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# 2019 CATALOG

January 2019 — December 2019



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

Kendra Woodward and/or Thomas Mutter

**Paul Mitchell The School Costa Mesa**

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ADMISSIONS@COSTAMESA.PAULMITCHELL.EDU

[paulmitchell.edu/costamesa](http://paulmitchell.edu/costamesa)

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3309 Hyland Avenue, Suite J, Costa Mesa, CA 92626, Toll-free (866) 500-5966, (714) 546-8786

**APPROVAL/DISCLOSURE STATEMENT**

Paul Mitchell The School Costa Mesa, 3309 Hyland Avenue, Suite J, Costa Mesa, CA 92626, is a private institution that is approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. The school is approved to operate until May 31, 2023. *For more information, contact the Bureau for Private Postsecondary Education (BPPE) at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, or by phone at (916) 431-6959 or toll-free at (888) 370-7589, or visit [www.bppe.ca.gov](http://www.bppe.ca.gov).*

<b>Cosmetology</b>	<b>1600 hours</b>
<b>Barbering</b>	<b>1500 hours</b>
<b>Esthetics</b>	<b>600 hours</b>

Instruction is in residence with facility occupancy level accommodating 300 students at any one time.

California statute requires that a student who successfully completes a course of study be awarded an appropriate diploma or certificate verifying the fact.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the school’s Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. This school is currently approved to participate in approved sponsored programs, government or otherwise, to provide grants and/or loans to pay for portions of tuition and fees.

The Board of Barbering and Cosmetology (BBC) sets minimum standards for these programs of study: cosmetology, barbering, and esthetics programs. The minimum number of class hours and the total clock hours for each course, as outlined in the program’s Rules and Regulations booklet, must be met to qualify the student for licensure.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the BPPE:

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95834  
P.O. Box 980818, West Sacramento, CA 95798-0818  
Phone (918) 574-7270. Toll-free (888) 370-7589  
[www.bppe.ca.gov](http://www.bppe.ca.gov)

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau’s website at [www.bppe.ca.gov](http://www.bppe.ca.gov).

All information in the content of this school catalog is current and correct and is so certified as true by Kenda Woodward and/or Erica Marshall, Directors.

Signature \_\_\_\_\_  
Directors- Kenda Woodward and/or Thomas Mutter



## **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 team in the pursuit of excellence, and we strongly believe that when people come first, success will follow.

## **SCHOOL FACILITIES**

Our programs offer the challenge of a stimulating and rewarding career. Paul Mitchell The School Costa Mesa is fully equipped to meet all the demands of modern hair and skin care, while providing a high-tech atmosphere and attitude for progressive personal development. The 14,700 square-foot facility includes a student lounge and lockers, guest reception and work areas, management offices, private classrooms, workstations, and equipment.

The school has one (1) entrance to the school and two (2) exits all of which are ADA complaint. We have 1 men's, 1 woman's and 3 other bathrooms that are ADA complaint. All of our offices and classrooms are wheelchair accessible. We have two (2) water fountains as well as filtered water which are all wheelchair accessible. Our parking lot is handicap accessible.

## **ADMINISTRATION/OWNERSHIP**

Von Curtis, Inc., dba Paul Mitchell The School Costa Mesa, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC.

## **PARKING AND AMENITIES**

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

## **NONDISCRIMINATION**

Paul Mitchell The School Costa Mesa 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, Kenda Woodward and/or Thomas Mutter in person or by calling (714) 546-8786, or by mail at 3309 Hyland Avenue, Suite J, Costa Mesa, CA 92626, immediately so appropriate action can be taken.

## COURSE DESCRIPTIONS (All courses are taught in English)

### **Cosmetology: Standard Occupational Classification (SOC 39-5012.00): Classification of Instructional Program (CIP 12.0401)**

The curriculum involves 1,600 hours to satisfy California state requirements. The course includes extensive instruction and practical experience in cutting, men's cutting, color, texture, long hair, makeup, skin, nails, customer service, personal appearance and hygiene, personal motivation and development, retail (Take Home) skills, guest record-keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

Students are prepared to be entry-level cosmetologists.

### **Barbering: SOC 39.5011.00, CIP Code 12.0402:**

The curriculum involves 1,500 hours to satisfy California state requirements. The program includes extensive instruction and practical experience in men's cutting, color, texture, men's grooming, customer service, personal appearance and hygiene, personal motivation and development, retail (Take Home) skills, guest record-keeping, and business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

Students are prepared to be entry-level barbers.

### **Esthetics: SOC 39-5094.00, CIP Code 12.0409:**

The curriculum involves 600 hours to satisfy California state requirements. The course includes extensive instruction and practical experience in skin, facials, hair removal, makeup application, customer service, personal appearance and hygiene, personal motivation and development, retail (Take Home) skills, guest record-keeping, business ethics, state laws and regulations, salon-type administration, and job interviewing.

Students are prepared to be entry-level estheticians.

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.

## LANGUAGE DISCLOSURE

Paul Mitchell The School Costa Mesa does not recruit ENGLISH AS A SECOND LANGUAGE. As "THE SCHOOL DOES NOT OFFER INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE."

Students must have the ability to read and write English at a level of a graduate of an American high school as demonstrated by the possession 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 High School Equivalency diploma or official High School Equivalency diploma test scores.

If a student's primary language is not English the student may bring an interpreter, when signing the enrollment contract to obtain a clear understanding of the terms and conditions of the enrollment contract in the student's primary language.

## ADMISSIONS REQUIREMENTS

Paul Mitchell The School Costa Mesa admits as regular students those who are high school graduates or holders of high school graduation equivalency certificates. Paul Mitchell The School Costa Mesa does not accept ability to benefit (ATB) students at this time.

## ADMISSIONS 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 Costa Mesa.
- ❷ **Submit an Application Fee:** Action will not be taken on admission or any student loan application until an application fee of \$75.00 is received. Please submit the fee in the form of a check or money order, payable to Paul Mitchell The School Costa Mesa. This fee is not included in the cost of tuition. In extraordinary circumstances, the school may waive the application fee for students that transfer from a school that has suddenly closed without notice.
- ❸ **Submit Two (2) Photos:** The photos should be recent head and shoulder shots of the applicant.
- ❹ **Entrance Essay:** The essay should include the applicant's accomplishments and career goals.
- ❺ **Personal Interview:** Applicants must complete a personal interview with the admissions team prior to registration.
- ❻ **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 High School Equivalency diploma or official High School Equivalency diploma 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 High School equivalency program. If we determine that your diploma or High School Equivalency diploma is not valid, you will be denied admission to the school.
- ❼ **Dual License:** Students that have their California cosmetology license or have completed the 1600 hours in cosmetology and would like to enroll in the barbering program must submit a copy of their official transcript from cosmetology.
- ❽ **Dual License:** Students that have their California barbering license or have completed 1500 hours in barbering and would like to enroll in the cosmetology program must submit a copy of their official transcript from barbering.

**\*\*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 Costa Mesa 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 High School Equivalency certificate, please contact our admissions office for a list of High School Equivalency programs located near the school. Paul Mitchell The School Costa Mesa 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 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 actual contracted hours at the institution. *Please refer to the school transfer policy for additional information.*

## APPLICANTS WITH NON-IMMIGRANT VISAS

Non-immigrant applicants must provide documentation to show that they are permitted to be enrolled in a vocational or technical post-secondary school in the United States. Please see the Financial Aid Officer to determine if you qualify for enrollment and any type of Title IV financial aid. Please note that students who are studying under a student visa (M1 visa), or any other visa, are not eligible to receive Title IV financial aid. Those students studying under an M1 student visa at a school approved by SEVIS must attend the full-time schedule and can only attend the program for a period not to exceed 12 months. Please note that this school location is not SEVIS approved.

## ACCEPTANCE

After a prospective student has completed the enrollment application process, the enrollment team and School Director review 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 School Director, the applicant receives written notification of acceptance or denial. **Note:** *All applicants must undergo the entire enrollment application process (detailed in the enrollment application), which includes reentry students (withdrawals) and transfer students.*

## REENTRY STUDENTS

Students who re-enroll in the program within 180 days of withdrawal date must complete the following:

- 1 All 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 based upon the original contracted cost for the course.
- 3 If a re-enrolling 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 contract addendum.

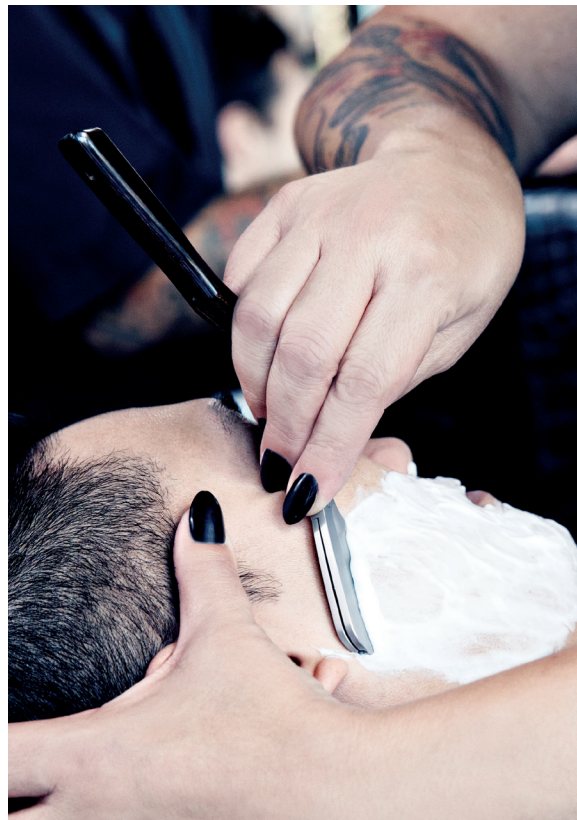
Students who re-enroll in the program **after** 180 days of withdrawal date must complete the following:

- 1 All outstanding tuition, fees, and overtime expenses must be paid in advance or the student must make satisfactory arrangements with the Financial Aid Leader.
- 2 Students will be contracted at the current tuition hourly rate.
- 3 If a re-enrolling 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 re-enrollment contract.
- 4 Students are required to purchase a kit if their current kit is not complete. Any missing kit items must be purchased.

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

Re-admission is reserved to the sole discretion of Paul Mitchell The School Costa Mesa and may require special conditions.

Re-admission for a student requires a personal interview with school administration. The re-entering student will be placed on a 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.



## NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Paul Mitchell The School Costa Mesa is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Paul Mitchell The School Costa Mesa to determine if your certificate will transfer.

## NOTICE OF TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED FROM ANOTHER INSTITUTION

The transferability of credits or certificate you earn at another institution is at the sole discretion of Paul Mitchell The School Costa Mesa. You may be required to repeat some or all of your coursework if Paul Mitchell The School Costa Mesa does not accept some or all of your credits. For this reason, you should speak to Paul Mitchell The School Costa Mesa's Admissions Leader to determine if your credits or certificate will transfer.



## TRANSFER STUDENTS

Paul Mitchell The School Costa Mesa will accept transfer hours from other schools based on an evaluation of the student's comprehension of the course material. A maximum of 1200 hours will be accepted for cosmetology students and 1100 for barbering students, and 200 hours will be accepted for esthetics students who transfer from another school; all cosmetology and barbering transfer students must attend a minimum of 400 hours at Paul Mitchell The School Costa Mesa, to complete the Paul Mitchell culture and educational program. If transferring from another Paul Mitchell School, all transfer hours will be accepted.

*\*Students that have their California cosmetology license or have completed the 1600 hours in cosmetology and would like to enroll in the barbering program a minimum of 1300 hours will be accepted and students will need to complete a minimum of 200 hours in barbering and the cost will be \$10.52 per hour. The school only accepts completers from Paul Mitchell schools.*

*\*Students that have their California barbering license or have completed 1500 hours in barbering and would like to enroll in the cosmetology program a minimum of 1300 hours will be accepted and students will need to complete a minimum of 300 hours in cosmetology and the cost will be \$12.19 per hour. The school only accepts completers from Paul Mitchell schools.*

A maximum of 200 hours will be accepted for esthetics students who transfer from another school; all esthetics transfer students must attend a minimum of 400 hours at Paul Mitchell The School Costa Mesa, to complete the Paul Mitchell culture and educational program.

Students who have had training outside the state of California must provide proof of the number of hours of training to the Board of Barbering and Cosmetology and Paul Mitchell The School Costa Mesa prior to enrollment.

The cost for transfer cosmetology students is \$12.19 per hour; for barbering students, the cost is \$10.52 per hour; and for esthetics students, the cost is \$17.66 per hour attended at Paul Mitchell The School Costa Mesa. This does not include the cost of a complete and current Paul Mitchell student kit.

Please note that students transferring to another school may not be able to transfer all hours they earned at Paul Mitchell The School Costa Mesa; the number of transferable hours depends on the policy of the receiving school.

Paul Mitchell The School Costa Mesa has not entered into an articulation or transfer agreement with any other college or university.

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 Board of Barbering and Cosmetology to deny licensure. The Board of Barbering and 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 Costa Mesa is not responsible for students denied licensure.



## CALIFORNIA STATE BOARD PRE-APPLICATION REQUIREMENTS

Pre-applications for the State of California licensing examinations require the school's approval. Students may apply when they reach 1200 hours for cosmetology, 1100 hours for barbering, and 425 hours for esthetics. Students must meet the following requirements to submit a pre-application to stateboard:

- 1 Clinic Floor Worksheets: The worksheets must be current.
- 2 Theory Hours: The student must have completed a minimum of 120 theory hours for cosmetology, 110 theory hours for barbering, and 42 theory hours for esthetics.
- 3 Theory Exam: All theory exams require a 70% grade or higher and must be current.
- 4 State Board Exam: The student must have passed two state board exams with a 70% grade or higher.
- 5 Service Tracking Form: The student must complete a minimum of 75% of all practical requirements.
- 6 Tuition: The student's tuition must be current on all payments owed.

A student who wishes to pre-apply is required to notify the Final Phase Specialist approximately 70 hours prior to achieving 1200 hours for cosmetology, 1100 hours for barbering, and 425 hours for esthetics.

If the above requirements are not met by the time the student reaches 1200 hours for cosmetology; 1,100 hours for barbering; or 425 hours for esthetics; the student will lose the opportunity to pre-apply for the California state board exam and will have to apply after graduation.

Paul Mitchell The School Costa Mesa reserves the right to process the pre-application for students.

## BOARD OF BARBERING AND COSMETOLOGY LICENSING REQUIREMENTS

To receive a cosmetology license in the state of California, a student must:

- 1 Complete a cosmetology course in a school approved by the California State Board of Barbering and Cosmetology.
- 2 Submit an application and required fee.
- 3 Have at least a 10th grade education or its equivalent, and be at least 17 years of age.
- 4 Receive a passing score on both the practical demonstration and written exam.



## ENROLLMENT INFORMATION

- 1 **Enrollment periods:** Paul Mitchell The School Costa Mesa usually begins new cosmetology and barbering classes about every eight (8) weeks, and an esthetics class about every twelve (12) weeks, depending upon space availability. Please refer to the Tuition and Registration Schedule supplement (located in the admissions packet) or contact Paul Mitchell The School Costa Mesa for exact starting dates.
- 2 **Holidays and school closures:** Paul Mitchell The School Costa Mesa allows the following holidays off: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Eve and Christmas Day, and one day per month for staff personal development. 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. Unexpected closures will be reported via the schools website and/or Facebook page.
- 3 **Enrollment contract:** Paul Mitchell The School Costa Mesa clearly outlines the obligation of both the school and the student in the enrollment contract. A copy of the enrollment contract and information on costs and payment plans will be furnished to the student before the beginning of class attendance.
- 4 **Payment schedule:** Paul Mitchell The School Costa Mesa offers a variety of monthly financial payment schedules. See an Admissions Leader or Financial Aid Leader for details.

## EDUCATION GOALS

Paul Mitchell The School Costa Mesa 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.

## STUDENT TUITION RECOVERY FUND (STRF)

“The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.”

“It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- 1 The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- 2 You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
- 3 You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- 4 The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- 5 The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- 6 You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
- 7 You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.”

**Note:** Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code.

**Paul Mitchell The School Costa Mesa** will collect the STRF fee from the student (\$0.00 for cosmetology students; \$0.00 for barbering students; and \$0.00 for esthetics students and remit it to the BPPE.

## 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	\$19,500.00
Application fee ( <i>nonrefundable</i> )	75.00
Student Tuition Recovery Fund (STRF) ( <i>nonrefundable</i> )	0.00
Kit and Supplies ( <i>nonrefundable</i> )	2,402.55
Textbooks and Classmaker Test ( <i>nonrefundable</i> )	192.45
Apple Ipad and Apple Care ( <i>nonrefundable</i> )	<u>405.00</u>
<b>TOTAL COSTS</b>	<b>\$22,575.00</b>

### TUITION — Barbering

Tuition	\$15,775.00
Application fee ( <i>nonrefundable</i> )	75.00
Student Tuition Recovery Fund (STRF) ( <i>nonrefundable</i> )	0.00
Kit and Supplies ( <i>nonrefundable</i> )	2,185.10
Textbooks and Classmaker Test ( <i>nonrefundable</i> )	209.90
Apple Ipad and Apple Care ( <i>nonrefundable</i> )	<u>405.00</u>
<b>TOTAL COSTS</b>	<b>\$18,650.00</b>

### TUITION — Esthetics

Tuition	\$10,600.00
Application fee ( <i>nonrefundable</i> )	75.00
Student Tuition Recovery Fund (STRF) ( <i>nonrefundable</i> )	0.00
Kit and Supplies ( <i>nonrefundable</i> )	1,223.10
Textbooks and Classmaker Test ( <i>nonrefundable</i> )	221.90
Apple Ipad and Apple Care ( <i>nonrefundable</i> )	<u>405.00</u>
<b>TOTAL COSTS</b>	<b>\$12,450.00</b>

**Note:** The total charges for a period of attendance are equivalent to the cost of the entire program, due to the length of the program.

*The school complies with the California Private Postsecondary Education Act of 2009, 94899.5 (b) and does not require more than one term or four months of tuition in advance, until 50 percent of the program has been offered and the school is due full payment.*

Please contact the school’s Financial Aid Leader 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. In extraordinary circumstances, the school may adjust tuition and kit fees for students that transfer from a school that has suddenly closed without notice.

*Financial aid is available to those who qualify.*

**The cost of “Kit, equipment, textbooks, supplies” is not paid by the VA, and the veteran or eligible person is responsible for payment. NOTICE**

YOU MAY ASSERT AGAINST THE HOLDER OF THE PROMISSORY NOTE YOU SIGNED IN ORDER TO FINANCE THE COST OF THE EDUCATIONAL PROGRAM ALL OF THE CLAIMS AND DEFENSES THAT YOU COULD ASSERT AGAINST THIS INSTITUTION, UP TO THE AMOUNT YOU HAVE ALREADY PAID UNDER THE PROMISSORY NOTE.

## STUDENT TEXTBOOKS AND KITS

Students are advised to refrain from loaning any part of their kit or textbooks. The school is not responsible for items that are lost or stolen. Published kit lists herein are subject to change.

## 2019 START DATES

Cosmetology	
<b>FT DAY SCHOOL:</b>	January 15, March 12, May 7, July 9, September 3, October 8, November 5
<b>PT DAY SCHOOL :</b>	<i>Please see the Admissions Leader for specific start dates</i>
<b>NIGHT SCHOOL:</b>	January 14, April 22, October 21

Barbering	
<b>DAY SCHOOL:</b>	January 15, March 12, May 7, July 9, September 3, October 8, November 5
<b>NIGHT SCHOOL:</b>	January 14, April 22, October 21

Esthetics	
<b>FT DAY SCHOOL:</b>	January 15, March 12, May 7, July 9, September 3, November 5
<b>PT DAY SCHOOL :</b>	April 22
<b>NIGHT SCHOOL:</b>	February 4, June 24, September 30

*Students that have their cosmetology license and would like to enroll in the barbering program or students that have their barbering license and would like to enroll in the cosmetology program classes start the first Tuesday of each month.*

*Classes will be held at Paul Mitchell The School Costa Mesa located at 3309 Hyland Avenue, Suite J, Costa Mesa, CA 92626.*

## 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.

## CONSTITUTION DAY

Paul Mitchell The School Costa Mesa celebrates Constitution Day on or near September 17 of each year. For more information visit [www.constitutionday.com](http://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 California can be found at <http://www.sos.ca.gov>.

For information on voter registration and election dates for federal elections, visit [www.eac.gov/voter\\_resources](http://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 Costa Mesa.

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

## TERMINATION POLICY

Paul Mitchell The School Costa Mesa may terminate a student's enrollment for immoral and/or improper conduct, receiving seven (7) coaching sessions, and/or failing to comply with educational requirements and/or the terms as agreed upon within the enrollment contract. For more information, refer to the school's Future Professional Advisor.





## COSMETOLOGY COURSE OVERVIEW

### Course Hours: 1600 clock hours

The course is divided into pre-clinical classroom instruction and clinical service learning experiences.

- 1 **Pre-clinical Classroom Instruction:** The first 210 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- 2 **Clinic Classroom Learning Experience:** The remaining 1390 hours are spent in the clinic classroom area where practical experience is gained.

## COSMETOLOGY COURSE OUTLINE

Your time at Paul Mitchell The School Costa Mesa in the cosmetology program will be divided into six designations:

- 1 **Core Curriculum:** A 210-hour orientation, known as the Core program, 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 attending regularly scheduled daily classes in cutting, color, permanent waving, and chemical texture services.
- 2 **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 70 hours as a Protégé preparing for the clinic classroom.
- 3 **Clinic Classroom Learning Experience:** Your clinic classroom time from 280 to 1600 hours will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
- 4 **Classroom Learning Experience:** Your classroom time from 280 to 1600 hours is divided into six (6) areas: cutting, coloring, texture, makeup, skin, and nails. Each area has an instructor who conducts the different specialty classes each week; Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- 5 **Adaptive Curriculum:** From 280 to 800 hours, you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building your skills as a future beauty industry professional.
- 6 **Creative Curriculum:** You will spend your last 800 hours in Paul Mitchell The School Costa Mesa in "high gear" by dressing, acting, and working like a true beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future beauty industry career.

## BARBERING COURSE OVERVIEW

### Course Hours: 1500 clock hours

The course is divided into pre-clinical classroom instruction and clinical service learning experiences.

- 1 **Pre-clinical Classroom Instruction:** The first 210 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- 2 **Clinic Classroom Learning Experience:** The remaining 1290 hours are spent in the clinic floor area where practical experience is gained.

## BARBERING COURSE OUTLINE

Your time at Paul Mitchell The School Costa Mesa for the barbering program will be divided into six designations:

- 1 **Core Curriculum:** A 210-hour orientation, known as the Core program, 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 attending regularly scheduled daily classes in cutting, color, permanent waving, and chemical texture services.
- 2 **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 70 hours as a Protégé preparing for the clinic classroom.
- 3 **Clinic Classroom Learning Experience:** Your clinic classroom time from 280 to 1500 hours will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
- 4 **Classroom Learning Experience:** Your classroom time from 280 to 1500 hours is divided into six (6) areas: cutting, coloring, texture, makeup, skin, and nails. Each area has an instructor who conducts the different specialty classes each week; -Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- 5 **Adaptive Curriculum:** From 280 to 750 hours, you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building your skills as a future beauty industry professional.
- 6 **Creative Curriculum:** You will spend your last 750 hours in Paul Mitchell The School Costa Mesa in "high gear" by dressing, acting, and working like a true beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future beauty industry career.



## ESTHETICS COURSE OVERVIEW

### Course Hours: 600 clock hours

The course is divided into pre-clinical classroom instruction and clinical service learning experiences.

- 1 **Pre-clinical Classroom Instruction:** The first 190 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- 2 **Clinic Classroom Learning Experience:** The remaining 410 hours are spent in the clinic floor area where practical experience is gained.

## ESTHETICS COURSE OUTLINE

Your time at Paul Mitchell The School Costa Mesa for the esthetics program will be divided into four designations:

- 1 **Core Curriculum:** This 190-hour time period is dedicated to exploring foundational knowledge and basic esthetics, facial, hair removal, and makeup procedures. You will receive individual attention in practical workshops, and you will complete monthly worksheets and periodic tests throughout the course. This is an intense and exciting portion of your experience.
- 2 **Clinic Classroom Floor Learning Experience:** You will enter a new phase of specialty classroom workshops coupled with challenging practical services that will continue to build your skills as a future beauty industry professional.
- 3 **Classroom Learning Experience:** During this phase of your learning, you will be introduced to guest speakers, prescriptive (Take Home) selling, motivation, self-improvement, body treatments, and emerging technologies. You will use your own technical and therapeutic abilities, coupled with the assistance of Learning Leaders, to provide service to service guests. You will make discoveries and learn relationship-building skills that will guide your success in this exciting, diverse field.
- 4 **Creative Curriculum:** You will dress, act, and work like a true salon professional. You will use your own technical and therapeutic abilities, coupled with the assistance of Paul Mitchell The School Costa Mesa Learning Leaders, to prepare for your future beauty industry career.



## STATE OF CALIFORNIA REQUIREMENTS

### Cosmetology

The instructional program of Paul Mitchell the School Costa Mesa meets or exceeds these requirements:

Subject	Theory Hours	Practical Application
Milady Theory	160	0
<b>Technical Instruction and Practical Training Hair Dressing (1100 hours)</b>		
Hairstyling	65	240
Permanent Waving and Chemical Straightening	40	105
Hair Coloring and Bleaching	60	50
Hair Cutting to include razor, clipper, trimmers, and thinning shears	20	80
Five Minute Stress Relief Treatment	0	50
Additional Training	0	390
<b>Technical Instruction and Practical Training in Health and Safety (200 hours)</b>		
Laws and Regulations	20	0
Health and Safety Considerations	45	0
Disinfection and Sanitation	20	15
Anatomy and Physiology	15	0
Professional Development	30	0
Additional Training	0	55
<b>Technical Instruction and Practical Training in Esthetics (200 hours)</b>		
Manual, Electrical, and Chemical Facials	25	40
Eyebrow Beautification and Makeup	25	30
Additional Training	0	80
<b>Technical Instruction and Practical Training in Manicuring and Pedicuring (100 hours)</b>		
Manicuring and Pedicuring	10	25
Artificial Nails and Wraps	25	120 Nails = 12
Additional Training		28
<b>TOTAL HOURS</b>	<b>400</b>	<b>1200</b>

In addition to the state requirements listed above, Paul Mitchell The School Costa Mesa provides additional training in the areas of communication skills, professional ethics, salesmanship, decorum, record keeping, and client service record cards. No additional hours will be required to complete the additional training and these additional course are not a requirement for state licensure.

*Exceeds means that during the course of your training you may complete more services then what is listed, however no additional hours, over the 1600 required by the Board of Barbering and Cosmetology (BBC) will be required.*

## Barbering

The instructional program of Paul Mitchell The School Costa Mesa meets or exceeds these requirements:

Subject	Theory Hours	Practical Application
Milady Theory	150	0
<b>Technical Instruction and Practical Training Hair Dressing (1100 hours)</b>		
Hairstyling	65	240
Permanent Waving and Chemical Straightening	40	105
Hair Coloring and Bleaching	60	50
Hair Cutting to include razor, clipper, trimmers, and thinning shears	20	80
Five Minute Stree Relief Treatment	0	50
Scalp Treatment and Manipulation	0	10
Additional Training		380
<b>Technical Instruction and Practical Training Shaving (200 hours)</b>		
Shaving Preparation and Performance (Shaves and Facials)	100	40
Additional Training		60
<b>Technical Instruction Training in Health and Safety (200 hours)</b>		
Laws and Regulations	20	0
Health and Safety Considerations	45	0
Disinfection and Sanitation	20	15
Anatomy and Physiology	15	0
Professional Development	25	0
Additional Training		60
<b>TOTAL HOURS</b>	<b>410</b>	<b>1090</b>

In addition to the state requirements listed above, Paul Mitchell The School Costa Mesa provides additional training in the areas of communication skills, professional ethics, salesmanship, decorum, record-keeping, and guest service record cards. No additional hours will be required to complete the additional training, and these additional courses are not a requirement for state licensure.

*Exceeds means that during the course of your training, you may complete more services than what is listed; however, no additional hours over the 1,500 hours required by the Board of Barbering and Cosmetology (BBC) will be required.*



## Esthetics

The instructional program of Paul Mitchell The School Costa Mesa meets or exceeds these requirements:

Subject	Theory Hours	Practical Application
Milady Theory	60	0
<b>Technical Instruction and Practical Training Hair Dressing (350 hours)</b>		
Manual, Electrical, and Chemical Facials	70	140
Preparation	15	0
<b>Technical Instruction in Health and Safety (200 hours)</b>		
Laws and Regulations	10	0
Health and Safety Considerations	40	0
Disinfection and Sanitation	10	0
Anatomy and Physiology	15	0
<b>Technical Instruction and Practical Training in Hair Removal and Make-up (50 hours)</b>		
Eyebrow Beautification	25	50
Make-up	20	40
<b>TOTAL HOURS</b>	<b>205</b>	<b>230</b>

In addition to the state requirements listed above, Paul Mitchell The School Costa Mesa provides additional training in the areas of communication skills, professional ethics, salesmanship, decorum, record-keeping, and guest service record cards. No additional hours will be required to complete the additional training, and these additional courses are not a requirement for state licensure.

*Exceeds means that during the course of your training you may complete more services than what is listed; however, no additional hours over the 600 hours required by the Board of Barbering and Cosmetology (BBC) will be required.*



## COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

The following exams and grading procedures are incorporated during the student's 1600-hour course:

- 1 **Weekly theory exams:** Students must receive a grade of 70% or higher on each weekly theory exam.
- 2 **210-hour Core written and practical skill evaluation exams:** Students must receive a grade of 70% or higher. If a student fails to pass this evaluation test on their second attempt they may be asked to withdraw and re-enroll in the next Core class start date.
- 3 **Final exam 1 (approximately 800-hour written exam):** This exam covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
- 4 **Final exam 2 (approximately 1400-hour written exam):** The written exam covers an overview of all theory instruction, California state law, and other items covered on the state cosmetology exam. Students must receive a grade of 70% or higher on all final exams.
- 5 **Monthly clinic floor practical worksheets:** Students must complete monthly clinic floor practical worksheets.

## BARBERING PROGRAM TESTING AND GRADING PROCEDURE

The following exams 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.
- 2 **210-hour Core written and practical skill evaluation exams:** Students must receive a grade of 70% or higher. If a student fails to pass this evaluation test exams on their second attempt they may be asked to withdraw and re-enroll in the next Core class start date.
- 3 **Final exam 1 (approximately 800-hour written exam):** This exam covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
- 4 **Final exam 2 (approximately 1400-hour written test):** The written exam covers an overview of all theory instruction, California state law, and other items covered on the state cosmetology exam. Students must receive a grade of 70% or higher on all final exams.
- 5 **Monthly clinic floor practical worksheets:** Students must complete all monthly clinic floor practical worksheets.

## ESTHETICS PROGRAM TESTING AND GRADING PROCEDURE

The following exams and grading procedures are incorporated during the student's 600-hour course:

- 1 **Weekly theory exams:** Student must receive a grade of 70% or higher on each weekly theory exam.
- 2 **Midterm written and practical:** Students must receive a grade of 70% or higher on all final exams.
- 3 **Final written and practical:** The written exam covers an overview of all theory instruction, California state law, and other items covered on the state esthetics exam. Students must receive a grade of 70% or higher on all final exams.
- 4 **Monthly clinic floor practical worksheets:** Students must complete all monthly clinic floor practical worksheets.

## 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 the 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 service guest:

- 1 Protect service guests' clothing by appropriately draping them.
- 2 Ask service guests 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 the 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 service guest.

## 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 Stay current on 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 Costa Mesa keeps a file of information about housing in the surrounding areas; however, the school does not provide dormitory facilities and does not have any facilities under its control. The school is not responsible to find or assist students in finding housing.

There is available housing located within two miles of the school. The cost of housing is between \$800 – \$2,500 per month.

- 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 Costa Mesa also gives advice and information to students on these subjects:
  - a. Regulations governing licensure to practice, including reciprocity among jurisdictions.
  - b. Employment opportunities.
  - c. Opportunities for continuing education following graduation.

## GRADUATION REQUIREMENTS IN COURSES

- ① Receive the required number of clock hours of training.
- ② For a student to meet state requirements, all clinic practical worksheets must be completed in their entirety.
- ③ Pass written and practical exams.
- ④ Complete the required Milady theory hours
- ⑤ Pay all tuition costs or make satisfactory arrangements for payment of all monies owed to the school.

***Once the student has met all these requirements, he/she will receive a CERTIFICATE of COMPLETION.***

The School will not release an official transcript until all graduation requirements are met.

A certified transcript will be provided to a student who withdraws which will include hours that the school has been compensated for. For the purposed of transfer or graduation, hours will not be released by the school until all monies owed to the Paul Mitchell The School Costa Mesa have been paid and all academic requirements pertaining to those hours have been completed.

## GRADUATES COMPLETING A PROGRAM AND REENROLLING IN A NEW PROGRAM

Students that graduates from one program within the school and wishes to enroll in another program within the school, a determination of the state laws will determine the amount of hours that will be transferred into the new program, the student will need to meet the quantitative and qualitative components of SAP for the new program.

## 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 Costa Mesa does not guarantee employment upon graduation, Paul Mitchell The School Costa Mesa does maintain an aggressive job placement program and will inform students of job openings and opportunities. Paul Mitchell The School Costa Mesa 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 Costa Mesa has placed students in the beauty industry as Hair Stylists, Makeup Artists, Beauty Industry Educators, Salon Owners or Managers, Estheticians, Barber, and Beauty Industry Instructor.

### ***Employment and Career Opportunities for Cosmetology:***

● Salon Hairstylist	● Hospital Hair-Care Service	● Cosmetology School Owner
● Free-lance Hairstylist	● Salesperson/Retail Specialist	● Manufacturer's Representative
● Salon Owner/Manager	● Makeup Artist	● State Board Examiner
● Hair Color Specialist	● Stage and Film Makeup Artist	● State Board Inspector
● Artificial Hair Services Specialist	● Beauty and Fashion Consultant	● Trade Publication Writer
● Platform Artist	● Photo Stylist	
● Cruise Ship Stylist	● Cosmetology School Instructor	

### ***Employment and Career Opportunities for Barbering:***

● Salon Barber	● Hospital Hair-Care Service	● Barbering School Owner
● Free-lance Barber	● Salesperson/Retail Specialist	● Manufacturer's Representative
● Salon Owner/Manager	● Photo Stylist	● State Board Examiner
● Hair Color Specialist	● Stage and Film Makeup Artist	● State Board Inspector
● Barbering School Instructor	● Cruise Ship Barber	● Trade Publication Writer
● Platform Artist		

### ***Employment and Career Opportunities for Esthetics:***

● Esthetician	● Salon or Spa Owner	● Educator or Instructor
● Free-lance Esthetician	● Salesperson/Retail Specialist	● Manufacturer's Representative
● Makeup Artist	● State Board Examiner	● Stage and Film Makeup Artist
● State Board Inspector	● Cruise Ship	● Trade Publication Writer

Students can refer to the Department of Labor website <http://www.bls.gov> for additional information regarding employment opportunities and availability.

## LIST OF LIBRARY REFERENCE MATERIALS

*The Men's Cutting System / The Men's Cutting System / The Color System / The Coloring Book / The Cutting Book / The Skill Cards / MASTERS / Milady's Standard Cosmetology 2012 Theory Workbook / Milady's Standard Cosmetology 2012 Exam Review / Milady's Standard Cosmetology 2012 Textbook*

The library is located in the conference room. Student wishing to checkout something from the library must see the Education Leader or Future Professional Advisor.



## 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 Ipad may be purchased separately, which may discount kit costs.*

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

<p><b>COMBS</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell Black Metal Tail, 429</li> <li>1 Paul Mitchell Black Rat Tail, 814</li> <li>1 Paul Mitchell Pick Teasing, 109</li> <li>1 Paul Mitchell Red Cutting Comb, 416</li> <li>1 Paul Mitchell Teal Carving, 424</li> <li>1 Paul Mitchell White Comb, 408</li> <li>1 Paul Mitchell Detangler Comb</li> </ul> <p><b>BRUSHES</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell Paddle Plastic 427</li> <li>1 Paul Mitchell Scalp Brush</li> <li>1 Paul Mitchell Sculpting Plastic 413</li> <li>1 Paul Mitchell Styling Plastic 407</li> <li>1 Paul Mitchell Express Ion Round -Large</li> <li>1 Paul Mitchell Express Ion Round - Small</li> </ul> <p><b>CAPES</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell All Purpose Cape</li> <li>1 Paul Mitchell Cutting Cape</li> </ul>	<p><b>ACCESSORIES</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell Metal Clips (pack 10)</li> <li>1 Paul Mitchell Water Bottle</li> <li>1 Paul Mitchell Rolling Metal Case</li> <li>1 Makeup Kit</li> </ul> <p><b>TOOLS</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell 3/4" Marcel Curling Iron</li> <li>1 Andis Clipper (US-1) &amp; Trimmer (RT-1) (set packed into bag)</li> <li>1 Paul Mitchell Manicure Set</li> <li>2 Female Mannequin</li> <li>1 Express Ion Smooth +(Plus) North America 120V</li> <li>1 Paul Mitchell Classic Razor</li> <li>1 Scissor Kit, 6.0" (R/L) Texturizer, 5.5 (R/L) with Case</li> <li>1 Paul Mitchell Tripod</li> </ul>	<p><b>STUDENT EDUCATION MATERIALS</b></p> <ul style="list-style-type: none"> <li>1 Cutting App</li> <li>1 Men's Cutting System DVD</li> <li>1 Color App</li> <li>1 Makeup App</li> <li>1 The Skill Cards</li> <li>1 Paul Mitchell Professional Hair Color Pocket Guide</li> <li>1 Connecting to My Future Book</li> <li>1 Be Nice (Or Else!) Book</li> <li>1 Plugged In (includes access to the MASTER Library)</li> <li>1 Dollar Camp</li> </ul> <p><b>MISC.</b></p> <ul style="list-style-type: none"> <li>1 iTunes gift card</li> </ul>
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Textbooks listed below are included in the Paul Mitchell Kit at a discounted price to the student. For veterans or eligible person, the cost of the "Textbook and Supplies" may not be paid by the VA; the Veteran or eligible person will be responsible for payment.

<p><b>TEXTBOOKS</b></p> <ul style="list-style-type: none"> <li>1 Apple Ipad, \$336.00</li> <li>1 Apple Care \$69.00</li> <li>1 Classmarker Test \$79.95</li> <li>1 <i>Milady's Standard Cosmetology 13th Ed. Textbook (Hardcover)</i>; ISBN-13: 9781439059302, \$112.50</li> </ul>
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**\*STUDENTS MUST PURCHASE THEIR OWN STATE BOARD KITS FOR MOCK STATE BOARDS — \$100.00 for the last week of school.**

## STUDENT KIT — Barbering

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 Ipad may be purchased separately, which may discount kit costs.*

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

<p><b>COMBS</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell Black Metal Tail, 429</li> <li>1 Paul Mitchell Black Rat Tail, 814</li> <li>1 Paul Mitchell Clipper Comb, 318</li> <li>1 Paul Mitchell Taper Comb, 818</li> <li>1 Paul Mitchell Red Cutting Comb, 416</li> <li>1 Paul Mitchell Teal Carving, 424</li> <li>1 Paul Mitchell White Comb, 408</li> <li>1 Paul Mitchell Detangler Comb</li> </ul> <p><b>BRUSHES</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell Paddle Plastic 427</li> <li>1 Paul Mitchell Scalp Brush</li> <li>1 Paul Mitchell Sculpting Plastic 413</li> <li>1 Paul Mitchell Styling Plastic 407</li> <li>1 Paul Mitchell Express Ion Round -Large</li> <li>1 Paul Mitchell Express Ion Round - Small</li> </ul> <p><b>CAPES</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell All Purpose Cape</li> <li>1 Paul Mitchell Cutting Cape</li> </ul>	<p><b>ACCESSORIES</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell Metal Clips (pack 10)</li> <li>1 Paul Mitchell Water Bottle</li> <li>1 Paul Mitchell Rolling Metal Case</li> <li>1 Paul Mitchell Neck Duster</li> <li>1 Paul Mitchell Bamboo Barber Brush</li> </ul> <p><b>TOOLS</b></p> <ul style="list-style-type: none"> <li>1 Andis Clipper &amp; Trimmer (set packed into bag)</li> <li>6 Mannequin Heads</li> <li>1 Male Mannequin with Beard</li> <li>1 Express Ion Dry +(Plus) North America 125V</li> <li>1 Paul Mitchell Barber Razor</li> <li>1 Paul Mitchell Scissor Case</li> <li>1 Paul Mitchell 6.0" Scissors (R/L)</li> <li>1 Paul Mitchell 5.5" Scissors (R/L)</li> <li>1 Paul Mitchell 6.0" Texturizer (R/L)</li> <li>1 Paul Mitchell Tripod</li> </ul> <p><b>MISCELLANEOUS</b></p> <ul style="list-style-type: none"> <li>1 T-Shirt</li> </ul>	<p><b>STUDENT EDUCATION MATERIALS</b></p> <ul style="list-style-type: none"> <li>1 Cutting App</li> <li>1 Men's Cutting System DVD</li> <li>1 Color App</li> <li>1 Makeup App</li> <li>1 The Skill Cards</li> <li>1 Paul Mitchell Professional Hair Color Pocket Guide</li> <li>1 Connecting to My Future Book</li> <li>1 Be Nice (Or Else!) Book</li> <li>1 Plugged In (includes access to the MASTER Library)</li> <li>1 Dollar Camp</li> </ul> <p><b>MISC.</b></p> <ul style="list-style-type: none"> <li>1 iTunes gift card</li> </ul>
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Textbooks listed below are included in the Paul Mitchell Kit at a discounted price to the student. For veterans or eligible person, the cost of the "Textbook and Supplies" may not be paid by the VA; the Veteran or eligible person will be responsible for payment.

*The items listed above are only available in a Paul Mitchell kit and cannot be purchased separately.*

<p><b>TEXTBOOKS</b></p> <ul style="list-style-type: none"> <li>1 Apple Ipad, \$336.00</li> <li>1 Apple Care \$69.00</li> <li>1 Classmarker Test \$79.95</li> <li>1 <i>Milady's Standard Professional Barbering, 5th Edition</i> Textbook, ISBN-13: 9781435497153 (Hardcover), \$129.95</li> </ul>
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**\*STUDENTS MUST PURCHASE THEIR OWN STATE BOARD KITS FOR MOCK STATE BOARDS — \$100.00 for the last week of school.**

## STUDENT KIT — Esthetics

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 Ipad may be purchased separately, which may discount kit costs.*

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

PRODUCTS	ACCESSORIES	STUDENT EDUCATION MATERIALS
1 Daily Micro Foliant 2.6 oz	1 Facial Sponges (2pk.)	1 <i>Be Nice (Or Else!)</i> Book
1 Ultra Calm Cleanser 16.9 oz	25 Face Mapping Sheets	1 <i>Connecting to My Future</i> Book
1 Active Moist 6.0 oz	1 Paul Mitchell T-shirt	1 Plugged In (includes access to the MASTER Library)
1 Colloidal Masque Base 6.0 oz	1 Paul Mitchell Apron	1 Professional Exfoliant Brochure
1 Massage Cream 6 oz	1 Welcome Pack	1 Repêchage Treatment and Product Directory
1 Calming Botanical Mixer 4 oz	1 Four-Layer Facial Single Application DVD	
1 Solar Defense Booster 1.7 oz		
1 Multi Active Toner 16.0 oz		
1 MultiVitamin Power Recovery Masque 2.5 oz		
1 Special Cleansing Gel 16.9 oz		
1 PreCleanse 5.1 oz		
1 Concealing Spot Treatment .33 oz		
1 Scaling Fluid 8.0 oz		
1 Post Extraction Solution 8.0 oz		
30 MultiVitamin Power Exfoliant Tubes		
1 Exfoliant Accelerator 35 6 oz		
1 Dermalogica Fan Masque Brush		
1 OPTI-Firm Eye Treatment		
1 Four-Layer Facial Single Application		

Textbooks listed below are included in the Paul Mitchell Kit at a discounted price to the student. For veterans or eligible person, the cost of the "Textbook and Supplies" may not be paid by the VA; the Veteran or eligible person will be responsible for payment.

*The items listed above are only available in a Paul Mitchell kit and cannot be purchased separately.*

TEXTBOOKS
1 Apple Ipad, \$336.00
1 Apple Care \$69.00
1 Classmarker Test \$79.95
1 <i>Milady's Standard Esthetics Fundamentals, 11th Edition</i> Textbook, ISBN-13: 9781111306892 (Hardcover), \$141.95

## 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.*

The Federal Return of Title IV funds formula (R2T4) dictates the amount of Federal Title IV aid that must be returned to the federal government by the school and/or the student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws at any point during the payment period. If a student did not start or begin attendance at the school, the R2T4 formula does not apply.

**Official Withdrawal Process:** If a student wishes to withdraw from school, they must notify the Financial Aid Leader of the school. The notification may be in writing or orally. The date the notification is received is the date of determination. The Financial Aid Leader must begin the withdrawal process.

**Unofficial Withdrawal Process:** For unofficial withdrawals a student's withdrawal date at a school that is required to take attendance is their last day of physical attendance. The date of determination is 14 days after they cease attendance.

In both cases the last day of attendance will be used in the return to Title IV calculation.

The federal formula requires a Return of Title IV calculation if the student received or could have received (based on eligibility criteria) federal financial assistance in the form of Pell Grants, and Direct Loans or Direct PLUS Loans during the payment period. The percentage of Title IV aid earned is equal to the percentage of the payment period that was completed as of the withdrawal date if this occurs on or before the 60% point of time. After the 60% point of the payment period (or period of enrollment depending on what the school uses) the student is considered to have earned 100% of the aid for the period. The percentage that has not been earned is calculated by subtracting the percentage of Title IV aid earned from 100%.

The percentage of the payment period completed is calculated by the hours scheduled in the payment period as of the withdrawal date divided by the scheduled hours in the payment period.

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.

**Post Withdrawal Disbursement:** If a student receives less Title IV funds than the amount earned, the school will offer the student a disbursement of the earned aid that was not received at the time of their withdrawal which is called a post-withdrawal disbursement. Post-withdrawal disbursements will be made from Pell Grant funds first, if the student is eligible. If there are current educational costs still due the school at the time of withdrawal, a Pell Grant post-withdrawal disbursement will be credited to the student's account. Any remaining Pell funds must be released to the student without the student having to take any action. Any federal loan program funds due in a post-withdrawal disbursement must be offered to the student and the school must receive the student's authorization before crediting their account. The authorization is required to be sent to the student within 30 days of the date the school determined the student's last date of attendance.

**Credit Balance:** If a credit balance still exists on the student's account after the R2T4 and institutional refund calculations are done, that credit balance must be used to pay any grant overpayment that exists based on the current withdrawal within 14 days from the date that the R2T4 calculation was performed. The overpayment must be eliminated prior to offering a credit balance to a student.

The following Title IV return distribution is used for all FSA students.

- ① Unsubsidized Direct Loan
- ② Subsidized Direct Loan
- ③ Direct PLUS Loan (Parent)
- ④ Federal Pell Grant

Returns must be made as soon as possible to the federal programs but no later than 45 days after the date of determination. (unless the school uses less days based on a state, accrediting agency or institutional requirement)

The law requires that a student is responsible for all unearned Title IV program assistance that the school is not required to return. This is determined by subtracting the amount returned by the school from the total amount of unearned Title IV funds to be returned.

**Overpayment of Title IV, HEA Funds** — Any amount of unearned grant funds that you must return is called overpayment. The amount of grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. A student who owes an overpayment remains eligible for Title IV, HEA program funds through and beyond the earlier of 45 days from the date the school sends a notification to the student of overpayment, or 45 days from the date the school was required to notify the student of the overpayment if, during those 45 days the student:

- ❶ Repays the overpayment in full to the school;
- ❷ Enters into a repayment agreement with the school in accordance with repayment arrangements satisfactory to the school; or
- ❸ Signs a repayment agreement with the Department, which will include terms that permit a student to repay the overpayment while maintain his or her eligibility for Title IV, HEA program funds.

Within 30 days of the date of the school's determination that the student withdrew, an institution must send a notice to any student who owes a Title IV, HEA grant overpayment as a result of the student's withdrawal from the school in order to recover the overpayment.

If the student does not repay the overpayment in full to the school, or enter a repayment agreement with the school or the Department within the earlier of 45 days from the date the school sends notification to the student of overpayment, or 45 days from the date the school was required to notify the student of the overpayment.

At any time the student fails to meet the terms of the repayment agreement with the school:

- ❶ The student chooses to enter into a repayment agreement with the Department.
- ❷ The student who owes an overpayment is ineligible for Title IV HEA program funds.

You must make arrangement with the school or Department of Education to return the amount of unearned grant funds.



# TREATMENT OF TITLE IV FUNDS WHEN A STUDENT WITHDRAWS FROM A CLOCK-HOUR PROGRAM

## Treatment of Title IV Funds When a Student Withdraws From a Clock-Hour Program

Student's Name:  Social Security #:   
 Date of school's determination that student withdrew:   
 Period used for calculation (check one):  1st Payment Period  Period of Enrollment

Monetary amounts should be in dollars and cents (rounded to the nearest penny).  
 When calculating percentages, round to three decimal places. (for example, .4496 = .449 = 44.9%)

### STEP 1: Student's Title IV Aid Information

	Amount Disbursed	Amount that Could Have Been Disbursed	E. Total Title IV Aid Disbursed for the Period
<b>Title IV Grant Programs:</b>			
1. Pell Grant	<input type="text" value="2,775.00"/>	<input type="text"/>	A. <input type="text" value="2,775.00"/>
2. Academic Competitiveness Grant	<input type="text"/>	<input type="text"/>	+ B. <input type="text" value="6,727.00"/>
3. National SMART Grant	<input type="text"/>	<input type="text"/>	= E. <input type="text" value="9,502.00"/>
4. FSEOG	<input type="text"/>	<input type="text"/>	
5. TEACH Grant	<input type="text"/>	<input type="text"/>	
	A. <input type="text" value="2,775.00"/> (sub-total)	C. <input type="text" value="0.00"/> (sub-total)	F. Total Title IV grant aid disbursed and that could have been disbursed for the period A. <input type="text" value="2,775.00"/> + C. <input type="text" value="0.00"/> = F. <input type="text" value="2,775.00"/>
<b>Title IV Loan Programs:</b>			
6. Unsubsidized FDLP / FFELP	<input type="text" value="2,985.00"/>	<input type="text"/>	
7. Subsidized FDLP / FFELP	<input type="text" value="1,742.00"/>	<input type="text"/>	
8. Perkins Loan	<input type="text"/>	<input type="text"/>	
9. PLUS FDLP / FFELP (Grad Student)	<input type="text"/>	<input type="text"/>	
10. PLUS FDLP / FFELP (Parent)	<input type="text" value="2,000.00"/>	<input type="text"/>	
	B. <input type="text" value="6,727.00"/> (sub-total)	D. <input type="text" value="0.00"/> (sub-total)	G. Total Title IV aid disbursed and aid that could have been disbursed for the period A. <input type="text" value="2,775.00"/> B. <input type="text" value="6,727.00"/> C. <input type="text" value="0.00"/> + D. <input type="text" value="0.00"/> = G. <input type="text" value="9,502.00"/>

### STEP 2: Percentage of Title IV Aid Earned

Last Day Attended:

**H. Determine the percentage of the period completed:**  
 Divide the clock hours scheduled to have been completed as of the last day of attendance in the period by the total clock hours in the period.

$$\frac{271.00}{450.00} = 60.2\%$$

Hours scheduled to complete / Total hour in period

- ▶ If this percentage is greater than 60%, enter 100% in Box H and proceed to Step 3.
  - ▶ If this percentage is less than or equal to 60%, enter that percentage in Box H and proceed to Step 3.
- H.

### STEP 3: Amount of Title IV Aid Earned by the Student

Multiply the percentage of Title IV aid earned (Box H) by the Total Title IV aid disbursed and that could have been disbursed for the period (Box G).

$$100.0\% \times 9,502.00 = 9,502.00$$

Box H                      Box G                      Box I

### STEP 4: Title IV Aid to be Disbursed or Returned

- ▶ If the amount in Box I is greater than the amount in Box E, go to Post-withdrawal disbursement (Item J).
- ▶ If the amount in Box I is less than the amount in Box E, go to Title IV aid to be returned (Item K).
- ▶ If the amounts in Box I and Box E are equal, **STOP**. No further action is necessary.

**J. Post-withdrawal disbursement**  
 From the amount of Title IV aid earned by the student (Box I) subtract the Total Title IV aid disbursed for the period (Box E). This is the amount of the post-withdrawal disbursement.

$$9,502.00 - 9,502.00 = 0.00$$

Box I                      Box E                      Box J

**K. Title IV aid to be returned**  
 From the Total Title IV aid disbursed for the period (Box E) subtract the Amount of Title IV aid earned by the student (Box I). This is the amount of Title IV aid that must be returned.

$$9,502.00 - 9,502.00 = 0.00$$

Box E                      Box I                      Box K

**STEP 5: Amount of Unearned Title IV Aid Due from the School**

<b>L. Institutional Charges for the Period.</b>	Tuition	4,500.00
	Room	
	Board	
	Other	
	Other	
	Other	
Total Institutional Charges (Add all the charges together)		L. 4,500.00

**M. Percentage of unearned Title IV aid**  
 $100.0\% - 100.0\% = 0.0\%$   
 Box H Box M

**N. Amount of unearned charges**  
 Multiply institutional charges for the period (Box L) by the Percentage of unearned Title IV aid (Box M).  
 $4,500.00 \times 0.0\% = 0.00$   
 Box L Box M Box N

**O. Amount of school to return**  
 Compare the amount of Title IV aid to be returned (Box K) to Amount of unearned charges (Box N), and enter the lesser amount.  
 O. 0.00

**STEP 6: Return of Funds by the School**

The school must return the unearned aid for which the school is responsible (Box O) by repaying funds to the following sources, in order, up to the total net amount disbursed for each source.

Title IV Programs	Amount for School to Return
1. Unsubsidized FDLP / FFELP	0.00
2. Subsidized FDLP / FFELP	0.00
3. Perkins Loan	0.00
4. PLUS FDLP / FFELP (Grad Student)	0.00
5. PLUS FDLP / FFELP (Parent)	0.00
<b>Total loans the school must return = P.</b>	<b>0.00</b>
6. Pell Grant	0.00
7. Academic Competitiveness Grant	0.00
8. National SMART Grant	0.00
9. FSEOG	0.00
10. TEACH Grant	0.00

**STEP 7: Initial Amount of Unearned Title IV Aid Due from the Student**

From the amount of Title IV aid to be returned (Box K) subtract the Amount for the school to return (Box O).

$0.00 - 0.00 = 0.00$   
 Box K Box O Box Q

► If Box Q is < or = zero, **STOP**. If > zero, go to Step 8.

**STEP 8: Repayment of the Student's loans**

From the Net loans disbursed to the student (Box B) subtract the Total loans the school must return (Box P) to find the amount of Title IV loans the student is still responsible for repaying (Box R).

These outstanding loans consist either of loan funds that student has earned, or unearned loan funds that the school is not responsible for repaying, or both; and they are repaid to the loan holders according to the terms of the borrower's promissory note.  
 $6,727.00 - 0.00 = 6,727.00$   
 Box B Box P Box R

► If Box Q is less than or equal to Box R, **STOP**.  
 The only action a school must take is to notify the holders of the loans of the student's withdrawal date.  
 ► If Box Q is greater than Box R, Proceed to Step 9.

**STEP 9: Grant Funds to be Returned**

**S. Initial amount of Title IV grants for student to return**  
 From the initial amount of unearned Title IV aid due from the student (Box Q) subtract the amount of loans to be repaid by the student (Box R).

$0.00 - 6,727.00 = 0.00$   
 Box Q Box R Box S

**T. Amount of Title IV grant protection**  
 Multiply the total of Title IV grant aid that was disbursed and that could have been disbursed for the period (Box F) by 50%.

$2,775.00 - 50.00\% = 0.00$   
 Box F Box T

**U. Title IV grant**  
 From the initial amount of unearned Title IV aid due from the student (Box S) subtract the amount of loans to be repaid by the student (Box T).

$0.00 - 0.00 = 0.00$   
 Box S Box T Box U

► If Box U is less than or equal to zero, **STOP**.  
 If not, go to step 10.

**STEP 10: Return of Grants Funds by the Student**

Except as noted below, the student must return the unearned grant funds for which he/she is responsible (Box U). The grant funds returned by the student are applied to the following sources in the order indicated, up to the total amount disbursed from that grant program minus any grant funds that school is responsible for returning to that program in Step 6.

**Note that the student is not responsible for returning funds to any program to which the student owes \$50.00 or less.**

**Title IV Grant Programs:**

1. Pell Grant	
2. Academic Competitiveness Grant	
3. National SMART Grant	
4. FSEOG	
5. TEACH Grant	

Amount to Return

0.00

## "STUDENT'S RIGHT TO CANCEL" - INSTITUTIONAL REFUND/DROP POLICY

- ① Any monies due the student shall be refunded within 30 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
  - a. A student is not accepted by the school. This student shall be entitled to a refund of all monies paid to the school except a non-refundable application fee.
  - 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, through attendance of the first day of class or the seventh (7) calendar day of signing the enrollment contract, whichever is later. In this case all monies collected by the school shall be refunded except a non-refundable application fee. This policy applies regardless of whether or not the student has actually started training.
  - c. A student who cancels his/her contract through attendance of the first day of class or the seventh (7) calendar day of signing the enrollment contract is entitled to a refund of all monies paid to the school less an application fee of \$75.00.
  - 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, d, or e, the cancellation date will be determined by the postmark on written notification at the following address: *Paul Mitchell The School Costa Mesa, 3309 Hyland Avenue, Suite J, Costa Mesa, CA 92626*, or by the date said information is delivered to the school administrator/owner in person. Written cancellations need not take any particular form.
  - g. Monies paid for student kits are nonrefundable.
  - h. A student' on a leave of absence date of withdrawal determination shall be the earlier of the scheduled date of return from the leave of absence or the date the student notifies the school that the student will not be returning.
- ② You have the right to cancel your enrollment contract and obtain a refund of charges paid through attendance of the first day of class or the seventh (7) calendar day of signing the enrollment contract, whichever is later. **YOU MUST CANCEL IN WRITING.** Students do not have the right to cancel by telephoning the school or by not coming to class.
- ③ 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.
- ④ 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.
- ⑤ 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.
- ⑥ Monies paid for supplies and equipment are nonrefundable through attendance of the first day of class or the seventh (7) calendar day of signing the enrollment contract, whichever is later.
- ⑦ 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.
- ⑧ 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.
- ⑨ A student's account may be sent to collections for nonpayment.

- ⑩ If the school closes permanently and no longer offers instruction after a student has enrolled, the school will provide a pro rata refund of tuition to the student.
- ⑪ A student is entitled to a refund of monies not paid from federal student aid program funds.

Students are responsible for the amount owed. If a student obtains a student loan, he/she is responsible for repaying the loan amount, plus interest, less the amount of any refund. The institution shall also provide a pro rata refund of nonfederal student financial aid program monies paid for institutional charges to students who have completed 60 percent or less of the period of attendance.

If you are eligible for a loan guaranteed by the federal or state government and you default on the loan, both of the following may occur:

- ① The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- ② You may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

An institution that participates in the federal student financial aid programs complies with this article by complying with applicable regulations of the federal student financial aid programs under Title IV of the federal Higher Education Act of 1965.

**Step 1:** Identify all amounts paid for instruction less cost of equipment.

**Step 2:** Subtract Registration/Application fee not to exceed \$250.00. The school does not charge a registration fee the student is only charged an application fee of \$100.00.

**Step 3:** Apply a pro rata refund based on the percentage of scheduled hours completed in the program.

An institution that participates in the federal student financial aid programs complies with this article by complying with applicable regulations of the federal student financial aid programs under Title IV of the Federal Higher Education Act of 1965.

The institution shall also provide a pro rata refund of nonfederal student financial aid program monies paid for institutional charges to students who have completed 60 percent or less of the period of attendance.

**Step 1:** Identify all amounts paid for instruction less cost of equipment.

**Step 2:** Subtract the registration/application fee not to exceed \$250.00.

**Step 3:** Apply a pro rata refund based on the percentage of scheduled hours completed in the program.

Below is an example of a pro rata refund for the **cosmetology program**: The amount listed is the amount a school may retain based on the percentage of *scheduled hours* completed in the program.

Tuition amount	10%	25%	50%	60%	61%–100%
\$19,500.00	\$1,950.00	\$4,875.00	\$9,750.00	\$11,700.00	\$19,500.00

Below is an example of a pro rata refund for the **barbering program**: The amount listed is the amount a school may retain based on the percentage of *scheduled hours* completed in the program.

Tuition amount	10%	25%	50%	60%	61%–100%
\$15,775.00	\$1,577.00	\$3,943.75	\$7,887.50	\$9,465.00	\$15,775.00

Below is an example of a pro rata refund for the **esthetics program**: The amount listed is the amount a school may retain based on the percentage of *scheduled hours* completed in the program.

Tuition amount	10%	25%	50%	60%	61%–100%
\$10,600.00	\$1,060.00	\$2,650.00	\$5,300.00	\$6,360.00	\$10,600.00

Paul Mitchell The School Costa Mesa does not have a pending petition in bankruptcy, has never filed for bankruptcy petition within the preceding five (5) years, nor operated as a debtor in possession or had a petition of bankruptcy filed against it within the preceding five (5) years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

You have the right to withdraw from a course of instruction at any time. If you withdraw from the course of instruction after the period allowed for cancellation of the agreement, which is until the first day of class session, or the seventh (7) calendar day after enrollment, whichever is later, the school will remit a refund less a registration fee, if applicable, within 30 days following your withdrawal. You are obligated to pay only for educational services rendered and for unreturned equipment.

IF THE AMOUNT YOU HAVE PAID IS MORE THAN THE AMOUNT YOU OWE FOR THE TIME YOU ATTENDED, THEN A REFUND WILL BE MADE WITHIN 30 DAYS OF WITHDRAWAL. IF THE AMOUNT YOU OWE IS MORE THAN THE AMOUNT YOU HAVE ALREADY PAID, THEN YOU WILL HAVE TO MAKE ARRANGEMENTS TO PAY IT.

REMEMBER, YOU MUST CANCEL IN WRITING. You do not have the right to cancel by telephoning the school or failing to attend classes. If you have any complaints, questions, or problems that you cannot resolve with the school, write to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or call toll-free (888) 370-7589 or (916) 431-6959, or fax to (916) 263-1894.

### STUDENT FINANCIAL AID RELEASE

The undersigned agrees that Paul Mitchell The School Costa Mesa 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 federal 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 the student's responsibility to ensure 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.

### POLICY FOR VERIFICATION OF TITLE IV FUNDING

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

## **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.

## **ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION**

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

## **CREDIT BALANCE POLICY**

If Title IV disbursements result in a credit balance on the student's account, the Financial Aid office will notify the student. The student has the option to have the school hold the credit balance and can complete an authorization for the school to hold the funds by obtaining an authorization form from the Financial Aid Department. If the student does not want the school to hold their funds, all credit balance disbursements and refunds due to funding source will be processed within 14 days of the credit balance appearing on the student account. Regardless of the chosen option the school will clear all credit balances on a student account by the end of the award year.

## **MAKEUP WORK**

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

## **MAKEUP HOURS**

Students can makeup hours during course times the student is not normally scheduled for attendance. (For example, night school, Monday or Saturday) Students may not make up hours until the student has reached over 900 actual clock hours in the cosmetology program and the barbering program. Students may not make up hours until the student has reached over 300 actual clock hours in the esthetics program. Make-up time will only be allowed for students until a cumulative attendance percentage 100% is achieved. All make up hours must be pre-approved by the school director. Students must complete a Future Professional Make-Up Request Form indicating the date, time, activity completed, and the name of the Learning Leader who supervised the make-up time.

## **COMPLETION OF PROGRAM BY THE CONTRACTED END DATE**

The state of California requires 1600 clock hours for a cosmetology license. Students are expected to complete their program within the contract end date.

Cosmetology students who are absent for 160 clock hours will complete the 1600 clock hour program within the scheduled amount of time under their enrollment contract.

If a student's maximum amount of time under the contracted scheduled end date has expired and the student has not completed the required cosmetology program 1600 clock hours, the student will be withdrawn from the program. At that time the student can re-enroll in the program for the remaining clock hours under a new contract and additional costs.

The state of California requires 1500 clock hours for a barber license. Students are expected to complete their program within the contracted end date.

Barber students who are absent for 150 clock hours will complete the 1500 clock hour program within the scheduled amount of time under their enrollment contract.

If a student's maximum amount of time under the contracted scheduled end date has expired and the student has not completed the required barbering program 1500 clock hours, the student will be withdrawn from the program. At that time the student can re-enroll in the program for the remaining clock hours under a new contract and additional costs.

The state of California requires 600 clock hours for an esthetics license. Students are expected to complete their program within the contracted end date.

Esthetic students who are absent for 60 clock hours will complete the 600 clock hour program within the scheduled amount of time under their enrollment contract.

If a student's maximum amount of time under the contracted scheduled end date has expired and the student has not completed the required esthetics program 600 clock hours, the student will be withdrawn from the program. At that time the student can re-enroll in the program for the remaining clock hours under a new contract and additional costs.

Scheduled hours are not impacted by school closings, such as snow days, etc. If a student is impacted by any of these occurrences, their actual program end date will be adjusted according to the contract.

## VETERANS' SATISFACTORY PROGRESS POLICY

When the grade average of a veteran or eligible person falls below 70%, the student will be placed on academic probation for one month. If at the end of the probation period, the student's grades are still below 70%, veterans' benefits will be terminated. Once minimum academic progress standards are met, benefits can be reinstated. When a student's attendance falls below 70%, the student will be placed on attendance probation for one month. If at the end of the probation period, the student's attendance is still below 70%, veterans' benefits will be terminated. Once minimum attendance standards are met, benefits can be reinstated.

## SATISFACTORY ACADEMIC PROGRESS POLICY

Students enrolled in programs approved by NACCAS must meet formal standards that measure their satisfactory progress toward graduation. The Satisfactory Academic Progress Policy is provided to all students prior to enrollment. The policy is consistently applied to all applicable students. *Evaluations are maintained in the student file.* The school will develop an academic and/or attendance plan to address the specific needs of those students who fail to meet the academic and/or attendance requirements at specific SAP evaluation points. 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.

## 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 80% of their scheduled hours.\*\*

*\*To meet the state practical requirements for graduation, students must eventually complete monthly practical worksheets in entirety. 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 80% is not eligible for Title IV assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that has resulted in the status of probation.

## COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME

### Cosmetology and Barbering Schedule:

5-Day Full Time	Tuesday - Saturday	9:00 AM to 4:30 PM	7 hrs per day	35 hrs per week
3-Day Full Time	Monday - Wednesday	9:00 AM to 7:30 PM	10 hrs per day	30 hrs per week
Nights Part Time	Monday-Thursday	5:00 PM to 10:00 PM	5 hrs per day	20 hours per week

### Esthetics Schedule:

4-Day Part Time	Monday - Thursday	9:00 AM to 2:00 PM	7 hrs per day	35 hrs per week
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Full-time day students attend five (5) days (Tuesday through Saturday), 35 hours per week, from 9:00 AM to 4:30 PM. Full-time day students attend three (3) days (Monday-Wednesday), from 9:00 AM to 7:30 PM. Part-time night school students attend four (4) days (Monday through Thursday), 20 hours per week, from 5:00 PM to 10:00 PM. Information regarding other course schedules is available upon inquiry.

\*Esthetics program has a Part-Time day program and students must attend four (4) days (Monday through Thursday), 20 hours per week, from 9:00 AM to 2:00 PM.

The state of California requires 1600 clock hours for the cosmetology course. Students are expected to complete the course in no more than 125 percent of the program length. If a student is never absent, he/she should complete the course within 46 weeks for a 5-day for a full-time student, 53 weeks for a 3-day full-time student, and 80 weeks for a part-time student.

The state of California requires 1500 clock hours for the barbering course. Students are expected to complete the course in no more than 125 percent of the program length. If a student is never absent, he/she should complete the course within 43 weeks for a full-time student and 75 weeks for a part-time student.

The state of California requires 600 hours for the esthetics course. Students are expected to complete the course in no more than 125 percent of the program length. If a student is never absent, he/she should complete the course within 17 weeks for a full-time student and 30 weeks for part-time students.

## MAXIMUM TIME FRAME

Students must complete the educational program within the maximum time frame, which is based on attending at least 80% of the scheduled hours.

COURSE	LENGTH	MAXIMUM TIME FRAME
Cosmetology (5-Day)— Full Time	46 Weeks	58 Weeks
Cosmetology (3-Day)— Full Time	53 Weeks	66 Weeks
Cosmetology — Part Time	80 Weeks	100 Weeks
Barbering — Full Time	43 Weeks	54 Weeks
Barbering — Part Time	75 Weeks	94 Weeks
Esthetics — Full Time	17 Weeks	21 Weeks
Esthetics — Part Time	30 Weeks	38 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. Whether a student pays out of pocket or receives Title IV Financial aid all hours attempted and completes are considered part of the Satisfactory Academic Progress calculation.





## LEAVE OF ABSENCE POLICY

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. Leaves of Absence will be granted in the case of pregnancy or new mothers. A leave of absence will be permitted with a letter from the student's doctor. If a student is called into active duty for the military the school will grant a leave of absence. These are the only times leave of absences are granted.

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

- 1 Complete and sign the school's Leave of Absence Request Form, unless unforeseen circumstances prevent the student from doing so.
- 2 Must state the reason for the Leave of Absence (LOA) request
- 3 Be approved by the School's Future Professional Advisor and Financial Aid Leader.
- 4 Leaves must be a minimum of 14 days and must not exceed a total of 180 days in a 12-month period.

A student on a leave of absence date of withdrawal determination shall be the earlier of the scheduled date of return from the leave of absence or the date the student notifies the school that the student will not be returning. 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.

Students 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. The withdrawal date for the purpose of calculating a refund is always the student's last day of attendance.

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.

## **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 take a leave of absence or withdraw and reenroll when ready to return. If a student needs more than 14 consecutive calendar days of time off due to pregnancy/new mother, and/or military duty then the student should take a leave of absence. 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.

## **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.

## **MAJORS, DEGREES, SECOND DEGREE, OR SUMMER TERMS**

Majors, degrees, second degrees, or summer terms does not apply to Paul Mitchell The School Costa Mesa.



## EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT

Formal Satisfactory Progress Evaluations in both attendance and academics will occur when cosmetology students reach:

Program Name	1st SAP Evaluation	2nd SAP Evaluation	3rd SAP evaluation
Cosmetology	450 <i>actual hours</i>	900 <i>actual hours</i>	1250 <i>actual hours</i>
Barbering	450 <i>actual hours</i>	900 <i>actual hours</i>	1200 <i>actual hours</i>
Esthetics	300 <i>actual hours</i>		

The first evaluation will occur no later than the midpoint of the academic year. The SAP evaluations are printed within 7 days of the student reaching the evaluation points.

The student's attendance will be evaluated at Institutional Attendance checkpoints at the completion of each calendar month. A student who is not maintaining at least a cumulative of 80% attendance will be placed on Institutional Attendance Warning status until the next Institutional Attendance checkpoint. The student will be advised in writing on the actions required to attain Institutional Attendance by the next evaluation. Students are allowed to make up hours to meet attendance. Refer to the Make Up Hour Policy. If at the end of the Institutional Attendance warning period, the student has still not met attendance requirements, he/she may be dropped from the program with the right to appeal.

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 student's eligibility for Financial Aid. The student may request to review his or her financial aid file from the Financial Aid Leader or School 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 floor worksheet or guest service 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. For transfer students attending less than a full academic year, an evaluation will be done at the midpoint of the actual hours.

## 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 or the institution develops an academic plan for the student that, if followed, will ensure that the student is able to meet the institution's satisfactory academic progress requirements by a specific point within the maximum timeframe established for the individual student. 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, and if applicable, the student will not be deemed eligible to receive Title IV funds.

## **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, for example 450 to 900 actual hours evaluations; 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.

If a student is terminated due to the Institutional Attendance Policy, 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 director of education 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 Federal 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 inform parents of students under age 21 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 of Education, 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 of Education 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 Costa Mesa 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 in which 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 Costa Mesa 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 are kept. Student records are maintained for a minimum of five (5) years for withdrawal students; transcripts of graduates are kept indefinitely. *The student may contact the schools Financial Aid Leader or School Director for copies of his or her educational and financial records.*

### **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 Costa Mesa 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, Paul Mitchell The School Costa Mesa is the main campus, the outcome rates provided are for all schools under this structure. The U.S. Department of Education, requires outcome rates be provided based upon this individual location which is listed below. Outcome rates have also been provided for the individual school you are interested in attending. If you have any questions regarding our outcome rates, please see our Admissions Team for assistance.

NACCAS—Paul Mitchell The School Costa Mesa's combined performance statistics for the calendar year 2017:

Graduation	Placement	Licensure
65.04%	67.31%	97.10%

Paul Mitchell The School Costa Mesa performance statistics for the calendar year 2017:

Graduation	Placement	Licensure
67.24%	69.23%	96.36%

NACCAS' 2017 Annual Report is derived from a single cohort of students – those scheduled to graduate in 2017. NACCAS' graduation, placement and licensure definitions are described below:

**Graduation:** Based on all students scheduled to graduate from the program in 2017. 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, 2018. A student in the licensure cohort may count as a "pass" if they pass all required portions of the examination prior to November 30, 2018.

**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, 2018. Students may be excluded from the calculation if they fall into one of the categories listed. In 2017, 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.

**BUREAU FOR PRIVATE POSTSECONDARY EDUCATION RATES**

Paul Mitchell The School Costa Mesa Cosmetology performance statistics for the calendar year 2016:

Completion	Licensure	Placement
59%	93%	N/A

Paul Mitchell The School Costa Mesa barbering performance statistics for the calendar year 2016:

Completion	Licensure	Placement
53%	89%	N/A

Paul Mitchell The School Costa Mesa Esthetics performance statistics for the calendar year 2016:

Completion	Licensure	Placement
54%	93%	N/A

Paul Mitchell The School Costa Mesa Cosmetology to Barber Crossover performance statistics for the calendar year 2016:

Completion	Licensure	Placement
100%	N/A	N/A

*Completion rates are based on the number of students who began the program who are scheduled to complete the program within 100% of the published program length within the reporting calendar year, and excludes all the students who cancelled during the cancellation period.*

**Because of the change in the Bureau's reporting regulations, which became effective on July 14, 2016, this institution was not required to collect the data for its 2015 and prior graduates."**

## PROGRAM INTEGRITY

Paul Mitchell The School Costa Mesa 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 full time **cosmetology 5-day and 3-day** program:

Placement rate	On-time graduation rate	Median Loan Debt
68.05%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

For the most recent annual reporting period, the school shows the following data for the part-time **cosmetology** program:

Placement rate	On-time graduation rate	Median Loan Debt
68.05%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

For the most recent annual reporting period, the school shows the following data for the full-time **barbering** program:

Placement rate	On-time graduation rate	Median Loan Debt
78.57%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

For the most recent annual reporting period, the school shows the following data for the part-time **barbering** program:

Placement rate	On-time graduation rate	Median Loan Debt
78.57%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

For the most recent annual reporting period, the school shows the following data for the full-time **esthetics** program:

Placement rate	On-time graduation rate	Median Loan Debt
66.67%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A



For the most recent annual reporting period, the school shows the following data for the part-time **esthetics** program:

Placement rate	On-time graduation rate	Median Loan Debt
66.67%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

\* N/A Fewer than 10 students complete the program within normal time.

On-time completion is deemed by the U.S. Department of Education is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution’s catalog 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 outside of the normal time to complete the program, 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 outside of the normal time to complete the program, 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.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our Web site at:

<http://paulmitchell.edu/costamesa>.

## STUDENTS RIGHT-TO-KNOW—COMBINED DEPARTMENT OF EDUCATION RATES

Graduation
76%

Paul Mitchell The School Costa Mesa must prepare the graduation rate of its certificate- or degree-seeking, first-time, full-time undergraduate students each year. The annual rates are based on the 12-month period that ended August 31 of the prior year. The rates will track the outcomes for students for whom 150 percent 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 and are combined rates.

## STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

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

### Attendance and Documentation of Time

- ① 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 four times a day: 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. Part-time students are required to clock in/out two times a day: when they arrive to school 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.
- ② The school is open from 9:00 AM to 4:30 PM for 5-day students, 9:00 AM to 7:30 PM for 3-day students, and 5:00 PM to 10:00 PM for night students.
- ③ All courses require continuous attendance.
- ④ The prescribed attendance schedule must be maintained each week. Alternate schedules are available to those students who qualify.
- ⑤ Night students may not miss Mondays; day students may not miss Saturdays.
- ⑥ 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. They may “clock in” and will be assigned special projects or assignments pertaining to their course of study. 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 on the clinic floor.
- ⑦ During the enrollment contract period, student must maintain a 90% attendance average each month in order to complete the program within the scheduled program length. The student is allowed to miss 10% of his or her scheduled hours. If a student's maximum amount of time under the contracted scheduled end date has expired and the student has not completed the required program clock hours, the student will be withdrawn from the program. At that time the student can re-enroll in the program for the remaining clock hours under a new contract and additional costs. The student may use the allowed 10% of his or her scheduled hours for vacation, doctor appointments, illness, etc.  
***\*\*Refer to the school enrollment contract for the Enrollment Contract Period definition.***  
***Please note that if a student misses more than 14 consecutive calendar days, the student may be terminated from the program.***
- ⑧ Students who are late or cannot attend school must contact the school and talk to the school service desk team immediately. Day students must call in by 8:00 AM; night students must call in by 1:30 PM.
- ⑨ Students must request time off from school from the Future Professional Advisor.

- ⑩ Students are required to be in attendance a minimum of seven (7) hours per day, 35 hours per week for the full-time schedule; 20 hours per week for part-time students. Holidays such as Thanksgiving, Christmas, and New Year's Day will be set according to the calendar each year. Students cannot bank hours and attend over 35 hours per week to make up for missing hours. If a student will miss hours during the week, arrangements must be made with the Future Professional Advisor to make up those hours within the same week, or the hours missed will count against the hours allowed to miss and overtime charges can occur.
- ⑪ Lunches and breaks are scheduled for all students. Day students will take 30 minutes for lunch between 12:00 PM and 1:30 PM, if possible, according to their booking. 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	10 minutes in the morning and 10 minutes in the afternoon	30 minutes
8 or 7 1/2 hr/day	10 minutes in the morning and 10 minutes in the afternoon	30 minutes
6 hr/day	10 minutes in the morning and 10 minutes in the afternoon	n/a
5 hr/day	15 minutes at midpoint of schedule	n/a
4 hr/day	15 minutes at midpoint of schedule	n/a

- ⑫ Documentation of time: Students may not leave the school premises during regular hours without an instructor's permission.
  - a. Students who leave the school premises for more than 10 minutes or those who leave early must document their time by clocking out on the time clock, signing the sign-out sheet, and having an instructor book them out.
  - b. Students who leave the school premises for less than 10 minutes must sign the sign-out sheet.
  - c. Day students must clock out on the time clock for lunch for 30 minutes every day. Students will not receive credit for the hour if they fail to clock in/out for lunch.
- ⑬ Students may not clock in or out for another student.
- ⑭ Students must keep a record of all services each day on the service tracking sheet, which must be completed daily and turned in every month.



**Professional Image:** All Cosmetology and Esthetics Future Professionals must adhere to the following professional dress code while in attendance:

- ① Future Professionals may wear black or gray in any combination.
- ② Phase Two Future Professionals may wear black , gray, or white in any combination.
- ③ A minimal print in clothing is acceptable if it is a black and white print.
- ④ Clothing should be professional and clean.
- ⑤ Shoes should be black, professional, practical, and comfortable.
- ⑥ Hair should be styled prior to arriving at the school.
- ⑦ Any cosmetics should be applied prior to arriving at the school.
- ⑧ The following is a list of acceptable dress:
  - a. Jeans or clothing made of jean material if they are black or gray in color. Any rips or tears must fall below the fingertips, when standing up.
  - b. Sleeveless tops.
  - c. Sweatshirts, printed T-shirts, hooded sweatshirts and/or jackets with the Paul Mitchell logo or the school logo may be worn.
  - d. Stylish hats, scarves, and stylish head wraps.
  - e. Skirts that fall below the fingertips.
- ⑨ Tights or leggings should be worn with skirts or dresses that fall above the knees for all Future Professionals.
- ⑩ Name tag — as provided by the school. All Future Professionals are required to wear a name tag while in attendance.

**All barbering Future Professionals must adhere to the following professional dress code while in attendance:**

- ① Barbering Future Professionals may wear all black or gray, to include a button-down shirt.
- ② A straight tie or bow tie may be worn in black, gray, yellow, or red.
- ③ Accessories may be worn in black, gray, yellow, or red, which include: a belt, arm-garter, suspenders, jewelry, and/or shoes.
- ④ A barbering Future Professional may wear a smock, in black only.
- ⑤ Sweatshirts, printed T-shirts, hooded sweatshirts and/or jackets with the Paul Mitchell logo or the school logo may be worn.
- ⑥ Fedoras, flat hats, or ascot caps may be worn.
- ⑧ The following is a list of acceptable dress:
  - a. Jeans or clothing made of jean material if they are black or gray in color. Any rips or tears must fall below the fingertips, when standing up.
  - b. Sweatshirts, printed T-shirts, hooded sweatshirts and/or jackets with the Paul Mitchell logo or the school logo may be worn.
  - c. Stylish hats, scarves, and stylish head wraps.
  - d. Skirts that fall below the fingertips.

**The following is a list of unacceptable dress for all Future Professionals in attendance:**

- a. Gym workout shoes, foot thongs, beach sandals, or any shoes without a back strap.
- b. Tank tops, spaghetti string tops, or belly shirts.
- c. Sweatpants.
- d. Sweatshirts, hooded sweatshirts, jackets and printed T-shirts other than those with the Paul Mitchell logo or the school logo.
- e. Shorts and/or skirts that fall above fingertips, when standing up.
- f. Baseball hats, visors, bandanas, caps, or beanies.
- g. Spandex, biking shorts, or workout clothes.
- h. Headphones, headgear, and/or earphones are not permitted in the classroom or the clinic classroom.
- i. Sunglasses.

**Future Professionals who fail to comply with the Future Professional dress code may be coached and may receive an advisory.**





## **Sanitation and Personal Services**

- ① Future Professionals must keep workstations and classroom areas clean, sanitary, and clutter-free at all times.
- ② Future Professionals must clean their stations in the clinic classroom, including the floor, after each service.
- ③ Hair must be swept up immediately after a service is completed, before blow-drying.
- ④ Clinic stations must be cleaned at the end of the day, prior to clocking out for the day.
- ⑤ Future Professionals may receive services on Tuesday through Thursday. To receive a service, students must do the following prior to starting the service:
  - a. Notify an Learning Leader.
  - b. Be scheduled off the service books by a Learning Leader.
  - c. Pay for service supplies including perms, color, lightener, rinses, conditioning, treatments, manicures, nails, etc.
  - d. Personal services are considered rewards and scheduled for Future Professionals who are up to date with all practicals, exams, and clinic practical worksheets. School assignments and successful learning are the priority.

## **Communication Guidelines and Professional Conduct**

- ① Visitors are allowed in the service reception area only. Visitors are not allowed in the classrooms, student lounge, or clinic classroom area.
- ② Only emergency calls are permitted on the business phone. Future Professionals may use the Future Professionals phones for a limited time. Please keep your calls to three (3) minutes or less.
- ③ Cell phones are permitted in assigned areas of the school.
- ④ Future Professionals may not visit with another Future Professionals who is servicing a service guest.
- ⑤ Future Professionals may not gather around the service desk, service reception area, or offices.
- ⑥ Food, drinks, and water bottles are allowed only in the lunchroom.
- ⑦ Paul Mitchell The School Costa Mesa is a smoke-free campus.
- ⑧ Stealing or taking school property or another's personal property is unacceptable and grounds for termination.
- ⑨ School administration has the right to access and inspect Future Professionals locker at any time, refer to the locker policy.

## Learning Participation Guidelines

- ① Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable and grounds for termination.
- ② Future Professionals will be expected to maintain an average of 70% on all theory tests and assignments.
- ③ Future Professionals may not be released from required theory class to take a client.
- ④ Only service desk personnel may schedule or change client service appointments.
- ⑤ All services must be checked and the service ticket initialed by a Learning Leader.
- ⑥ Future Professionals are expected to be continuously working on school-related projects, assignments, clinic practical worksheets, reading theory, or test preparation during school hours.
- ⑦ Future Professionals will receive clock hours during the times they fully participate in their learning experience.
- ⑧ When Future Professionals are not scheduled with service appointments or are not scheduled to attend theory or a specialty class, they may focus on the following:
  - a. Completion of clinic practical worksheets
  - b. Completion of theory review worksheets
  - c. Performing a service on another Future Professionals
  - d. Listening to or reading school resource center materials, including educational videos, audiotapes, and books
- ⑨ Future Professionals must comply with school personnel and Learning Leader's assignments and requests as required by the curriculum and Future Professionals guidelines and rules.
- ⑩ Future Professionals may not perform hair, skin, barber, or nail services outside of school unless authorized to do so by school administration. Conducting unauthorized hair, skin, barber, or nail services outside of school will be reported to the state board and may result in your inability to receive a professional license.
- ⑪ Future Professionals are responsible for their own kit and equipment and may use a clinic station drawer only while working at that station. All kit, equipment, tools, and personal items must be secured in their assigned locker. The school is not responsible for any lost or stolen articles.
- ⑫ Parking is allowed in assigned parking areas only or cars may be towed at the owner's expense.
- ⑬ All clinic practical worksheets are due on the assigned day of each month by the end of the school day.
- ⑭ If a Future Professional fails to complete a worksheet 100%, the Future Professional will be placed on the Back on Track list and will remain on the list until the following month.
- ⑮ If a Future Professional fails to pass the Core written and/or practical exam on their second attempt, they may be asked to withdraw from the program and re-start in the next Core class start date.
- ⑯ Milady Theory Class: Future Professionals will not be allowed in theory class once the Theory Leader has closed the door and started instruction. The Future Professional will not receive theory credit if they are not in theory class attendance. If a Future Professional chooses to leave theory class for any reason he/she will not be allowed to return to theory class. If there's a transition period during theory, a Future Professional will be allowed to enter to receive credit for the remaining scheduled time in theory. The school requires Future Professionals to complete all theory hours as part of their graduation requirements. Refer to the graduation requirements.

## LOCKER POLICY

**Purpose** — Paul Mitchell The School makes lockers available to students to facilitate the daily storage of their learning materials and items related to their studies. Paul Mitchell The School manages lockers to ensure responsible use of property and for the health and safety of individuals.

**Agreement** — Paul Mitchell The School establishes rules, guidelines and procedures to ensure responsible use and to control the contents of its lockers. By utilizing Paul Mitchell The School's lockers, students acknowledge and agree that locker use is a privilege and subject to immediate termination without notice and to such rules, guidelines and procedures established by Paul Mitchell The School from time to time, at its discretion.

### Guidelines

- ❶ Lockers will be issued to all students during Core. A locker number will be provided during Core. Assigned lockers may not be traded or changed unless approved by the school's administration.
- ❷ Locker assignments are valid from the beginning of enrollment until the day of graduation or withdrawal. At that time, all locker contents must be removed. After that time, any lockers that have not yet been vacated will be emptied, and the contents stored for 60 days, at which time they become the property of the school.
- ❸ Lockers are for individual use only and are not to be shared. Locker content is the sole responsibility of the registered occupant of the locker. To reduce the risk of theft, students are encouraged to keep their lockers locked. Students should not store money, wallets, jewelry, credit or debit cards, or any other personal item of high value.
- ❹ Paul Mitchell The School is not in any way responsible for a locker's contents or liable for the loss of or damage to items stored in lockers. Students are required to maintain their locker's interior and exterior in a clean, neat and undamaged condition. Marking, defacing or graffiti on lockers is not acceptable.
- ❺ No person shall store in a locker: weapons of any kind, explosives, prohibited drugs, illegal or illicit items or substances or other items deemed by Paul Mitchell The School to be harmful, offensive or inappropriate.
- ❻ Paul Mitchell The School may in its sole discretion carry out or authorize searches/inspections for any reason. The following is a partial listing of examples of when Paul Mitchell The School will exercise its discretion without notice:
  - a. Locker abandonment.
  - b. Suspected contents that may be illegal, illicit or deemed by the school to be harmful, offensive or inappropriate.
  - c. At the request of or generally in cooperation with law enforcement authorities.
  - d. Investigative purposes related to suspected or alleged criminal, illegal, or inappropriate activities.
  - e. Risk to the general good of the school.
  - f. Risk to the general good of the student or student population.
  - g. Unregistered locker.
  - h. Physical damage to or defacing of the locker.
  - i. Odors (spoiled/rancid food, garbage or smelly contents).
  - j. Locker maintenance.
- ❼ Paul Mitchell The School works with the local law enforcement authorities and maintains the right in the school's sole discretion to allow law enforcement to carry out specific and random searches/inspections of locker contents. Such searches/inspections may be carried out with or without notice to or in the presence of the locker's occupant. Such police activity may include but is not limited to: random drug or weapon searches of lockers, backpacks, book bags, brief cases, containers, jackets and winter coats.

## COACHING AND CORRECTIVE ACTION

Part of Future Professionals learning experience includes fine-tuning and mastering the skills and behaviors of a salon professional. The school team will coach all Future Professionals to correct noncompliant or inappropriate behavior.

The following actions may be inspected for noncompliance:

- 1 **Attendance and Documentation of Time Guidelines:** Attendance, promptness, and documentation of work are cornerstones of successful work practices. Future Professionals may be clocked out, released for the day, or suspended when they do not comply with guidelines.
- 2 **Professional Image Standards:** Professional image standards were created to provide guidance and direction to Future Professionals as they develop their professional image and persona. Future Professionals may be coached and receive an advisory when they do not meet professional image standards.
- 3 **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. Future Professionals may be coached and receive an advisory when they do not follow sanitation and personal service procedures.
- 4 **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. Future Professionals who fail to follow communication guidelines and who do not conduct themselves in a respectful and professional manner may experience suspension or termination.
- 5 **Learning Participation Guidelines:** The learning participation guidelines have been established to provide a creative, fun, interactive, and collaborative learning environment that empowers Future Professionals to act as future salon professionals and committed learners. Positive behavior is required to create a mutually beneficial learning environment for all students. Future Professionals 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 Future Professionals has received five (5) coaching sessions, the Future Professionals may be suspended from school for five (5) days. Suspended Future Professional may only be readmitted to school upon paying the administrative re-entry fee. If a Future Professional receives two (2) more coaching sessions after readmission from a five (5) day suspension, the Future Professionals' attendance may be permanently terminated. A Future Professional may be terminated without prior coaching sessions for improper and/or immoral conduct. Refer to the school Future Professional Advisory Form.

*When monitoring Future Professionals for unofficial withdrawals, the school is required to count any days that a Future Professional 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 Future Professionals' respect of these guidelines.

## POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

- ❶ Accommodation Procedures for Students with Disabilities
- ❷ Grievance Procedures for Students who have Complaints on the Basis of Disability

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### ❶ Accommodation Procedures for Students with Disabilities

**Non-Discrimination Policy** — It is the policy of Paul Mitchell The School Costa Mesa 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 Costa Mesa 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 Costa Mesa. This applies to all students and applicants for admission to the school. Paul Mitchell The School Costa Mesa 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 bipolar disorder. The phrase *substantially limits* must be interpreted without regard to the ameliorative effects of mitigating measures, other than ordinary eyeglasses or contact lenses. Mitigating measures 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 Costa Mesa to permit students with disabilities to use service dogs on each campus.

The person responsible for implementing these responsibilities at Paul Mitchell The School Costa Mesa campus is: Joey Rodrigues; ADA Compliance Coordinator; 3309 Hyland Avenue, Suite J, Costa Mesa, CA 92626; (714) 546-8786; [joeyr@costamesa.paulmitchell.edu](mailto:joeyr@costamesa.paulmitchell.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. The documentation submitted must be within the last 12 months, if older than 12 months the student must provide current documentation from the appropriate professional.

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 Costa Mesa staff and Learning Leaders, on an "as-needed basis," in order to facilitate academic accommodations or other services.

**Student requests for accommodations and interactive discussion with ADA Compliance Coordinator** — Students who plan to request accommodations should contact the ADA Compliance Coordinator promptly, so there is time for the Coordinator to review the student's documentation and discuss accommodations with the student before the student begins the class or program for which the accommodation is being requested. When a student contacts the Coordinator, the Coordinator will keep a record of the dates and contacts with the student, including a record of the accommodations requested by the student. Students who have questions about the type of documentation they need to provide should contact the Coordinator to discuss this.

The student and the ADA Compliance Coordinator will discuss how the student's impairment impacts the student, how the student expects the impairment to impact the student in the school's program, the types of accommodations the student has previously received (if any), and the accommodations being requested by the student from the school. The Coordinator and the student should discuss accommodations needed during all phases of the program (Core, Adaptive and Creative), and for classroom instruction, skills-based instruction, and skills practice.

The documentation (or observation) must show the nature of the student's disability and how it limits a major life activity. The accommodations requested by the student should be related to these limitations. There are no pre-set accommodations for specific disabilities. Instead, the Coordinator and the student must discuss and determine what the student's limitations are, and how they can be accommodated.

*Here are some examples:*

- A student with an orthopedic disability may need cushioned floor mats and scheduled times to sit down. These students may also need particular kinds of chairs.
- A student with a learning disability or attention deficit disorder may need extra time to take tests, such as ninety minutes to take a test instead of the sixty minutes allowed to other students. These students may need to take their tests in a location that is quiet and has no distractions, such as an office rather than the classroom.
- A student with a learning disability or psychological disability may need a note taker, a copy of the instructor's notes or presentation, or to use a tape recorder during instruction.
- A student with post-traumatic stress disorder or an anxiety disorder may need to take periodic leaves of absence, or may need to structure their program so that it is scheduled over a longer period of time than usual. These students may need to take breaks in a quiet room during skills practice.
- A student with a hearing impairment may need instructors to use voice amplification systems, or may need the school to provide a sign language interpreter.
- A student with diabetes may need periodic breaks to check his or her blood sugar level.

**Decision about accommodations, and ensuring implementation of accommodations** — The ADA Compliance Coordinator will decide the accommodations to be provided to the student. The Coordinator will consider any past accommodations that have been effective for the student, and will give primary consideration to the type of accommodation requested by the student. Alternate accommodations may be provided if there is an alternative accommodation that would be equally effective for the student.

The Coordinator will make a decision no later than two weeks after the student states the request for an accommodation. If the student does not submit documentation of a disability at the time the student requests an accommodation, the Coordinator will make a decision no later than two weeks after the student provides the documentation.

The Coordinator will list the approved accommodations in writing and provide this to the student. The Coordinator will inform the appropriate Learning Leaders and school staff of the accommodations they are responsible for providing to the student, how to provide the accommodations, and when to provide the accommodations. The Coordinator will keep a written record of these contacts about the student's accommodations. The Coordinator will verify that the accommodations are being implemented for the student through direct observation, report by the student, and/or documentation from the school staff. If the student informs the Coordinator that an accommodation is not being fully implemented, the Coordinator will immediately intervene with relevant staff members to ensure the accommodation is provided to the student.

After accommodations have been approved for a student, the Coordinator will make an appointment with the student for a time when the student's program is expected to change. The purpose of the appointment is to determine whether the student's accommodations should be changed when the student's program phase changes, or the type of instruction changes.

**Additional factors** — The school is not obligated to provide accommodations that would result in a fundamental alteration of the school’s program. In this case, the Coordinator will promptly search for an equally effective alternate accommodation for the student that would not fundamentally alter the program. The Coordinator will offer the alternate accommodation to the student.

The school is not obligated to provide accommodations that would result in an undue financial or administrative burden on the school. If the Coordinator decides that a requested accommodation might impose such a burden, the Coordinator will discuss the issue with the School Owner, who will take into account the overall financial resources of the school. The School Owner will make the final decision, in accord with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If the School Owner determines that the requested accommodation would be an undue burden, the Coordinator will promptly search for an equally effective alternate accommodation for the student and offer the alternate accommodation to the student.

### **Appeals by Students**

A student may appeal any accommodation decision made by the ADA Compliance Coordinator if the student disagrees with the decision. Here are some examples: A student may appeal the Coordinator’s decision to deny a requested accommodation. A student may appeal a decision by the Coordinator to provide an alternate accommodation rather than the specific accommodation requested by a student. A student may appeal a decision by the Coordinator that the student has not presented sufficient documentation to support the requested accommodation. A student may also file an appeal when a school staff member fails to provide an approved accommodation, and the Coordinator has not effectively addressed the situation.

When a student wishes to file an appeal, the student must notify Kenda Woodward; School Director; 3309 Hyland Avenue, Suite J, Costa Mesa, CA 92626; (714) 546-8786; [kendaw@costamesa.paulmitchell.edu](mailto:kendaw@costamesa.paulmitchell.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 School Director will meet with the student and the Coordinator to discuss the issues presented by the student’s appeal. If appropriate, the School Director will also discuss the issues with other school staff members.

When a student appeals a decision made by the Coordinator, the School Director will determine whether the Coordinator’s decision should be revised or remain the same. If the decision is revised, the School 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 School Director will determine whether the accommodation is being fully implemented, and if it is not, ensure that the accommodation is implemented. The School Director will inform the student of the decision in writing no later than fourteen days after receiving the student’s appeal.

### **Training and Mediation Responsibilities of the ADA Compliance Coordinator**

The ADA Compliance Coordinator at each campus will deliver disability training sessions for all campus staff members at least once each calendar year. In these training sessions, the Coordinator will explain the basic requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as they apply to the school. The Coordinator will address: the school’s responsibility to provide accommodations to students with disabilities; how to appropriately interact with students with particular kinds of disabilities; how to go about implementing accommodations that the Coordinator has approved for students; how to support students with disabilities in the school’s programs; that students with disabilities cannot be penalized for using approved accommodations. The Coordinator will keep a record of each training session.

The Coordinator may also provide trainings for students who wish to learn about the school’s process for providing accommodations, or about the school’s grievance procedures.

To help ensure that future campus staff members and students are aware of the school's policies, the Coordinator will make sure that the Accommodations Procedures and the Grievance Procedures are continually posted at the campus.

The Coordinator will assist students with disabilities who have concerns about implementation of their accommodations or their treatment by the school staff members or other students. At the request of a student, the Coordinator will informally mediate or attempt to resolve issues related to the student's disability. If this informal process does not resolve the student's concerns, the student may file a grievance as described in Section II below.

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

Paul Mitchell The School Costa Mesa 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 e-mails, 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 Kenda Woodward; School Director; 3309 Hyland Avenue, Suite J, Costa Mesa, CA 92626; (714) 546-8786; [kendaw@costamesa.paulmitchell.edu](mailto:kendaw@costamesa.paulmitchell.edu).

***Investigation of the Complaint*** — When the School Director receives a written complaint, the School

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 School Director will discuss the allegations in the complaint with the student, and obtain any needed additional information from the student. The School Director will obtain from the student the names of any persons the student believes will have relevant information.

The School Director will gather all information necessary to determine what took place. To do so, the School 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 School Director will interview persons that the student stated may have relevant information. The School Director will gather any relevant documents such as e-mails, student work, or instructor's records. During the investigation, the School 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 School 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 School 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 School Director at the conclusion of the investigation, and the reasons the School Director reached that determination. If the School 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 School 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 Kenda Woodward; School Director; 3309 Hyland Avenue, Suite J, Costa Mesa, CA 92626; (714) 546-8786; [kendaw@costamesa.paulmitchell.edu](mailto:kendaw@costamesa.paulmitchell.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 School Director.

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

*E-mail: [OCR@ed.gov](mailto:OCR@ed.gov)*

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

## **STUDENT CONSUMER INFORMATION**

Provisions of the Higher Education Amendment of 1976 require that effective July 1, 1977, each postsecondary institution that 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 postsecondary 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:

$$\text{Cost of Attendance} - \text{Expected Family Contribution (EFC)} = \text{Financial Need}$$

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 that qualify meeting the following criteria:

- ❶ Citizen or permanent noncitizen alien recipient codes that are eligible are 1- 151, 1-55 1, and 1-94.
- ❷ Ineligible codes include F-1, F-2, J-1, and J-2, students that are in federal loan default, grant overpayment, or male students that meet the Selective Service registration criteria, but are not registered.

## STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

Paul Mitchell The School Costa Mesa is committed to providing a work and school environment free of unlawful harassment or discrimination. In furtherance of this commitment, all students and are required to take our mandatory Sexual Harassment and Prevention Training upon starting in school.

Employees are required to take the training on an annual basis. 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 Costa Mesa prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and Paul Mitchell The School Costa Mesa has jurisdiction over Title IX complaints.

Paul Mitchell The School Costa Mesa's anti-harassment policy applies to all persons involved in the operation of Paul Mitchell The School Costa Mesa, and prohibits unlawful harassment by any employee of Paul Mitchell The School Costa Mesa, as well as students, customers, third parties, vendors or anyone who does business with Paul Mitchell The School Costa Mesa. 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 Costa Mesa does business engages in unlawful harassment or discrimination, Paul Mitchell The School Costa Mesa 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 Costa Mesa, 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 Costa Mesa's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to Paul Mitchell The School Costa Mesa community through publications, Paul Mitchell The School Costa Mesa website, new employee orientations, student orientations, and other appropriate channels of communication. Paul Mitchell The School Costa Mesa will provide training to key staff members to enable Paul Mitchell The School Costa Mesa to handle any allegations of discrimination and harassment, including sexual harassment or sexual violence, promptly and effectively. Paul Mitchell The School Costa Mesa 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 Costa Mesa 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 Costa Mesa 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 Costa Mesa 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 Costa Mesa 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.

<b>Title IX Coordinator:</b> Blair Hyman- Esthetician Learning Leader 3309 Hylan Ave. Suite J Costa Mesa, CA 92626 blairh@costamesa.paulmitchell.edu 714-546-8786	<b>School Owner: (for complaints involving employees)</b> Ryan Claybaugh 9756 S. Sandy Parkway Sandy, UT 84070 Ryanc@paulmitchell.edu 801-302-8801
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Paul Mitchell The School Costa Mesa ensures that its employee(s) designated to serve as Title IX Coordinator(s) and School Owner have adequate training on what constitutes sexual harassment, including sexual violence, confidentiality requirements and that they understand how Paul Mitchell The School Costa Mesa's grievance procedures operate.

## Investigation of Complaints

In response to all complaints, Paul Mitchell The School Costa Mesa 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 Costa Mesa 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 Costa Mesa 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 Costa Mesa 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 Costa Mesa 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 Costa Mesa took to eliminate the hostile environment, if Paul Mitchell The School Costa Mesa found one to exist, and prevent recurrence.

During the investigation, Paul Mitchell The School Costa Mesa 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 Costa Mesa 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 Costa Mesa will take steps to prevent the recurrence of any harassment or discrimination. Any employee determined by Paul Mitchell The School Costa Mesa 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 Costa Mesa's disciplinary process. To the extent that an employee or contract worker is not satisfied with Paul Mitchell The School Costa Mesa's handling of a harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief.

In California, employees may notify the Department of Fair Employment and Housing by consulting the government agency listings in the telephone book or online at [www.dfeh.ca.gov](http://www.dfeh.ca.gov). The Department of Fair Employment and Housing will, in appropriate cases, prepare and investigate complaints of harassment or discrimination; after a hearing, the Fair Employment and Housing Commission may award damages to individuals actually injured as a result of such conduct, as well as other remedies.

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

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



### **Retaliation Prohibited**

Paul Mitchell The School Costa Mesa 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 Costa Mesa 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 Costa Mesa serves 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 Costa Mesa 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 Costa Mesa 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: [www2.ed.gov/about/offices/list/ocr/index.html](http://www2.ed.gov/about/offices/list/ocr/index.html).

## SEXUAL HARASSMENT POLICY

Paul Mitchell The School Costa Mesa is committed to maintaining a working and learning environment that provides for fair and equitable treatment, including freedom from sexual harassment. This policy covers anyone who engages in sexual harassment on school property or at school activities.

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

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

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

Sexual harassment may include but is not limited to:

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

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, or contractors. Anyone else engaging in sexual harassment on school property or at school activities will have their access to school property and activities restricted or revoked, as appropriate. The school shall respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school's legal obligations and the necessity to investigate the allegations and take disciplinary action when the conduct has occurred.

Retaliation is prohibited against any person who makes a complaint or is a witness under this policy and will result in appropriate disciplinary action against the person responsible for the retaliation. Individuals who knowingly report or corroborate false allegations will be subject to appropriate disciplinary action.

Each staff member is responsible to immediately report alleged discrimination and/or harassment to his/her supervisor or other appropriate school personnel. Staff members who fail to take prompt action to report allegations or violation(s) of this policy may be subject to disciplinary action up to and including termination.

## HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

Paul Mitchell The School Costa Mesa 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](http://www.stopbullying.gov).

## COPYRIGHT MATERIAL POLICY FOR PAUL MITCHELL THE SCHOOL COSTA MESA

All material in this program is, unless otherwise stated, the property of Paul Mitchell The School Costa Mesa. 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 Costa Mesa 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 for our 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 several sites below:

- 1 **iTunes:** This Apple store works with both Windows and Mac operating systems. Currently, over 99 percent 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 Schools 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, YouTube, 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, intimidation, cyberbullying, 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:

### **Bureau for Private Postsecondary Education (BPPE)**

2535 Capitol Oaks Drive, Suite 400  
Sacramento, CA 95833  
(916) 431-6959  
Toll-free: (888) 370-7589

### **Board of Barbering and Cosmetology (BBC)**

P.O. Box 944226  
Sacramento, CA 94244-2260  
(916) 575-7281  
Toll-free: (800) 952-5210

### **National Accrediting Commission of Career Arts & Sciences (NACCAS)**

3015 Colvin Street  
Alexandria, VA 22314  
(703) 600-7600

Nationally accredited by National Accrediting Commissions of Career Arts & Sciences (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..

## 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 concern in written form. The complaint will then be referred to the school's Management Team, which consists of the director, the school owners, sales leader, and Future Professional Advisor. The team will receive and attempt to resolve each complaint or concern within 21 days of receiving the written complaint. If more information is needed, a letter requesting the additional information will be sent to the student. If no further information is needed, the team will determine a resolution and notify the student in writing within 15 calendar days of the steps taken to correct the concern or an explanation as to why no action was required. The school will maintain records of the complaint and response in accordance with the published record retention policy. Students will not be subject to adverse actions by any school official as a result of initiating a complaint.

Students should follow the above process; however, the student may, at any time, file a complaint with the school's accrediting agency, or the U.S. Department of Education.

Students will not be subject to retribution upon filing a complaint.

Students may refer unresolved grievances to:

### **Bureau for Private Postsecondary Education (BPPE)**

2535 Capitol Oaks Drive, Suite 400

Sacramento, CA 95833

(916) 431-6959

Toll-free: (888) 370-7589

website: [www.bppe.ca.gov](http://www.bppe.ca.gov)

### **Board of Barbering and Cosmetology (BBC)**

P.O. Box 944226

Sacramento, CA 94244-2260

(916) 575-7281

Toll-free: (800) 952-5210

website: [barbercosmo.ca.gov](http://barbercosmo.ca.gov)

## SCHOOL ADMINISTRATION AS OF DECEMBER 2018

**Ownership:** Von Curtis, Inc.

**Co-director:** Kenda Woodward

**Co-director:** Thomas Nutter

**Operations Leader:** Tonya Gonzalez

**Financial Aid Leaders:** Aneida Smith-Stuart, Michele Knegt

**Admission Team:** Kenny Bronfeld, Baylie Suarez, Tiffany Alvano

**Enrollment Leader:** Angelina Chavez

**Education Leader:** Taylor Ingram and Kyle Krammer

**Future Professional Advisor:** Joey Rodrigues

**Taylor Ingram-** Education Leader Full-time

Cosmetology License #KK519936

Education Leader, coaches, leads and teaches the Learning Leaders in all areas of cutting, color, and texture Cutting Specialist, teaches cutting in the classroom, and on clinic classroom.

Taylor graduated school at Paul Mitchell The School Costa Mesa with honors in 2010. He went through the mentorship process with the school for 2 years while certifying through cutting and color and also got the experience training with our Advanced Education team. Taylor is now certified across the board in level 4 with our school systems.

**Kyle Kammer** Education Leader Full-time

Cosmetology License #512329

Kyle attended Paul Mitchell the school Costa Mesa from 2009-2010. Completing school with cutting and color honors. After finishing school kyle started assisting at salon Gregory along with becoming a mentor at Paul Mitchell the school costa mesa. In the fall of 2011 kyle helped open salon splash in long beach where he worked for 2 years. In 2011 kyle started his free lancing career with John Paul Mitchell systems. In 2012 kyle went through the national educator program with John Paul Mitchell Systems and started doing salon education in the greater LA area along with becoming the education leader of the Paul Mitchell the school Sherman oaks. In the fall of 2012 kyle started traveling to Mtwapa Kenya working Hope international. Hope is a nonprofit organization that works with young men and women throughout the East African. After several trips kyle helped launch Remba, a nonprofit focused on the rescue, rehabilitation and reintegration of men and women coming out of the sex trafficking in Mtwapa Kenya. After spending 3 years off and on in Kenya, Kyle returned to Paul Mitchell the School Costa Mesa to pursue a career in education with a passion for cutting.

**Joseph Joey Rodrigues-** Future Professional Advisor Full-time

Cosmetology License #KK529547

Joey Rodrigues is currently the day Core specialist at PMTS Costa Mesa and is working towards being on the Advanced Academy team. He has been with the school for three years and in his time here, he has assisted PMAE classes in texture, cutting, and color. Outside of the school, Joey has had a role as lead hair stylist for OCSA's annual gala event. He also has the opportunity to work events such as weddings and has experience working with guests in the salon. His hobbies include expressing himself through dance, crafting to keep him creative and cooking.

## Cosmetology Learning Leaders

### **Giselle Lopez-** Learning Leader Full-time

Cosmetology License #KK535151

Giselle Lopez is a Learning Leader at PMTS Costa Mesa. She is a homegrown of the school and has never left since she started in 2009. She has previously had positions as state board specialist and theory leader, making her a well-rounded young stylist. Giselle now leads Core in the night school program and hopes to stay in that position for a long, long time as being in the classroom is her passion. When not creating magic at the school, she enjoys listening to music, going to music festivals, concerts, and shows, and knitting or crocheting cozy scarves.

### **Ashley Dubrock-** Learning Leader Full-time

Cosmetology License # KK528667

Ashley is a Learning Leader and Design Team Leader at Paul Mitchell the School Costa Mesa. Born and raised in Orange County, she started her journey in the hair business by attending Paul Mitchell the School in 2010. Going above and beyond, she entered NAHA, Beacon, and graduated on the Dean's List. After becoming a California licensed cosmetologist, she moved to Burbank to further her education and study at Makeup Designery where she learned Beauty and Special Effects Makeup techniques. Ashley's passion for education sparked as a Future Professional, and led her to come back and be part of the team.

### **Jose Avila-** Learning Leader Full-time

Cosmetology License #KK572532

Jose began his journey in 2011 when he attended the cosmetology program at Paul Mitchell The School Costa Mesa. He began his experience assisting a John Paul Mitchell Systems National Educator, named Mona Maleki, in Beverly Hills. His love and passion for color grew and so he started to create this as his main focus. Jose has now been an Educator at Paul Mitchell The School Costa Mesa for 5 years and enjoys being part of his Future Professionals' journey. Paul Mitchell has given Jose the opportunity to work with so many of his mentors and creative minds at trade shows, fashion shows, as well as photoshoots. Currently, he is a freelance makeup artist/hairstylist as well for the company Dollhouse Hair and Makeup Design. Jose loves to stay inspired and enjoys learning new ways to help him grow and share his knowledge with the beauty industry.

### **Lorna Dean-** Learning Leader Full-time

Cosmetology license #KK590818

Lorna Molina is a Licensed Cosmetologist and soon to be Barber. She graduated Cosmetology School in 2012 from Paul Mitchell The School Fayetteville, where she became a cosmetology instructor. In 2016 she pursued a position at the Paul Mitchell The School Costa Mesa where she is the night Core instructor who creates magic and gets an opportunity to mold minds from the beginning. Teaching is very humbling for her and she loves giving back.

### **Chris Secor-** Learning Leader Full-time

Cosmetology License #KK415640

Theory Specialist, teaches theory to all the students. Nail Specialist teaches nails in class.

Chris was part of the second graduating class from Paul Mitchell The School Costa Mesa. For the past 8 years Chris has worn many hats as a Learning Leader at our Costa Mesa location, currently serving as the schools Theory Specialist for day and night school. Most of Chris's life has been spent in a salon. Being the son of a salon owner, Chris continues in his Mother's footsteps. Chris has been a salon stylist for the past 15 years in Newport Beach and continues to work behind the chair when he's not teaching. Chris is an avid reader, enjoys yoga, and likes to spend time at the beach with his friends.

**Brandy Ruiz-** Learning Leader Full -time

Cosmetology License #KK539543

Brandy started her journey as a cosmetologist in 2010. She graduated from Paul Mitchell The School in Costa Mesa. She worked as a makeup artist at Sephora for 3 years. She now works as an educator for Paul Mitchell sharing her knowledge about hair and make up and also freelances for Dollhouse hair and makeup design. She does has done anything from bridal, glam to editorial make up looks. Brandy has done some of the largest shows for Mitchell doing creative looks for all model cast.

**Corinne May-**Mentor Full-time

Cosmetology License #KK555813

Corinne began her official hair journey by attending pmnts Costa Mesa in 2012. After graduating in 2013 she began working at a local Paul Mitchell focus salon, where she is still located part time. After being in the salon for 4 years she decided to come back to the school and began working her way into education. She started at the front desk and eventually moved up from there to become a mentor in the core classroom. After mentoring she started teaching her own core classes and has been doing so for 2 years.

**Kelly Jo Kern:** Leaning Leader Full-time

Cosmetology License #KK460093

Kelly Jo graduated in 2005 with her cosmetology license. Her biggest accomplish includes being nominated and awarded for Best Makeup Up for the film The Cure. Working behind the chair for the past 11 years she has become professional in multiple color lines, has ventured into the wedding business providing hair and makeup services. We are lucky to have Kelly Jo on board with us at Paul Mitchell with her well rounded talents.

**Caitlin Rynearson:** Leaning Leader Full-time

Cosmetology License #KK537344

Caitlin decided to pursue hair styling at the age of 19, graduating after dedicating her self to 9 months full time in school. After graduating, going and passing state board made all the hours and hard work that much more rewarding. Started off in a salon right away as a stylist assistant and worked her way up to apprentice stylist and front desk manager over a Span of 3 years. Next she decided it was time to make a Salon change for further personal growth and moved to her now Salon home in Costa Mesa. There she continued to apprentice with the owner of the Salon and grew her own clientele and is now the salons, platinum blonde and extensions specialist. She then decided she still desired more self growth and pursued hair education at Paul Mitchell the School Costa Mesa. She now is part time in the Salon and part time educating as a learning leader at the school and loves them both passionately.

**Michelle Barr:** Leaning Leader Full-time

Cosmetology License #KK414409

Michelle Barr's hair story began by joining the Carlton Hair team as an assistant in 2001. In 2002 she got her very own chair where she continued her education with Carlton Hair's sister company Vidal Sassoon along with other academies such as Goldwell Academy and salon visits with Schwarzkopf. In 2013 she decided to join the management team where she discovered the passion to inspire and educate her team to help them grow. She completed the Master education program in 2013 which led her a position as Carlton Hair's Director of Education to manage the assistant program.



**Lauren Hernandez:** Learning Leader Full Time  
Cosmetology License #KK491693

Lauren is a Core Learning Leader for the night Cosmetology program. She also supports are clinic classroom where she gets to share her love of product knowledge and finishing hair. Lauren received her Cosmetology license in 2005 and transitioned into the for 2 years working full time behind the chair. Eventually the love of education drew her back into the Paul Mitchel network. She then became an educator in 2007. We love Lauren and her infectious personality.

**Caesar Barba:** Learning Leader Full-time  
Cosmetology License #KK593645

Caesar is a Paul Mitchell homegrown and Deans List recipient graduating from Paul Mitchell the school San Antonio. After graduation Caesar worked in and managed a salon in San Antonio from 2015-2016. Moving back to California he started working at Paul Mitchell the school San Jose, where he was color specialist, clinic floor leader, phase II leader and guest service leader until 2018 when he relocated to Paul Mitchell the school Costa Mesa. He works here as a clinic floor learning leader for both day school and night school educating our future professionals while they build their skills working on guests in real life situations. Outside of the school he also works freelance at industry events and trade shows for multiple companies, including Crown Brushes, Embryolisse, JPMS Systems, etc. and has participated in fashion shows and events bringing his own personal talents and skills.

### Barbering Learning Leaders:

**Fernie Andong-** Learning Leader Full -time  
Barbering License #B87061

Cosmetology License #KK477306

Fernie has been in the industry for 12 Years. He has his Barber and Cosmetology license and has been an educator with PMTS, JPMS, DeadEndz, and Hattori Hanzo. His accomplishments are finalist for BTC #OneShot awards 2017, 2016, 2015. He has also been featured in the state board Milady's 2017 edition of the Barbering Textbook. Fernie helped create The Men's Cutting System DVD for Paul Mitchell Schools, and is recognized often in Modern Salon Magazine, Behind The Chair, American Salon Magazine, Launchpad, Hair Brained, Huffington Post, Refinery 29 for the ( Clipper Bob ), Artist for The Butterfly Circus LA, Photo Shoots etc.

**Alfredo (Freddy) Razo-**Learning Leader Full-time  
Barber License #B85216

A Los Angeles native, Freddy Razo licensed for 10 years, Barber Education Leader for Paul Mitchell the School Costa Mesa and former Senior Educator of Johnny B. Hair Care. Razo loves the traditional aspects of hair cutting, however, always thinks outside the box. His passion for teaching was highly regarded and led him to oversee the Barbering Program at Paul Mitchell The School Costa Mesa. Here he has the opportunity to teach and guide young minds at the beginning of their Barbering Career.

Razo's work has been featured in various industry publications such as Modern Salon, Paul Mitchell School Marketing Materials, Johnny B Marketing Material.

**Mark Giron:** Learning Leader Full-time  
Barber License #B891421

Mark Giron is a barbershop owner operator. He became licensed in February of 2010 . He has apprenticed many successful barbers who now own their own barbershops. He sees barbering as a form of art and he loves to see other passionate individuals who are eager and inspired to learn the craft of barbering. Mark is eager to stay up to date with the most recent hairstyles and trends, he believe personal growth in the industry never ends.

**Zachary Hernandez:** Learning Leader Full Time

Barber License #B95237

Zach Hernandez is one of our Barber Learning Leaders who has been in the industry for 3 years. He is a Paul Mitchell The School Costa Mesa graduate of 2015. Since then, Zach has worked at Uptown Barbers, a barbershop in the city of Whittier where he specializes in traditional style haircuts. Zach's goal are to continue to give back and inspire to upcoming Future Professionals about what the Barber industry can offer.

**Esthetics Learning Leaders:**

**Tom Mutter-** Learning Leader Full-time

Esthetician License #Z108070

Tom started with the PMTS Education team in 2009. He attended PMTS Costa Mesa Esthetics program and was approached near the end of his course about possibly taking on education as a career. Focused only on working in a spa and had never given teaching any thought, nor having had the privilege of teaching before. Prior to starting his education Tom was working in the transportation industry. Handling a lot of the Paul Mitchell Flat Iron distribution for Sally Beauty Stores. This was Tom's only exposure to the Beauty Industry. Once he started he has never looked back. He gets to live his passion every day. In his free time, Tom is either spending time with his family or going out to eat at local restaurants or traveling.

**Blair Hyman:** Learning Leader Full-time

Esthetician License #Z82970

Born and raised in Orange County, Blair was always interested in skin care and working with the public. In 2008 Blair received her Esthetician license and jumped right into the treatment room. She worked in Aveda salons for 3 years where she fell in love with waxing and educating. She transitioned to the spa life and started working in the treatment room for Burke Williams Day Spa. Blair grew her clientele and eventually an opportunity to train her fellow Estheticians in waxing while still working with guests presented itself. She was able to teach her peers as well as newly hired Estheticians how to become more confident with waxing, wax timing and skills, as well as Brazilian waxing. From there she transitioned fully to training for Burke Williams as the regional skin care trainer. There she was responsible for teaching newly hired Estheticians an 8 week program of standards, timing, product knowledge, massage memorization, body mechanics, and facial procedures to help them succeed with the company. Blair is so excited for the new opportunity with Paul Mitchell to educate future professionals so they may become successful and passionate Estheticians.

**Carissa Romero:** Learning Leader Full Time

Esthetician License #Z92637

Carissa's journey with Paul Mitchell the School Costa Mesa started back in 2010 when she attended the Skin Academy. She graduated in January 2011 and with in a month, passed her state boards and became a licensed esthetician. She started her esthetics career at a top local day spa in Redlands, and for a year expanded her knowledge on new skin care lines and advanced modalities. Carissa then moved on to a more focused oriented service as a Brow Specialist at Benefit Cosmetics where she fell in love with all things brows. For over two years Carissa single handedly grew the business and her clientele from the bottom up. Being the only esthetician at her Brow Bar location she learned the ins and outs of running her own place. When she felt she had perfected the art of brows Carissa moved on to work as a top waxer at European Wax Center for the next four years. Her passion for skin care and helping her guests to achieve beautiful hairless skin helped her grow her books to full capacity. Soon, Carissa was training others in advanced body and brow waxing techniques and retailing. In June of 2018 Carissa came full circle and is now teaching others all her knowledge of the skin care industry and is excited to help other find their passion and place in this amazing field.

**Lisa Waters:** Learning Leader Full-time  
Esthetician License #Z84828

Lisa Waters is fully present in the art and craft of esthetics and skin treatments. She has progressively helped many women and men, of all ages, by understanding the stages of the skin and how it correlates to their lifestyle.

Lisa became a licensed Esthetician after graduating from Paul Mitchell The School Costa Mesa, The Skin Academy in 2009 and quickly began her career as an Esthetician working for a busy medical spa in Orange County, CA where she started learning advanced techniques in chemical peels and treatment room protocols. Lisa began to attend industry related conferences and courses gaining extensive knowledge in product lines, ingredients, and top industry trends. After multiple certifications, including becoming a Face Reality Certified Acne Specialist and a member of the Associated Skin Care Professionals and the California Aesthetic Alliance, Lisa decided to step up in her career and became the manager of the medical spa she was working for, learning the ins and outs of the industry. Lisa's next move was to venture out on her own by building a strong clientele to put her knowledge to good use. Experiencing all the industry had to offer, Lisa decided she wanted to share her knowledge in esthetics.

In February 2018, Lisa joined the Paul Mitchell The School Costa Mesa team as a Skin Learning Leader. She is currently expanding, and sharing, her knowledge and continuing education with certifications in all things esthetic. Lisa loves to educate by setting a high standard for the Future Professionals of the industry.