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# 2018 CATALOG

JANUARY 2018 — DECEMBER 2018



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

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Emily Ransier

*Emily Ransier*

**Paul Mitchell The School Richland**

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## MISSION STATEMENT

Our school's mission is to provide a quality educational system to prepare students to pass the state board examination and gain employment within their chosen field of study. We are passionately committed to providing a solid educational foundation to empower our 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 Richland is fully equipped to meet all the demands of modern hair, nail and esthetics, while at the same time providing a high-tech atmosphere and attitude for progressive personal development. The 10,958 square-foot facility includes a student lounge and lockers, client reception and work areas, management offices, private classrooms, workstations, and equipment.

Paul Mitchell The School Richland has two entrances for wheelchair access. One comes through the Future Professional entrance on the parking lot side of the building and the other is in front of the building. This would be considered our main entrance. Once inside, all classrooms, restrooms, breakroom, dispense, clinic classroom, financial aid, Admissions, Operations, and Director's office are all accessible. Each classroom also has an emergency exit that is handicap accessible. All four will accommodate a wheelchair. We have two separate drinking fountains that are also lower height for handicap access. One is located at the back of the clinic classroom and the other is in the client waiting area.

## ADMINISTRATION/OWNERSHIP

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

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

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

The curriculum involves 1600 hours to satisfy Washington state requirements. The course includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

*\*Students are prepared for an entry level cosmetologist.*

### **Barbering: Standard Occupational Classification (SOC 39-5011.00) Classification of Instructional Program (CIP 12.0402)**

The curriculum involves 1100 hours to satisfy Washington state requirements. The course includes extensive instruction and practical experience in razor and scissor cutting, shaving, clipper variations, wet and thermal hairstyling, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, state laws and regulations, salon-type administration, and job interviewing.

The state of Washington requires 1000-hours of education to become licensed as a barber; however, the school is approved by the state to offer a 1100-hour barbering course. The additional 100 hours will include curriculum designed to help students better understand all aspects of starting and managing their own business, as well as offering additional practical experience to help prepare them to pass the state board exam.

*\*Students are prepared to be an entry level barber.*

**Esthetics: Standard Occupational Classification (SOC 39-5094.00) (CIP 12.0403):**

The curriculum involves 750 hours to satisfy Washington state requirements. The course includes instruction and practical experience in facials, hair removal, makeup application, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, state laws and regulations, salon-type administration, and job interviewing.

*\*Student's are prepared to be an entry level esthetician.*

**Manicuring: Standard Occupational Classification (SOC 39-5094.00) (CIP 12.0403):**

The curriculum involves 600 hours to satisfy Washington state requirements. The course includes instruction and practical experience in manicures, pedicures, massage, customer service, personal appearance & hygiene, personal motivation and development, retail skills, client record keeping, business ethics, state laws and regulations, salon-type administration, and job interviewing.

*\*Students will be prepared for an entry level nail technician position.*

**Instructor Training: SOC 25-1194.00, CIP Code: 13.1399:**

The curriculum involves 600 hours to satisfy Washington state requirements. The course educates prospective cosmetology/esthetics/barber teachers to address the needs of students in the classroom and the clinic floor. Prospective teachers learn to utilize a system of forward-focused thinking and front-end coaching. By learning the methods of teaching cosmetology, the prospective teachers learn to engage students in the learning process and stimulate the discovery process with visuals, music, and/or hands-on activities.

*Students are prepared for an entry level instructor.*

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.

**VETERANS BENEFITS APPROVAL STATEMENTS**

Selected programs of study at Paul Mitchell The School Richland are approved by Workforce Training and Education coordinating Board's State Approving Agency (WTECD/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

Paul Mitchell The School Richland does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

**PARKING**

Students must abide by local (city and/or landlord) parking rules, which are announced during orientation. Paul Mitchell The School Richland will not be responsible for parking violations and/or towing fees. Students cannot park in the visitor and/or faculty parking.

**NONDISCRIMINATION**

Paul Mitchell The School Richland, in its admission, instruction, and graduation policies and practices, does not discriminate on the basis of sex, race, religion, age, ethnic origin, color, disability, sexual orientation, or ancestry. The school does not allow or tolerate discrimination of any kind, bullying, harassment, or hazing of any sort. If any student or team member experiences or witnesses anyone being bullied, harassed, or hazed in any way, he or she is required to report the matter to the school's director, Emily Ransier, in person or by calling 509-591-4979, or by mail at 71 Gage Boulevard, Richland, WA 99352 immediately so appropriate action can be taken.

## ADMISSION REQUIREMENTS

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

## ADMISSION PROCEDURE

- ❶ **Complete an Application Form:** Complete and submit the application form to the school prior to registration. All forms may be obtained by requesting them from Paul Mitchell The School Richland.
- ❷ **Submit a Application Fee:** Action will not be taken on admission or any student loan application until an application fee of \$100.00 is received. Please submit the fee in the form of a check or money order, payable to Paul Mitchell The School Richland. 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 a recent head and shoulder shot of the applicant.
- ❹ **Entrance Essay:** The essay should include information about the applicant.
- ❺ **Personal Interview:** Applicant must complete a personal interview with the Admission's 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 **Instructor Training Program:** Students enrolled in the instructor training program must provide a copy of a valid and current Washington Cosmetology or Barber or Esthetics license.

\*\***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 Richland does not recruit students who are already enrolled in a similar program at another institution.

If you have a disability and need an academic adjustment, please notify the admissions officer as soon as possible so the school can review your request. If you are interested in attending our school and you do not have a high school diploma or high school equivalency diploma, please contact our admissions office for a list of high school equivalency programs located near the school. Paul Mitchell The School Richland 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.*

Home-schooled students are not considered to have a high school diploma or equivalent, however they are eligible for admission into Paul Mitchell The School, if their secondary school education was in a home school that state law treats as a home or private school, the prospective student must provide documentation of this fact. Some states issue a Secondary school completion credential to home schoolers; if this is the case in the state where the student was home-schooled; he/she must obtain this credential in order to be eligible for enrollment.

If a prospective student was home schooled, they must provide documentation to demonstrate compliance with one of the following requirements. 1) You must obtain written documentation from the school district, county, or state that shows that the student's secondary school education was in a home school that state law treats as a home or private school. 2) If the state the home schooled student was educated in issues a secondary school completion credential to homeschoolers the prospective student must provide this credential in order to be eligible for enrollment. In addition, if the state requires a parent to register their child with the local school district to be home schooled, a copy of the approval to home school must also be provided.

## **ACCEPTANCE**

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

## **APPLICANTS WITH NON-IMMIGRANT VISAS**

Applicants with non-immigrant visas include those with work visas, students, visitors and foreign government officials. An applicant with a non-immigrant visa is not eligible for FSA funds unless they have a Form I-94 with one of the endorsements given in the eligible document section. Non-immigrant visas include, but are not limited to, the F-1, F-2 or M-1 Student Visa, NATO Visa, B-1 or B-2 Visitors Visa, J-1 or J-2 Exchange Visitors Visa, H series or L series. Someone who has only a "Notice of Approval to Apply for Permanent Residence" cannot receive FSA funds.

In addition to the above documents, non-immigrant applicants must provide documentation to show that they are permitted to be enrolled in a post-secondary school in the United States. Please see the Financial Aid Officer to determine if you qualify for any type of Title IV financial aid. Please note that students who are studying under a student visa (I-20) are not eligible to receive financial aid. Those students studying under a 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. This school location is not SEVIS approved.



## RE-ENTRY 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.
- 4 Pay a \$100.00 re-entry fee and submit a new application.
- 5 Previous hours will be credited to the students transcripts if paid for.
- 6 Because tuition fees and costs are subject to change, re-entering applicants will be contracted according to the current tuition costs and will be required to pay any additional fees, if applicable.

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.
- 5 Pay a \$100.00 re-entry fee and submit a new application.
- 6 Previous hours will be credited to the students transcripts if paid for.
- 7 Because tuition fees and costs are subject to change, re-entering applicants will be contracted according to the current tuition costs and will be required to pay any additional fees, if applicable.

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 Richland 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.

## **TRANSFER STUDENTS**

Paul Mitchell The School Richland Cosmetology program 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 who transfer from another school; all transfer students must attend a minimum of 400 hours at Paul Mitchell The School Richland, to obtain the Paul Mitchell culture and educational program. All hours will be accepted if transferring from another Paul Mitchell school.

The cost for cosmetology transfer students is \$11.00 per hour attended at Paul Mitchell The School Richland; this does not include the cost of a complete and current Paul Mitchell student kit.

Paul Mitchell The School Richland Barbering program will accept transfer hours from other schools based on an evaluation of the student's comprehension of the course material. A maximum of 700 hours for barber students who transfer from another school; all transfer students must attend a minimum of 400 hours at Paul Mitchell The School Richland, to obtain the Paul Mitchell culture and educational program. All hours will be accepted if transferring from another Paul Mitchell school.

The cost for barbering transfer students is \$9.09 per hour to attend Paul Mitchell The School Richland; this does not include the cost of a complete and current Paul Mitchell student kit.

Paul Mitchell The School Richland Esthetics program will accept transfer hours from other schools based on an evaluation of the student's comprehension of the course material. A maximum of 350 hours will be accepted for esthetics students who transfer from another school; all transfer students must attend a minimum of 400 hours at Paul Mitchell The School Richland, to obtain the Paul Mitchell culture and educational program. All hours will be accepted if transferring from another Paul Mitchell school.

The cost for esthetics transfer students is \$12.00 per hour attended at Paul Mitchell The School Richland; this does not include the cost of a complete and current Paul Mitchell student kit.

Paul Mitchell The School Richland Manicuring program will accept transfer hours from other schools based on an evaluation of the student's comprehension of the course material. A maximum of 200 hours will be accepted for Manicuring students who transfer from another school; all transfer students must attend a minimum of 400 hours at Paul Mitchell The School Richland, to obtain the Paul Mitchell culture and educational program. All hours will be accepted if transferring from another Paul Mitchell school.

The cost for manicuring transfer students is \$8.50 per hour attended at Paul Mitchell The School Richland; this does not include the cost of a complete and current Paul Mitchell student kit.

Paul Mitchell The School Richland Instructor Training program will accept transfer hours from other schools based on an evaluation of the student's comprehension of the course material. A maximum of 200 hours will be accepted for Instructor Training students who transfer from another school; an instructor-trainee may submit documentation that provides evidence of experience as a licensed cosmetologist, hair designer, barber, manicurist, esthetician, or master esthetician for competency evaluation toward credit of not more than three hundred hours of instructor training. All hours will be accepted if transferring from another Paul Mitchell school.

The cost for instructor training transfer students is \$4.95 per hour attended at Paul Mitchell The School Richland; this does not include the cost of a complete and current Paul Mitchell student kit.

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 Washington State Department of Licensing to deny licensure. The Washington State Department of Licensing 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 Richland is not responsible for students denied licensure.

## ENROLLMENT INFORMATION

- 1 **Enrollment periods:** Paul Mitchell The School Richland usually begins a new class about every eight (8) weeks, depending upon space availability. Please refer to the Tuition and Registration Schedule supplement or contact Paul Mitchell The School Richland for exact starting dates.
- 2 **Holidays and school closures:** Paul Mitchell The School Richland allows the following holidays off: New Year's Day, Memorial Day, July 4, Labor Day, Thanksgiving Day and the Friday after Thanksgiving, December 24, 25, and 26, 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 and snow days will be reported via the schools website and/or Facebook page.
- 3 **Enrollment contract:** Paul Mitchell The School Richland clearly outlines the obligation of both the school and the student in the enrollment contract. A copy of the enrollment contract and information covering costs and payment plans will be furnished to the student before the beginning of class attendance.
- 4 **Payment schedule:** Paul Mitchell The School Richland offers a variety of monthly financial payment schedules. See Paul Mitchell The School Richland's Admissions Leader or Financial Aid Leader for details.

## EDUCATION GOALS

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

- 1 To educate students to be professional, knowledgeable, and skilled in their field for marketability within the industry.
- 2 To maintain an updated program that provides students with the knowledge to compete in their field of study.
- 3 To promote the continuing educational growth of our faculty and students, using current teaching methods and techniques.
- 4 To teach courtesy and professionalism as the foundation for a successful career in their chosen field of study.
- 5 To prepare students to successfully pass the state licensing exam for entry-level employment.
- 6 To train and graduate students while empowering them to become confident and excited to enter a successful career within the salon and beauty industry.

## **COST OF TUITION AND SUPPLIES**

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

### **TUITION – Cosmetology**

Tuition	\$17,600.00
Kit and Supplies (non-refundable)	1,614.01
Application Fee (non-refundable)	100.00
Textbooks (non-refundable)	204.85
Apple iPad (non-refundable)	299.00
Sales Tax	<u>182.14</u>
<b>TOTAL COSTS</b>	<b>\$20,000.00</b>

### **TUITION – Barbering**

Tuition	\$11,000.00
Kit and Supplies (non-refundable)	1,492.94
Application Fee (non-refundable)	100.00
Textbooks (non-refundable)	233.85
Apple iPad (non-refundable)	299.00
Sales Tax	<u>174.21</u>
<b>TOTAL COSTS</b>	<b>\$13,300.00</b>

### **TUITION – Esthetics**

Tuition	\$9,000.00
Kit and Supplies (non-refundable)	1,638.09
Application Fee (non-refundable)	100.00
Textbooks (non-refundable)	272.85
Apple iPad (non-refundable)	299.00
Sales Tax	<u>190.06</u>
<b>TOTAL COSTS</b>	<b>\$11,500.00</b>

### **TUITION – Manicuring**

Tuition	\$5,100.00
Kit and Supplies (non-refundable)	502.15
Application Fee (non-refundable)	100.00
Textbooks (non-refundable)	222.85
Sales Tax	<u>62.35</u>
<b>TOTAL COSTS</b>	<b>\$5,987.35</b>

### **TUITION – Instructor Training**

Tuition	\$3,014.00
Textbooks (non-refundable)	210.00
Application Fee (non-refundable)	100.00
Sales Tax	<u>21.50</u>
<b>TOTAL COSTS</b>	<b>\$3,345.50</b>

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.

*Financial aid available to those who qualify.*

Paul Mitchell The School Richland will pay for the Washington State Board exam for students who are in good standing that schedule the exam before completing the scheduled hours for their respective program. If the student does not pass the exam on the first attempt, the student is responsible for paying for all further attempts.

### **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.

**Right to Independent Purchase of iPad and Textbooks:** Any student who desires to independently purchase their iPad or textbook from a vendor other than Paul Mitchell The School Richland has the right to do so. A student who chooses to do this should notify the school during contracting.

## 2018 CLASS START DATES

<b>Cosmetology</b>	
<b>DAY SCHOOL: (Thurs.-Sat.)</b>	January 11, March 29, June 21, September 13, November 29
<b>DAY SCHOOL: (Mon. - Wed.)</b>	February 19, May 7, August 13, October 29

  

<b>Barber</b>	
<b>Day School:</b>	January 11, March 29, June 21, September 13, November 29

  

<b>Esthetics</b>	
<b>DAY SCHOOL: (Mon. - Wed.)</b>	February 12, April 2, May 21, July 9, August 27, October 15, December 3

## COSMETOLOGY SCHEDULE

### Monday-Wednesday Start Date:

3-Day Option	Monday-Wednesday	9:00 AM to 7:30 PM	10 hrs per day	30 hrs per week
4-Day Option	Monday-Wednesday	9:00 AM to 7:30 PM	10 hrs per day	
	Thursday	9:00 AM to 4:30 PM	7 hrs per day	37 hrs per week
5-Day Option	Monday - Friday	9:00 AM to 4:30 PM	7 hrs per day	35 hrs per week

### Thursday-Saturday Start Date:

3-Day Option	Thursday and Friday	9:00 AM to 7:45 PM	10.25 hrs per day	
	Saturday	8:00 AM to 6:00 PM	9.5 hrs per day	30 hrs per week
5-Day Option	Tuesday-Friday	9:00 AM to 4:30 PM	7 hrs per day	
	Saturday	8:00 AM to 3:30 PM	7 hrs per day	35 hrs per week

All schedules must be on the 3-day Option for Core, with the exception of night school. After Core the schedule will change to the schedule the student select.

## BARBER SCHEDULE

### Monday-Wednesday Start Date:

3-Day Option	Monday - Wednesday	9:00 AM to 7:30 PM	10 hrs per day	30 hrs per week
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### Thursday-Saturday Start Date:

3-Day Option	Thursday - Friday	9:00 AM to 7:45 PM	10.25 hrs per day	
	Saturday	8:00 AM to 6:00 PM	9.5 hrs per day	30 hrs per week
4-Day Option	Wednesday - Friday	9:00 AM to 7:35 PM	10 hrs per day	
	Saturday	8:00 AM to 3:30 PM	7 hrs per day	37 hrs per week

All schedules must be on the 3-day Option for Core, with the exception of night school.

## ESTHETICS SCHEDULE

3-Day Option	Monday - Wednesday	9:00 AM to 7:30 PM	10 hrs per day	30 hrs per week
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## **CONSTITUTION DAY**

Paul Mitchell The School Richland 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 Washington can be found at <http://www.dol.wa.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 Richland.

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

## **TERMINATION POLICY**

Paul Mitchell The School Richland may terminate a student's enrollment for immoral and/or improper conduct, receiving seven (7) coaching sessions, failing to comply with educational requirements, and/ or the terms as agreed upon within the enrollment contract. For more information refer to the school Future Professional Advisory Form. The student will be charged an administrative fee of \$100.00. *VA students are not required to pay the \$100.00 termination fee.*

## 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 Learning Experience:** The remaining 1390 hours are spent in the clinic classroom where practical experience is gained.

## COSMETOLOGY COURSE OUTLINE

Your time at Paul Mitchell The School Richland for 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, coloring, 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 you for the clinic classroom experience.
- 3 **Clinic Learning Experience:** Your clinic time from 280 to 1600 hours will be guided with individual attention and group learning experiences using workshops, monthly worksheets, and periodic tests developed specifically for this monitoring progress. This is when you begin working on paying clients in the clinic classroom area.
- 4 **Classroom Learning Experience:** Your classroom time from 280 to 1600 hours is divided into five (5) areas: cutting, coloring, texture, makeup, and nails. Each area has a specialist in the field who conducts the different specialty classes once a week; these may include guest artists, retail, motivation, self-improvement, nail artistry, makeup, etc.
- 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 you into a beauty industry professional.
- 6 **Creative Curriculum:** You will spend your last 800 hours at Paul Mitchell The School Richland in “high gear” by dressing, acting, and working like a 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: 1100 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 Learning Experience:** The remaining 890 hours are spent in the clinic classroom where practical experience is gained.

## BARBERING COURSE OUTLINE

Your time at Paul Mitchell The School Richland 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, coloring, 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 you for the clinic classroom experience.
- ③ **Clinic Learning Experience:** Your clinic time from 280 to 1100 hours will be guided with individual attention and group learning experiences using workshops, monthly worksheets, and periodic tests developed specifically for this monitoring progress. This is when you begin working on paying clients in the clinic classroom area.
- ④ **Classroom Learning Experience:** Your classroom time from 280 to 1100 hours is divided into four (4) areas: cutting, coloring, texture, and men's grooming. Each area has a specialist in the field who conducts the different specialty classes once a week; these may include guest artists, retail, motivation, self-improvement, nail artistry, makeup, etc.
- ⑤ **Adaptive Curriculum:** From 280 to 550 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a confident beauty industry professional.
- ⑥ **Creative Curriculum:** You will spend your last 550 hours at Paul Mitchell The School Richland in "high gear" by dressing, acting, and working like a 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: 750 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 Learning Experience:** The remaining 560 hours are spent in the clinic classroom where practical experience is gained.

## ESTHETICS COURSE OUTLINE

Your time at Paul Mitchell The School Richland 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 Learning Experience:** You will enter a new phase of specialty classroom workshops coupled with challenging practical services that will continue to build you into a confident skin care therapist.
- ③ **Classroom Learning Experience:** During this phase of your learning, you will be introduced to guest speakers, prescriptive 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 guests. You will make discoveries and learn relationship-building skills that will ensure your success in this exciting, diverse field.
- ④ **Creative Curriculum:** You will dress, act, and work like a skin care therapist professional. You will use your own technical and therapeutic abilities, coupled with the assistance of Paul Mitchell The School Richland Learning Leaders, to prepare for your future beauty industry career.

## MANICURING 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 140 hours are devoted to classroom workshops, demonstration, and practical experience. You will learn nail principles, technical information, and professional practices.
- ② **Clinic Learning Experience:** The remaining 460 hours are spent in the clinic classroom, gaining practical experience.

## MANICURING COURSE OUTLINE

Your time at Paul Mitchell The School Richland for the manicuring program will be divided into three (3) designations:

- ① **Core Curriculum:** This 140-hour time period is dedicated to exploring foundational knowledge and basic nails 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 **Mentor Learning Experience:** Your remaining 460 hours will be spent in the clinic classroom. You will dress, act, and work like a true professional. You will use your own technical and therapeutic abilities, coupled with the assistance of Learning Leaders, to provide service to guests. You will make discoveries and learn relationship-building skills that will ensure your success in this exciting, diverse field.

## INSTRUCTOR TRAINING COURSE OVERVIEW

### Course Hours: 600 clock hours

The student instructor training course is divided into three designations: Observation Theory, Psychology and Methodology, and Student Teaching.

## INSTRUCTOR TRAINING COURSE OUTLINE

Your time in the Paul Mitchell The School Richland instructor training course will be divided into three designations:

- ① **Observation Theory:** this section focuses on learning by observing classroom and clinic classroom instruction.
- ② **Psychology and Methodology:** These classes focus on the theory of teaching, using *Milady's Master Educator* textbook, including weekly tests.
- ③ **Student Teaching:** You will learn to write lesson plans and do actual teaching from your lesson plans. There will be a practical teaching evaluation of your teaching skills.

## STATE OF WASHINGTON REQUIREMENTS

### Cosmetology: 1600 clock hours

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

Subject	Practical Application	Theory Hours
1. Theory		160
2. Shampooing, including draping, brushing, scalp manipulations, conditioning, and rinsing	20	20
3. Hair cutting and trimming, including scissor, razor, thinning shears, and clippers	80	150
4. Hair styling, including wet, dry, and thermal styling; braiding; and styling aids	240	100
5. Hair and scalp analysis and treatment	10	10
6. Manicuring and pedicuring: at least 100 hours of skill in the application of manicuring and pedicuring	20	100
7. Artificial hair, including extensions and fittings	5	15
8. Esthetics: at least 100 hours of skills in the application of esthetics services	20	100
9. Temporary hair removal: Cutting and trimming of facial hair, including beard and mustache design and eyebrow, ear, and nose hair trimming	30	10
10. Chemical relaxing, including sectioning, strand test, and relaxer application	25	30
11. Sanitation, including disinfecting the work station, equipment, and tools, and proper storage of linens	10	5
12. Permanent waving, including sectioning, wrapping, pre-perm test curl, solution application, processing test curl, and neutralizing	50	140
13. Hair coloring and bleaching, including predisposition test and strand test, and measurement, mixing, application, and removal of chemicals	80	140
14. First aid as it relates to cosmetology, barbering, manicuring, and esthetic application	0	5
15. Safety, including proper use and storage of chemicals, implements and electrical appliances	0	5
16. Diseases and disorders of the scalp, hair, and nails	0	5
17. Additional hours	10	165
<b>TOTAL HOURS</b>	<b>600</b>	<b>1000</b>

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

*\*Milady Theory Hours of 160 hours are not included in the total hours.*

## Barbering: 1100 clock hours

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

Subject	Practical Application	Theory Hours
1. Theory		110
2. Theory of the practice of barbering services and business practices		30
3. Shampooing, including draping, brushing, scalp manipulations, conditioning, and rinsing	75	30
4. Scalp and hair analysis	15	30
5. Hair cutting and trimming, including scissor, razor, thinning shears, and clippers	130	210
6. Hair styling, wet, dry, and thermal styling; and styling aids	125	200
7. Cutting and trimming of facial hair, including beard and mustache design and eyebrow, ear, and nose hair trimming.	50	50
8. Artificial hair	35	25
9. Sanitation and disinfecting of individual work station, individual equipment and tools and proper use and storage of linens	10	25
10. Diseases and Disorders of the scalp, and hair		20
11. Safety including proper use of implements and electrical appliances		20
12. First Aid as it relates to barbering		20
<b>TOTAL HOURS</b>	<b>440</b>	<b>660</b>

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

*\*Milady Theory Hours of 110 hours are not included in the Total Hours.*

## Esthetics: 750 clock hours

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

Subject	Practical Application	Theory Hours
1. Theory		75
2. Skin care of the face, neck and hands	50	45
3. Facials	160	125
4. Temporary Hair Removal	100	25
5. Diseases and Disorders of the skin of the face, neck, and hands	10	60
6. Sanitation, including disinfecting the work station, equipment, and tools, and proper storage of linens	50	20
7. First aid as it relates to esthetic application		30
8. Additional Hours		75
<b>TOTAL HOURS</b>	<b>370</b>	<b>380</b>

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

*\*Milady Theory Hours of 75 hours are not included in the Total Hours.*

## Manicuring: 600 clock hours

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

Subject	Practical Application	Theory Hours
1. Theory		60
2. Artificial Nails preparation, application, finish and removal of silk, linen, fiberglass, acrylic, gel, powder, extensions and sculpting.	150	75
3. Nail Shaping to include cleaning, shaping, and polishing of the hands and feet	100	90
4. Safety, including proper use and storage of chemicals, implements and electrical appliances		25
5. Sanitation, including disinfecting the work station, equipment, and tools, and proper storage of linens	20	30
6. First aid as it relates to cosmetology, barbering, manicuring, and esthetic application		25
7. Diseases and disorders of the nails of the hand and feet		25
8. Additional Hours		60
<b>TOTAL HOURS</b>	<b>270</b>	<b>330</b>

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

*\*Milady Theory Hours of 60 hours are not included in the Total Hours.*

## Instructor Training: 600 clock hours

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

Subject	Theory Hours
<b>1. Choise of Teaching Methods:</b> Understanding various teaching methods, including lecture, small group and individual instruction	25
<b>2. Classroom Setup:</b> Utilizing effective classroom configuration to maximize participation, control and line of sight for multimedia	25
<b>3. Topic/Subject Matter:</b> Lesson Planning	25
<b>4. Student Assignments:</b> Designing and preparing student learning activities to enhance subject matter	25
<b>5. Materials and Supplies:</b> Using multimedia tools, including display boards, overhead, video, powerpoint, 3D models	25
<b>6. Record Keeping:</b> Grading assignments, maintaing records of assignments, entering grades	25
<b>7. Lecture Techniques:</b> Presentation of lecture for small group and large class sizes	50
<b>8. Demonstrations:</b> Performing technical, hands-on demonstrations in a student learning enviornment	75
<b>9. Questions and Answers:</b> Stimulating conversation, mediating disagreement, designing effective questions to elicit class participation	50
<b>10. Project Methods:</b> Designing learning projects and classroom activities to enhance sujet matter	25
<b>11. Discussion:</b> Involving students in classroom discussions effectively	25
<b>12. Clinic Floor Supervision:</b> Checking student work, dispensary and freon desk supervision, time clock monitoring	100
<b>13. Classroom Management:</b> Control of the classroom enhance subject matter	25
<b>14. Client Relations:</b> Dealing with clients as customers and as a learning opportunity for students, representing the school to the public	25
<b>15. Written and Practical Assignments:</b> Understanding required standards for written assignments and step-by-step practical grading of services preformed	50
<b>16. Communication Skills:</b> Respecting learners, understanding the difference in communication styles for diffrent age groups	25
<b>TOTAL HOURS</b>	<b>600</b>

In addition to the state requirements listed above, Paul Mitchell The School Richland provides training in the areas of communication skills and professional ethics.

## **COSMETOLOGY PROGRAM: TESTING AND GRADING PROCEDURE**

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

- ① **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- ② **210-hour orientation practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass these 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 (800-hour written test):** This test covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- ③ **Final exam 2 (1400-hour written test):** The written exam covers an overview of all theory instruction, Washington state law, and other items covered on the state cosmetology exam. Students must receive a grade of 75% or higher on all final exams.
- ⑤ **Monthly clinic practical worksheets:** Students must complete all monthly clinic practical worksheets.

## **BARBERING PROGRAM TESTING AND GRADING PROCEDURE**

The following tests and grading procedures are incorporated during the student's 1100-hour course:

- ① **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- ② **210-hour orientation practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass these 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 (600-hour written test):** This test covers an overview of all related barbering subjects (e.g., anatomy, chemistry, etc.), theory instruction, Washington state law and other items covered on the state barber exam. Students must receive a grade of 75% or higher on all final exams.
- ④ **Monthly clinic practical worksheets:** Students must complete all clinic practical worksheets.

## **ESTHETICS PROGRAM TESTING AND GRADING PROCEDURE**

The following tests and grading procedures are incorporated during the student's 750-hour course:

- ① **Weekly theory exams:** Student must receive a grade of 75% or higher on each weekly theory exam.
- ② **Midterm written and practical:** Students must receive a grade of 75% or higher on all final exams.
- ③ **Final written and practical:** The written test covers an overview of all theory instruction, Washington state law, and other items covered on the state esthetics exam. Students must receive a grade of 75% or higher on all final exams.
- ④ **Monthly clinic practical worksheets:** Students must complete all monthly clinic practical worksheets.



## MANICURING PROGRAM TESTING AND GRADING PROCEDURE

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

- ① **Weekly theory exams:** Students must receive a grade of 75% or higher on each theory exam.
- ② **Final Exam:** Students must receive a grade of 75% or higher on their final exam.
- ③ **Monthly clinic practical worksheets:** Students must complete all clinic practical worksheets.

## INSTRUCTOR TRAINING PROGRAM TESTING AND GRADING PROCEDURE

The following testing and grading procedures are incorporated into the 600-hour Instructor Training course:

- ① Students must receive a grade of 75% or higher on each theory exam. Theory exams cover a review of *Milady's Master Educator Student Course Book*.
- ② Students must receive 75% or higher on each final exam; final exams cover a complete overview of *Milady's Master Educator Student Course Book*.

## MEASURABLE PERFORMANCE OBJECTIVES

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

## SAFETY PRECAUTIONS FOR THE BEAUTY INDUSTRY

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

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

## INDUSTRY REQUIREMENTS

Students interested in pursuing a career in cosmetology should:

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

## STUDENT SERVICES

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

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

A student 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 REQUIREMENTS IN COURSES**

The following requirements must be met before the student is considered a graduate:

- ① Receive the required number of clock hours of training.
- ② For a student to meet state requirements, all practical worksheets must be completed in their entirety.
- ③ Pass written and practical exams.
- ④ Complete the required theory hours.
- ⑤ Pay all tuition cost 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 institution have been paid and all academic requirements pertaining to those hours have been completed.

## **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 Richland does not guarantee employment upon graduation, Paul Mitchell The School Richland does maintain an aggressive job placement program and will inform students of job openings and opportunities. Paul Mitchell The School Richland 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 Richland has placed students in the beauty industry as Hair Stylists, Color Stylists, Makeup Artists, Nail Technicians, Educators, Salon Owners or Managers, and Estheticians.

## STUDENT KIT - Cosmetology

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

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

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

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

<b>TEXTBOOKS</b>	
1 <i>Milady's Standard Cosmetology 2016 Textbook</i> ISBN-13: 9781439059302 (softcover), \$114.95  1 <i>Milady's Standard Cosmetology 13th Ed. Theory Workbook</i> ; ISBN-9781285769455, \$52.95 1 <i>Milady's U-Online Licensing Preparation Cosmetology 13th Ed.</i> ISBN-9781285769790, \$36.95	1 Apple Ipad, \$299.00

## 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 educational materials 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>1 Female Mannequin</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 Classic 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> <li>1 Paul Mitchell 3/4" Marcel Curling Iron</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 The Skill Cards</li> <li>1 Paul Mitchell Product Guide Workbook</li> <li>1 Connecting to My Future Book</li> <li>1 Be Nice (Or Else!) E- Book</li> <li>1 Plugged In membership (while enrolled)</li> <li>1 Dave Ramsey system</li> <li>1 Keynote app</li> <li>1 Notability app</li> </ul>
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*Textbooks listed below are included in the Paul Mitchell Kit at a discounted price to the student.*

<p><b>TEXTBOOKS</b></p> <ul style="list-style-type: none"> <li>1 <i>Milady's Standard Professional Barbering Student Textbook</i>, (softcover); ISBN-13: 9781435497153, \$129.95</li> <li>1 <i>Milady's Standard Professional Barbering 6th Ed. Student Workbook</i>, ISBN-9781305100664, \$66.95</li> <li>1 <i>Milady's Standard Professional Barbering 6th Ed. online Exam Review</i>, ISBN-9781305100930, \$36.95</li> </ul>	<p>1 Apple Ipad, \$299.00</p>
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## STUDENT KIT - Instructor Training

Please note that students are responsible for the purchase of stationery supplies.

<ul style="list-style-type: none"> <li>1 <i>Milady's Master Educator Student Course Book, 2nd Edition</i> ISBN-13: 9781133693697, \$161.50</li> <li>1 <i>Milady's Master Educator Exam Review, 2nd Edition</i> ISBN-13: 9781133776598, \$48.50</li> </ul>
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## 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.

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

PRODUCTS	STUDENT EDUCATION MATERIALS
1 Dermalogica skincare kit 1 Shoulder Head Manniquin 1 Muse Air Brush System with Makeup	1 <i>Be Nice (Or Else!)</i> E- Book 1 <i>Connecting to My Future</i> Book 1 Plugged In membership (while enrolled) 1 Makeup App 1 Black messenger Bag 1 Dave Ramsey system 1 Keynote App 1 Notability App

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

TEXTBOOKS	
1 <i>Milady's Standard Esthetics Fundamentals, 11th Edition</i> Textbook, ISBN-13: 9781111306892 (Hardcover), \$141.95 1 <i>Milady's Standard Esthetics Fundamentals Student Workbook</i> , ISBN-13: 9781111306915, \$78.95 1 <i>Milady's Standard Esthetics Fundamentals Exam Review</i> , ISBN-13: 9781111306922, \$51.95	1 Apple Ipad, N/A \$299.00

## STUDENT KIT – Manicuring

Students are responsible to purchase a Paul Mitchell Kit at an additional cost to the tuition. Please note that students are responsible for the purchase of stationery supplies.

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

PRODUCTS	STUDENT EDUCATION MATERIALS
1 Nouveau Nail Academy Kit	1 <i>Connecting to My Future</i> Book 1 <i>Be Nice (Or Else!)</i> E- Book 1 Success for the Modern Salon CD 1 Plugged In Membership (while enrolled)

*\* for specific content of nouveau nail kit please see the Admissions Leader or Financial Aid Leader.*

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

TEXTBOOKS	
1 <i>Milady's Standard Nail Technology, 7th Edition</i> Textbook ISBN - 13: 9781285080475, \$117.95	1 <i>Milady's Standard Nail Technology, 7th Edition</i> Student Workbook ISBN - 13: 9781285080512, \$61.95 1 <i>Milady's Standard Nail Technology, 7th Edition</i> Exam Review ISBN - 13:9781285080543, \$42.95

## WASHINGTON STATE GRANT (SG)

### 2018-2019 Packaging Policy for WA State Aid

All students enrolled at Paul Mitchell The School Richland may apply for a WA State Aid if eligible. To be eligible for a State Grant, a student at Paul Mitchell The School Richland must:

- Submit an approved FAFSA and/or WASFA (Washington Application for State Financial Aid) and have family income below than 65 percent for the College Bound Scholarship.
  - Be a Washington state resident.
  - Enroll in an eligible program.
  - Not have exceeded four years for College Bound Scholarship SG term usage or exceeded 125% of program length.
  - Not owe a repayment to another student aid program.\*
- 1 A student that enrolls at Paul Mitchell The School Richland fills out a WA State Grant questionnaire with the information needed for the Financial Aid Office to determine whether they demonstrate Financial Need.
  - 2 Students sign a WA State Grant “Conditions of Award” form, certifying that they meet the eligibility requirements.
  - 3 Students sign a Directive for Disbursement indicating whether they wish the disbursements to go to them or to the school for tuition.
  - 4 Once the student’s award has been calculated a WA State Grant Award Letter is generated for the student to sign.
  - 5 The WA State Grant award is then used as part of the need based aid to determine the student’s eligibility for Federal Direct Student Loans.
  - 6 Paul Mitchell The School Richland ensures that award packages that include State Grant funding are subject to the program’s 25% self-help rule, where 25% of the student’s total cost of attendance must be covered with self-help aid, such as work-study, loans, EFC, or scholarships. SG self-help requirements are waived for CBS students and may be reduced to 12% for at-home students.
  - 7 College Bound Scholarship eligible students are always prioritized for the maximum SNG award they are eligible for up to 65% MFI whenever SG funds are or become available. CBS student prioritization within SG for maximum SG awards will not be impacted by institutional gift equity policies or by institutional SG based prioritization policies, such as prioritizing by MFI level.
  - 8 The Financial Aid Administrator may limit the amount of SG awarded if receipt of the grant in combination with other gift aid exceeds the COA budget used for packaging all other students.

For College Bound Scholarship the application deadline is June 30 at the end of the student's 8th grade year. Students only need to sign up once. To be eligible for a College Bound Scholarship, a student must have already met one of the requirements below:

- Must have been eligible for the federal free- or reduced-price lunch program or receive basic food/TANF benefits.
- Been a student who was in foster care or a dependent of the state.
- The 2015 family income from all sources (taxable and nontaxable) was less than or equal to the amounts in the academic year income eligibility chart.

Their income eligibility to receive the scholarship will be based on the Free Application for Federal Student Aid (FAFSA) they are required to file before entering college.

The State of Washington offers supplemental grants each year to help cover the cost of attendance beyond Institutional Charges. Eligibility is determined primarily by Washington State residency, family size and income level as well as maintaining satisfactory Academic Progress. Other qualifications include; maximum number of semesters of State Need Grants usage, not owing repayment of other State Need Grant monies and being enrolled in an eligible program of study. Payments from the Washington State Need Grant Program are generally made in three equal payments per academic year, determined by clock hour progress, measured against the standard 900 clock hour academic year, as well as a ten (10) week period between disbursements (based on availability of funds for the award year). Please note that no additional disbursements of SG funds will be made until 100% of clock hours from the current disbursement's payment period have been completed or earned.

If you receive SG funding, the following Conditions of Award apply. The State of Washington is offering you financial assistance to help support your educational expenses. Please visit [www.opportunitypathways.wa.gov](http://www.opportunitypathways.wa.gov) to receive more information about financial aid, scholarships, work study and student loans.

By accepting state financial aid you agree to the conditions listed below. If you have questions or find that you cannot comply with these conditions, please contact your institution's financial aid office.

- ① You must meet the requirements for Washington State residency.
- ② You do not owe a repayment to any federal or state grant or scholarship nor are you in default on a state or federal student loan.
- ③ You must be enrolled in an eligible program and not be pursuing a degree in theology.
- ④ If you hold a bachelor's degree or the foreign equivalent, or in some circumstances if you are pursuing a second associates degree within five years of earning an associate degree, you are not eligible to receive state grant funds.
- ⑤ If you do not attend or if you withdraw from your classes, you may owe a repayment of all or part of any state funds you have received.
- ⑥ You must maintain the academic progress standards established by your institution in order to receive additional state aid.
- ⑦ There could be certain circumstances that would require a repayment or reduction in your current award amounts.
- ⑧ You must meet all eligibility requirements for the state aid program(s) awarded.
- ⑨ The offer of this financial assistance is subject to, and conditioned upon, the availability of funds.

Washington Student Achievement Council (WSAC) and the institution through which the grant, scholarship, or work study is awarded, reserve the right to withdraw, reduce, or modify the awards due to funding limitations or due to changes in circumstances which affect your eligibility for the program(s).

You may choose to voluntarily make financial contributions to WSAC in recognition of the assistance that you received. All voluntary contributions will be used to provide financial assistance to other students. Please contact [finaid@wsac.wa.gov](mailto:finaid@wsac.wa.gov) for more information.



## FEDERAL RETURN OF TITLE IV FUNDS POLICY

*The school participates in federal financial aid. The 300 hour cosmetology instructor program is not eligible for Title IV funds. 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:

- ① Repays the overpayment in full to the school;
- ② Enters into a repayment agreement with the school in accordance with repayment arrangements satisfactory to the school; or
- ③ 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:

- ① The student chooses to enter into a repayment agreement with the Department.
- ② 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

## 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)		<b>L. 4,500.00</b>

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

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

**O. Amount for 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).

$$\frac{0.00}{\text{Box K}} - \frac{0.00}{\text{Box O}} = \frac{0.00}{\text{Box Q}}$$

► 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.

$$\frac{6,727.00}{\text{Box B}} - \frac{0.00}{\text{Box P}} = \frac{6,727.00}{\text{Box R}}$$

- 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).

$$\frac{0.00}{\text{Box Q}} - \frac{6,727.00}{\text{Box R}} = \frac{0.00}{\text{Box S}}$$

### 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%.

$$\frac{2,775.00}{\text{Box F}} - \frac{50.00\%}{\text{Box F}} = \frac{0.00}{\text{Box T}}$$

### 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).

$$\frac{0.00}{\text{Box S}} - \frac{0.00}{\text{Box T}} = \frac{0.00}{\text{Box U}}$$

- 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

1. Pell Grant	0.00
2. Academic Competitiveness Grant	
3. National SMART Grant	
4. FSEOG	
5. TEACH Grant	

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

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

M. Percentage of unearned Title IV aid

$$\frac{100.0\%}{100.0\%} = 100.0\%$$

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).

$$\frac{4,500.00}{4,500.00} \times \frac{0.0\%}{100.0\%} = 0.00$$

Box L x Box M = Box N

O. Amount of for 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).

$$\frac{0.00}{0.00} - \frac{0.00}{0.00} = \frac{0.00}{0.00}$$

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.

$$\frac{6,727.00}{6,727.00} - \frac{0.00}{0.00} = \frac{6,727.00}{6,727.00}$$

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).

$$\frac{0.00}{0.00} - \frac{6,727.00}{6,727.00} = \frac{0.00}{6,727.00}$$

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%.

$$\frac{2,775.00}{2,775.00} \times \frac{50.00\%}{100.00\%} = \frac{0.00}{2,775.00}$$

Box F x 50.00% = 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).

$$\frac{0.00}{0.00} - \frac{0.00}{0.00} = \frac{0.00}{0.00}$$

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:	Amount to Return
1. Pell Grant	0.00
2. Academic Competitiveness Grant	
3. National SMART Grant	
4. FSEOG	
5. TEACH Grant	

## **INSTITUTIONAL REFUND/DROP POLICY**

- ① Any monies due the applicant or student shall be refunded within 45 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
  - a. An applicant is not accepted by the school. This applicant shall be entitled to a refund of all monies paid to the school 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, within three (3) days of signing the enrollment contract. 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 after three (3) days of signing the contract but prior to entering classes is entitled to a refund of all monies paid to the school less a non-refundable application fee of \$100.00.
  - 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, or the date said information is delivered to the school administrator/owner in person.
  - g. Monies paid for student kit is nonrefundable unless the student cancels within 3 (three) business days of signing the enrollment contract or the student cancels prior to entering class.
  - h. A student' on 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 Any monies due a student who unofficially withdraws from the institution shall be refunded within 45 days of a determination by the institution that the student has withdrawn without notifying the institution. Unofficial withdrawals are monitored every 30 days and a determination is made to withdraw a student who has been absent from school for 14 or more consecutive calendar days; the withdrawal date that will be used in this calculation is the student's actual last date of attendance.
- ③ When situations of mitigating circumstances are in evidence, such as serious illness, a disabling accident, or death in the immediate family, the school may make a settlement that is reasonable and fair to both parties.
- ④ All extra costs, such as books, equipment, graduation fees, application fee, rentals, and other such charges, are not considered in the tuition adjustment computation if the charges are itemized separately in the enrollment contract.
- ⑤ If a course and/or program is cancelled subsequent to a student's enrollment, and before instruction in the course and/or program has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ⑥ If a course and/or program is cancelled and ceases to offer instruction after the student has enrolled and instruction has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ⑦ For students who terminate prior to completion, an administration fee in the amount of \$100.00 will be assessed.
- ⑧ A student's account may be sent to collections for nonpayment.
- ⑨ If the school closes permanently and no longer offers instruction after a student has enrolled and instruction has begun, the school will provide a pro rata refund of tuition to the student.

The following refund table distribution is used for all students due a refund. Upon withdrawal, drop or termination, a student may owe tuition or be entitled to a refund based on his/her scheduled hours:

<b>Percentage Length Scheduled to Complete to Total Length of Course and/or Program</b>	<b>Amount of Total Tuition Owed to the School</b>
0.01% - 4.9%	20%
5% - 9.9%	30%
10% - 14.9%	40%
15% - 24.9%	45%
25% - 49.9%	70%
50% and over	100%

### **WASHINGTON STATE GRANT REFUND POLICY**

State Grant recipients who withdraw or are terminated from Paul Mitchell The School Richland or otherwise complete zero hours in any given term must repay state grants on a prorated basis. All monies disbursed to the student shall be included in the repayment calculation. If a student's last date of attendance is prior to or on 50% of the payment term, the state repayment will be based on the percent of the scheduled hours remaining in the payment period. If the last date of attendance occurs after 50% of the payment term the state grant award is considered 100% earned and no state grant repayment is due.

#### **Repayment Formula when LDA is prior to or on 50% of the term:**

The percent of state grant earned is calculated by dividing days in attendance by calendar days in the term. Scheduled breaks of 5 or more days will be excluded from the calculation. 100% of the state grant minus the earned portion equals the unearned portion. The unearned portion is then multiplied by the grant amount and then this amount is multiplied by 50% to determine the state grant repayment due.

**NOTE:** Paul Mitchell The School Richland will calculate award amounts however no request for payments of State Grant funds will occur until after a student actually starts school and has clocked hours in the school's time clock.

### **STUDENT FINANCIAL AID RELEASE**

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

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

## **POLICY FOR VERIFICATION OF TITLE IV FUNDING**

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

## **SPECIAL PROVISIONS FOR BOOKS AND SUPPLIES**

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

- ① ten days before the beginning of the payment period, the school could have disbursed FSA funds to the student; and
- ② 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 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 tests. To accommodate students, makeup test days and worksheet periods are scheduled. Students must complete makeup work at the scheduled time. To make up theory exams, students must speak with the Theory Leader.

## **MAKEUP HOURS POLICY**

Students may make up missed hours. Makeup hours will be approved by the school, at its sole discretion, for reasons such as illness, personal emergencies or other extenuating circumstances. Makeup time must be approved from the Future Professional Advisor or Education Leader and makeup attendance can occur on the days and times designated by the school. 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**

Students are expected to complete their program within the contracted end date.

Cosmetology students who are absent for 160 clock hours will complete the 1600 clock hour program within the maximum amount of time under their contracted schedule.

Barbering students who are absent for 110 clock hours will complete the 1100 clock hour program within the maximum amount of time under their contracted schedule.

Esthetic students who are absent for 75 clock hours will complete the 750 clock hour program within the maximum amount of time under their contracted schedule.

Manicuring students who are absent for 60 clock hours will complete the 600 clock hour program within the maximum amount of time under their contracted schedule.

Instructor Training students who are absent for 75 clock hours will complete the 750 clock hour program within the maximum amount of time under their contracted schedule.

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.

## **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:

- ❶ A minimum cumulative Theory grade level of 75% or higher.
- ❷ A minimum cumulative academic level of 75% or higher on practical worksheet completion.\*
- ❸ 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 75% or higher.
- ❹ A minimum cumulative attendance of 90% of their scheduled hours\*\*

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

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

A student who has not achieved the minimum cumulative GPA of 75% and/or who has not successfully completed at least a cumulative rate of attendance of 90% is not eligible for Title IV assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that resulted in a status of Financial Aid Probation.

## COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME

### Cosmetology Schedule

#### Monday-Wednesday Start Date:

3-Day Option	Monday-Wednesday	9:00 AM to 7:30 PM	10 hrs per day	30 hrs per week
4-Day Option	Monday-Wednesday	9:00 AM to 7:30 PM	10 hrs per day	
	Thursday	9:00 AM to 4:30 PM	7 hrs per day	37 hrs per week
5-Day Option	Monday - Friday	9:00 AM to 4:30 PM	7 hrs per day	35 hrs per week

#### Thursday-Saturday Start Date:

3-Day Option	Thursday and Friday	9:00 AM to 7:30 PM	10 hrs per day	
	Saturday	8:00 AM to 5:30 PM	9 hrs per day	29 hrs per week
5-Day Option	Tuesday-Friday	9:00 AM to 4:30 PM	7 hrs per day	
	Saturday	8:00 AM to 3:30 PM	7 hrs per day	35 hrs per week

### Barber Schedule

#### Monday-Wednesday Start Date:

3-Day Option	Monday - Wednesday	9:00 AM to 7:30 PM	10 hrs per day	30 hrs per week
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#### Thursday-Saturday Start Date:

3-Day Option	Thursday - Friday	9:00 AM to 7:45 PM	10.25 hrs per day	
	Saturday	8:00 AM to 6:00 PM	9.5 hrs per day	30 hrs per week
4-Day Option	Wednesday - Friday	9:00 AM to 7:35 PM	10 hrs per day	
	Saturday	8:00 AM to 3:30 PM	7 hrs per day	37 hrs per week

All schedules must be on the 3-day Option for Core, with the exception of night school.

### Esthetics:

3-Day Option	Monday - Wednesday	9:00 AM to 7:30 PM	10 hrs per day	30 hrs per week
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**Instructor Training schedule:**

Students may follow the schedule outlined above for the program they are enrolled.

The state of Washington requires 1600 clock hours for the cosmetology course. Students are expected to complete the course in no more than 111% of the program length. If a student is never absent, he/she should complete the course within Monday through Wednesday: 3-day 53 weeks; 4-day 43 weeks, 5-day 46 weeks. Thursday through Saturday 3-day 55 weeks and 5-day 46 weeks.

The state of Washington requires 1000 hours for the barbering course, however the school is approved for 1100 hours. Students are expected to complete the course in no more than 111% of the program length. If a student is never absent, he/she should complete the course within 3-day 33 weeks and 5-day 29 weeks.

The state of Washington requires 750 hours for the esthetics course. Students are expected to complete the course in no more than 111% of the program length. If a student is never absent, he/she should complete the course within 3-day 25 weeks for full-time students.

The state of Washington requires 600 hours for the manicuring course. Students are expected to complete the course in no more than 111% of the program length. If a student is never absent, he/she should complete the course within 20 weeks for full-time day and night students.

The state of Washington requires 500 hours for the instructor training course, for cosmetology, esthetics and/or barber, however the school is approved for 600 hours. Students are expected to complete the course in no more than 111% of the program length. If a student is never absent, he/she should complete the course within 20 weeks for full-time day and night students.

## MAXIMUM TIME FRAME

Students must complete the educational program within the maximum time frame, which is based on attending at least 90% of the scheduled hours.

COURSE	LENGTH	MAXIMUM TIME FRAME
Cosmetology – Full Time (3-Day-30 hours)	53 Weeks	59 Weeks
Cosmetology – Full Time (3-Day-29 hours)	55 Weeks	61 Weeks
Cosmetology – Full Time (5-Day - 35 hours)	46 Weeks	50 Weeks
Cosmetology – Full Time (4-Day - 37 hours)	43 Weeks	48 Weeks
Barbering – Full Time (3-Day - 29 hours)	38 Weeks	42 Weeks
Barbering – Full Time (3-Day - 30 hours)	37 Weeks	41 Weeks
Barbering - Full Time (4-Day - 37 hours)	27 Weeks	33 Weeks
Esthetics – Full Time (3-Day - 30 hours)	25 Weeks	27 Weeks
Manicuring – Full Time (Day and Night)	20 Weeks	22 Weeks
Instructor Training – Full Time Cosmetology/Barbering (3/5-Day-30 hours)	20 Weeks	22 Weeks
Instructor Training – Full Time Cosmetology (5-Day -35 hours)	17 Weeks	19 Weeks
Instructor Training – Full Time Cosmetology / Barbering (4- Day 37 hours)	16 Weeks	18 Weeks
Instructor Training – Full Time Esthetics (3- Day - 30 hours)	20 Weeks	22 Weeks
Instructor Training – Full Time Manicuring (Day and Night)	20 Weeks	22 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 90% 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. For students with a disability that appeal, the student's disability will be considered as a factor towards maintaining Satisfactory Academic Progress.

## INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS

If the student needs to take off more time than allotted in the contract or more than 14 consecutive calendar days, he/she must 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.

## 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.

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.

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

- ① Complete and sign the school's Leave of Absence Request Form in advance, 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 Financial Aid Office and Future Professional Advisor
- 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.

## **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 Richland.

## **EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT**

Formal Satisfactory Progress Evaluations in both attendance and academics will occur when cosmetology students reach 450, 900, and 1250 *actual hours*; barbering students reach 450 and 900 *actual hours*; esthetics students reach 375 *actual hours*; manicuring students reach 300 *actual hours*, and instructor training students reach 300 *actual hours*. 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 an 90% 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. 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 their financial aid file from the Financial Aid Leader or the Director.

The following grading scale is used for theory progress:

**A = 90 – 100%      B = 80 – 89%      C = 75 – 79%      Failing = Below 75%**

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

*\*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 actual 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.

## **REINSTATEMENT OF FINANCIAL AID FOR THOSE WHO QUALIFY**

If applicable, Title IV financial aid will be reinstated to qualified students who have prevailed upon appeal or who have reestablished satisfactory progress by meeting the minimum cumulative attendance and academic requirements.

## **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, 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.



## **PROGRESS POLICY FOR WASHINGTON STATE GRANTS AND SCHOLARSHIPS**

Satisfactory Progress Policy for WA State Need Grant and College Bound Scholarship

Student progress will be monitored prior to each subsequent disbursement (approx. every 300 clock hours) for those students applying and qualifying for SG/CBS funds. These students will be required to maintain a cumulative 70% GPA and a cumulative attendance percentage of 80% while receiving SG/CBS funds. In order to maintain eligibility for SG/CBS qualified students must complete their program of study within 125% of the published length of the program.

## **WASHINGTON STATE GRANTS AND SCHOLARSHIPS PROBATION POLICY**

Students not maintaining a cumulative 70% GPA and 80% cumulative attendance at any single point of evaluation (i.e. prior to all subsequent disbursements) will be placed on probation for the next 300 hours (i.e. from 301 to 600 hours). During this initial probationary period the student can continue to receive funds. In the event the student does not bring themselves back into compliance with the above GPA and attendance percentages by the end of this 300 hour probationary period the student will then be suspended from receiving any further SG/CBS funds for the next 300 hour payment period (i.e. from 601 to 900 hours) or until they bring themselves back into compliance with the attendance and GPA policies on any given day within that period, at which time, their funds may be reinstated for the payment period they are currently in (i.e. 601 to 900 hours). If at any point it is determined that the student cannot complete the program within 125% of the published length of the program, the student will be considered ineligible for further SG/CBS funds. No additional disbursement of SG/CBS funds will be made until 100% of the hours from the current disbursement's payment period has been completed and earned. This policy has no bearing on Satisfactory Progress monitoring for Title IV funds that additionally would be done at the appropriate points of evaluation.

## **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:

- ❶ Review their education records,
- ❷ Seek to amend inaccurate information in their records, and
- ❸ 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:

- ❶ State the purpose of the disclosure,
- ❷ Specify the records that may be disclosed,
- ❸ Identify the party or class of parties to whom the disclosure may be made, and
- ❹ Be signed and dated.

### **FERPA Disclosures to Parents**

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

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

A school may disclose information from a student's education records to parents in the case of a health or safety emergency that involves the student, without needing the student's consent.

A school may let parents of students under age 21 know when the student has violated any law or policy concerning the use or possession of alcohol or a controlled substance.

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

### **Release of Information to Regulatory Agencies**

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

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

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

### **Disclosures in Response to Subpoenas or Court Orders**

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

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

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

### **Disclosures for Other Reasons**

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

### **Directory Information**

Paul Mitchell The School Richland does not publish "directory information" on any student.

### **Record Maintenance**

All requests for releases of information are maintained in the student's file as long as the educational records themselves are kept. Student records are maintained for a minimum of five (5) years for withdrawal students; transcripts of graduates are kept indefinitely. *VA students records will be maintained for a minimum of fifty (50) years.*

### **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 Richland 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. If you have any questions regarding our outcome rates, please see our Admissions Team for assistance.

Paul Mitchell The School Richland's performance statistics for the calendar year 2016 rates:

Graduation	Placement	Licensure
76.34%	63.38%	92.73%

NACCAS' 2016 Annual Report is derived from a single cohort of students – those scheduled to graduate in 2016. NACCAS' graduation, placement and licensure definitions are described below:

**Graduation:** Based on all students scheduled to graduate from the program in 2016. 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, 2017. A student in the licensure cohort may count as a "pass" if they pass all required portions of the examination prior to November 30, 2017.

**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, 2017. Students may be excluded from the calculation if they fall into one of the categories listed. In 2016, the school excluded the following number of students\* based on each of the following categories:

- The graduate is deceased \_\_0\_\_
- The graduate is permanently disabled \_0\_\_
- The graduate is deployed for military service/duty\_\_0\_
- The graduate studied under a student visa and is ineligible for employment in the U.S. \_\_0\_
- 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.

## PROGRAM INTEGRITY

Paul Mitchell The School Richland 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 3-day full time, 4-day full time, 5-day full time **cosmetology** program:

Placement rate	On-time graduation rate	Median Loan Debt
57.14%	92%	2013–2014 N/A 2014–2015 N/A 2015–2016 \$18,083.00

For the most recent annual reporting period, the school shows the following data for the 3-day full time **barbering** program:

Placement rate	On-time graduation rate	Median Loan Debt
100.00%	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 3-day full time **esthetics** program:

Placement rate	On-time graduation rate	Median Loan Debt
66.67%	87.5%	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 day, full time night **manicuring** program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	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 3-day full time, 4-day full time, 5-day full time **cosmetology instructor training** program:

Placement rate	On-time graduation rate	Median Loan Debt
100.00%	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 3-day full time **barbering instructor training** program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	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 3-day full time **esthetics instructor training** program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	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 day, full time night **manicuring instructor training** program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	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: [richland.paulmitchell.edu/programs](http://richland.paulmitchell.edu/programs).

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

Graduation
75%

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

## STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

All students must commit to and follow the Student Professional Development Guidelines during their enrollment at Paul Mitchell The School Richland. 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. The school records attendance base on WAC 308-20-040 rule: hours attended shall not be recorded in less than one-quarter hour increments. Attendance is calculated using a computerized time clock. To ensure proper credit for clock hours, full-time students are required to clock in/out 2 times a day: when they arrive at 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 time clock, 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 8:30 AM to 8:30 PM Monday through Friday and 9:00 AM to 4:00 PM on Saturday.
- 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 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 Training. Students are never excused from mandatory theory class to work in the clinic.
- 6 Students who are late or cannot attend school must contact the school and talk to the school service desk immediately. Day students must call in by 8:30 AM; night students must call in by 1:30 PM.
- 7 Students must request time off from school from the Education Leader.
- 8 Students attend Core the first 6 weeks (210 clock hours) of enrollment. During this time the student must maintain a monthly attendance of 90%. If at the conclusion of the month, the student’s progress report is not 90% attendance, the student may be dropped from the program and asked to re-enroll in the next class start date.
- 9 Lunches and breaks are scheduled for all students. All students enrolled in a program of 10 hours a day will take 30 minutes for lunch between 12:00 noon and 2:30 PM, if possible, according to their booking. Students should communicate with their learning leader if they have not had lunch by 2:30 PM. Night students take a 10 minute break.

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

Student Schedule	Breaks	Lunch
10 hr/day	10 min. in the morning & 10 min. in the afternoon	30 min.
7 hr/day	10 min. in the morning & 10 min in the afternoon	30 min.
6 hr/day	10 min. in the morning & 10 min in afternoon	N/A

- ⑩ Documentation of time: Students may not leave the school premises during regular hours without an instructor’s permission.
  - a. Students who leave 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 school premises must sign the sign-out sheet and clock out.
- ⑪ Students may not clock in or out for another student.
- ⑫ Students must keep a record of all services each day on the “service tracking sheet,” which must be completed daily and turned in every month.



**Professional Image:** All 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. 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. Shorts and/or skirts that fall 4" above the knee.
- ⑨ Tights or leggings should be worn with skirts or dresses that fall no more than 4" above the knee 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 any color.
- ③ Accessories may be worn in any color, which include: a belt, arm-garter, suspenders, jewelry.
- 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.

**Female Barbers:**

- a. May wear black pants, skirts, shorts, or dress, nothing shorter than 4" above the knees
- b. Are not required to wear a tie

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

- a. Gym workout shoes, foot thongs, or beach sandals.
- 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 or biking shorts.
- h. 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 have their hair or other services done Tuesday through Thursday. To receive a service, Future Professionals must do the following prior to starting the service:
  - a. Notify a Learning Leader
  - b. Be scheduled off the service books by a Learning Leader
  - c. Pay for service supplies including perms, tints, bleaches, 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 Professional 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 Professional who is servicing a client.
- 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 Richland is a smoke-free campus.
- ⑧ Stealing or taking school property or another's personal property is unacceptable and is grounds for termination.
- ⑨ School administration has the right to access and inspect a Future Professionals locker at any time, refer to the locker policy.

## **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.

## Learning Participation Guidelines

- ① Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable and is grounds for termination.
- ② Future Professionals will be expected to maintain an average of 75% on all theory tests and assignments.
- ③ Future Professionals must take all appointments assigned to them. This includes last-minute walk-ins.
- ④ Future Professionals may not be released from required theory class to take a client.
- ⑤ Only service desk personnel may schedule or change client service appointments.
- ⑥ All services must be checked and the service ticket initialed by a Learning Leader.
- ⑦ Future Professionals are expected to be continuously working on school-related projects, assignments, clinic practical worksheets, reading theory, or test preparation during school hours.
- ⑧ Future Professionals will receive clock hours during the times they fully participate in their learning experience.
- ⑨ 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 Professional
  - d. Listening to or reading school resource center materials, including educational videos, audiotapes, and books
- ⑩ Future Professionals must comply with school personnel and Learning Leader's assignments and requests as required by the curriculum and Future Professional guidelines and rules.
- ⑪ 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.
- ⑫ Future Professionals are responsible for their own kit and equipment and may use a clinic station drawer only while working at that clinic station. All kit, equipment, tools, and personal items must be secured in the Future Professional's assigned locker. Paul Mitchell The School Richland is not responsible for any lost or stolen articles.
- ⑬ Parking is allowed in assigned parking areas only or cars may be towed at the owner's expense.
- ⑭ All clinic practical worksheets are due the end of each month by the end of school.
- ⑮ 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, as long as he/she completes the worksheet.
- ⑯ 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.
- ⑰ 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 a Future Professional to complete all theory hours as part of their graduation requirements. Refer to the graduation requirements.

## COACHING AND CORRECTIVE ACTION

Part of the 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 a coaching session:

- 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 receive a coaching session 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 Future Professionals 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 a coaching session 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 industry professionals" and committed learners. Positive behavior is required to create a mutually beneficial learning environment for all Future Professionals. Future Professionals who fail to meet the guidelines and create challenges for other Future Professionals or staff may receive a coaching session or be terminated.

### Corrective Action Steps

Once a Future Professional has received five (5) coaching sessions, the Future Professional may be suspended from school for five (5) days. Suspended Future Professionals 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 Professional's 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 Future Professional 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.

## 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.

## POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

- ① **Accommodation Procedures for Students with Disabilities**
- ② **Grievance Procedures for Students who have Complaints on the Basis of Disability**

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### ① **Accommodation Procedures for Students with Disabilities**

**Non-Discrimination Policy** — It is the policy of Paul Mitchell The School to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act which are Federal laws that prohibit discrimination on the basis of disability. Paul Mitchell The School does not discriminate on the basis of disability against a qualified person with a disability in regard to application, acceptance, grading, advancement, training, discipline, graduation, or any other aspect related to a student's participation in a program of Paul Mitchell The School. This applies to all students and applicants for admission to The School. Paul Mitchell The School will provide reasonable accommodations to students with disabilities.

**Definition of an Individual with a Disability** — An *individual with a disability* is a person who has a physical or mental impairment which substantially limits one or more major life activities of the individual. These persons are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Individuals with a record of such an impairment and individuals who are regarded as having such an impairment are also protected by these Federal laws. The definition of "disability" in Section 504 and the ADA should be interpreted to allow for broad coverage.

The phrase *physical impairment* means a physiological disorder or condition, a cosmetic disfigurement, or an anatomical loss, that affects one or more of the following body systems: neurological; musculoskeletal; special sense organs (which would include speech organs that are not respiratory such as vocal cords, soft palate, tongue, etc.); respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine. Examples include, but are not limited to, orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

The phrase *mental impairment* means any mental or psychological disorder, including but not limited to, mental retardation, organic brain syndrome, emotional or mental illness, specific learning disabilities, post-traumatic stress disorder, depression and bi-polar disorder. The phrase substantially limits must be interpreted without regard to the ameliorative effects of mitigating measures, other than ordinary eyeglasses or contact lenses. Mitigating measures are things like medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications that an individual may use to eliminate or reduce the effects of an impairment. These measures cannot be considered when determining whether a person has a substantially limiting impairment. An impairment that is episodic or in remission is a disability if, when in an active phase, it would substantially limit a major life activity. For example, a student with bipolar disorder would be covered if, during manic or depressive episodes, the student is substantially limited in a major life activity (e.g., thinking, concentrating, neurological function, or brain function).

The phrase *major life activities* means functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also includes major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

## The School's Responsibilities to Students with Disabilities

The School must provide *academic adjustments*, *auxiliary aids* and *reasonable accommodations* to students with disabilities, that are necessary to ensure students are not denied the benefits of, or excluded from participation in, The School's program. The School must make modifications to its academic requirements that are necessary to ensure that the requirements do not discriminate against students with disabilities. The School must ensure that it provides physical access to students with disabilities. It is also the responsibility of Paul Mitchell The School to permit students with disabilities to use service dogs on each campus.

The person responsible for implementing these responsibilities at Paul Mitchell The School Richland Campus is: Amanda Noga; 71 Gage Boulevard, Richland, WA 99352 (509) 591-4979; [amandan@richland.paulmitchell.edu](mailto:amandan@richland.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 staff and Learning Leaders, on an "as needed basis," in order to facilitate academic accommodations or other services.

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

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

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

*Here are some examples:*

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

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

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

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

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



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

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

### **Appeals by Students**

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

When a student wishes to file an appeal, the student must notify Emily Ransier; Director; 71 Gage Boulevard, Richland, WA 99352 (509) 591-4979; [emilyr@richland.paulmitchell.edu](mailto:emilyr@richland.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 Director will meet with the student and the Coordinator to discuss the issues presented by the student’s appeal. If appropriate, the Director will also discuss the issues with other School staff members.

When a student appeals a decision made by the Coordinator, the Director will determine whether the Coordinator’s decision should be revised or remain the same. If the decision is revised, the Director will ensure that the revised decision is implemented.

When a student files an appeal on the basis that an approved accommodation is not being implemented, the Director will determine whether the accommodation is being fully implemented, and if it is not, ensure that the accommodation is implemented. The Director will inform the student of the decision in writing no later than fourteen days after receiving the student’s appeal.

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

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

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

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

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

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

Paul Mitchell The School is responsible for providing a grievance procedure to students who feel they have been discriminated against on the basis of disability. The grievance procedure provides students the opportunity to file a complaint. The School then has the responsibility to objectively investigate the allegations in the complaint and determine whether the student has been discriminated against. If The School determines that discrimination occurred, The School must take appropriate steps to correct the discrimination and prevent it from reoccurring.

***Grievance complaints*** — A student may file a grievance if the student feels he or she has been discriminated against because the student is disabled, or because the student is regarded as being disabled, or because the student has a record of being disabled. A student may also file a grievance if the student feels that he or she has been retaliated against for advocacy based on disability. Here are some examples of discrimination:

- An instructor or other students refer to the student in a derogatory way related to the student's disability.
- An instructor generally refers to students with particular types of disability in a derogatory way.
- Other students refuse to work with the student because the student is disabled.
- A School staff member refuses to provide a service to the student that the staff member provides to other students.
- A school staff member takes a negative action toward the student after the student asked for accommodations for a disability.
- A guest presenter at The School makes derogatory statements about students with disabilities, or states that students with disabilities can never be employed in the presenter's field.
- A student's request for accommodation was denied by The School, or an instructor did not implement an accommodation for the student that was approved by The School.

A student must file a grievance complaint within 90 days of the date the discriminatory act occurred, or within 90 days of the end of an informal attempt to resolve the complaint, whichever is later. The complaint must be written. In the complaint, the student must describe what happened and the dates the acts took place, and state who was involved. The student should explain why the student believes the acts were taken based on disability. The student should describe or provide copies of any relevant documents or emails, if available.

A student may ask the Campus ADA Compliance Coordinator to try and informally resolve the student's complaint before the student files a written complaint. However, the student is not required to try informal resolution before filing a written complaint.

The complaint must be sent to Emily Ransier; Director; 71 Gage Boulevard, Richland, WA 99352 (509) 591-4979; [emilyr@richland.paulmitchell.edu](mailto:emilyr@richland.paulmitchell.edu).

**Investigation of the Complaint** — When the Director receives a written complaint, the Director will immediately begin an objective investigation. The School has the right to contract with an independent investigator to conduct any investigation. Within seven days, the Director will discuss the allegations in the complaint with the student, and obtain any needed additional information from the student. The Director will obtain from the student the names of any persons the student believes will have relevant information. The Director will gather all information necessary to determine what took place. To do so, the Director will interview any School staff members or students who engaged in the actions or may have witnessed the actions that the student is complaining about. The Director will interview persons that the student stated may have relevant information. The Director will gather any relevant documents such as emails, student work or instructor's records. During the investigation, the Director will disclose the complaint, and confidential information about the student, only to the extent necessary to investigate the allegations of the complaint.

After reviewing all the evidence gathered, the Director will determine whether the student was treated differently from other students based on disability; or whether the student was harassed based on disability; or whether the student was retaliated against because the student advocated on the basis of disability; or whether the student was denied an accommodation that The School should have provided to the student.

**Written Decision** — The Director will provide the student with a written decision no later than sixty days after the date the student filed the complaint. The decision will state the determination reached by the Director at the conclusion of the investigation, and the reasons the Director reached that determination. If the Director concludes that the student was discriminated against on the basis of disability, the decision will state the types of remedial action that The School has taken or will take to correct the discrimination. The decision will also state how The School will prevent the discriminatory acts from occurring again.

**Appeals by Students** — If the student who filed the complaint disagrees with the decision made by the Director, or disagrees with the remedial action specified, the student may appeal the decision to The School Owner. The appeal must be written and sent to Emily Ransier; Director; 71 Gage Boulevard, Richland, WA 99352 (509) 591-4979; [emilyr@richland.paulmitchell.edu](mailto:emilyr@richland.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 Director.

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

## U.S. Department of Education

Students or The School staff who have questions or concerns about disability issues may contact the Office for Civil Rights (OCR), U.S. Department of Education. OCR enforces Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as they apply to post-secondary educational institutions.

The OCR National Headquarters is located at:

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

*Telephone: (800) 421-3481*

*FAX: (202) 453-6012; TDD: (877) 521-2172*

*Email: [OCR@ed.gov](mailto:OCR@ed.gov)*

OCR has regional offices located throughout the country. To find the office for our state, you can check the OCR website at: <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>, or call the telephone number above.

## STUDENT CONSUMER INFORMATION

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

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

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

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

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

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

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:

- ① Citizen or permanent noncitizen alien recipient codes that are eligible are 1- 151, 1-55 1, and 1-94.
- ② Criteria making a student Ineligible codes include F-1, F-2, J-1, and J-2, students that are in Federal Loan default, grant over payment, or male students that meet the Selective Service registration criteria, but are not registered.

## SEXUAL HARASSMENT POLICY

Paul Mitchell The School Richland 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 Richland 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).

## STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

Paul Mitchell The School Richland is committed to providing a work and school environment free of unlawful harassment or discrimination. In furtherance of this commitment, all students 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 Richland prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and Paul Mitchell The School Richland has jurisdiction over Title IX complaints.

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

- ❶ submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment;
- ❷ 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
- ❸ 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 Richland 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 Richland 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 Richland 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> Denise Walker 71 Gage Blvd. Richland, WA 99352 Denisew@richland.paulmitchell.edu 509-591-4979	<b>School Owner: <i>(for complaints involving employees)</i></b> Lou Starita 71 Gage Blvd. Richland, WA 99352 Lou@boise.paulmitchell.edu 509-591-4979
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Paul Mitchell The School Richland ensures that its employee(s) designated to serve as Title IX Coordinator(s) have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how Paul Mitchell The School Richland's grievance procedures operate. Because complaints can also be filed with the School Owner, these employees also receive training on Paul Mitchell The School Richland's grievance procedures.

## Investigation of Complaints

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

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

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

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

### **Retaliation Prohibited**

Paul Mitchell The School Richland 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 Richland 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 Richland reserves the right to notify parents/guardians of dependent students regarding any health or safety risk, or a change in student status.

### **Additional Information**

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

## COPYRIGHT MATERIAL POLICY FOR PAUL MITCHELL THE SCHOOL

All material in this program is, unless otherwise stated, the property of Paul Mitchell The School Richland. 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 Richland we abide by the provisions of the federal Digital Millennium Copyright Act (DMCA), which requires prompt response to claims of copyright infringement by copyright holders or their agents. If the school receives an allegation of copyright infringement based on your use of the school's computers, the matter will be referred to the school director for further investigation. If you are found responsible after meeting with the school director, you are subject to disciplinary action including loss of network access, suspension or termination from school, and/or restitution or community service.

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

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

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

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

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

## **SOCIAL NETWORKING POLICY**

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

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

## **ALCOHOL AND DRUG-FREE EDUCATIONAL FACILITY POLICY**

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

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

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

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

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

## **REGULATORY AND ACCREDITATION AGENCIES**

The following institutions license and regulate our institution:

**State of Washington  
Cosmetology Program  
Department of Licensing**

P.O. Box 9034  
Olympia, WA 98507  
Phone: (360) 664-6626  
Fax: (360) 705-6699

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

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

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

**Paul Mitchell The School Richland has current eligibility Program Participation Agreements with:**

- The U.S. Department of Education
- The Higher Education Coordinating Board of Washington
- Employment Security of Washington
- Labor and Industries re-training of Washington
- Trade-Act of the Tri-Cities
- Department of Vocational Rehabilitation (DVR) of Washington
- Tri – Tech Skills Center (Cooperative training contract)
- The Department of Veteran Affairs

Selected programs of study at Paul Mitchell The School Richland are approved by the Workforce Training & Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, U.S. Code".

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 the 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 grievance in written form. The grievance must be submitted within five (5) calendar days of the date the grievance occurred. The grievance may include any supporting documentation.

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

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

### **State of Washington Cosmetology Program Department of Licensing**

P.O. Box 9034  
Olympia, WA 98507  
Phone: (360) 664-6626  
Fax: (360) 705-6699

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.

## **SCHOOL ADMINISTRATION JUNE 2018**

**Owners** – Katestar LLC

**Director** – Emily Ransier

**Admissions Leader** – Matt Burkhead

**Financial Aid Leader** – Robbie Brewer and Heather Marquez

**Future Professional Advisor** – Michele McCleary

### **School Faculty:**

#### **Sarah Ramirez: Learning Leader- Full Time**

Courses Taught: Tri Tech Learning Leader, Barber Learning Leader

State Licenses: Instructor/Operator

Barber, Cosmetology License #4092 Expires 4/18/2017

Certificate and Technical Education Probationary Teacher Certificate #523341F Expires 6/30/2017

Per the State of Washington, Sarah can teach Tri Tech, Barbering, Cosmetology and can also substitute as an esthetic learning leader as long as the curriculum is in the scope of cosmetology.

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**Diane Kendall: Learning Leader- Full Time**

Courses Taught: Tri Tech Learning Leader, Core Learning Leader, Esthetics Learning Leader

State Licenses: Instructor/Operator

Barber, Cosmetologist, Esthetician, Manicurist, Master Esthetician License # 1965 Expires 1/30/2018

Career and Technical Ed Continuing Teacher Certificate # 326450D Expires 6/30/2018

Per the State of Washington Diane can teach, Barbering, Manicurist, Cosmetology, Esthetics, Master Esthetics and Tri Tech.

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**Shannon French: Learning Leader-Full Time**

Courses Taught: Theory, Advanced, Creative, Texture, Color, Cutting and Makeup Specialties

Instructor/Operator

Cosmetology License #3763 Expires 3/5/2018

Per the State of Washington Shannon can teach, Cosmetology and substitute for Barbering and Esthetics as long as the curriculum follows the scope of Cosmetology.

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**Michele McCleary: Future Professional Advisor-Full Time**

Courses Taught: Esthetics, Advanced and Creative

Instructor/Operator

Cosmetology, Esthetician, Master Esthetician License# 3812 Expires 9/10/2016

Per the State of Washington Michele can teach, Cosmetology, Esthetics, Master Esthetics and Substitute for Barbering as long as the curriculum follows the scope of cosmetology.

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**Martina Gomez: Learning Leader-Full Time**

Courses Taught: Theory, Advanced, Creative, Texture, Color, Cutting and Makeup Specialties

Instructor/Operator

Cosmetology License# 3758 Expires 2/22/2018

Per the State of Washington Martina can teach, Cosmetology and substitute for Barbering and Esthetics as long as the curriculum follows the scope of Cosmetology.

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**Julia Shrode: Learning Leader- Full Time**

Courses taught: Core, Theory, Advanced, Creative, Texture, Color and Cutting Specialties

Instructor/Operator

Cosmetology License# 4322 Expiration 6/22/2017

Per the State of Washington Julia can teach, Cosmetology and substitute for Barbering and Esthetics as long as the curriculum follows the scope of Cosmetology.



**Amanda Noga: Education Leader- Full Time**

Courses Taught: Theory, Advanced, Creative, Texture, Color, Cutting and Makeup Specialties

Instructor/Operator

Cosmetology License# 4072 Expiration 2/27/2017

Per the State of Washington Amanda can teach, Cosmetology and substitute for Barbering and Esthetics as long as the curriculum follows the scope of Cosmetology. Amanda can also substitute for Tri Tech.

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**Denise Walker: Learning Leader- Full Time**

Courses Taught: Esthetics

Instructor/Operator

Cosmetology License# 4462 Expiration 11/30/2018

Per the State of Washington Denise can teach, Cosmetology and substitute for Barbering and Esthetics as long as the curriculum follows the scope of Cosmetology.

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**Karly Tygret: Learning Leader- Full Time**

Courses Taught: Theory, Advanced, Creative, Texture, Color, Cutting, Phase II

Instructor/Operator

Cosmetology License# 3997 Expiration 06/19/2018

Per the State of Washington Kelly can teach, Cosmetology and substitute for Barbering and Esthetics as long as the curriculum follows the scope of Cosmetology.

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**Kelly Menter: Learning Leader- Full Time**

Courses Taught: Theory, Advanced, Creative, Texture, Color, Cutting, Phase II

Instructor/Operator

Cosmetology License# 4557 Expiration 11/27/2019

Per the State of Washington Kelly can teach, Cosmetology and substitute for Barbering and Esthetics as long as the curriculum follows the scope of Cosmetology.