESS *for those who qualify*

Students may re-establish satisfactory academic progress and Title IV funding, as applicable, by meeting the minimum attendance and academic requirements by the end of the warning or probationary period.

APPEAL PROCEDURE

A student may appeal the Financial Aid ineligible decision if he/she has a reason for not making satisfactory progress and if he/she can document that the circumstances that caused the unsatisfactory academic progress determination have in some way changed and that satisfactory academic progress standard can be met by the end of the next evaluation period. A student has five (5) calendar days from the date of notification that they are not meeting the second consecutive satisfactory progress determination to appeal the unsatisfactory academic progress determination. The student must submit a written appeal to the school's financial aid office on the designated schools Appeal Form describing why they failed to meet satisfactory academic progress standards, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the student's situation that will allow them to achieve satisfactory academic progress by the next evaluation point.

The reasons for which a student may appeal a negative progress determination include death of a relative, an injury or illness of the student, a student's disability, or any other allowable special or mitigating circumstances.

The Appeal documents will be reviewed and a decision will be made and reported to the student within 30 calendar days. The appeal and decision documents will be retained in the student's file. If the student prevails upon appeal, the satisfactory academic progress determination will be reversed and federal financial aid will be reinstated, if applicable.

If the appeal is granted the student will be placed on Financial Aid Probation for one evaluation period. If the student has not met academic and/or attendance requirements for two (2) consecutive evaluation periods, and does not prevail on appeal, the student will be determined as not making satisfactory progress and may be terminated.

This policy applies to all students regardless of whether or not they are eligible for Title IV funding programs. In order to comply with USDE requirements the terminology financial aid warning or financial aid probation will be used for both Title IV and non-Title IV students.

TERMINATION APPEAL PROCEDURE

If a student is terminated due to receiving the maximum amount of coaching sessions, or due to the reasons outlined under termination on the Student Advisory Form, the student may appeal the termination decision. A student has five (5) calendar days from the date of termination to appeal the decision. The student must submit a written appeal to the school's Future Professional Advisor on the schools Termination Appeal Form describing why they were terminated, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the student's situation that will allow them to continue through the program without incident.

An appeal hearing will take place within 15 business days of receipt of the written appeal. This hearing will be attended by the student, parent/guardian (if the student is a dependent minor), the student's learning leader, the future professional advisor, and the school director. A decision on the student's appeal will be made within three (3) business days by the school director and will be communicated to the student in writing. This decision will be final.

If a student is terminated for gross misconduct, which includes but is not limited to reporting to school under the influence of alcohol or illegal drugs, cheating, stealing, insubordination, threats, and/or bullying, such termination is final and may not be appealed.

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 30 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, without needing the student's consent.

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.

In addition, disclosure may be made if it is in connection with financial aid that the student has received or applied for. Such a disclosure may only be made if the student's information is needed to determine the amount of the aid, the conditions for the aid, or the student's eligibility for the aid, or to enforce the terms or conditions of the aid.

Paul Mitchell The School - Atlanta provides and permits access to student and other school records as required for any accreditation process initiated by the school or by the National Accrediting Commission of Career Arts and Sciences (NACCAS), or in response to a directive of said Commission.

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 - Atlanta 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.

A parent or eligible student may file a written complaint with the Family Policy Compliance Office regarding an alleged violation under the Family Educational Rights and Privacy Act. The Office's address is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202.

PERFORMANCE STATISTICS/JOB OUTLOOK

Paul Mitchell The School - Atlanta is accredited by the National Accrediting Commission of Career Arts and Sciences (NACCAS) and recognized by the U.S. Department of Education. Each agency requires schools to provide important information regarding outcome rates in the areas of completion, placement, and licensure; however, each agency requires that we provide outcome rates differently. NACCAS requires schools to list the outcome rates for the main campus and all additional campuses as a whole. In this case, there are no additional campuses. If you have any questions regarding our outcome rates, please see our Admissions Team for assistance.

NACCAS – Paul Mitchell The School - Atlanta performance statistics for the calendar year 2015:

Graduation	Placement	Licensure
66.98%	73.58%	94.51%

NACCAS' 2015 Annual Report is derived from a single cohort of students – those scheduled to graduate in 2015. NACCAS' graduation, placement and licensure definitions are described below:

Graduation: Based on all students scheduled to graduate from the program in 2015. The scheduled graduation date is a student's most recent contract end date (i.e., the contract end date after all leaves of absence, schedule changes and re-enrollments have been accounted for). A student may count as a graduate if they have completed all applicable graduation requirements at the institution.

Licensure: Based on graduates from the graduation cohort who sat for all parts of their required licensure exam prior to November 30, 2016. A student in the licensure cohort may count as a "pass" if they pass all required portions of the examination prior to November 30, 2016.

Placement: Based on graduates from the graduation cohort who are eligible for placement. A student may count as placed if they are employed in a field for which their training prepared them prior to November 30, 2016. Students may be excluded from the calculation if they fall into one of the categories listed. In 2015, the school excluded the following number of students* based on each of the following categories:

- ❶ The graduate is deceased 0
- ❷ The graduate is permanently disabled 0
- ❸ The graduate is deployed for military service/duty 0
- ❹ The graduate studied under a student visa and is ineligible for employment in the U.S. 0
- ❺ The graduate continued his/her education at an institution under the same ownership (e.g., a graduate of your cosmetology program subsequently enrolled in the instructor program of an institution under the same ownership) 0

Total Excluded 0

*If fewer than ten students were excluded for any one category, the disclosure will only include the total of all excluded students if that total is at least ten. If the calculation excluded fewer than a total of ten students the institution will state that it excluded students on the basis of each condition, and note that the number of total exclusions were fewer than 10 and therefore cannot be disclosed.

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.

PROGRAM INTEGRITY

Paul Mitchell The School - Atlanta is accredited by NACCAS and uses its calculation for student placement based on each program offered. For the most recent annual reporting period, the school shows the following data for the cosmetology program:

Placement rate	On-time graduation rate	Median Loan Debt
73.58%	14%	2014–2015 Title IV: \$13,833.00. Private: \$0. Institutional: \$0.

On-time completion is deemed by the U.S. Department of Education as anyone who graduates within the normal completion time. When a student completes their graduation requirements, including all theory and practical assignments, and the required number of clock hours contracted for within their original contracted graduation date, that student is considered to have graduated on-time. If a student delays their graduation for any reason—such as family responsibilities, day care issues, and other life events—and that causes them to graduate after their original contract end date, they are not considered an on-time graduate. Please note that our graduation rates that are provided in the school catalog are based on how many students started the program and how many completed within the reporting period.

STUDENTS RIGHT-TO-KNOW - COMBINED DEPARTMENT OF EDUCATION RATES (IPEDS)

Graduation
73%

Paul Mitchell The School Atlanta must prepare the completion and graduation rate of its certificate- or degree-seeking, first-time, full-time undergraduate students each year. The rates will track the outcomes for students for whom 150% of the normal time for completion or graduation has elapsed. Normal time is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. These rates are generated from the school student record management system.

STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

All students must commit to and follow the Student Professional Development Guidelines during their enrollment at Paul Mitchell The School - Atlanta. These guidelines were established to assist in creating a safe, focused, and enjoyable learning experience.

Attendance and Documentation of Time

- ❶ The school records attendance in clock hours and gives appropriate attendance credit for all hours attended. The school does not add or deduct attendance hours as a penalty. Attendance is calculated using a computerized time clock and does not round hours. In order to ensure proper clock hours are credited, full-time students are required to clock in/out; when they arrive to school, when they leave for lunch, when they return from lunch, and when they leave at the end of the day. If a student fails to clock in or out for their schedule on the student timeclock, the student will not receive hours. If the student wishes to dispute any hours they feel earned, the student must provide documentation to verify attendance on the missing time form. The documentation would include the student sign in sheet, the specialty class attendance role, and/or the guest service summary.
- ❷ The school is open from 8:00 AM to 3:30 PM, Tuesday through Saturday for 5-day students and 8:00 AM to 7:00 PM, Wednesday through Friday for 3-day students.
- ❸ All courses require continuous attendance.
- ❹ The prescribed attendance schedule must be maintained each week. Alternate schedules are available to those students who qualify.
- ❺ Students with a Tuesday through Saturday schedule may not miss Saturdays.
- ❻ Students must be on time, as tardiness inhibits the learning process. Students who are late for theory class may not enter the classroom and will not receive theory credit or clock hours during Theory time. Students who are late for a specialty class or a guest artist class may attend the class, but must be accompanied into the classroom by an instructor. Students are never excused from mandatory theory class to work in the clinic.
- ❼ Students must complete the program by their contract end date or they will be terminated from the program. *****Refer to the school enrollment contract for the contract end date.*****
Please note that if a student misses more than 14 consecutive calendar days, the student will be terminated from the program.
- ❽ Students who are late or cannot attend school must contact the school and talk to the school service desk immediately. If they call the school before the front desk opens they may leave a message on the student voice mailbox, extension 22 from the main line. Student must call in by 8:00 AM.
- ❾ Students must request time off in writing, to the Service Desk Leader at the Service Desk.
- ❿ Cosmetology full-time 5-day students attend 35 hours per week; cosmetology full-time 3-day students attend 30 hours per week. Holidays such as Thanksgiving, Christmas, and New Year's Day will be set according to the calendar each year.
- ⓫ Lunches and breaks are scheduled for all students. Students should communicate with their instructor if they have not had lunch by 1:30 PM.

Observe the appropriate breaks for your school schedule. Breaks are as follows:

Student Schedule	Breaks	Lunch
10 hr/day	15 min. in the morning & 15 min in the afternoon	30 min. in the morning 30 min. in the evening
7 hr/day	15 min. in the morning & 15 min in afternoon	30 min.

- 13 Documentation of time: Students may not leave the school premises during regular hours without an Learning Leader’s permission. 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 a 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 filing out a missing time card form and having it signed by a Learning Leader.
- 14 Students may not clock in or out for another student.
- 15 Students must keep a record of all services each day on the “service tracking sheet,” which must be completed daily and turned in every week.

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.
- ② Phase Two students must 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.
- ⑤ Hair must be clean and styled prior to arriving at school.
- ⑥ Cosmetics must be applied prior to arriving at school, using trend-appropriate makeup techniques.
- ⑦ The following is a list of unacceptable dress:
 - a. Tennis shoes, gym shoes, foot thongs, Crocs, or beach sandals
 - b. Jeans or clothing made of jeans material with exception of "Casual for a Cause" Friday.
 - c. Tank or sleeveless tops
 - d. Sweatpants, sweatshirts, and hoodies
 - e. Printed T-shirts other than those with a PAUL MITCHELL or Paul Mitchell The School - Atlanta logo; acceptable T-shirts must be clean and professional, and you must dress them up
 - f. Short skirts that fall above fingertips
 - g. Shorts, spandex or biking shorts.
- ⑧ Students who fail to comply with the 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 at all times.
- ② Students must clean their stations, including the floor, after each service.
- ③ Hair must be swept up immediately after a service is completed, before blow drying.
- ④ Workstations must be cleaned at the end of the day, prior to clocking out for the day.
- ⑤ Students may have their hair or other services done only on the days when personal services are permitted.

Communication Guidelines and Professional Conduct

- ① Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, student lounge, or clinic floor area.
- ② Cell phones usage is only permitted in the break room. Classrooms, hallways, clinic floor area and lobby/reception are cell free zones.
- ③ Students may not visit with another student who is servicing a client.
- ④ Students may not gather around the reception desk, reception area, or offices.
- ⑤ Food, drinks, and water bottles are allowed in the break room only.
- ⑥ Smoking is allowed in designated outside area only.
- ⑦ Stealing or taking school or another's personal property is unacceptable, and could be grounds for immediate termination.

Learning Participation Guidelines

- ① Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable, and may be grounds for termination.
- ② Students will be expected to maintain an average of 70% on all theory tests and assignments.
- ③ Students must take all service 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 initialed by an Learning Leader.
- ⑦ Students are expected to be continuously working on school-related projects, assignments, reading, or test preparation during school hours.
- ⑧ Students will receive clock hours during the times they fully participate in their learning experience.
- ⑨ When students are not scheduled with service appointments or are not scheduled to attend theory or an elective class, they may focus on the following:
 - a. Completion of monthly worksheets
 - b. Completion of theory review worksheets
 - c. Performing a personal service to another student
- ⑩ Students must comply with school personnel and Learning Leader's assignments and requests as required by the curriculum and student guidelines and rules.
- ⑪ Students may not perform hair services outside of school unless authorized to do so by school administration. Conducting unauthorized hair services outside of school may be reported to the state board and may result in your inability to receive a professional license.
- ⑫ Students are responsible for their 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. Paul Mitchell The School - Atlanta is not responsible for any lost or stolen articles.
- ⑬ Parking is allowed in assigned parking areas only or cars may be towed at the owner's expense.
- ⑭ All worksheets are due on the assigned day of each month by 5:00 PM for 5-day cosmetology and 7:00 PM for the 3-day students.
- ⑮ If a student fails to complete a worksheet the student will be placed on the Back on Track list and will remain on the list until the following month.
- ⑯ Theory: Students will not be allowed in Theory once the door is closed. The student will not receive theory credit or clock hours during this time. If a student chooses to leave Theory class for any reason he/she will not be allowed to return to Theory. If there's a transition period during Theory, a student will be allowed to enter to receive credit for the remaining scheduled time in Theory.

LATE PAYMENTS

If a student fails to make a scheduled tuition payment, the student may receive a coaching session on the Future Professional Advisory Form. If a student consistently fails to make scheduled payments, the student may be terminated from the program.

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 noncompliant or destructive behavior.

The following actions may be inspected for noncompliance:

- ❶ **Attendance and Documentation of Time Guidelines:** Attendance, promptness, and documentation of work are cornerstones of successful work practices. Students may be clocked out, released for the day, or suspended when they do not comply with guidelines.
- ❷ **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.
- ❸ **Sanitation and Personal Service Procedures:** Sanitation and personal 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.
- ❹ **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 conduct. Students who fail to follow communication guidelines and who do not conduct themselves in a respectful and professional manner may experience suspension or termination.
- ❺ **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 other students or staff may be released from school, suspended, or terminated.

Corrective Action Steps

Once a student has received five (5) coaching sessions, the student may be suspended from school for five (5) days. If a student receives two (2) more coaching sessions after returning from a five (5) day suspension, the student's enrollment may be permanently terminated. A student may be terminated without prior coaching sessions for improper and/ or immoral conduct. Refer to the school Future Professional Advisory.

When monitoring students for unofficial withdrawals, the school is required to count any days that a student was out of school on suspension as a part of the 14 consecutive days of non-attendance used to determine whether the student will be returning to school.

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 West 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 and the School Director 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 and the School Director 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 and the School Director 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 and/or the School Director or owner 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; The King Plow Arts Center, 887 West 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 Owner 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.

When a student appeals a decision made by the Coordinator, the Owner 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 Owner will determine whether the accommodation is being fully implemented, and if it is not, ensure that the accommodation is implemented. The Owner 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; The King Plow Arts Center, 887 West Marietta St. NW, Suite A, Atlanta, GA 30318; (404) 888-0070; emily@paulmitchellatlanta.edu.

Investigation of the Complaint — When the Owner/Director receives a written complaint, the Owner/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 Owner/Director will discuss the allegations in the complaint with the student, and obtain any needed additional information from the student. The Owner/Director will obtain from the student the names of any persons the student believes will have relevant information. The Owner/Director will gather all information necessary to determine what took place. To do so, the Owner/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 Owner/Director will interview persons that the student stated may have relevant information. The Owner/Director will gather any relevant documents such as emails, student work or instructor's records. During the investigation, the Owner/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 Owner/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 Owner/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 Owner/Director at the conclusion of the investigation, and the reasons the Owner/Director reached that determination. If the Owner/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 Owner/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; The King Plow Arts Center, 887 West 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 Owner/Director.

The Owner will review all the information provided by the student in the appeal, the decision by the Owner/Director, the interview records made by the Owner/Director and the documents gathered by the Owner/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://wdcrobcolp01.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.

STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

Paul Mitchell The School Atlanta is committed to providing a work and school environment free of unlawful harassment or discrimination. In furtherance of this commitment, all students and employees are required to take our mandatory Sexual Harassment and Prevention Training upon starting in school and then in January of each year. School policy prohibits harassment or discrimination based on race, religion, creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical conditions), military or veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information or any other basis protected by the federal, state or local law. Additionally, in accordance with Title IX of the Education Amendments of 1972, Paul Mitchell The School Atlanta prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and Paul Mitchell The School Atlanta has jurisdiction over Title IX complaints.

Paul Mitchell The School Atlanta's anti-harassment policy applies to all persons involved in the operation of Paul Mitchell The School Atlanta, and prohibits unlawful harassment by any employee of Paul Mitchell The School Atlanta, as well as students, customers, third parties, vendors or anyone who does business with Paul Mitchell The School Atlanta. It further extends to prohibit unlawful harassment by or against students. Any employee, student or contract worker who violates this policy will be subject to disciplinary action. To the extent a customer, vendor or other person with whom Paul Mitchell The School Atlanta does business engages in unlawful harassment or discrimination, Paul Mitchell The School Atlanta will take appropriate corrective action. The grievance procedure will provide that complaints may be filed about discrimination in any academic, educational, extracurricular, athletic or other programs operated or sponsored by, or related to, Paul Mitchell The School Atlanta, whether the programs take place on the campus of a school, during a school-sponsored field trip, or other off-campus events.

As part of Paul Mitchell The School Atlanta's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to Paul Mitchell The School Atlanta community through publications, Paul Mitchell The School Atlanta website, new employee orientations, student orientations, and other appropriate channels of communication. Paul Mitchell The School Atlanta will provide training to key staff members to enable Paul Mitchell The School Atlanta to handle any allegations of discrimination and harassment, including sexual harassment or sexual violence, promptly and effectively. Paul Mitchell The School Atlanta will respond quickly to all reports, and will take appropriate action to prevent, to correct, and if necessary, to discipline behavior that violates this policy.

Definitions

Sex Discrimination is defined as treating individuals differently on the basis of sex with regard to any aspect of services, benefits, or opportunities Paul Mitchell The School Atlanta provides such as:

- ① Treat a person differently in determining whether he or she satisfies any requirement or condition for the provision of an aid, benefit, or service;
- ② Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- ③ Deny any person an aid, benefit, or service
- ④ Subject any person to separate or different rules of behavior, sanctions, or other treatment in providing an aid, benefit, or service
- ⑤ Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- ⑥ Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

Sexual Harassment is defined as unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment is conduct that explicitly or implicitly affects a person's employment or education or interferes with a person's work or educational performance or creates an environment such that a reasonable person would find the conduct intimidating, hostile or offensive.

Sexual Violence is defined as physical sexual acts engaged in without the consent of the other person or when the other person is unable to consent to the activity. Sexual violence includes sexual assault, rape, battery, and sexual coercion; domestic violence; dating violence; and stalking.

Domestic Violence is defined as abuse committed against an adult or a minor who is a spouse or former spouse, cohabitant or former cohabitant, or someone with whom the abuser has a child, has an existing dating or engagement relationship, or has had a former dating or engagement relationship.

Dating Violence is defined as abuse committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

Sexual Assault occurs when a physical sexual activity is engaged in without the consent of the other person or when the other person is unable to consent to the activity. The activity or conduct may include physical force, violence, threat, or intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through the use of drugs or alcohol, and taking advantage of the other person's incapacitation (including voluntary intoxication).

Stalking is behavior in which a person repeatedly engages in conduct directed at a specific person that places that person in reasonable fear of his or her safety or the safety of others.

Consent is informed, voluntary and revocable. Consent is an affirmative, unambiguous, and conscious decision by each participant to engage in mutually agreed-upon sexual activity. It must be given without coercion, force, threats or intimidation. Consent must be ongoing throughout a sexual encounter and can be revoked at any time. Once consent is withdrawn, the sexual activity must stop immediately.

Prohibited Conduct

This policy strictly prohibits sexual or other unlawful harassment or discrimination as well as sexual violence, as defined above. Sexual or other unlawful harassment or discrimination includes any verbal, physical or visual conduct based on sex, race, age, national origin, disability, color or any other legally protected basis if:

- ① submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment;
- ② submission to or rejection of such conduct by an individual is used as a basis for decisions concerning that individual's education or employment; or
- ③ it creates a hostile or offensive environment, which means the alleged conduct is sufficiently serious to limit or deny a student's or ability to participate or benefit from the student's education program.

Unlawful harassment or discrimination may include racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons based on race, national origin, age, disability, marital status, sex or other legally protected categories.

Sexual harassment is conduct based on sex, whether directed towards a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented “kidding” or “teasing”, practical jokes, jokes about or displays of obscene printed or visual material, questions about sexual fantasies, preferences or history, and physical contact such as patting, pinching, or intentionally brushing against another person’s body.

Gender-based harassment, including acts of verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping are strictly prohibited, even if those acts do not involve conduct of a sexual nature.

Complaint/Grievance Procedure

The following grievance procedures shall be used to address sex discrimination complaints filed by students/employees or complaints filed on their behalf against employees, other students, or third parties.

If you believe that you have experienced or witnessed harassment or sexual violence, notify your Learning Leader, supervisor, Paul Mitchell The School Atlanta Owner, or the Title IX Coordinator as soon as possible after the incident. Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, student, vendor or other person who does business with Paul Mitchell The School Atlanta is exempt from the prohibitions in this policy. Supervisors will refer all harassment complaints to the Title IX Coordinator for student-related complaints and to Paul Mitchell The School Atlanta Owner if the complaint involves an employee. In order to facilitate the investigation, your complaint should include details of the incident or incidents, names of the individuals involved and names of any witnesses. A sex discrimination complaint should be filed within 180 days from the date of the alleged discriminatory incident. Upon receiving any report of discrimination, including harassment, regardless of the filing date or when the school receives notice, the school will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the student, and on others, if appropriate. All documentation pertaining to the complaint/grievance will be confidential. The complaint/grievance once received will be maintained in the student’s and/or employee’s permanent file, which has limited staff access, this includes verbal complaints.

All complaints involving a student will be referred to the campus’s Title IX Coordinator. The Title IX Coordinator is listed below and has the responsibility of overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints.

The Grievant/Complainant may use the Title IX Grievance Form, but it is not required, to file a Title IX discrimination complaint.

<p>Title IX Coordinator: Emily Allen- Director King Plow Art Center 887 W. Marietta, North West, Ste. A Atlanta, GA 30318 emily@paulmitchellatlanta.edu 404-888-0070</p>	<p>School Owner: (for complaints involving employees) Rob Brinson King Plow Art Center 887 W. Marietta, North West, Ste. A Atlanta, GA 30318 rob@paulmitchellatlanta.edu 404-888-0070</p>
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Paul Mitchell The School Atlanta ensures that its employee(s) designated to serve as Title IX Coordinator(s) have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how Paul Mitchell The School Atlanta’s grievance procedures operate. Because complaints can also be filed with the School Owner, these employees also receive training on Paul Mitchell The School Atlanta’s grievance procedures.

Investigation of Complaints

In response to all complaints, Paul Mitchell The School Atlanta promises prompt and equitable resolution through a reliable and impartial investigation of complaints, including the opportunity for both parties to present witnesses or other evidence. The time necessary to conduct an investigation will vary based on complexity but will generally be completed within sixty (60) days of receipt of the complaint. If a complainant requests confidentiality, Paul Mitchell The School Atlanta will take all reasonable steps to investigate and respond to the complaint consistent with the request. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, Paul Mitchell The School Atlanta will inform the complainant that its ability to respond may be limited.

The preponderance of the evidence standard will apply to investigations, meaning Paul Mitchell The School Atlanta will evaluate whether it is more likely than not that the alleged conduct occurred. Both parties will receive written notice of the outcome of the complaint within 60 days of receipt of complaint. Written notice will include:

- ① Whether Paul Mitchell The School Atlanta found that the alleged conduct occurred, and whether it constituted discrimination.
- ② Any individual remedies offered or provided to the complainant or any sanctions imposed on the respondent that directly relate to the complainant. The respondent's version will not include individual remedies offered or provided to the complainant unless the remedy directly involves the respondent.
- ③ Any other steps Paul Mitchell The School Atlanta took to eliminate the hostile environment, if Paul Mitchell The School Atlanta found one to exist, and prevent recurrence.

During the investigation, Paul Mitchell The School Atlanta will provide interim measures, as necessary, to protect the safety and wellbeing of students and/or employees involved. Examples of temporary and permanent measures to protect the complainant as necessary are:

- ① No contact order
- ② Change academic situations as appropriate with minimum burden on the complainant
- ③ Counseling
- ④ Health and mental services
- ⑤ Escort services
- ⑥ Academic support
- ⑦ Retake a program or withdraw without penalty

If Paul Mitchell The School Atlanta determines that unlawful harassment or sexual violence has occurred, immediate appropriate corrective action will be taken in accordance with the circumstances involved, and Paul Mitchell The School Atlanta will take steps to prevent the recurrence of any harassment or discrimination. Any employee determined by Paul Mitchell The School Atlanta to be responsible for unlawful harassment or discrimination will be subject to appropriate disciplinary action, up to and including termination.

Remedies for student-related claims may include, but are not limited to, an order to stay away, suspension or expulsion.

To initiate a criminal investigation, reports of sexual violence should be made to "911" or local law enforcement. The criminal process is separate from Paul Mitchell The School Atlanta's disciplinary process. To the extent that an employee or contract worker is not satisfied with Paul Mitchell The School Atlanta's handling of a harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief.

Paul Mitchell The School Atlanta should make appropriate referrals to law enforcement. Paul Mitchell The School Atlanta will also notify complainants of the right to proceed with a criminal investigation and a Title IX complaint simultaneously.

Paul Mitchell The School Atlanta will not wait for the criminal investigation or criminal proceeding to be concluded before beginning its own investigation.

Retaliation Prohibited

Paul Mitchell The School Atlanta prohibits any form of retaliation, intimidation or harassment against any individual who filed or otherwise participated in the filing or investigation of a complaint of discrimination. Any individual who believes he/she has been subjected to retaliation may file a separate complaint under this procedure.

Reporting Requirements

Victims of sexual misconduct should be aware that School administrators must issue timely warnings for incidents reported to them that pose a substantial threat of bodily harm or danger to other members of the campus community. Paul Mitchell The School Atlanta will make every effort to ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger. Paul Mitchell The School Atlanta reserves the right to notify parents/guardians of dependent students regarding any health or safety risk, or a change in student status.

Additional Information

Paul Mitchell The School Atlanta does not allow conflicts of interest (real or perceived) by those handling the procedures. The school does maintain all documentation of any proceeding. The school will inform the students at regular intervals of the status of the investigation. The school will disallow evidence of past relationships.

Employees should contact Paul Mitchell The School Atlanta Director for more information or any questions related to this policy. Students may contact the Title IX Coordinator with any questions related to this policy. In addition, the U.S. Department of Education Office for Civil Rights ("OCR") investigates complaints of discrimination, including harassment of students in educational programs or activities. This agency may serve as a neutral fact finder and will attempt to facilitate the voluntary resolution of disputes with the parties. For more information, visit the OCR website at:

<http://www.hhs.gov/ocr/>.

SEXUAL HARASSMENT POLICY

Paul Mitchell The School - Atlanta 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

If, after the investigation, a person is deemed to have engaged in sexual harassment, this 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 - Atlanta 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 - Atlanta. 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 - Atlanta 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.

SOCIAL NETWORKING POLICY

Paul Mitchell School respects the rights of students to use social media during their personal time. Social media includes all forms of publicly accessible communications which include, but are not limited to, written and verbal communications (including podcast and video uploads) and all forms of electronic communication including discussion groups, forums, news groups, e-mail distribution, blog postings, and or social networking sites (such as Facebook, MySpace, Twitter, You Tube, Friendster, etc.) . Students are personally responsible for the content they publish on social networking sites. Students are expected to treat each other with fairness and respect, consistent with the Paul Mitchell Schools culture.

Paul Mitchell Schools does not permit ethnic slurs, personal insults, obscenity, and intimidation, cyber bullying or engaging in conduct that would be unbecoming of a Paul Mitchell Future Professional and misrepresent Paul Mitchell culture. Paul Mitchell Schools reserves the right to request the removal of any posts at its discretion and take necessary disciplinary action as appropriate.

ALCOHOL AND DRUG-FREE EDUCATIONAL FACILITY POLICY

The School is concerned about the use of alcohol and drugs in the educational facility. This concern is based upon the effect that those substances have on a person's judgment, performance, safety, and health.

The School prohibits the possession, use, or being under the influence of alcohol or an illegal substance on School premises or at a School activity.

This prohibition includes drugs which (a) are not legally obtainable or (b) are legally obtainable but have not been legally obtained. The prohibition also includes prescribed drugs not legally obtained and prescribed drugs not being used for the prescribed purposes.

In order to enforce this policy, the School reserves the right to search all School premises, including classrooms, administrative offices, corridors, storage rooms, and parking lots. The School also reserves the right to search all employee and student property on School premises or at School activities, including but not limited to backpacks, purses, handbags, lockers, and vehicles parked on School property. The School also reserves the right to implement other measures necessary to deter abuse of this policy. Failure or refusal to cooperate may be grounds for disciplinary action, including expulsion from the School or termination for employees.

The School also will not object to law enforcement seeking to search School premises or employees and students, and employee and student property on School property or at School activities.

REGULATORY AND ACCREDITATION AGENCIES

The following institutions license and regulate our institution:

Georgia State Board of Cosmetology

237 Coliseum Drive
Macon, GA 31217-3858
(478) 207-1300
Fax: (478) 207-1363

Nonpublic Postsecondary Education Commission

2100 East Exchange Place Suite 203
Tucker, GA 30084-5313
770-414-3300

National Accrediting Commission of Career Arts & Sciences, Inc. (NACCAS)

3015 Colvin Street
Alexandria, VA 22316
(703) 600-7600

Nationally accredited by National Accrediting Commissions of Career Arts & Sciences, Inc (NACCAS). The National Accrediting Commission of Career Arts and Sciences (NACCAS) is recognized by the United States Department of Education as a national accrediting agency for postsecondary school and departments of cosmetology arts and sciences, and massage therapy.

If you are interested in reviewing or receiving a copy of the school's state license/approval or a copy of the school's letter of accreditation, please contact the school director.

The campus crime report is provided to each student prior to enrollment. The campus crime statistics are updated annually (October). If you are interested in reviewing or receiving a copy of the school's campus crime report, please see the School Director and/or the financial aid office, or a copy may be reviewed on the school website: <http://paulmitchell.edu/atlanta>

GEORGIA STATE BOARD OF COSMETOLOGY AND BARBER COMPLAINT PROCESS

Certain businesses and professions have been determined by the State as affecting the health, safety, and welfare of the public. Persons practicing in these businesses and professions, with some exceptions, are required by state law to be licensed under the Professional Licensing Boards (PLB) Division. These requirements are published in Georgia law; the Official Code of Georgia Annotated, (O.C.G.A.) Title 43.

General Licensing Requirements

The Boards are charged with licensing persons who practice 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 Process

- If you wish to file a complaint concerning the practice of a licensee, you should submit the complaint in writing to the appropriate board at 237 Coliseum Drive, Macon, GA 31217-3858 or online by submitting the form that can be found here: <http://sos.ga.gov/plb/submitcomplaint.php>. Upon receipt of your complaint, you will receive an acknowledgement from the board.
- Your complaint must include your name, address and telephone number; the name and address of the person being reported; a detailed description of the violation, and any other pertinent information. This means all supporting documents (i.e. business/patient records, cancelled checks, billing statements, proposals, etc.) that could be used to support your complaint.
- Boards only have the legal jurisdiction over an individual's license to practice and can only discipline an individual if a violation of the laws and rules governing practice have been violated.
- Boards generally do not accept or process anonymous complaints.

Investigations

- Your complaint will be given serious consideration by the board and further investigative action may be taken, if appropriate. You may or may not be contacted by a board Investigator. A referral of your 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.
- Investigations are confidential by law; we are unable to divulge receipt of or updates on the status of a complaint over the phone.
- Georgia law requires that investigative files are confidential for any purpose other than a hearing before the board; however, the board is authorized to release the records to another enforcement agency or lawful licensing authority.

Unlicensed Practice

- If you submit a complaint regarding unlicensed practice, your complaint should include the name of the person and/or business that is practicing without a license and the address where unlicensed practice is occurring. Also, please include copies of any advertisements or other supporting documentation that you may have received regarding the unlicensed practice.
- Persons who practice a regulated business or profession without a license may be ordered to cease and desist the practice and may be fined by a board.
- If a cease and desist order is refused by the unlicensed individual, the board is required to take the matter to a hearing.
- The board may also petition the court for an injunction against further unlicensed practice.
- Many licensing laws also subject unlicensed persons to criminal prosecution by local authorities.

Disciplinary Action

- A board may discipline a license holder if the board determines that a violation of the board's laws, rules and/or regulations has occurred. A licensee who violates these laws, rules and/or regulations may be subject to disciplinary action, such as a fine, reprimand, suspension or revocation of the license.
- When a Board seeks to sanction a license holder and the license holder does not voluntarily enter into a consent agreement/order with the board, the board may be required to go to an Administrative Hearing. When cases proceed to a formal hearing; the decision is made 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 a ruling (Initial Decision and recommended disciplinary action). The licensee may request, or the board, on its own, may seek review of the administrative law judge's decision. After the final decision is issued, the licensee may appeal that decision to the Superior Court of Bibb County.
- The disciplinary 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.

Business Practice/Billing Disputes

- Most boards generally do not have legal jurisdiction over business practices/billing/fee disputes. The boards have no authority to set fees or settle fee disputes. You will need to seek legal counsel or seek a remedy in the civil court arena for issues dealing with business practices/billing/fee disputes.

Possible Resolutions

- Close with no violation/insufficient evidence – you will be notified of this action.
- Close with a letter of concern - this action is taken if there is no violation of the laws and rules governing practice but the board wants to express its concern to the practitioner surrounding the complaint. You will be notified that the complaint has been closed; however, a letter of concern is private and cannot be divulged.
- Closed after an inspection – Inspection reports are public.
- Closed with an Order for Monies received – this action is taken when a fine has been paid for a violation discovered during an inspection. This information is public.
- Close with a private consent order – the action is taken when there is a violation of the laws and rules governing practice. However, the matter is closed with a private agreement between the licensee and the board. A private consent order is private and cannot be divulged.
- Close with a public consent order – the action is taken when there is a violation of the laws and rules governing practice. The matter is public and you will be notified of the Board's decision. This information is posted on the licensee's public license record.

What to expect

- You may expect the state board to be genuinely concerned with your complaint. It will be reviewed and investigated thoroughly. You will receive notice from the board when the complaint is received. If the complaint does not fall within the legal jurisdiction of the board, you will receive notice to that effect. When appropriate, the board will investigate and resolve the complaint.
- Please remember that Investigations are confidential; we are unable to provide updates concerning the status of a complaint. Once the investigative process is completed, you will be notified.

Conclusion

The state boards hope that 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.

GRIEVANCE POLICY

In the event a student has a concern or grievance that cannot be resolved with the student's immediate Learning Leader or Education Leader, the student must file the grievance in written form. The grievance must be submitted within five (5) calendar days of the date the grievance occurred. The grievance may include any supporting documentation.

The grievance will then be referred to the School's Management Team which consists of the School Director, the Education Leader, the Director of Enrollment, and the Director of Financial Aid. The School's Management Team will receive and attempt to resolve each grievance within fifteen (15) calendar days of receiving the written grievance. If additional information is required, a letter requesting the additional information will be sent to the student. If no further information is needed, the School's Management Team will determine a resolution and notify the student in writing within three (3) calendar days of the steps taken to correct the grievance or an explanation as to why no action was required.

Paul Mitchell The School - Atlanta will maintain records of the grievance and response in accordance with the published record retention policy.

Upon request, the school will provide its annual Campus Security Safety Policy and Fire Safety Report or a prospective student or prospective employee can visit the schools website at:

[http://paulmitchell.edu/atlanta/helpful links.](http://paulmitchell.edu/atlanta/helpful links)

SCHOOL ADMINISTRATION AS OF MAY 2017

Corporate Owners: Paul Mitchell The School - Atlanta, LLC

Owner and Director of Education: Scott Cole

Owner and Director: Rob Brinson

Director: Emily Allen

Administrative Assistant: Holly Andrews

Director of Enrollment: Carolann Robinson

Admissions Leader: Fabiola Crovetto, Allyson Taggart

Director of Financial Aid: Memory Baker

Financial Aid Leader: Brian Ackley

Sales Leader: Nikki Thomas

Service Desk Leader: Angela Womack

Education Leader: Alysia Boney

Future Professional Advisor: Kelli Brooks

Learning Leader : Jennifer Mitchell, Tristan Sutrisno, Danielle Atkinson, Jan Wilson, Marnie Wilson, Jackie Justice, Lisa Horn, Tracy DeSimone, Bill Johnson, Dallas Murray, Mikey Lewis, Jessica Murphy Davis, Nkem Morgan

Scott Cole, Owner and Director of Education, Master Cosmetologist in both Georgia and Arizona

Scott Cole 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.

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 - Atlanta reserves the right to modify cost, curriculum, or policies contained herein as required, with appropriate written notice, to the student.