

Barbering Catalog

SAFAVI INSTITUTE
OF COSMETOLOGY AND ESTHETICS

PAUL MITCHELL

PARTNER SCHOOL

3100 McHenry Avenue
Modesto, CA 95350
(209) 577-0644

E-mail: admissions@paulmitchellmodesto.com
Website: www.paulmitchellmodesto.com

2014

January 1, 2014 - December 31, 2014

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

Director signature: _____


Rey Vasquez-Solis

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3100 McHenry Avenue, Modesto, CA 95350

Catalog Revised July 2014

APPROVAL/DISCLOSURE STATEMENT

S.I.C.E Paul Mitchell Partner School, 3100 McHenry Avenue Modesto, CA 95350, is a private institution that is approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. The school is approved to operate until August 31, 2016. *For more information, contact the Bureau for Private Postsecondary Education (BPPE) at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, or by phone at (916) 431-6959, or call toll-free at (888) 370-7589, or visit its Web site at www.bppe.ca.gov.*

| | |
|------------------------------|-------------------|
| Cosmetology | 1600 hours |
| Barbering | 1500 hours |
| Esthetics | 600 hours |
| Manicurist | 400 hours |
| Cosmetology to Barber | 400 hours |
| Barber to Cosmetology | 400 hours |
| Manicurist | 600 hours |

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

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

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

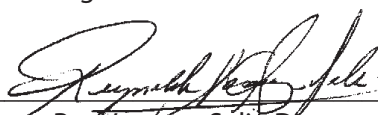
The Board of Barbering and Cosmetology (BBC) set minimum standards for these programs of study: Cosmetology and Esthetics Programs. The minimum number of class hours and the total clock hours for each course, as outlined in the program's Rules and Regulations booklet, must be met to qualify the student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

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education (BPPE) at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95834, www.bppe.ca.gov, toll-free telephone (888) 370-7589, or by fax (916) 263-1897.

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

All information in the content of this school catalog is current and correct and is so certified as true by Rey Vasquez-Solis, Director.

Signature _____



Rey Vasquez-Solis, Director

MISSION STATEMENT

Our mission is to provide a quality educational system to prepare students to pass the state board examination and to gain employment within the field of Cosmetology, Manicuring and Esthetics. **S.I.C.E Paul Mitchell Partner School** is passionately committed to provide a solid educational foundation to empower our team in the pursuit of excellence; we strongly believe that when people come first, success will follow.

SCHOOL FACILITIES

The cosmetology, manicurist and esthetics course at **S.I.C.E Paul Mitchell Partner School** offers the challenge of a very stimulating and rewarding career. The School is fully equipped to meet all of the demands of modern hair designing and skin therapy, providing a high-tech atmosphere and a model for progressive personal development. The 12,900 square-foot facility includes a student lounge and lockers, client reception and work areas, management offices, and private classrooms and workstations.

SCHOOL FACULTY

Under the controlling direction of prestigious designers, you will receive a quality education in the exciting and changing industry of hair design. Our instructors are licensed by the state and are successful professionals who continue to work in salons and spas as time permits.

THE ADMINISTRATION/OWNERSHIP

Global, Inc., dba **S.I.C.E Paul Mitchell Partner School**, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC.

SCHOOL FACULTY

Under the controlling direction of prestigious designers, **S.I.C.E Paul Mitchell Partner School** staff, you will receive a quality education in the exciting and changing industry of hair design, skin care, or manicuring. Our Learning Leaders maintain a cosmetology, esthetics or manicurist license, and are highly successful professionals who continue to work in salons and spas as their own time permits.

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

"THE SCHOOL DOES NOT OFFER INSTRUCTION IN "ENGLISH AS A SECOND LANGUAGE."

Cosmetology: Standard Occupational Classification (SOC) 39-5012.00, Classification of Instructional Program (CIP) 12.401

The curriculum involves 1600 hours necessary to satisfy California State licensing requirements. All courses are taught in English. The course of study includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance & hygiene, personal motivation & development, retail skills, client record keeping, business ethics, as well as sanitation, California state laws & regulations, salon-type administration, and job interviewing.

Barbering: SOC 39.5011.00, CIP Code 12.0402:

The curriculum involves 1500 hours to satisfy California state requirements. The program includes extensive instruction and practical experience in men's cutting, hair coloring, perming, men's grooming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, and business ethics, as well as sanitation, state laws and regulations, salon-type administration, and job interviewing.

Barber to Cosmetology Crossover: SOC 39.5012.00, CIP Code 12.0401:

The curriculum involves 400 hours to satisfy California state requirements. All courses are taught in English. The course includes instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, and business ethics, as well as sanitation, state laws and regulations, salon-type administration, and job interviewing.

Cosmetology to Barber Crossover: SOC 39.5011.00, CIP Code 12.0402:

The curriculum involves 400 hours to satisfy California state requirements. The program includes instruction and practical experience in men's cutting, hair coloring, perming, men's grooming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, and business ethics, as well as sanitation, state laws and regulations, salon-type administration, and job interviewing.

Esthetics: SOC 39-5094.00, CIP 12.0403

The curriculum involves 600 hours necessary to satisfy California State requirements. All courses are taught in English. The course of study includes extensive instruction and practical experience in facials, hair removal, makeup application, customer service, personal appearance & hygiene, personal motivation & development, retail skills, client record keeping, business ethics, as well as sanitation, California state laws & regulations, salon-type administration, and job interviewing.

Manicuring: SOC 39-5092.00, CIP 12.0410

The curriculum involves 600 hours necessary to satisfy California State requirements. All courses are taught in English. The course of study includes extensive instruction and practical experience in manicures, pedicures, massage, customer service, personal appearance & hygiene, personal motivation & development, retail skills, client record keeping, business ethics, as well as sanitation, California state laws & regulations, salon-type administration, and job interviewing.

The state of California requires 400 hours of education to become a licensed manicurist; however, our institution is approved to offer a 600 hour manicuring course. Within the 200 additional hours 100 hours will be added to the CORE part of our curriculum this will ensure that you receive all the manicuring principles, technical information and professional practices. The remaining 100 hours will be added to the CREATIVE phase which is the final phase of the program that focuses on state board, challenging practical services, clinic floor, and reinforcing the core skills, making sure you are confident to pass there state board licensing test and leaving with all the job ready skills

PARKING

Students must abide by local (city and/or landlord) parking rules, which are announced during orientation. **S.I.C.E Paul Mitchell Partner School** will not be responsible for parking violations and/or towing fees.

NONDISCRIMINATION

S.I.C.E Paul Mitchell Partner School, in its admission, instruction, and graduation policies and practices, does not discriminate on the basis of sex, race, religion, age, ethnic origin, color, disability, sexual orientation, or ancestry. The school does not allow or tolerate discrimination of any kind, bullying, harassment, or hazing of any sort. If any student or team member experiences or witnesses anyone being bullied, harassed, or hazed in any way, he or she is required to report the matter to the school's director, Rey Vasquez-Solis, in person or by calling (209) 577-0644, or by mail at 3100 McHenry Avenue Modesto, CA 95350, immediately so appropriate action can be taken.

ADMISSION REQUIREMENTS

S.I.C.E Paul Mitchell Partner School admits as regular students those who are high school graduates, and holders of high school graduation equivalency certificates (GED) or transcript. **S.I.C.E Paul Mitchell Partner School** has not entered into an articulation or transfer agreement with any other college or university.

The school does not accept ability to benefit (ATB) students.

ADMISSION PROCEDURE

- ① **Complete an Application Form:** Complete and submit the application form. All necessary forms may be obtained by requesting them from the school.
- ② **Submit an Application Fee:** Action will not be taken on admissions until Application Fee of \$75.00 is received. Please send this evaluation fee in the form of a check, cash or money order, payable to **S.I.C.E Paul Mitchell Partner School**. This fee is not included in the cost of tuition.
- ③ **Submit Two (2) Photos:** The pictures should be a recent head and shoulder shot, similar to a passport photo.
- ④ **Provide Verification Documents:** Copies of your 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. We are required to verify that your proof of education comes from a valid high school or GED program. If we determine that the diploma or GED certificate is not valid, you will be denied admission to the school.
- ⑤ **Identification Verification:** State issued Drivers License; State issued ID or Birth Certificate.
- ⑥ **Essay Requirement:** There is an essay requirement that must be met with the registration process.

S.I.C.E Paul Mitchell Partner School does not recruit students who are already enrolled in a similar program at another School.

S.I.C.E Paul Mitchell Partner School does not accept challenge examinations, achievement test, or administer ability-to-benefit testing.

S.I.C.E Paul Mitchell Partner School has not entered into an articulation or transfer agreement with any other college or university.

If enrolling in **S.I.C.E Paul Mitchell Partner School** a student must have the ability to read and write in English at a High School level as demonstrated by a High School Diploma or GED.

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.*

Verification for Non-Citizens:

S.I.C.E Paul Mitchell Partner School does not vouch for students status and does not accept non-citizen applicants.

ACCEPTANCE

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

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 licensee of the business or profession in question, would be grounds for the Board of Barbering and Cosmetology to deny licensure. The Board of Barbering and Cosmetology denies licensure on the grounds that the applicant knowingly made a false statement of fact required to be revealed in the application for such license. Students who are not U.S. citizens or who do not have documented authority to work in the United States will not be eligible to apply to take the state licensure examination. **S.I.C.E Paul Mitchell Partner School** is not responsible for students denied licensure.

EDUCATION GOALS

The quality education system at **S.I.C.E Paul Mitchell Partner School** includes providing an outstanding learning facility, experienced and competent instructors, and a curriculum developed through years of experience and expertise. Our goals are:

- 1 To educate students to be professional, knowledgeable and skilled Cosmetologists, Manicurist or Estheticians for marketability within the industry.
- 2 To maintain a program that is constantly updated, so students will have the knowledge needed to compete in the field of Cosmetology, Manicuring and Esthetics.
- 3 To promote the continuing educational growth of the faculty and students, using current teaching methods and techniques.
- 4 To teach courtesy and professionalism as the foundation of a successful career in Cosmetology, Manicuring or Esthetics.
- 5 To prepare the student to successfully pass the State Licensing Exam for entry level employment. To train and graduate students while empowering them .

ENROLLMENT INFORMATION

- 1 **Enrollment periods:** **S.I.C.E Paul Mitchell Partner School** usually begins a new class about every 6 -8 weeks, depending upon space availability. Please refer to the Tuition and Registration Schedule supplement or contact **S.I.C.E Paul Mitchell Partner School** for exact starting dates.
- 2 **Holidays:** **S.I.C.E Paul Mitchell Partner School** allows the following holidays off New Years Eve, Memorial Day, independence Day, Labor Day, Thanksgiving Day and the Friday after, December 24 and December 25.
- 3 **The Enrollment Contract:** **S.I.C.E Paul Mitchell Partner School** clearly outlines the obligations of both the School and the student in this 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:** **S.I.C.E Paul Mitchell Partner School** offers a variety of payment options, including monthly financial payment schedules. See **S.I.C.E Paul Mitchell Partner School's** Financial Aid Leader for details.
- 5 Once a month the **S.I.C.E Paul Mitchell Partner School** will be closed for staff meetings and trainings. Please be advised you will not receive any hours for the day the institution is closed.

STUDENT TUITION RECOVERY FUND (STRF)

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- ① You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
- ② Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:
 - ① You are not a California resident, or are not enrolled in a residency program, or
 - ② Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party. (a) In addition to the statement described under subdivision (b) of this section, a qualifying institution shall include the following statement on its current schedule of student charges:

The state of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- ① The school closed before the course of instruction was completed.
- ② The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- ③ The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- ④ There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
- ⑤ An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

Note: Authority cited: Sections 94803, 94877, and 94923, Education Code. Section 94923, Education Code.

S.I.C.E Paul Mitchell Partner School collects the STRF fee from the student (\$9.50 for cosmetology students, \$7.50 barbering students, \$5.00 Esthetic students, \$3.50 for manicuring and \$3.50 for barber to cosmetology crossover and barber to cosmetology students) and remits it to the BPPE.

COST OF TUITION AND SUPPLIES

TUITION – Cosmetology

| | |
|---|--------------------|
| Tuition | \$15,240.00 |
| Application Fee (Non-refundable) | 75.00 |
| Student Tuition Recovery Fund (STRF) (Non-refundable) | 9.50 |
| Kit, Equipment, Textbook, Supplies (Non-refundable) | <u>4,045.00</u> |
| TOTAL COSTS | \$19,369.50 |

TUITION – Barbering

| | |
|---|--------------------|
| Tuition | \$10,295.00 |
| Application Fee (Non-refundable) | 75.00 |
| Student Tuition Recovery Fund (STRF) (Non-refundable) | 7.50 |
| Kit, Equipment, Textbook, Supplies (Non-refundable) | <u>4,790.00</u> |
| TOTAL COSTS | \$15,167.50 |

TUITION – Cosmetology to Barber Crossover

| | |
|---|-------------------|
| Tuition | \$3,810.00 |
| Application Fee (Non-refundable) | 75.00 |
| Student Tuition Recovery Fund (STRF) (Non-refundable) | 3.50 |
| Kit, Equipment, Textbook, Supplies (Non-refundable) | <u>2,969.00</u> |
| TOTAL COSTS | \$6,857.50 |

TUITION – Barber to Cosmetology Crossover

| | |
|---|-------------------|
| Tuition | \$3,810.00 |
| Application Fee (Non-refundable) | 75.00 |
| Student Tuition Recovery Fund (STRF) (Non-refundable) | 3.50 |
| Kit, Equipment, Textbook, Supplies (Non-refundable) | <u>2,969.00</u> |
| TOTAL COSTS | \$6,857.50 |

TUITION – Esthetics

| | |
|---|-------------------|
| Tuition | \$8,121.00 |
| Application Fee (Non-refundable) | 75.00 |
| Student Tuition Recovery Fund (STRF) (Non-refundable) | 5.00 |
| Kit, Equipment, Textbook, Supplies (Non-refundable) | <u>1,705.00</u> |
| TOTAL COSTS | \$9,906.00 |

TUITION – Manicuring

| | |
|---|-------------------|
| Tuition | \$5,730.00 |
| Application Fee (Non-refundable) | 75.00 |
| Student Tuition Recovery Fund (STRF) (Non-refundable) | 3.50 |
| Kit, Equipment, Textbook, Supplies (Non-refundable) | <u>1,609.00</u> |
| TOTAL COSTS | \$7,415.50 |

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

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

PAYMENT OPTIONS

We offer financial aid to those who qualify. If a student obtains a loan to pay for the educational program, the student will have the responsibility of repaying the full loan plus interest, less the amount of any refund. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs. Any remaining funds available for the student will be paid to the student only at which time the course costs have been paid in full. The school accepts cash, credit card, and personal check payments. Please contact the school's Financial Aid Leader for payment options.

Financial aid available to those who qualify.

NOTICE

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

2014 CLASS START DATES

| Cosmetology | |
|--------------------------------|---|
| DAY FULL TIME SCHOOL: | February 4, March 25, May 13, June 24, August 19, August 19, October 21, November 4 |
| NIGHT PART TIME SCHOOL: | January 27, April 7, June 16, August 25, November 3 |

| Barbering | |
|--------------------------------|---|
| NIGHT PART TIME SCHOOL: | February 4, March 25, May 27, August 18, October 21 |

| Cosmetology to Barber | |
|--------------------------------|------------|
| NIGHT PART TIME SCHOOL: | November 3 |

| Barber to Cosmetology Crossover | |
|--|--|
| NIGHT PART TIME SCHOOL: | <i>Please see the Admissions Leader for specific start dates</i> |

| Esthetics | |
|--------------------------------|---|
| DAY FULL TIME SCHOOL: | February 4, March 25, May 13, June 24, August 19, November 21 |
| NIGHT PART TIME SCHOOL: | February 3, August 25, November 3 |

| Manicuring | |
|------------------------------|-----------------------|
| DAY FULL TIME SCHOOL: | February 3, August 11 |

All Class will be held at S.I.C.E Paul Mitchell Partner School located at 3100 McHenry Avenue, Modesto, CA 95350.

SCHEDULE CHANGE

If a student would like to change their schedule a charge of \$100.00 will apply of each schedule change.

2014/2015 HOLIDAYS

| 2014 | |
|-------------------------|--|
| New Years Day | Wednesday, January 1 |
| Memorial Day | Monday, May 26 |
| Independence Day | Friday, July 4 |
| Labor Day | Monday, September 1 |
| Thanksgiving Day | Thursday and Friday, November 27 and November 28 |
| Christmas Eve | Wednesday, December 24 |
| Christmas Day | Thursday, December 25 |

| 2015 | |
|-------------------------|--|
| New Years Day | Thursday, January 1 |
| Memorial Day | Monday, May 26 |
| Independence Day | Saturday, July 4 |
| Labor Day | Monday, September 1 |
| Thanksgiving Day | Thursday and Friday, November 26 and November 27 |
| Christmas Eve | Thursday, December 24 |
| Christmas Day | Friday, December 25 |

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 **S.I.C.E Paul Mitchell Partner School**.

Students wishing to transfer to another institution must pay all monies owed to **S.I.C.E Paul Mitchell Partner School**, and all applicable academic requirements must be met in order for the hours to be released.

REENTRY STUDENTS

- ① Outstanding tuition, fee, and overtime expenses must be paid in advance or the student must make satisfactory arrangements with the Financial Aid Leader.
- ② Previous tuition payments will be credited to the student's balance.
- ③ Because tuition fees and costs are subject to change, reentering students will be contracted according to the current tuition costs and will be required to pay any additional fees if applicable.
- ④ Students who are Student Tuition Recovery Fund (STRF) eligible (refer to page 10 for eligibility guidelines) will be assessed a prorated STRF fee.

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

Readmission is reserved to the sole discretion of **S.I.C.E Paul Mitchell Partner School** and may require special conditions.

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

TRANSFER STUDENTS

S.I.C.E Paul Mitchell Partner School will accept transfer hours from other schools based on an evaluation of the student's comprehension of the course material. A maximum of 400 hours will be accepted for cosmetology, esthetics, and manicuring students who transfer from another school; all transfer students must attend a minimum of 1200 hours for cosmetology and 200 hours for esthetics and manicuring at **S.I.C.E Paul Mitchell Partner School** to obtain the Paul Mitchell culture and educational program. Students who have had training outside the state of California must provide proof of the number of hours of training to the Board of Barbering and Cosmetology and **S.I.C.E Paul Mitchell Partner School** prior to enrollment. For students transferring from another Paul Mitchell School, a minimum of 800 hours will be accepted for cosmetology students and 400 hours for esthetics and manicuring students .

S.I.C.E Paul Mitchell Partner School does not accept cosmetology to barber crossover or barber to cosmetology crossover transfer students.

The cost for cosmetology, barbering, esthetics, and manicuring transfer students is \$13.00 per hour attended at PAUL MITCHELL THE SCHOOL; this does not include the cost of a complete and current Paul Mitchell student kit.

Please note that students transferring to another school may not be able to transfer all the hours they earned at **S.I.C.E Paul Mitchell Partner School** ; the number of transferable hours depends on the policy of the receiving school.

S.I.C.E Paul Mitchell Partner School has not entered into an articulation or transfer agreement with any other college or university.

TERMINATION POLICY

S.I.C.E Paul Mitchell Partner School 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. If terminated, Applicant will be charged an administrative fee in the amount of \$100.00.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

NOTICE OF TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED FROM ANOTHER INSTITUTION

The transferability of credits or certificate you earn at another institution , is at the sole discretion of **S.I.C.E Paul Mitchell Partner School**. You may be required to repeat some or all of your coursework, if **S.I.C.E Paul Mitchell Partner School** does not accept some or all of your credits. For this reason you should speak to **S.I.C.E Paul Mitchell Partner School's** admissions leader to determine if your credits or certificate will transfer. If a student wishes to appeal the credits accepted, please refer to the schools appeal policy located on page 46 of this catalog.

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 245 hours for full-time and 225 hours for part-time is devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- ② **Clinic Learning Experience:** The remaining 1355 hours are spent in the clinic area where practical experience is gained.

COSMETOLOGY COURSE OUTLINE

A student's time at **S.I.C.E Paul Mitchell Partner School** for the cosmetology program will be divided into six designations:

- ① **Core Curriculum:** A six-week, 175-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, and texture services.
- ② **Protégé Experience:** Each student's experience as a Protégé produces a smooth transition from Core future professional to Adaptive future professional. Students spend 2 weeks as a Protégé preparing them for their clinical experience.
- ③ **Clinic Experience:** Each student's learning process will be guided with individual attention and group learning experiences from 315 to 1600 hours for full-time and 275-1600 hours for part-time, where workshops, monthly worksheets and periodic tests have been developed specifically for this monitoring process. This is when students will begin working on paying clients in the workroom area.
- ④ **Classroom Learning:** Each student's time in the classroom in this phase, from 315 to 1600 hours for full-time and 275-1600 hours for part-time, is divided into four areas. Each of these areas has a specialist in that field that will conduct the different elective classes once a week. These areas are cutting, coloring, perm texture, and specialty class. The specialty class includes guest artists, retail, motivation, and self-improvement, nail artistry, make-up, etc.
- ⑤ **Adaptive Curriculum:** From 315 to 800 hours for full-time and 275-800 hours for part-time, students will enter a new phase of elective classroom workshops coupled with challenging practical services that will continue to build them into a confident designer.
- ⑥ **Creative Curriculum:** Students will spend their last 800 hours in School in "high gear" by dressing, acting and working like a true professional. They will use their own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare for their future salon career.

BARBERING COURSE OVERVIEW

Course Hours: 1500 clock hours

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

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

BARBERING COURSE OUTLINE

Your time at **S.I.C.E Paul Mitchell Partner School** 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 experience.
- ③ **Clinic Learning Experience:** Your clinic time from 280 to 1500 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 floor area.
- ④ **Classroom Learning Experience:** Your classroom time from 280 to 1500 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 elective classes once a week; these may include guest artists, retail, motivation, self-improvement, nail artistry, makeup, etc.
- ⑤ **Adaptive Curriculum:** From 280 to 750 hours you will enter a new phase of elective classroom workshops coupled with challenging practical services designed to continue building you into a confident designer.
- ⑥ **Creative Curriculum:** You will spend your last 750 hours in S.I.C.E Paul Mitchell Partner School in "high gear" by dressing, acting, and working like a true professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future salon career.

COSMETOLOGY TO BARBER / BARBER TO COSMETOLOGY CROSSOVER COURSE OVERVIEW

Course Hours: 400 clock hours

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

- 1 **Pre-clinical Classroom Instruction:** The first 100 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- 2 **Clinic Learning Experience:** The remaining 300 hours are spent in the clinic area where practical experience is gained.

COSMETOLOGY TO BARBER / BARBER TO COSMETOLOGY CROSSOVER COURSE OUTLINE

Your time at **S.I.C.E Paul Mitchell Partner School** for the cosmetology program will be divided into five designations:

- 1 **Core Curriculum:** A 100-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 **Clinic Learning Experience:** Your clinic time from 200 to 400 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 floor area.
- 3 **Classroom Learning Experience:** Your classroom time from 200 to 400 hours is divided into four (4) areas: cutting, coloring, texture, and grooming. Each area has a specialist in the field who conducts the different elective classes once a week; these may include guest artists, retail, motivation, self-improvement, nail artistry, makeup, etc.
- 4 **Adaptive Curriculum:** From 280 to 800 hours you will enter a new phase of elective classroom workshops coupled with challenging practical services designed to continue building you into a confident designer.
- 5 **Creative Curriculum:** You will spend your last 300 hours in PAUL MITCHELL THE SCHOOL in “high gear” by dressing, acting, and working like a true professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future salon career.

ESTHETIC COURSE OVERVIEW

Course Hours: 600 clock hours

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

- 1 **Pre-clinical Classroom Instruction:** The first 245 hours for full-time and 200 hours for part-time is devoted to classroom workshops, where the student learns esthetic principles, technical information and professional practices.
- 2 **Clinic Learning Experience:** The remaining 410 hours are spent in the clinic area where practical experience is gained.

ESTHETIC COURSE OUTLINE

Each student's time at **S.I.C.E Paul Mitchell Partner School** Esthetics Program will be divided into five designations:

- 1 **CORE: Core Curriculum:** A five-week, 175-hour orientation, known as the CORE program, instills the basic fundamentals in skin care. 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.
- 2 **PROTEGE:** Each student's learning process will be guided with individual attention in practical workshops, weekly tracking and periodic tests that have been developed specifically for this stage of progress.
- 3 **MENTOR:** Students will enter a new phase of elective classroom workshops coupled with challenging practical services that will continue to build them into confident skin care therapists.

MANICURING COURSE OVERVIEW

Course Hours: 600 clock hours

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

- 1 **Pre-clinical Classroom Instruction:** The first 205 hours are devoted to classroom workshops, where students learn esthetic principles, technical information and professional practices.
- 2 **Clinic Learning Experience:** The remaining 395 hours are spent in the clinic area where practical experience is gained.

MANICURING COURSE OUTLINE

Each student's time at **S.I.C.E Paul Mitchell Partner School** Esthetics Program will be divided into three (3) designations:

- 1 **CORE:** Pre-Clinical classroom to learn the rules and prepare for the guest services.
- 2 **ADAPTIVE:** Blend of classroom and clinic floor learning focused on reinforcing the core skills, while adapting to live clinic floor experiences.
- 3 **CREATIVE:** Final phase of nail technician classroom and clinic floor learning that prepares the future professional for licensing and salon and spa life. Students will enter a new phase of elective classroom workshops, coupled with challenging practical services that will continue to build them into confident skin care therapists.

STATE OF CALIFORNIA REQUIREMENTS

Cosmetology

The instructional program of **S.I.C.E Paul Mitchell Partner School** meets or exceeds these requirements:

| Subject | Theory Hours | Practical Application |
|---|--------------|-----------------------|
| Milady Theory | 160 | |
| Hairstyling | 165 | |
| a. shampooing | | 5 |
| b. fingerwaving | | 20 |
| c. pincurling | | 20 |
| d. comb outs | | 20 |
| e. thermal straightening | | 40 |
| f. iorns | | 40 |
| g. thermal styles | | 95 |
| Permanent Waving and Chemical Straightening | 40 | |
| a. Permanent Waving | | 80 |
| b. Chemical Straightening | | 25 |
| Hair Coloring and Bleaching | 60 | 50 |
| Hair Cutting | 20 | 80 |
| Health and Safety | 115 | |
| Laws and Regulations | 20 | |
| Health and Safety Considerations | 45 | |
| Disinfection and Sanitation | 10 | 10 |
| Anatomy and Physiology | 15 | |
| Manual, Electrical, and Chemical Facials | 100 | |
| a. Manual Facial | | 20 |
| b. Electrical Facial | | 15 |
| c. Chemical Facial | | 5 |
| Eyebrow Beautification and Makeup | 25 | |
| a. Eyebrow Arching and Hair Removal | | 10 |
| b. Make-up | | 20 |
| Manicuring and Pedicuring | 100 | |
| a. Manicure | | 20 |
| b. Pedicure | | 5 |
| Artificial Nails and Wraps | 25 | 120 Nails |
| TOTAL HOURS | 900 | 700 |

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

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

Barbering

The instructional program of **Safavi Institute of Cosmetology and Esthetics Paul Mitchell Partner** meets or exceeds these requirements:

| Subject | Theory Hours | Practical Application |
|---|---------------------|------------------------------|
| Hairstyling | 65 | 240 |
| Permanent Waving and Chemical Straightening | 40 | 105 |
| Hair Coloring and Bleaching | 60 | 50 |
| Hair Cutting to include razor, clipper, trimmers, and thinning shears | 20 | 80 |
| Shaving Preparation and Performance (Shaves and Facials) | 100 | 40 |
| Laws and Regulations | 20 | |
| Health and Safety Considerations | 45 | |
| Disinfection and Sanitation | 20 | |
| Anatomy and Physiology | 15 | |
| Scalp Manipulations | 10 | 20 |
| Additional Training | 100 | 470 |
| TOTAL HOURS | 495 | 1005 |

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

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

Cosmetology to Barber Crossover

The instructional program of **S.I.C.E Paul Mitchell Partner School** meets or exceeds these requirements:

| Subject | Theory Hours | Practical Application |
|---|--------------|-----------------------|
| Hair Styling | 30 | 15 |
| Permanent Waving and Chemical Straightening | 10 | 35 |
| Hair Coloring and Bleaching | 15 | 10 |
| Hair Cutting | 10 | 25 |
| Preparation and Performance (shaving etc.) | 100 | 40 |
| Health and Safety | 50 | |
| Laws and Regulations | 10 | |
| Health and Safety Considerations | 20 | |
| Disinfection and Sanitation | 10 | |
| Anatomy and Physiology | 10 | |
| Additional Training | | 10 |
| TOTAL HOURS | 265 | 135 |

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

Exceeds means that during the course of your training you may complete more services then what is listed, however no additional hours, over the 400 required by the Board of Barbering and Cosmetology (BBC) will be required.

Barber to Cosmetology Crossover

The instructional program of **S.I.C.E Paul Mitchell Partner School** meets or exceeds these requirements:

| Subject | Theory Hours | Practical Application |
|--|--------------|-----------------------|
| The Barbering and Cosmetology Act and the Board's Rules & Regulations | 10 | |
| Cosmetology Chemistry | 5 | |
| Health, Safety, and Hazardous Substances (HIV/AIDS and Hepatitis B) | 20 | |
| Theory Electricity | 5 | |
| Disinfection and Sanitation | 10 | 10 |
| Bacteriology, Anatomy, and Physiology | 5 | |
| Wet Hair Styling, Including Finger Waving, Pin Curling, and Comb-out | 10 | 35 |
| Thermal Hairstyling, Including Straightening, Waving, Curling with hot combs and hot curling irons | 5 | 15 |
| Permanent Waving | 10 | 35 |
| Chemical Straightening | 5 | 10 |
| Hair Cutting | 2 | 10 |
| Hair Coloring | 20 | 15 |
| Bleaching | | 5 |
| Scalp and Hair Treatment | 2 | 5 |
| Manual Facials | 2 | 5 |
| Electrical Facials | 7 | 5 |
| Chemical Facials | 10 | 15 |
| Eyebrow Arching and Hair Removal | 5 | 5 |
| Makeup, Including Corrective Makeup, Lash and Brow Tinting, and False Eyelashes | 5 | 10 |
| Manicuring Water and Oil with Hand and Arm Massages and Nail Analysis | 5 | 15 |
| Pedicuring, Including Foot and Ankle Massage and Nail Analysis | 1 | 3 |
| Acrylic: Liquid and Powder Brush-on | 5 | 10 Nails |
| Artificial Nail Tips | 3 | 10 Nails |
| Nail Wraps and Repairs | 2 | 5 Nails |
| Additional Training | | 23 |
| TOTAL HOURS | 154 | 246 |

In addition to the state requirements listed above **S.I.C.E Paul Mitchell Partner School** provides additional training in the areas of communication skills, professional ethics, salesmanship, decorum, record keeping, and client service record cards. No additional hours will be required to complete the additional training and these additional course are not a requirement for state licensure. *Exceeds means that during the course of your training you may complete more services than what is listed, however no additional hours, over the 400 required by the Board of Barbering and Cosmetology (BBC) will be required.*

Esthetics

The instructional program of **S.I.C.E Paul Mitchell Partner School** meets or exceeds these requirements:

| Subject | Theory Hours | Practical Application |
|--|--------------|-----------------------|
| Manual, Electrical, and Chemical Facials | 70 | 140 |
| Preparation | 15 | |
| Laws and Regulations | 10 | |
| Health and Safety Considerations | 40 | |
| Disinfection and Sanitation | 10 | |
| Anatomy and Physiology | 15 | |
| Eyebrow Beautification | 25 | 50 |
| Makeup | 20 | 40 |
| Additional Training | 65 | 100 |
| TOTAL HOURS | 270 | 330 |

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

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

Manicuring

The instructional program of **Safavi Institute of Cosmetology and Esthetics a Paul Mitchell Partner School** meets or exceeds these requirements:

| Subject | Theory Hours | Practical Application |
|---------------------------------------|--------------|-----------------------|
| Manicures and Pedicures | 60 | 60 |
| Manicure and Pedicures | | 180 Nails |
| Laws and Regulations | 10 | |
| Health and Safety Considerations | 25 | |
| Disinfection and Sanitation | 20 | 10 |
| Bacteriology, Anatomy, and Physiology | 10 | |
| Additional Training | 125 | 100 |
| TOTAL HOURS | 250 | 350 |

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

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

COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

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

Students must receive and maintain a 70% or higher grade point average throughout their Theory course. If a student fails to receive a 70% or higher on a theory exam, the student will be given an opportunity to make up that exam.

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 70% or higher on each weekly theory exam.
- ② **210-hour orientation practical skills evaluation test:** Students must receive a grade of 70% or higher.
- ③ **Final exam 1 (800-hour written exam):** This test covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
- ④ **Final exam 2 (1400-hour written test):** The written exam covers an overview of all theory instruction, California state law, and other items covered on the state cosmetology exam. Students must receive a grade of 70% or higher on all final exams.
- ⑤ **Monthly clinic practical worksheets:** Students must complete monthly clinic practical worksheets.

BARBERING 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 70% or higher on each weekly theory exam.
- ② **210-hour orientation practical skills evaluation test:** Students must receive a grade of 70% or higher.
- ③ **Final exam 1 (750-hour written exam):** This test covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
- ④ **Final exam 2 (1400-hour written test):** The written exam covers an overview of all theory instruction, California state law, and other items covered on the state cosmetology exam. Students must receive a grade of 70% or higher on all final exams.
- ⑤ **Monthly clinic practical worksheets:** Students must complete monthly clinic practical worksheets.

CROSSOVER PROGRAMS TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student's 400-hour course:

- ① **Weekly theory exams:** Students must receive a grade of 70% or higher on each weekly theory exam.
- ② **Final exam 1 (150-hour written exam):** This test covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
- ③ **Final exam 2 (300-hour written test):** The written exam covers an overview of all theory instruction, California state law, and other items covered on the state cosmetology exam. Students must receive a grade of 70% or higher on all final exams.
- ④ **Monthly clinic practical worksheets:** Students must complete monthly clinic practical worksheets.

ESTHETICS PROGRAM TESTING AND GRADING PROCEDURE

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

Students must receive 70% or higher grade point average throughout their Theory course. If a student fails to receive a 70% or higher on theory exam, the student will be given the opportunity to make up that exam.

- ① **200-hour CORE Practical skills and written evaluation test.**
- ② **Phase two written and practical exam.** A Technical Skills Feedback Form will be given upon completion of CORE, Protégé, and mentor courses.
- ③ **600-hour (mock State Board) practical skills test and a 600-hour written test.** The written examination will cover a variety of State Board mock questions.

MANICURING PROGRAM TESTING AND GRADING PROCEDURE

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

Students must receive 70% or higher on each lesson plan theory tests. Test scores are posted the following day that the test is given. Students must receive a 70% or higher grade on all tests given.

- ① **Core Practical exam.**
- ② **300 hour written exam.** (This test is an overview of all related nail subjects, i.e., anatomy, chemistry, etc.)
- ④ **Mock State Board practical skill and written exam.** The written examination covers an overview of all theory instruction, California State Law, and other items covered on the State Cosmetology exam. The practical exam also covers all phases of what is to be expected on the State Board examination.

SAFETY PRECAUTIONS FOR THE BEAUTY INDUSTRY

By following safety precautions, students contribute to the health, welfare, and safety of the community. The following are a list of important guidelines and precautions to follow:

- ① Always have good hygiene and be professionally dressed.
- ② Keep a first aid kit on hand.
- ③ Follow safety regulations and keep equipment properly sanitized.
- ④ Protect the client's clothing by appropriately draping them.
- ⑤ Ask the client to remove any jewelry, hair accessory, glasses, etc.
- ⑥ Keep any and all chemicals away from the eyes. In case of eye contact with chemicals, thoroughly rinse eyes with cold water.
- ⑦ Wear gloves when dealing with chemicals.
- ⑧ Carefully use all chemically active products to avoid injury.

MEASURABLE PERFORMANCE OBJECTIVES

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

REQUIREMENTS OF THE INDUSTRY

S.I.C.E Paul Mitchell Partner School believes that students interested in pursuing a career in cosmetology or esthetics should:

- ① Develop finger dexterity and a sense of form and artistry.
- ② Enjoy dealing with the public.
- ③ Become aware of the latest fashions, beauty techniques and technical advances.
- 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.

CALIFORNIA STATE BOARD PRE-APPLICATION REQUIREMENTS

Pre-applications for the State of California Licensing Examinations requires the school's approval. Student may apply when they reach 1200 hours for cosmetology, 1100 for barbering, 425 hours for Esthetics and Manicuring Students must meet the following requirements to submit a pre-application:

- ❶ Clinic Worksheets: The worksheets must be current and up to date
- ❷ Theory Hours: The student must have completed at a minimum 120 theory hours for cosmetology, 110 theory hours for barbering, and 42 theory hours for Esthetics
- ❸ Theory Exam: All Theory exams require a 70% grade and must be up to date
- ❹ State Board Exam: The student must have passed two state board exams with a 70% grade
- ❺ Service Tracking From: The student must complete a minimum of 75% of all practical requirements
- ❻ Attendance: The student must have a 90% or higher
- ❼ Tuition: The students tuition must be current on all payments owed

If the student wishes to pre-apply then they are required to notify the Final Phase Leader approximately 70 hours prior to achieving 1200 hours for cosmetology, 1100 hours for barbering, and 425 for Esthetics and Manicuring students.

If, at the 1200 hours for cosmetology, 1100 hours for barbering and 425 for Esthetics and Manicuring the above requirements are not met, the student will lose the opportunity to pre-apply for the California State Exam and will have to apply after graduation.

S.I.C.E Paul Mitchell Partner School reserves the right to process the pre-application for students.

BOARD OF BARBERING AND COSMETOLOGY LICENSING REQUIREMENTS

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

- ❶ Complete a cosmetology course in a school approved by the California State Board of Barbering & Cosmetology
- ❷ Submit an application and required fee
- ❸ Have a least a 10th grade education or its equivalent and is at least 17 years of age
- ❹ Must receive a passing score on both the practical demonstration and written test

STUDENT SERVICES

- ❶ **Housing:** **S.I.C.E Paul Mitchell Partner School** keeps a file of information about housing in the surrounding areas. Students can locate apartments ranging from \$650.00-\$850.00 depending on location and size. **S.I.C.E Paul Mitchell Partner School** does not have dormitory facilities under its control. The school is not responsible to find or assist student in finding housing.
- ❷ **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 both accessible to students. **S.I.C.E Paul Mitchell Partner School** also gives advice and information to students on these subjects:
 - a. Regulations governing licensure to practice, including reciprocity among jurisdictions.
 - b. Employment opportunities.
 - c. Opportunities for continuing education following graduation.
- ❸ **S.I.C.E Paul Mitchell Partner School** has no responsibility to find or assist a student in finding housing.

GRADUATION REQUIREMENTS IN COURSES

- ❶ Receive the required number of clock hours of training.
- ❷ Complete graduation map worksheet requirements.
- ❸ For a student to meet state requirements, all monthly practical worksheets must be completed 100%.
- ❹ Complete Final Phase worksheet.
- ❺ Satisfactorily pass final written and practical exams.
- ❻ Complete the required Milady theory hours and pass all written Milady theory exams.
- ❼ Pay all tuition cost or make satisfactory payment arrangements of all debts owed to the school.
- ❽ Upon graduation the student will receive a graduation certificate.

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

S.I.C.E Paul Mitchell Partner School reserves the right to retain a student in school if the student's progress is not satisfactory as determined by the school's administration and/or the student fails to complete all listed requirements or fails to pass the written and practical exams. **S.I.C.E Paul Mitchell Partner School** can retain the student until all graduation requirements are met.

A student who withdraws will receive a certified transcript, which will include the number of hours for which the school has been compensated. For the purposes of transfer or graduation, hours will not be released by the school until all monies owed or payment arrangements of all debts owed the school have been made and all academic requirements pertaining to those hours have been completed.

GRADUATION, PLACEMENT, AND JOB OPPORTUNITIES

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

Although **S.I.C.E Paul Mitchell Partner School** *does not guarantee employment upon graduation*, **S.I.C.E Paul Mitchell Partner School** does maintain an aggressive job placement program and will inform students of job openings and opportunities. **S.I.C.E Paul Mitchell Partner School** coordinates placement programs with local and national salons and spas by, among other things, sending out surveys, inviting salon and spa owners and guest artists to teach at the School, etc.

STUDENT KIT – Cosmetology / Barber to 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:

| BRUSHES | ACCESSORIES | STUDENT EDUCATION MATERIALS |
|---|--|--|
| 1 Large Round Boar Brush 1 Large Round Thermal Brush 1 Medium Round Boar Brush 1 Medium Round Thermal Brush 1 Paul Mitchell 407 Styling Brush 1 Paul Mitchell 413 Sculpting Brush 1 Paul Mitchell 427 Paddle Brush 2 Paul Mitchell Color Tint Brushes 1 Small Round Boar Brush 1 X-Large Round Thermal Brush 1 Scalp Brush | 4 Skinny Clips 6 Paul Mitchell Black Clips 1 Chemical Cape 1 Cutting Apron 1 Paul Mitchell Aluminum Spray Bottle 1 Black Handheld Mirror 1 Cutting Apron 1 Paul Mitchell Black Carry Bag 12 Black and White Butterfly Clips 1 Metal Paul Mitchell Case with Logo 1 Dermalogicia 30 Starter Kit 1 Paul Mitchell Learning Package 1 Box Jet Black Gloves 1 Safavi T-Shirt 1 Marker/Bag Paul Mitchell Trial Retail | 1 Cutting System DVD Box Set 1 Cutting System Cutting Cards 1 Color System DVD Box Set 1 <i>The Coloring Book</i> 1 Coloring System Skill Cards 1 <i>Paul Mitchell Product Guide Workbook</i> 1 <i>Connecting to My Future</i> Book 1 <i>Be Nice (Or Else!)</i> Book 1 Multiple Intelligence Letter 1 Success for the Modern Salon CD 1 Service Menu Experience 1 Plugged In thumb drive, Plugged In membership, and MASTERS Audio Club subscription throughout enrollment (minimum 1 year) 1 Dollar Camp 2 State Board Pamphlets 1 Color paper swatch chart 1 PM Shines paper swatch chart 1 Blonding Brochure 2012 |
| COMBS 1 Paul Mitchell 424 Teal Comb 1 Paul Mitchell 416 Red Comb 1 Metal Pick Teasing Comb 1 Metal Rat Tail Comb 1 Paul Mitchell Detangler Comb 1 Rat Tail Comb 6 Standard Cutting Combs 1 Taper Comb 1 Paul Mitchell 408 Black Comb 1 Clipper 132 Comb 1 Champion C16 Comb 1 Champion C28 Comb 1 YS Park 335 Red Comb 1 YS Park 337 Grey Comb 1 YS Park 339 White Comb | TOOLS 1 Classic Razor 1 Paul Mitchell Tripod 1 Paul Mitchell 1.25 Smoothing Iron 1 Paul Mitchell 6" Scissor/Thinner with Case 4 Mannequin Heads 1 Paul Mitchell Clipper/Thinner 1 Paul Mitchell Ionic 1000 Blow Dryer 1 5.5" Mannequin Scissors 1 Paul Mitchell 3/4 M 1000 Curling Iron | |

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

| | |
|---|--|
| TEXTBOOKS 1 <i>Milady's Standard Cosmetology 2012</i> Textbook; ISBN-13: 9781439059302 (Hardcover), \$112.50 1 <i>Milady's Standard Cosmetology 2012 Exam Review</i> ; ISBN-13: 9781439059210, \$35.95 | 1 <i>Milady's Standard Cosmetology 2012 Theory Workbook</i> ; ISBN-13: 9781439059234-4, \$47.95 |
|---|--|

**Items subject to change.*

STUDENT KIT – Barbering / Cosmetology to Barber

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>BRUSHES</p> <ul style="list-style-type: none"> 1 Paul Mitchell Color Tint Brush 1 Paul Mitchell 427 Color Tint Brush 1 Paul Mitchell 427 Paddle Brush 1 Paul Mitchell 407 Styling Brush 1 Paul Mitchell Express Ion Medium Round Brush 1 Paul Mitchell Express Ion Large Round Brush 1 Paul Mitchell Express XL Round Brush 1 Scalp Brush 1 Barber Bamboo Hand Brush 1 Barber Neck BRush <p>COMBS</p> <ul style="list-style-type: none"> 1 Taper Comb 1 Metal Tail Comb 1 Metal Tip Teasing Comb 6 Standard Cutting Combs 1 Rat Tail Comb 1 Paul Mitchell 408 Black Comb 1 Paul Mitchell 416 Comb 1 Paul Mitchell 424 Comb 1 Paul Mitchell Detangler Comb 1 Barber 318 Clipper Comb | <p>ACCESSORIES</p> <ul style="list-style-type: none"> 12 Butterfly clips 10 Black Skinny Clips 1 Aluminum Spray Bottle 1 Shampoo Checmical Cape 1 Cloth Cutting Cape 1 Cutting Apronannequin Heads 1 Paul Mitchell Clipper/Thinner <p>TOOLS</p> <ul style="list-style-type: none"> 1 Kit Carrying Case 2 Male no Beard - Doll Heads 2 Male with Beard - Doll Heads 1 Paul Mitchell Blow Dryer 1 Paul Mitchell Express Smoothing Iorn 1 Professional Barber Clipper / Trimmer Set 1 Paul Mitchell Hand Held Mirror 1 Complete Scissor Set 1 Tri-Pod 1 Tri-Pod Cover 1 Barber Straight Edge Razor 1 Trolley | <p>STUDENT EDUCATION MATERIALS</p> <ul style="list-style-type: none"> 1 Cutting System DVD Box Set 1 Cutting System Cutting Cards 1 Color System DVD Box Set 1 <i>The Coloring Book</i> 1 <i>Paul Mitchell Product Guide Workbook</i> 1 <i>Connecting to My Future</i> Book 1 <i>Be Nice (Or Else!)</i> Book 1 Multiple Intelligence Letter 1 Service Experience Menu 1 Plugged In thumb drive, Plugged In membership, and MASTERS Audio Club subscription throughout enrollment (minimum 1 year) 1 Dollar Camp <p>ADDITIONAL ITEMS</p> <ul style="list-style-type: none"> 1 Shirt 1 Marker and Pencil Pouch 1 Tablet 1 Blsvk Messenger Bag |
|--|--|--|

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

| | |
|--|---|
| <p>TEXTBOOKS</p> <ul style="list-style-type: none"> 1 <i>Milady's Standard Professional Barbering, 5th Edition Text Book</i> (Hardcover); ISBN-13: 9781435497153, \$126.95 1 <i>Milady's Standard Professional Barbering, 5th Edition Student workbook</i>; ISBN-13: 9781435497139, \$61.95 | <ul style="list-style-type: none"> 1 <i>Milady's Standard Professional Barbering, 5th Edition Exam Review</i>; ISBN-13: 9781435497122, \$53.95 |
|--|---|

**Items subject to change.*

STUDENT KIT – Esthetics

A standard student kit is included in the total costs fee. Please note that students are responsible for the purchase of stationary supplies.

| PRODUCTS | TOOLS | STUDENT EDUCATION MATERIALS |
|---|--|---|
| <p>1 Dermalogica Esthetician Kit 1 Kryolan Make-up Kit 1 Total Eye Care 1 Eye Repair / Powder Firm</p> <p>ACCESSORIES 1 Make-up cape</p> | <p>Milady's Esthetic Bundle Dermalogica Esthetician Kit Paul Mitchell Learning Package Kryolan Make-Up Kit Make-Up Cape Markers/Bag Gigi Mini Pro Kit Eye Brow Set Disposable Mascara Wands 1 Bag of Sponges 1 Box disposable black gloves 1 Massage Mani Pressure Points 1 Safavi T-Shirt Dollar Camp</p> | <p>1 <i>Be Nice (Or Else!)</i> Book 1 <i>Connecting to My Future</i> Book 1 State Board Review book 1 Plugged In thumb drive, Plugged In membership, and MASTERS Audio Club subscription throughout enrollment (minimum 1 year)</p> |

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

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

**Items subject to change.*

STUDENT KIT – Manicuring

A standard student kit is included in the total costs fee. Please note that students are responsible for the purchase of stationary supplies.

| TOOLS | STUDENT EDUCATION MATERIALS |
|--|--|
| 1 OPI Kit “On the Go” 1 Paul Mitchell Learning Student Package 1 Markers/ Bag 1 Dollar Camp | 1 <i>Be Nice (Or Else!)</i> Book 1 <i>Connecting to My Future</i> Book 1 State Board Review book 1 Plugged In thumb drive, Plugged In membership, and MASTERS Audio Club subscription throughout enrollment (minimum 1 year), |

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

| TEXTBOOKS | |
|---|--|
| 1 Milady's Standard Nail Technology, 6th Edition, Textbook ISBN - 13: 9781435497689, \$115.95 1 Milady's Standard Nail Technology, 6th Edition, Student Workbook ISBN-13: 9781435497641, \$61.95 | 1 Milady's Standard Nail Technology, 6th Edition, Exam Review ISBN-13: 9781435497634, \$42.95 |

**Items subject to change.*

LIBRARY EQUIPMENT AND MATERIALS USED FOR INSTRUCTIONS

- ① Flat Panel Televisions
- ② Projector with 10' drop-down screen
- ③ Full-function stereos
- ④ DVD Players
- ⑤ Educational DVDs
- ⑥ Easels with 24"x36" poster boards
- ⑦ Computers
- ⑧ Whiteboards
- ⑨ Fully equipped storage room with all types of craft and drawing media
- ⑩ Laptops
- ⑪ Power Point presentations
- ⑫ Industry related books, Cds, Dvds
- ⑬ Industry related magazines

SCHOOL LIBRARY

The library is located in the back the clinic floor which is equipped with a study area that includes tables, chairs, books, magazines, CD player, and studying supplies ex: pens, paper, and markers. The library is available for students to access with permission from a Learning Leader.

FINANCIAL AID – CONSUMER INFORMATION

In accordance with federal regulations set forth by the Higher Education Act of 1965, as amended, Paul Mitchell the Schools provides the Student Catalog as means to disseminate required student consumer and “Right-To-Know” Act information. The school’s Financial Aid Office offers assistance to students seeking financial aid for their educational costs while complying with all federal, state and institutional regulations. Anyone seeking financial aid information or assistance, or seeking consumer information at the school will be provided with access to the required financial aid forms and disclosures, the school Student Handbook and the school catalog which provides a brief description of the Financial Aid process and explains how financial aid information and assistance may be obtained.

Financial Aid Office — The Financial Aid Office’s mission is to provide optimal customer service while helping students secure financial assistance to cover as much of their educational expenses as possible. The school’s Financial Aid Representative is available in person or by telephone during normal business operating hours to help students determine an affordable way to pay for school.

Student Financing Options — Paul Mitchell the Schools offers a variety of financing options and payment terms to help students finance their education. Financing options consist of federal grants, loans and cash pay options.

Primary Financing Options

- 1 **Cash Payment** — The Cash option allows students to either pay their program costs in full prior to the start date of the program or make monthly payment until the balance is paid in full.
Documents required for full Cash paying students are: ● Enrollment Agreement and ● Disclosure Statements.
- 2 **VA Contract Billing Program-if applicable** — Students who are eligible to receive tuition assistance from the Veteran’s Administration must submit the military form to the school’s Financial Aid Office prior to the first class session in order for the school’s Financial Aid Office to bill the Veteran Affairs for the student’s program costs.
Documents required for students participating in the Employer/Agency Contract Billing Program are:
 - Enrollment Agreement
 - Disclosure Statements
 - Approved Tuition Authorization Form, Tuition Voucher or Military Form(s).

Financial Aid Programs — Financial aid consists of funding provided through federal sources to help cover educational expenses. This funding consists of Pell Grant that not have to be repaid and loans that have a variety of repayment options. Financial Aid is available for those who qualify and there are different types of Financial Aid Programs. The school Financial Aid Representative can assist students in determining if they qualify for any of the following types of Financial Aid:

- 1 **Federal Pell Grant:** The Federal Pell Grant is a need-based federal grant for undergraduate students and it does not require repayment.
- 2 **William D. Ford Direct Loan Program:** The William D. Ford Direct Loan Program offers low interest, government-funded loans that include Direct Stafford Loans (subsidized and unsubsidized), Direct Parent Loans (PLUS) and Direct Consolidation Loans. These long-term loans are available to students who are enrolled at least half- time in school.

Direct Subsidized Stafford Loan: The Direct Subsidized Stafford Loan is a need-based loan. The interest rate varies annually and is paid by the government while students are in school at least half- time and during any periods of deferment. Loan repayment begins six months after students graduate, leave school or drop below half-time enrollment status.

Direct Unsubsidized Stafford Loan: The Direct Unsubsidized Stafford Loan is a non-need-based loan available to all eligible students regardless of income. The interest rate varies annually and begins to accrue at the time of disbursement. Students are responsible for paying accrued interest but may choose to defer and capitalize interest payments. Loan repayment begins six months after students graduate, leave school or drop below half-time status.

Direct Parent Loans for Undergraduate Students (PLUS): For students who qualify as a dependent, parents may choose to use the Direct Parent Loans for Undergraduate Students to borrow up to the total cost of their child's education, minus any other aid the child may be eligible for. The loan is credit based, the interest rate varies annually and loan interest begins to accrue at the time of disbursement. Loan repayment typically begins within 60 days after the loan has been fully disbursed.

Documents required for students applying for any type of Federal Financial Aid are:

- ① Enrollment Agreement and Disclosure Statements
- ② Free Application for Federal Student Aid (FAFSA)
- ③ Federal Student Loan Entrance Counseling Confirmation Page
- ④ Direct Loan Master Promissory Note
- ⑤ Title IV Credit Balance Authorization
- ⑥ Other Documents as Required

Note: Students whose parents are applying for a PLUS loan will require additional documents such as credit approval and a PLUS Master Promissory Note. Students who are selected for verification will require additional documents upon the school's request.

Admissions Disclosure Statement (*Only for Recipients of Stafford Student Loans*) — The school is required by federal law to advise you that, except in the case of a loan made or originated by the institution, your dissatisfaction with or non-receipt of the educational services being offered by this institution, does not excuse you (the borrower) from repayment of any Stafford loan made to you (the borrower) for enrollment at this institution.

Veterans Assistance and Loans (VA) — Veterans, active duty service persons, reservists or otherwise eligible members (such as spouses and dependents) may be eligible to qualify for various VA educational assistance programs. Eligibility criteria for military educational assistance and benefits vary by state and school. Applicants must first check with the Veterans Affairs Administration Office to see if they qualify for benefits.

Students who receive VA educational benefits are still required to select one of the school's primary financing options (e.g. Financial Aid, Cash) to cover educational costs and related expenses not covered directly by the VA. All payments must be made in accordance with the school's financial policies and procedures.

Students who have questions about these benefits should contact the U.S Department of Veteran Affairs.

Financial Aid Process and Information

Applying for Financial Aid — Students who are interested in applying for Federal Financial Aid assistance are required to complete and sign a Free Application for Federal Student Aid (FAFSA) and several forms (electronic and/or hard copy) to begin the process. All documents must be submitted in a timely manner to allow the Financial Aid Office adequate time to process an application for Financial Aid. To apply for Financial Aid, the student must complete the following steps 1-4 by accessing the website <https://studentloans.gov>:

- ❶ Apply and obtain a federal student aid PIN
- ❷ Complete and submit the Free Application for Federal Student Aid (FAFSA)
- ❸ Complete a Federal Student Loan Entrance Counseling Session
- ❹ Complete and submit the Direct Loan Master Promissory Note

In addition, the student must complete and submit other required forms or documentation as requested by the school's Financial Aid Office.

Compliance Statement — The Federal Privacy Act of 1974 requires that students be notified in the event the disclosure of their social security number is mandatory. Students' social security numbers are used to verify students' identities and to process the awarding of funds, collection of funds, and tracing of individuals who have borrowed funds from Federal, State or private programs.

Student Eligibility for Financial Aid — The Free Application for Federal Student Aid will ask a series of questions that will determine a student's eligibility and dependency status. If a student is considered a dependent, the student will need to provide their parents' information as well.

Federal eligibility requirements to apply for Financial Aid include:

- 🕒 Being a U.S. citizen or eligible non-citizen such as a permanent resident, or in the United States for other than temporary purposes.
- 🕒 Having a valid social security number.
- 🕒 Having a valid form of identification.
- 🕒 Being registered for the draft with the Selective Service, for males who are at least 18 years old and born after December 31, 1959.
- 🕒 Having a high school diploma, GED or equivalent.
- 🕒 Not owing a refund on a federal grant or being in default on a federal educational loan.
- 🕒 Being enrolled or accepted for enrollment as a regular student in an eligible program.
- 🕒 Making satisfactory academic progress (refer to the school catalog for the definition of satisfactory progress).
- 🕒 Not having previously received a Bachelor's degree for Federal Supplemental Educational Opportunity Grant (FSEOG) and Federal Pell Programs.

Note: For the purposes of applying for Financial Aid, a dependent student is an undergraduate who is under the age of 24, not married, has no legal dependents, is not an orphan or ward of the court, and is not a Veteran of the U.S. Armed Forces.

Submitting the FAFSA — Once a student completes and submits a FAFSA, the information contained on the FAFSA is reviewed by the Department of Education’s Central Processing System (CPS). An estimated family contribution (EFC) will be calculated using a formula approved by Congress, which is based on the student’s (and/or spouse or parent’s) income and asset information. The student’s EFC will determine the amount of Federal Pell Grant funds the student may be eligible to receive. In certain cases, verification of information submitted may be required. If the student’s FAFSA is selected by the Department of Education’s CPS, the school will be required to complete additional steps to ensure the information the student provided on the FAFSA is correct.

Determining Financial Need — The student’s financial need is the difference between the actual cost of their education and the amount that the student (or parents) will contribute (the EFC). Financial Aid is then used to cover the gap between these contributions and the total cost of the student’s education.

Here’s how it works:

| |
|---|
| Cost of Attendance (COA) tuition, fees, books, supplies, room & board, transportation, & miscellaneous personal expenses |
| - The student’s Expected Family Contribution (EFC) |
| = The student’s financial need |

Each school and each program within the school has a different student expense budget. This will depend upon the tuition, course length, books, fees, supplies, etc. To illustrate how student budgets are determined, refer to the following sample chart provided by the California Student Aid Commission for 2013-2014 award year using an adequate standard of living for various conditions. Actual tuition, books, fees, and supplies for a program in which the student enrolls can be obtained from the school’s Financial Aid Office.

| Sample Student Expense Budget <i>Based on 6 months/26 weeks of instructional time</i> | | |
|---|--|--|
| | Student Expense Budgets <i>(With Parents)</i> | Student Expense Budgets <i>(Without Parent or Off Campus)</i> |
| Room & Board | \$3,012 | \$7,512 |
| Personal Expenses | \$2,064 | \$1,896 |
| Transportation | \$786 | \$882 |

Note: These amounts are used in the determination of a student’s need only. The need calculation estimates total living costs for an academic year. This amount does not represent the amount a student will need to pay the school or the amount of Financial Aid that can be awarded to a student.

Verifying FAFSA Information — A student applying for Financial Aid may be required to verify the information submitted on their Free Application for Federal Student Aid (FAFSA). This inquiry is known as Verification and is required by the Department of Education. If a student’s application is selected for verification, the school will require the student to submit any or several of the following items within a specified time frame in order to continue processing Financial Aid:

- ▶ Adjusted gross income (AGI) for the base year
- ▶ U.S. income taxes paid for the base year
- ▶ Number of family members in the household
- ▶ Number of family members attending postsecondary education as at least half-time students
- ▶ Any child support received
- ▶ Any food stamps received
- ▶ Other untaxed income and benefits
- ▶ High school completion status
- ▶ Identity/Statement of Educational Purpose

All of the required information must be submitted by the due date in order for the student applying for Financial Aid to be eligible for federal assistance. In cases where this is not possible, the student will be required to pay cash or set up a satisfactory payment arrangement to maintain their regular enrollment status.

Receiving an Award Notification — After careful evaluation of a student’s Financial Aid application, the student’s eligibility for Financial Aid is determined and the school issues an Award Letter detailing the student’s estimated Cost of Attendance, the Financial Aid awards by fund type, the estimated disbursement dates and estimated disbursement amounts of aid. The school’s Financial Aid Representative will discuss the contents of the Award Letter with the student and the student will acknowledge receipt of the Award Letter.

Maintaining Regular Enrollment Status and Satisfactory Academic Progress — After the student’s eligibility is determined, the amount of Financial Aid and the receipt of funds are contingent upon the student’s (a) enrollment status and (b) ability to meeting satisfactory academic progress:

A. Maintaining Enrollment Status

- To receive benefit of a grant, a student must be enrolled as a full time student, as defined by the school for financial aid purposes.
- To receive Federal Direct Loan funds, a student must be enrolled in at least half-time, as defined by the school for financial aid purposes.
- The amount of certain federal grants and loans may be adjusted or prorated, depending on the student’s enrollment status. The school must administer federal aid in accordance with federal regulations.
- A student’s financial aid award may be adjusted up through the last day of attendance for tuition adjustment due to enrollment changes.
- A student who registers for classes but does not attend at least one class session is not eligible to receive federal, state, or institutional funds.

B. Meeting Satisfactory Academic Progress

- A student receiving Financial Aid must maintain certain standards of academic progress toward graduation, and the school is required to have and enforce a policy to check academic progress throughout the course of the student’s program of study. Therefore, an eligible student applying for Financial Aid must maintain the school’s standards of academic progress in order to be eligible to receive Financial Aid funds.

Disbursing Financial Aid Funds — Financial Aid is disbursed in increments throughout the student’s payment periods or period of enrollment. A payment period is the length of time the student takes to earn a specific number of hours of attendance in school. Upon a student meeting eligibility, a student’s Financial Aid funds are disbursed at the beginning of each payment period. The following is an example of how funds are scheduled to disburse for an eligible student in a 1600-hour program:

| Academic Grade Level Year 1 (900 Hours) | | Academic Grade Level Year 2 (700 Hours) | |
|---|------------------|---|------------------|
| Payment Period 1 | Payment Period 2 | Payment Period 3 | Payment Period 4 |
| 450 hours | 450 hours | 350 hours | 350 hours |

Receiving a Disbursement Notification — The school must notify a student (or parent) of when Financial Aid funds are disbursed and credited to the student’s account by issuing a Dear Borrower Letter and student ledger card. The student (or parent) will be notified upon funds are being credited to the student account.

Note: The Ledger Card indicates the net disbursement amount received by the school. The actual loan disbursements received may differ slightly from the amount expected to be receive due to loan fees and rounding differences.

Changing Enrollment Status after Receipt of Financial Aid — A student’s decision to drop or change a program of study is based on academic and personal considerations and should be made in consultation with the School Director and the Financial Aid Office. Changing program schedules, dropping coursework, withdrawing from school has implications for student eligibility of Financial Aid funds and may result in a balance owed to the school.

Returning Title IV Funds (R2T4) — A student earns their Financial Aid (Title IV) funds on a prorated basis over the first 60% of the scheduled hours for each payment period. After attending 60% of scheduled hours of the payment period, the student is eligible to retain 100% of the Title IV funds scheduled for that payment period.

As a result, the school is required to return Financial Aid (Title IV) funds, if a student receiving Financial Aid withdraws during the first 60 percent of the scheduled hours for that payment period. The refund calculation and process is governed by federal regulation, and the school is required (a) to determine the portion of aid earned by the student up until the date of withdrawal and (b) to refund or repay the amount of unearned aid.

Note: For the purposes of the Title IV refund policy, the student’s official withdrawal is the date the student initiated the withdrawal process or notified the school of their intention to withdraw. In the event of an unofficial withdrawal, the school determines the student’s last date of attendance that is documented in the school’s records and uses that date as the withdrawal date. The U.S. Federal Government determines the amount of Title IV funds a student has earned, as of the withdrawal date.

If a student withdraws, the school is required to calculate and return all unearned financial aid for that payment period and is subject to the Return of Title IV policy. As a result, the school must (a) Complete the refund calculation in a timely manner, (b) Adjust the awards, (c) Refund/repay the unearned aid, and (d) Notify the student in writing of the refund calculation results. If a refund of Title IV funds is required, funds are returned to the appropriate Federal Aid Program(s) in the following order:

- ① Federal Unsubsidized Direct Loan Program
- ② Federal Subsidized Direct Loan Program
- ③ Federal Direct PLUS Program
- ④ Federal Pell Grant Program
- ⑤ Federal SEOG Program
- ⑥ Other Title IV Programs
- ⑦ Other federal, state, private and institutional programs
- ⑧ Student

Institutional Refund Calculation — If a student withdraws prior to the completion of their program of study the school is required to perform an institutional refund calculation to determine whether the student is eligible for a refund of monies paid based on a pro-rata calculation formula up to sixty percent (60%) of the scheduled hours completed within their period of enrollment. Should the number of scheduled hours completed during student’s enrollment exceed sixty percent (60%) of the total hours in their period of enrollment, the institution shall have earned and retained 100 percent of the institutional charges assessed to the student. If a student withdraws from their program of study after the enrollment cancellation period, the student is entitled to a refund per the pro rata calculation mentioned above less a registration fee not to exceed \$100.00, within forty-five (45) days of the student withdrawal or termination from the program.

Reapplying for Financial Aid — As eligibility for Financial Aid is evaluated at the beginning of each academic year, a student must submit a new financial aid application for each academic year of their enrollment. If the student does not complete their term or payment period by June 30 of each award year, financial assistance may change and the student will need to reapply for Financial Aid by submitting a new financial aid application.

Seeking Additional Information — Students (and/or parents) who wish to seek additional information about Financial Aid and the Financial Aid process can refer to:

- ▶ The school’s Financial Aid page located on the school home page via the intranet
- ▶ The Department of Education’s guide to Funding Your Education, which can be downloaded from the websites www.studentloans.gov or www.fafsa.ed.gov
- ▶ The School’s Enrollment Agreement
- ▶ The School’s Catalog
- ▶ The Federal Student Aid Information Center: 1-800-4-FED-AID (1-800-433-3243)
- ▶ The Department of Education websites: www.studentaid.ed.gov, <https://studentloans.gov> or www.fafsa.ed.gov
- ▶ The FA Representative listed on the Staff List for the specific campus.

FEDERAL RETURN OF TITLE IV FUNDS POLICY

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

- ① Students who receive loans are responsible for repaying the loan amount, plus any interest, less the amount of any refunds, and if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid for federal student financial aid program funds.
- ② For students who have received Title IV financial assistance, the Federal Return of Title IV Funds calculation will be completed first and applicable funds returned. Returned funds will be reduced from the payments received on behalf of the student before applying the institutional refund policy to determine whether the student is owed a refund or if a balance is owed to the institution.
- ③ If a student has received less aid than that student earned, he/she may be eligible for a post-withdrawal disbursement. If a student is eligible for this disbursement, the school will notify the student in writing of the amount he/she is eligible. The student will have 14 days to accept or decline the disbursement. If an acceptance is not received within this time frame, the institution will not make the post-withdrawal disbursement to the student.
- ④ The Federal Return of Title IV Funds formula dictates the amount of federal Title IV aid that must be returned to the federal government or the lending institution by the school and/or the student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws on or before the 60% point in time in the payment period.
- ⑤ The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of Stafford Loans, Pell Grants, or Plus loans and withdraws on or before completing 60% of the payment period. The percentage of Title IV aid earned is equal to the percentage of the payment period that was completed as of the withdrawal date if this occurs on or before the 60% point of time. The percentage that has not been earned is calculated by determining the complement of the percentage earned (e.g., if 40% was earned, 60% was unearned).
- ⑥ The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was or could have been disbursed as of the withdrawal date. The percentage of the payment period scheduled to complete is calculated by dividing the total number of clock hours scheduled to complete by the payment period as of the last date of attendance.
- ⑦ If a student unofficially withdraws and has received federal loans, the loans will go into repayment.
- ⑧ If a student has received Federal Student Financial Aid Funds, the student is entitled to a refund of moneys not paid from Federal Student Financial Aid Program Funds.

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

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

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

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

| Treatment of Title IV Funds When a Student Withdraws From a Clock-Hour Program | | |
|--|---|--|
| Student's Name: | <input type="text" value="John Doe"/> | Social Security #: |
| | | <input type="text" value="123-45-6789"/> |
| | Date of school's determination that student withdrew: | <input type="text" value="1/6/11"/> |

Period used for calculation (check one): 1st Payment Period Period of Enrollment

Monetary amounts should be in dollars and cents (rounded to the nearest penny).
When calculating percentages, round to three decimal places. (for example, .4486 = .449 = 44.9%)

STEP 1: Students Title IV Aid Information

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

STEP 2: Percentage of Title IV Aid Earned

Last Day Attended:

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

$$\frac{\text{Hours scheduled to complete}}{\text{Total hour in period}} = \frac{271.00}{450.00} = 60.2\%$$

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

H.

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

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

$$\text{Box H} \times \text{Box G} = \text{Box I}$$

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

STEP 4: Title IV Aid to be Disbursed or Returned

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

J. Post-withdrawal disbursement

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

$$\text{Box I} - \text{Box E} = \text{Box J}$$

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

K. Title IV aid to be returned

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

$$\text{Box E} - \text{Box I} = \text{Box K}$$

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

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 | |
| | Other | |
| Total Institutional Charges (Add all the charges together) | | L. 4,500.00 |

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

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

STEP 6: Return of Funds by the School

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

| Title IV Programs | Amount for School to Return |
|---|-----------------------------|
| 1. Unsubsidized FDLP / FFELP | 0.00 |
| 2. Subsidized FDLP / FFELP | 0.00 |
| 3. Perkins Loan | 0.00 |
| 4. PLUS FDLP / FFELP (Grad Student) | 0.00 |
| 5. PLUS FDLP / FFELP (Parent) | 0.00 |
| Total loans the school must return = | P. 0.00 |
| 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:

| 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 “STUDENT’S RIGHT TO CANCEL”

- ① Any monies due the student shall be refunded within 30 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
 - a. A student is not accepted by the school. This student shall be entitled to a refund of all monies paid to the school except a non-refundable application fee.
 - b. A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/her contract and demands his/her money back in writing, until the first day of class session or the seventh (7) calendar day of signing the enrollment contract, whichever is later. In this case all monies collected by the school shall be refunded except a non-refundable application fee. This policy applies regardless of whether or not the student has actually started training.
 - c. A student who cancels his/her contract after the seventh (7) calendar day of signing the contract but prior to entering classes is entitled to a refund of all monies paid to the school less an 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 at the following address: **S.I.C.E Paul Mitchell Partner School, 3100 McHenry Avenue Modesto, CA 95350**, or by the date said information is delivered to the school administrator/owner in person. Written cancellations need not take any particular form.
 - g. Monies paid for student kits are nonrefundable.
- ② You have the right to cancel your enrollment contract and obtain a refund of charges paid through attendance at the first class session, or the seventh (7) calendar day after enrollment, whichever is later. **YOU MUST CANCEL IN WRITING.** Students do not have the right to cancel by telephoning the school or by not coming to class.
- ③ Any monies due a student who unofficially withdraws from the institution shall be refunded within 45 days of a determination by the institution that the student has withdrawn without notifying the institution. Unofficial withdrawals are monitored every 30 days and a determination is made to withdraw a student who has been absent from school for 14 or more consecutive calendar days; the withdrawal date that will be used in this calculation is the student’s actual last date of attendance.
- ④ When situations of mitigating circumstances are in evidence, such as serious illness, a disabling accident, or death in the immediate family, the school may make a settlement that is reasonable and fair to both parties.
- ⑤ All extra costs, such as books, equipment, graduation fees, application fee, rentals, and other such charges, are not considered in the tuition adjustment computation if the charges are itemized separately in the enrollment contract.
- ⑥ Monies paid for supplies and equipment are nonrefundable after seven (7) calendar days of signing the enrollment contract, but prior to entering classes, whichever is later.
- ⑦ If a course and/or program is cancelled subsequent to a student’s enrollment, and before instruction in the course and/or program has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ⑧ If a course and/or program is cancelled and ceases to offer instruction after the student has enrolled and instruction has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ⑨ For students who terminate prior to completion, an administration fee in the amount of \$100.00 will be assessed.

- ⑩ A student's account may be sent to collections for nonpayment.
- ⑪ If the school closes permanently and no longer offers instruction after a student has enrolled, the school will provide a pro rata refund of tuition to the student.
- ⑫ A student is entitled to a refund of moneys not paid from federal student financial aid program funds.

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

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

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

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

Step 2: Subtract Registration/Application fee not to exceed \$250.00.

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

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

| Tuition amount | 10% | 25% | 50% | 60% | 61%-100% |
|----------------|------------|------------|------------|-----------|-------------|
| \$15,240.00 | \$1,524.00 | \$3,810.00 | \$7,620.00 | \$9,14.00 | \$15,240.00 |

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

| Tuition amount | 10% | 25% | 50% | 60% | 61%-100% |
|----------------|------------|------------|------------|------------|-------------|
| \$10,295.00 | \$1,029.50 | \$2,059.00 | \$5,147.50 | \$6,177.00 | \$10,295.00 |

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

| Tuition amount | 10% | 25% | 50% | 60% | 61%-100% |
|----------------|----------|----------|------------|------------|------------|
| \$3,810.00 | \$381.00 | \$952.50 | \$1,905.00 | \$2,286.00 | \$3,810.00 |

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

| Tuition amount | 10% | 25% | 50% | 60% | 61%-100% |
|----------------|----------|----------|------------|------------|------------|
| \$3,810.00 | \$381.00 | \$952.50 | \$1,905.00 | \$2,286.00 | \$3,810.00 |

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

| Tuition amount | 10% | 25% | 50% | 60% | 61%-100% |
|----------------|----------|------------|------------|------------|------------|
| \$8,121.00 | \$812.10 | \$2,030.25 | \$4,060.50 | \$4,872.60 | \$8,121.00 |

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

| Tuition amount | 10% | 25% | 50% | 60% | 61%-100% |
|----------------|----------|----------|------------|------------|------------|
| \$3,820.00 | \$382.00 | \$955.00 | \$1,910.00 | \$2,292.00 | \$3,820.00 |

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

You have the right to withdraw from a course of instruction at any time. If you withdraw from the course of instruction after the period allowed for cancellation of the agreement, which is until the first day of class session, or the seventh (7) calendar day after enrollment, whichever is later, the school will remit a refund less a registration/application fee, if applicable, within 30 days following your withdrawal. You are obligated to pay only for educational services rendered. IF THE AMOUNT YOU HAVE PAID IS MORE THAN THE AMOUNT YOU OWE FOR THE TIME YOU ATTENDED, THEN A REFUND WILL BE MADE WITHIN 30 DAYS OF WITHDRAWAL. IF THE AMOUNT YOU OWE IS MORE THAN THE AMOUNT YOU HAVE ALREADY PAID, THEN YOU WILL HAVE TO MAKE ARRANGEMENTS TO PAY IT.

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

STUDENT FINANCIAL AID RELEASE

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

POLICY FOR VERIFICATION OF TITLE IV FUNDING

The school has policies and procedures that it follows for verification of Title IV funding. Verification is a requirement by the U.S. Department of Education. Students are randomly selected to provide additional information. The school provides students with a verification form so they can collect the necessary information. The school gives the student a 30-day deadline to return the form to the financial office with verification items attached. If verification documents are not submitted by the due date, the student will be placed on a 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.

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)).

MAKE UP WORK

Students must complete all required assignments and tests. To accommodate students, make up test days and worksheet periods are scheduled. Students must complete make up work at this scheduled make up time. The theory test learning leader is to set these dates and announce them to the future professionals weekly.

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 plan to address the specific needs of those students who fail to meet the academic requirements at specific SAP evaluation points.

QUANTITATIVE AND QUALITATIVE FACTORS

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

- ① A minimum cumulative theory grade level of 70% or higher.
- ② A minimum cumulative academic level of 70% or higher on practical worksheet completion.*
- ③ To determine whether a student meets the academic requirements for Satisfactory progress, theory and practical grades are averaged together to give a cumulative academic grade of 70% or higher.
- ④ A minimum cumulative attendance of 80% of their scheduled hours**

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

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

A student who has not achieved the minimum cumulative GPA of 70% and/or who has not successfully completed at least a cumulative rate of attendance of 80% is not eligible for Title IV assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that has resulted in status of probation.

COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME

Full-time day students attend five (5) days (Tuesday through Saturday), 35 hours per week, from 9:00 AM to 4:30 PM. Part-time night school students attend four (5) days (Monday through Friday), 25 hours per week, from 5:00 PM to 10:00 PM. Information regarding other course schedules is available upon inquiry.

The state of California requires 1600 clock hours for the cosmetology course. Students are expected to complete the course in no more than 125% of the program length. If a student is never absent, he/she should complete the course within 45.71 weeks for a full-time student and 64 weeks for a part-time student.

The state of California requires 1500 clock hours for the barbering course. Students are expected to complete the course in no more than 125% of the program length. If a student is never absent, he/she should complete the course within 42.86 weeks for a full-time student and 75 weeks for a part-time student.

The state of California requires 400 clock hours for the cosmetology to barber crossover course. Students are expected to complete the course in no more than 125% of the program length. If a student is never absent, he/she should complete the course within 11.43 weeks for a full-time.

The state of California requires 400 clock hours for the barber to cosmetology course. Students are expected to complete the course in no more than 125% of the program length. If a student is never absent, he/she should complete the course within 11.43 weeks for a full-time.

The state of California requires 600 hours for the esthetics course. Students are expected to complete the course in no more than 125% of the program length. If a student is never absent, he/she should complete the course within 17.14 weeks for a full-time student and 24 weeks for a part-time student.

The state of California requires 400 hours for the manicuring course; however the school is approved for 600 hours. Students are expected to complete the course in no more than 125% of the program length. If a student is never absent, he/she should complete the course within 17.14 weeks for a full-time student and 30 weeks for a part-time student.

MAXIMUM TIME FRAME

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

| COURSE | LENGTH | MAXIMUM TIME FRAME | MAXIMUM % |
|------------------------|---------------|---------------------------|------------------|
| Cosmetology- Full Time | 45.71 Weeks | 57.14 Weeks | 125% |
| Cosmetology- Part Time | 64 Weeks | 80 Weeks | 125% |
| Barbering - Full Time | 42.86 Weeks | 53.58 Weeks | 125% |
| Barbering - Part Time | 75 Weeks | 93.75 Weeks | 125% |
| Crossover -Full Time | 11.43 Weeks | 14.29 Weeks | |
| Esthetics- Full Time | 17.14 Weeks | 21.43 Weeks | 125% |
| Esthetics- Part Time | 24 Weeks | 30 Weeks | 125% |
| Manicuring- Full Time | 17.14 Weeks | 21.43 Weeks | 125% |
| Manicuring- Part Time | 30 Weeks | 37.5 Weeks | 125% |

LEAVE OF ABSENCE, INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS

The school does not have a leave of absence policy. If the student needs to take off more time than allotted in the contract or more than 14 consecutive calendar days, he/she must drop and reenroll when ready to return. 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. Course incompletes, repetitions, and noncredit remedial courses have no effect upon the school's satisfactory progress standards.

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*; esthetics and manicuring students when they receive 300 *actual hours*. At least one evaluation will occur prior to the midpoint of the academic year.

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 student may request to review their financial aid file from the Financial Aid Leader or Director.

The following grading scale is used for theory progress:

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

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

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.

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.

PROBATION AND REESTABLISHMENT OF SATISFACTORY PROGRESS

Students failing to meet minimum requirements will be notified in writing and placed on Financial Aid Warning for the next evaluation period. They will be counseled regarding actions required to attain satisfactory requirements by the next evaluation point. During the Financial Aid Warning period, students are eligible, if applicable, to receive financial aid funds.

If, at the end of the Financial Aid Warning period, the student still has not met both the attendance and academic progress requirements, he/she will be ineligible for Title IV assistance.

A student may appeal the Financial Aid ineligible decision, at the beginning of the probationary period, if he/she has a reason for not making satisfactory progress and if he/she can document that the circumstances that caused the unsatisfactory progress determination have in some way changed and that satisfactory academic progress standard can be met by the end of the next evaluation period.

The basis for filing an appeal, such as death of a relative, injury or illness of the student, or other special circumstances, must be documented. The student may obtain an Appeal Form from the Financial Aid office, once the Appeal Form has been completed by the student it must be returned to the Financial aid office. ***Please see the Appeal Procedures below.*** If the school grants the appeal, it may impose conditions for the student's continued eligibility to receive Title IV, such as changing schedules. If such an appeal is granted the student will be placed on Financial Aid Probation for one evaluation period. If at the end of the Financial Aid Probation period the student has not met both academic and attendance requirements all federal aid will be suspended. Students may reestablish satisfactory progress by meeting minimum attendance and academic requirements at the next evaluation period, if those requirements can be met.

If the student has not met academic and attendance requirements for two (2) consecutive evaluation periods, 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 DOE requirements the terminology financial aid warning or financial aid probation will be used for both Title IV and non-Title IV students.

APPEAL PROCEDURE

If a student is determined as not making satisfactory progress or is terminated for not making satisfactory progress, the student may appeal the negative determination. The student must submit a written appeal to the school administration within five (5) business days of not making satisfactory progress or termination. The student must include any supporting documentation of reasons why the determination should be reversed. If the students fail to appeal this decision, the decision will stand. 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, and threats and/or bullying, such termination is final and may not be appealed.

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

Should a student prevail on his or her appeal and be determined as making satisfactory progress, the student will be automatically re-entered in the course, and financial aid funds will be reinstated to eligible students.

The result of the students appeal will be documented on our Appeal Process Results Form and will be signed by the Student, Director, Learning Leader Advisor, and Financial Aid Leader. *Appeal documentation will remain in the student's permanent file.*

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 45 days from the date of the request. Copies of all records can be requested at \$0.20 per page.

General Release of Information

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

- 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.

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.

S.I.C.E Paul Mitchell Partner School 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

S.I.C.E Paul Mitchell Partner School does not publish "directory information" on any student.

Record Maintenance

All requests for releases of information are maintained in the student's file as long as the educational records themselves are kept. Student records are maintained for a minimum of five (5) years for withdrawal students; transcripts of graduates are kept indefinitely. *The student may contact the schools Financial Aid Leader or Director for copies of their educational and financial records.*

Amendment to Student Records

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

PERFORMANCE STATISTICS/JOB OUTLOOK

S.I.C.E Paul Mitchell Partner School performance statistics for the calendar year 2012:

| Graduation | Placement | Licensure |
|-------------------|------------------|------------------|
| 66.44% | 63.02% | 85.89% |

(Combined Cosmetology and Esthetics)

BPPE **S.I.C.E Paul Mitchell Partner School** Cosmetology performance statistics for the calendar year 2012:

| Completion (100%) | Licensure | Placement |
|--------------------------|------------------|------------------|
| 59.66% | 83.91% | 62.86% |

BPPE **S.I.C.E Paul Mitchell Partner School** Esthetics performance statistics for the calendar year 2012:

| Completion (100%) | Licensure | Placement |
|--------------------------|------------------|------------------|
| 92.16% | 100% | 87.23% |

BPPE **S.I.C.E Paul Mitchell Partner School** Manicuring performance statistics for the calendar year 2012:

| Completion (100%) | Licensure | Placement |
|--------------------------|------------------|------------------|
| 100% | 83.33% | 100% |

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

The 2007 Job Demand Survey results indicated that salons in California plan to hire 45,967 new employees in the next twelve months. The average annual salary for a salon professional in California is \$44,134. This amount does not include tips and gratuities. Nationally, the average salon professional's salary is \$35,973.

Most importantly, 69 percent of California salon owners who attempted to hire new employees in 2006 said they were unable to find properly-trained applicants. This means that jobs should be immediately available for properly-trained salon professionals.

As of January 2007, there were 325,021 professionals employed at California's 48,131 salons. 40 percent of salons in the state are employer-owned, and 29 percent are booth-rental salons. The other 31 percent are a combination of the two.

49 percent of California salons are classified by their owners as full-service salons; 20 percent are listed as haircutting salons. Barbershops make up 13 percent of the total. Nationally, 58 percent of salons are listed as full-service, meaning that California has a higher percentage of specialized establishments.

PROGRAM INTEGRITY

S.I.C.E Paul Mitchell Partner School is accredited by NACCAS and uses its calculation for student placement based on each program offered. For the most recent annual reporting period, the school shows the following data for the *cosmetology program*:

| Placement rate | On-Time Graduation Rates | Median Loan Debt |
|----------------|--------------------------|---|
| 65% | 68% | 2010–2011 Title IV: \$0, Private: \$0, Institutional: \$0 |

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

| Placement rate | On-Time Graduation Rates | Median Loan Debt |
|----------------|--------------------------|------------------|
| N/A | N/A | N/A |

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

| Placement rate | On-Time Graduation Rates | Median Loan Debt |
|----------------|--------------------------|---|
| 69% | 83% | 2010–2011 Title IV: \$0, Private: \$0, Institutional: \$0 |

For the most recent annual reporting period, the school shows the following data for the *manicuring program*:

| Placement rate | On-Time Graduation Rates | Median Loan Debt |
|----------------|--------------------------|------------------|
| N/A | N/A | N/A |

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: safavi.paulmitchell.edu/programs.

POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

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

① **Accommodation Procedures for Students with Disabilities**

Non-Discrimination Policy — It is the policy of **S.I.C.E Paul Mitchell Partner 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. **S.I.C.E Paul Mitchell Partner 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. **S.I.C.E Paul Mitchell Partner 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 S.I.C.E Paul Mitchell Partner School to permit students with disabilities to use service dogs on each campus.

The person responsible for implementing these responsibilities at **S.I.C.E Paul Mitchell Partner School** Campus is: Tanya Conley; ADA Compliance Coordinator; 3100 McHenry Avenue, Modesto, CA 95350; (209) 577-0644; admissions@paulmitchellmedesto.com.

When a student informs a School staff member that the student is disabled, or needs accommodations or assistance due to disability, the staff member will refer the Student to The School's ADA Compliance Coordinator.

Procedures for Students and The School

Documentation of disability by students — Students with disabilities who wish to request reasonable accommodations (including academic adjustments, auxiliary aids, or modifications) must contact the ADA Compliance Coordinator named above for their campus. Students must provide documentation of disability from an appropriate professional, which depends on the nature of the disability. For example, a student with a psychological disability should provide documentation from a psychologist, psychiatrist or social worker.

This documentation may be the student's existing medical records, or reports created by the student's medical provider or an appropriate professional who conducts an assessment of the student. It may be documentation from the student's past educational records such as reports from teachers or school psychologists, or records that show the student's educational history, disability assessment, and the accommodations the student previously received. It may be records from the state department of rehabilitation or the U.S. Department of Veterans Affairs. Documentation should be current and relevant, but that does not mean that a recent report or record is needed in all cases. Some disabilities are stable lifelong conditions and historic documentation will be sufficient. Some disabilities are readily apparent and observable and thus little or no documentation will be needed.

The documentation of disability is kept at all times in a locked, private file at The School. To protect privacy, direct access to this documentation is by written consent only. The ADA Compliance Coordinator will determine what information needs to be shared with S.I.C.E Paul Mitchell Partner 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 Rey Vasquez-Solis; Director; 3100 McHenry Avenue, Medesto, CA 95350; (209) 577-0644; reyv@paulmitchellmedesto.com. 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

S.I.C.E Paul Mitchell Partner 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 Rey Vasquez-Solis; Director; 3100 McHenry Avenue, Medesto, CA 95350; (209) 577-0644; reyv@paulmitchellmedesto.com.

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 Rey Vasquez-Solis; Director; 3100 McHenry Avenue, Medesto, CA 95350; (209) 577-0644; reyv@paulmitchellmedesto.com. The appeal must state the specific reasons that the student disagrees with the decision. Appeals must be filed no later than thirty days after the student receives the written decision from the Director.

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

U.S. Department of Education

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

The OCR National Headquarters is located at:

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

Telephone: (800) 421-3481

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

Email: OCR@ed.gov

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

STUDENT CONSUMER INFORMATION

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

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

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

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

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

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

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

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

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

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

SEXUAL HARASSMENT POLICY

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

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

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

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

Sexual harassment may include but is not limited to:

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

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

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

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

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

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

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

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

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

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

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

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

SOCIAL NETWORKING POLICY

S.I.C.E Paul Mitchell Partner School respect the rights of students to use social media during their personal time. Social media includes all forms of publicly accessible communications, which include but are not limited to written and verbal communications (including podcast and video uploads) and all forms of electronic communication including discussion groups, forums, news groups, e-mail distribution, blog postings, and/or social networking sites (such as Facebook, MySpace, Twitter, YouTube, Friendster, etc.). Students are personally responsible for the content they publish on social networking sites. Students are expected to treat each other with fairness and respect, consistent with the Paul Mitchell Schools culture. Safavi Institute do not permit ethnic slurs, personal insults, obscenity, intimidation, cyber-bullying, or engaging in conduct that would be unbecoming of a Safavi Institute Future Professional and misrepresent the Safavi Institute culture. Safavi Institute reserves the right to request the removal of any posts at their discretion and to take necessary disciplinary action as appropriate.

COPYRIGHT MATERIAL POLICY

All material in this program is, unless otherwise stated, the property of S.I.C.E Paul Mitchell Partner School. Reproduction or retransmission of the materials, in whole or in part, in any manner, without the prior written consent of the copyright holder, is a violation of copyright law.

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

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

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

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

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

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

STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

The following are a list of guidelines that all students must commit to and follow during their enrollment at S.I.C.E Paul Mitchell Partner School the guidelines were established to assist in creating a safe, focused and enjoyable learning experience.

Attendance and Documentation of Time

- ❶ **S.I.C.E Paul Mitchell Partner School** records attendance in clock hours and gives appropriate attendance credit for all hours attended or does not add or deduct attendance hours as a penalty. Attendance is calculated using a computerized time clock and it rounds hours to the nearest quarter hour.
- ❷ **S.I.C.E Paul Mitchell Partner School** is open from 9:00 a.m. to 4:30 p.m. for day students and 5:00 to 10:00 p.m. for night students. All courses require continuous attendance.
- ❸ Students cannot miss more than three days while in Core as this is a vital time to learn the fundamentals.
- ❹ The prescribed attendance schedule must be maintained each week. Alternate schedules are available to those students that qualify. Full-time students may not miss Saturdays and Part-time student may not miss Mondays or Fridays these days are mandatory and students will receive a write up, unless student has mitigating circumstances.
- ❺ 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. However, they may “clock in” and will be assigned special projects or assignments pertaining to their course study. Students who are late for a specialty cutting, coloring, perming, or special class may attend the class, but must be accompanied into the classroom by a Learning Leader. Students are never excused from mandatory theory class to work in the clinic floor.
- ❻ During the enrollment contract period, Applicant must maintain a 90% attendance average each month in order to complete the program within the Scheduled program length. The Applicant is allowed to miss 10% of his or her scheduled hours before having to pay extra instructional charges. The Applicant may use the allowed 10% of his/her scheduled hours for vacation, doctor appointments, illness, etc. If the Applicant must attend additional Program hours beyond his/her maximum Scheduled Program length due to attendance problems or to complete academic graduation requirements, the applicant will be charged an additional \$13.00 for each hour scheduled to complete after the Scheduled Program length is reached.

Scheduled Program Length is defined as:

| | |
|---|--|
| <p><i>Cosmetology:</i> Hours in program = 1600 hours 10% absent hours = 160 hours Scheduled Program Length = 1760 hours</p> | <p><i>Esthetics:</i> Hours in program = 600 hours 10% absent hours = 60 hours Scheduled Program Length = 660 hours</p> |
| <p><i>Manicuring:</i> Hours in program = 600 hours 10% absent hours = 60 hours Scheduled Program Length = 660 hours</p> | <p><i>Barbering:</i> Hours in program = 1500 hours 10% absent hours = 150 hours Scheduled Program Length = 1650 hours</p> |
| <p><i>Cosmetology to Barbering Crossover:</i> Hours in program = 400 hours 10% absent hours = 40 hours Scheduled Program Length = 440 hours</p> | <p><i>Barber to Cosmetology Crossover:</i> Hours in program = 400 hours 10% absent hours = 40 hours Scheduled Program Length = 440 hours</p> |

Please note that if a student misses more than 14 consecutive calendar days, the student will be terminated from the program.

- 7 If a student anticipates that they will be tardy or that they cannot attend School, they must contact the School and talk to the School receptionist immediately. Day students must call in by 9:00 a.m. Night students must call in by 1:30 p.m.
- 8 Students must request time off from School from the Operations Leader.
- 9 Students are required to be in attendance a minimum of: 7 hours per day, 35 hours per week for the full-time schedule; 5 hours per day, 25 hours per week for part-time students. Holidays, such as Memorial Day, Labor Day, Thanksgiving, Christmas and New Year's Day, will be set according to the calendar each year.
- 10 Lunches and breaks are scheduled for all students. Day students will take a 30-minute lunch between 12:00 noon and 1:30 p.m., if possible, according to their booking. Students should communicate with their Learning Leader if they have not had lunch by 2:00 p.m. Night students take a 30-minute break.

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

| Student Schedule | Breaks | Lunch |
|-------------------|--|---------|
| 8 or 7 1/2 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 |
| 5 hr/day | 10 min at mid-point of schedule | n/a |
| 4 hr/day | 10 min at mid-point of schedule | n/a |

11 Documentation of Time

Students may not leave the School premises during regular hours without the permission of a Learning Leader. Students who will be leaving the School premises for more than 10 minutes or leaving early must document their time by:

- a. Clocking out on the time clock.
- b. Signing the sign-out sheet.
- c. Having a Learning Leader book them out.

- 12 If it is less than 10 minutes, the student must sign out on the sign-out sheet.
- 13 Day students must check out for lunch for 30 minutes every day.
- 14 Students will not receive credit for the hour if he/she fails to clock in/out.
- 15 Students may not clock in or out for another student.
- 16 Students must keep a record of all services each day on the service tracking sheet. The "service tracking 1 sheet" must be completed daily and turned in every month.
- 17 Because of the potentially serious financial implications for the student of exceeding the limits on allowable hours, no student may continue to attend the School after reaching their maximum hours without written permission of the Financial Aid Leader.

Professional Image

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

- ① Core and Phase One future professionals must wear all black.
- ② Barber students can wear black and yellow.
- ③ Phase Two future professionals must wear black or white, in any combination.
- ④ Esthetic future professionals must wear all black.
- ⑤ A minimal print in clothing is acceptable only if it is in black and white print.
- ⑥ Clothing must be professional, clean, and free of stains and tears.
- ⑦ Shoes should be black, cover the toes, professional and comfortable for all future professionals. Esthetic students must wear closed-toed shoes that are low heel.
- ⑧ Hair must be clean and styled prior to arriving at School.
- ⑨ Esthetic students must have hair pulled back while on the clinic floor.
- ⑩ Cosmetics must be applied using trend appropriate make-up techniques and applied prior to arriving at School.
- ⑪ The following is a list of unacceptable dress:
 - Tennis shoes, gym shoes, foot thongs or beach sandals.
 - “Spike” heels over 1” in height, slick non rubber soles.
 - Jeans or clothing made of jean material.
 - Tank or sleeveless tops.
 - Sweatpants and shirts.
 - Printed t-shirts other than those with a PAUL MITCHELL logo.
 - A t-shirt must be clean and professional.
 - Short skirts that fall above fingertips.
 - Shorts, spandex or biking shorts.
 - Exposed cleavage, buttocks, waist, armpits or undergarments.
- ⑫ Students who fail to comply with this professional dress code will be asked to leave and return with appropriate attire.

Sanitation and Personal Services

- ① Students must keep workstations and classroom areas clean, sanitary and clutter free at all times.
- ② Students must clean their station, including the floor, after each service.
- ③ Hair must be swept up immediately after a service is completed, before blow-drying.
- ④ Workstations must be cleaned at the end of the day prior to receiving a time card to clock out for the day.
- ⑤ There will be one scheduled service day per week for qualifying Future Professional. Listed below are the following rules:
 - i. Notify a Learning Leader/Get consultation
 - ii. Pay for service
 - iii. Personal services are considered rewards and scheduled for students who are up to date with all projects, tests and worksheets. School assignments and successful learning are the priority. If student is on back on track they may not participate.

Communication Guidelines and Professional Conduct

- ① Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, student lounge or work floor area.
- ② Only emergency calls are permitted on the business phone. Students may use the student phones for a limited time. (Calls should be kept to 3 minutes.)
- ③ Cell phones are only permitted in the student lounge or outside only on designated lunches and breaks.
- ④ Students may not visit with another student who is servicing a client.
- ⑤ Students may not gather around the reception desk, the reception area, or the offices.
- ⑥ Food and drinks are allowed only in the lunchroom. Only water bottles are permitted in classrooms.
- ⑦ Smoking is only allowed in designated areas outside away from the school premises.
- ⑧ Stealing or taking School or another's personal property is unacceptable.

Learning Participation Guidelines

- ① Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable.
- ② Students will be expected to maintain an average of 70% on all theory tests and assignments.
- ③ Students must take all appointments assigned to them. This includes last minute walk-ins.
- ④ Students may not be released from required theory class to take a client.
- ⑤ Only 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 Students are expected to be continuously working on School related projects, assignments, reading or test preparation during School hours.
- ⑧ Students will receive clock hours during the times they fully participate in their learning experience.
- ⑨ When students are not scheduled with service appointments or are not scheduled to attend theory or a specialty class the following may be focused on:
 - a. Completion of monthly worksheets.
 - b. Completion theory review worksheets.
 - c. Performing a service on another student.
 - d. Listening or reading School resource center materials to include educational videos, audiotapes and books.
- ⑩ Students must comply with School personnel's and Learning Leader's assignments and requests as required by the curriculum and student guidelines and rules.
- ⑪ Students may not perform hair services outside of the School unless authorized to do so by School Administration.
- ⑫ Students are responsible for their own equipment and may use a station drawer only while working at that station for the day. All equipment, tools and personal items must be secured in their assigned locker. S.I.C.E Paul Mitchell Partner School is not responsible for any articles that are lost or stolen.
- ⑬ Parking is allowed in assigned parking areas only, or cars may be towed at their own expense.

COACHING AND CORRECTIVE ACTION

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

- ❶ **Attendance and Documentation of Time Guidelines:** Attendance, promptness, and documentation of work are cornerstones of successful work practices. Students may be clocked out, released for the day, or suspended when they do not comply with guidelines.
- ❷ **Professional Image Standards:** Professional image standards were created to provide guidance and direction to students as they develop their professional image and persona. Students may be clocked out and released for the day when they do not meet professional image standards.
- ❸ **Sanitation and Personal Service Procedures:** Sanitation and personal service procedures have been established to comply with state laws and to provide a safe and clean service environment. Students may be clocked out and released for the day when they do not follow sanitation and personal service procedures.
- ❹ **Communication Guidelines and Professional Conduct:** It is **S.I.C.E Paul Mitchell Partner School's** responsibility to provide a learning environment that is professional, positive, and conducive to learning. Staff and students all contribute to a mutually respectful learning environment that fosters effective communication and professional conduct. Students who fail to follow communication guidelines and who do not conduct themselves in a respectful and professional manner may experience suspension or termination.
- ❺ **Learning Participation Guidelines:** The learning participation guidelines have been established to provide a creative, fun, interactive, and collaborative learning environment that empowers students to act as "future salon professionals" and committed learners. Positive behavior is required to create a mutually beneficial learning environment for all students. Students who fail to meet the guidelines and create challenges for other students or staff may be released from school, suspended, or terminated.

Corrective Action Steps

Once a student has received five (5) coaching sessions, the student may be suspended from school for five (5) days. Suspended students may only be readmitted to school upon paying the administrative termination fee. If a student receives two (2) more coaching sessions after readmission from a five (5) day suspension, the student's attendance may be permanently terminated. A student may be terminated without prior coaching sessions for improper and/ or immoral conduct. Refer to the school Future Professional Advisory.

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

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

REGULATORY AND ACCREDITATION AGENCIES

The following Schools license and regulate **S.I.C.E Paul Mitchell Partner School:**

Department of Consumer Affairs

Consumer Information Division
1625 North Market Blvd., Suite N112
Sacramento, CA 95834
(800) 952-5210

The Board of Barbering and Cosmetology (BBC)

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

Bureau for Private Postsecondary Education (BPPE)

P.O. Box 980818, West Sacramento, CA 95798
By e-mail to: bppe@dca.ca.gov
(916) 574-7720

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

4401 Ford Avenue, Suite 1300
Alexandria, VA 22302
(703) 600-7600

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

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.

GRIEVANCE POLICY

In the event a student has a concern or grievance that cannot be resolved with the student's immediate Learning Leader or Education Leader, the student must file the concern as a grievance in written form, forms are available and can be requested from management. The grievance will then be referred to the School's Management Team, which consists of the Education Leader, Admissions Leader, Operations Leader, Financial Leader and Sales Leader. The team will receive and attempt to resolve each complaint or concern within 21 days of receiving it in writing. If more information is needed, a letter requesting the additional information will be sent to the student. If not further information is needed, the team will arrive at a resolution and notify the student in writing within 15 calendar days of the steps taken to correct the concern or will provide an explanation as to why no action was deemed to be required.

S.I.C.E Paul Mitchell Partner School will maintain records of each grievance and response, in accordance with its published record retention policy. If students have any complaints, questions, or problems which they cannot work out with the School, they may then write or call.

Upon request, the school will provide its annual campus security report to a prospective student or prospective employee.

QUESTIONS

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P. O. Box 980818 W. Sacramento, CA 95798-0818, Web site: www.bppe.ca.gov, E-mail: bppe@dca.ca.gov or by phone: (888) 370-7589; fax (916) 263-1897.

REVIEW

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

COMPLAINTS

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling Toll Free: (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov

CATALOG MODIFICATION

This catalog and the information, policies and guidelines contained herein may be updated periodically. The most current catalog is available for viewing or acquisition at any time in the Operations Department.

ARBITRATION AGREEMENT AND WAIVER OF JURY TRIAL

- ❶ Any dispute I may bring against S.I.C.E Paul Mitchell Partner School, or any of its parents, subsidiaries, officers, directors, or employees, without limitation, or which the College may bring against me, no matter how characterized, pleaded or styled, shall be resolved by binding arbitration pursuant to the Federal Arbitration Act, conducted by the American Arbitration Association (the "AAA"), under its Supplementary Rules for Consumer Related Disputes ("Consumer Rules"), and decided by a single arbitrator. The arbitration hearing will be conducted in California.
- ❷ Both the College and I explicitly waive any right to a jury trial. I understand that the decision of the Arbitrator will be binding, and not merely advisory. The award of the Arbitrator may be entered as a judgment in any Court having jurisdiction.
- ❸ Neither the College nor I shall file any lawsuit against the other in any Court and agree that any suit filed in violation of this provision shall be promptly dismissed in favor of arbitration. Both the College and I agree that the party enforcing arbitration shall be awarded costs and fees of compelling arbitration.
- ❹ The costs of the arbitration filing fee, Arbitrator's compensation, and facilities fees that exceed the applicable court filing fee will be paid by the College.
- ❺ I agree that any dispute or claim I may bring shall be brought solely in my individual capacity, and not as a plaintiff or class member in any purported class action, representative proceeding, mass action or consolidated action.
- ❻ Any remedy available from a court under the law shall be available in the arbitration.
- ❼ To the extent I have outstanding federal student loan obligations incurred in connection with my enrollment at the College, any arbitration award providing monetary damages shall direct that those damages be first paid toward my student loan obligations.
- ❽ I may, but need not, be represented by an attorney at arbitration.
- ❾ Except as specifically required by the laws of the State of California, the fact of and all aspects of this arbitration and the underlying dispute shall remain strictly confidential by the parties, their representatives, and the AAA. I agree that any actual or threatened violation of this provision would result in irreparable harm, and will be subject to being immediately enjoined.
- ❿ I understand the information about the AAA arbitration process and the AAA Consumer Rules can be obtained at www.adr.org or 1-800-778-7879. I shall disclose this document to the AAA if I file an arbitration.
- ⓫ If any paragraph, sub-paragraph, provision, or clause herein is held invalid, said paragraph, sub-paragraph, provision, or clause shall not affect any other paragraph, sub-paragraph, provision, or clause that can have effect without the invalidated paragraph, sub-paragraph, provision, or clause, and thus is severable one from the other.
- ⓬ I acknowledge and give my consent to use an electronic signature to bind me to this Agreement. I further acknowledge that this electronic signature attached to this document was created by me as a voluntary and knowing act that represents my intent to be legally bound.

I HAVE HAD AN OPPORTUNITY TO FULLY READ AND UNDERSTAND THIS ENTIRE AGREEMENT. BY MY ABOVE INITIALS AND MY BELOW SIGNATURE, I CERTIFY, THAT I HAVE READ, UNDERSTAND, AND AGREE TO THE TERMS OF THIS AGREEMENT.

SCHOOL ADMINISTRATION AS OF JUNE 2014

Owners: HR Global, Inc

Owners: Rosemary and Hooman Safavi

Director: Rey Vasquez-Solis

Admissions Assistant: Tanya Conley, Deanna Angelini, and Holly Holdaway

Financial Aid Leader / Compliance: Melissa Herrera

Financial Leader: Adam Dominguez

Financial Aid Assistant: Shasta Boss

Operations: Justin McCain

Sales Leader: Demi Sanchez and Isabella Morales

Future Professional Advisor: Catalina Liscano

Education Leader: Mindy Haines

Education:

Lauren Fitch — My name is Lauren Fitch, I am a graduate of S.I.C.E a Paul Mitchell Partner School. I knew when I graduated that I would always stay within the Paul Mitchell family. I also knew I would someday become an educator. I have spent time in salons in San Diego as well as San Francisco. After my time in the salon I felt it was time to get into education, I have been an educator with Paul Mitchell Schools for almost 2 years. I enjoy working with the future professionals on the clinic floor as well as in the classroom. They keep my passion and fire for this industry burning!

Leena Avila — Ever since I was a little girl I dreamed about doing hair. For over seven years I've worked at a salon and just the beginning of the 2011 summer I was hired at the Safavi Institute of Cosmetology and Esthetics as an educator. I'm excited to be a part of the Paul Mitchell family. I enjoy making people look and feel their best. Seeing someone walk out of the salon happy makes me absolutely love what I do. I'm so happy to be able to share what I love to do most with the Future Professionals. It's the most amazing feeling knowing my skills and passion for what I do is helping someone achieve their goals and dreams.

Tiffany Hoekzema — I am a licensed Cosmetologist and have been in the industry for just over three years now. I have trained in Aveda and specialized in dimensional color and long layered haircutting. I am currently a learning leader and the nail specialist here. I love what I do and couldn't think of a better place to help teach Future Professionals along their journey through the courses!

Breanne Hammerstein — I've always had a passion for education. Right after High School I went to college to pursue a career in the education industry. After graduating college I became a preschool teacher for several years. I then made the decision to pursue my dream of becoming an Esthetician. After graduating at Paul Mitchell I was offered a job as a learning leader. It was the perfect opportunity for me to tie the both of my dreams and goals together. I want to motivate, encourage and inspire. I have found my true passion as an Esthetician and Educator and I love what I do. I want to help others pursue their dreams and goals and have fun along the way.

Angel Martinez is a licensed Cosmetologist and Barber. She has been in the beauty industry about 10 yrs. I recently joined the Paul Mitchell Team, Angel is really excited to be part of this amazing creative team. She specialized in men's haircutting and has done numerous photo shoots which allows her to travel everywhere as a freelancer stylist and have worked in Nevada where I'm also license.

Danielle Thomas attended Paul Mitchell the School East Bay. While in school she fell in love with the Paul Mitchell culture and my passion grew stronger for the beauty industry. Being an educator has always been something I have wanted to advance in within my career. Right after school I worked while continuing my education at a Paul Mitchell focus salon I later continued working behind the chair in Walnut Creek on a rental basis. Danielle has worked in a Paul Mitchell focus salon and in other salons in the Bay Area. Whenever the occasion, she loves to attend advanced training.

Anne-Louise Barrow got her training at the California Academy of Paul Mitchell in Sacramento California. After her training she started at Regis Corp. and worked as a level 1 stylist for 2 years she ventured to Denver CO and lived there for 2 years working in a few different salons, one included a barbershop where she learned barbering and management skills ultimately working my way up to the head stylist position and front desk coordinator in the of the top Salon and Day spas in the Denver Metropolitan area. After moving back to California she found a perfect fit In Rocklin Ca. at Gloss salon where she rent my own station and run my own business.

Lisa Schwalke is a graduate of SICE Paul Mitchell Partner School and have wanted to come back and be a learning leader since the day I graduated. I loved the time she had as a student and wanted to come back and help support and grow the Paul Mitchell culture. I love every aspect of cosmetology: hair, nails, skin, you name it! I'm here to help future professionals feel comfortable and Confident in their abilities and creativity. Shel have been in the industry for 3 years now. She worked as a freelance hairstylist working on weddings, events, etc.

Chelsea Long began her career in early 2004 at Paul Mitchell the School in Provo Utah, focusing on cosmetology and barbering from there she went in to work and train at Utah's top Aveda salon. After being inspired by the many great educators she had throughout her career when the Aveda Institute in Utah opened she began her career in teaching. Chelsea relocated with Aveda to the Bay Area, she moved to the Central Valley and came back to find a home at Paul Mitchell Modesto. Chelsea is very exciting to get back to what inspired her to be a hairdresser and to educate the future of the beauty industry here in Modesto.

Jenna Dunkel is a Paul Mitchell graduate as of May 2013; she became a part of the Paul Mitchell team in July 2013. Jennas experience at Paul Mitchell went far beyond what she thought it was going to be from the education to the culture, it was amazing. Jenna gained experience as a Nail technician at Hair Trends Salon Spa, and the Nail Specialist here at Paul Mitchell. Jenna couldn't be any more honored to become a part of the Paul Mitchell family.

Luz Sanchez is a former graduate from S.I.C.E Paul Mitchell Partner School, after attending her first day of school she fell in love with the Paul Mitchell culture that's when she knew she would follow it with pride through her career. While in school Luz was the president of Product Rep Team, participated in Design Team and was top sales for Caper. With this opportunity in hand I worked back stage with Stephanie K, Takashi and many more icons of Paul Mitchell. This gave me an eye opener and realized I had a passion for leading as well, educating then became my next objective and so I went for it. After graduating she worked behind the chair in a salon in Modesto for two years, I took my experience to JC Penneys where she furthered her training and received a certification. I then accepted a position as a learning leader at S.I.C.E.

Mindy Haines is a proud graduate of S.I.C.E. Paul Mitchell Partner School. While attending, she fell head over heels with Paul Mitchell's culture and the wonderful staff that was there to guide me through my journey. Mindy knew immediately I would want to stick with the Paul Mitchell family. She spent a few years in the salon and decided I wanted to jump into education. Mindy started off as the Theory Specialist and after some time, became the Final Phase Specialist. After a year there, she decided she was ready for more hands on and went on to become a Clinic Flior Learning Leader. In each department I specialized in one thing stayed the same, how inspired I was by the future professionals and how rewarding it was to watch them grow.

Kristal Austin has been in the industry for 3 years now and every single day has been a learning experience for her and ongoing education is something she is very passionate about in this ever changing industry. Kristal attended S.I.C.E Paul Mitchell Partner School and was involved in many of the clubs and very drawn in by many of our events so she knows what it takes to be an outstanding future professional as well as can't wait to lead the current future professionals with her experience, knowledge, and knowledge of the Paul Mitchell industries culture as she had an amazing experience while attending the school. Kristal stated "The staff, future professionals, and the learning leaders were absolutely amazing". "Everything I learned at S.I.C.E Paul Mitchell Partner School definitely assisted me become a strong and confident stylist in the salon". Kristal's goal as a learning leader is to inspire and motivate all of the future professionals to the best of their ability, and make a difference in someone's life.

Stephanie Wheeler is a graduate of S.I.C.E Paul Mitchell Partner School and has been in the industry for over 6 years. While Stephanie attended our institution she fell in love with the atmosphere of positivity. Stephanie knew she wanted to come back to the same place where it all began to help future professionals accomplish their goal of becoming an esthetician and business owner. Since she received her license she not only created a growing clientele but also furthered her education with a lot of additional training in the skin care industry as well as make up artistry. The combination of experience and ongoing education she has received will make her an amazing educator.

Nancy Lara attended San Jose City College for her degree in Business Management, Nancy was accepted to the Esthetics program and after a full year including an advanced Esthetics course she received her certificate of completion and her state license soon after. While attending she was elected as vice president for her graduating class and was able to join all her passions into one (Esthetics, mentoring and management). She truly admired and respected her instructor and strived to one day also mentor and lead future professionals with their creative passions. Nancy has many years in leadership roles and has gained skills and knowledge that cannot be cultivated from books. From her time in the US Military as a new recruit mentor to her vast years in management positions, she has learned that working with others in any capacity requires patience and compassion. This combined with her drive in continuing her education and receiving certifications has allowed her to train and lead advanced esthetic courses.

Mercedes Boring graduated from S.I.C.E Paul Mitchell Partner School. Mercedes education here at S.I.C.E was so inspiring she knew the day she graduated she wanted to become part of this passionate team. While attending Paul Mitchell, she fell head over heels with advance education being an educator has always been something she has wanted to advance in within her career. Mercedes wants to motivate, encourage and inspire Future Professionals on their journey here.

Jennifer Toledo has had her cosmetology license since the age of 18 and has been in the beauty trade for 30 years. She went to Adrians Beauty College in Modesto. She has been a stylist, an assistant manager at a salon, a manager and an assistant area supervisor for several salons for Regis Corp. She has had many classes and several extensive courses in hair color, hair cutting and product classes, including Paul Mitchell. Jennifer is most passionate about hair color and styling in today's ever changing industry. She has a degree in Early Childhood Education and also has extensive sales and marketing skills. One of Jennifer's greatest inspirations is John Paul DeJoria. Not only is he a major leader in the hair business, he is an extremely generous philanthropist giving away millions of dollars every year to many charities. Jennifer is also involved in several charities and organizations including Love Modesto, The Tenth Street Outreach Mission, St. Jude's Children's Hospitable and The American Cancer Society. She has three daughters and encourages them to be involved in helping others as well. She loves to teach and hopes to be a mentor to future professionals in our beauty industry.

Luis. A .Velasquez has 12 years experience in the barber industry, 10 years of it he's been a business owner till this date. Luis attended The Moler Barber college in Fresno, CA back in 2000. In addition to his industry he has been able to bring up and train upcoming employees to own their own business. Luis states "I deeply enjoy doing traditional haircuts like, flatops and regular "2 line haircut" now known as comb over taper". "I'm really inspired to use our hands on skills to not just make a living for our families but also to make someone feel good about themselves through a simple haircut, such as young people that can't afford a haircut or at times a homeless person to bring some confidence back to them". Through this ability of barbering over all these years Luis has gained close relationships with clients and business owners.