PAUL MITCHELL schools

Catalog

Paul Mitchell The School Woodbridge

14445 Potomac Mills Road
Woodbridge, VA 22192
(703) 498-2008

E-mail: admissions@woodbridge.paulmitchell.edu

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

Director signature: _____

Nicole Paduano

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MISSION STATEMENT

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

SCHOOL FACILITIES

Training is conducted in a 11,000 sq/ft facility. The classroom is equipped with tables, chairs, erasable white boards, TV's and DVD players. The School is fully equipped to meet the demands of modern hair design. The facility includes three private classrooms, dispensary, wash house, both beginning and advanced clinic floors, reception area and retail store, an impressive stage room for guest artist and demonstrations and counseling offices. The school offers a full time day program and a part time night program. The school rotates the students on the clinic floor and in the classroom. While the adaptive students are on the clinic floor the creative students are in class, then vice versa. By rotating class time and clinic floor time, as well as offering a day and night program, the institution's space is equipped to handle the number of students enrolled.

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.

ADMINISTRATION/OWNERSHIP

PMGW, LLC., dba PAUL MITCHELL THE SCHOOL WOODBRIDGE, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC.

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

Cosmetology: *Standard Occupational Classification (SOC 39-5012.00)*
Classification of Instructional Program (CIP 12.0401)
The curriculum involves 1500 hours to satisfy Virginia state requirements. The course includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

PARKING AND AMENITIES

Students must abide by local (city and/or landlord) parking rules, which are announced during orientation. PAUL MITCHELL THE SCHOOL will not be responsible for parking violations and/or towing fees.

NONDISCRIMINATION

PAUL MITCHELL THE SCHOOL, in its admission, instruction, and graduation policies and practices, does not discriminate on the basis of sex, race, religion, age, ethnic origin, color, disability, sexual orientation, or ancestry. The school does not allow or tolerate discrimination of any kind, bullying, harassment, or hazing of any sort. If any student or team member experiences or witnesses anyone being bullied, harassed, or hazed in any way, he or she is required to report the matter to the school's director, Nicole Reaves, in person or by calling 703-498-2008, or by mail at 14445 Potomac Mills Road, Woodbridge, VA 22192 immediately so appropriate action can be taken.

ADMISSION REQUIREMENTS

PAUL MITCHELL THE SCHOOL admits as regular students those who are high school graduates or holders of high school graduation equivalency certificates (GEDs). PAUL MITCHELL THE SCHOOL does not accept ability to benefit (ATB) students at this time.

ADMISSION PROCEDURE

❶ **Complete an Application Form:** Complete and submit the application form to the school prior to registration. All forms may be obtained by requesting them from PAUL MITCHELL THE SCHOOL.

❷ **Submit a Application Fee:** Action will not be taken on admission or any student loan application until an application fee of $100.00 is received. Please submit the fee in the form of a credit card, cash, check or money order, payable to PAUL MITCHELL THE SCHOOL. This fee is not included in the cost of tuition.

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

❹ **Entrance Essay:** The essay should include the applicant's accomplishments and career goals.

❺ **Personal Interview:** Applicant must complete a personal interview with the admission's Team prior to registration.

❻ **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,, or GED, and passport, government-issued identification, driver's license or birth certificate are required. We are required to verify that your proof of education is from a valid high school or GED program. If we determine that your diploma or GED certificate is not valid, you will be denied admission to the school. Home-schooled students are not considered to have a high school diploma or equivalent, however they are eligible for admission into PAUL MITCHELL THE SCHOOL, if their secondary school education was in a home school that state law treats as a home or private school, the prospective student must provide documentation of this fact. Some states issue a secondary school completion credential to home-schoolers; if this is the case in the state where the student was home-schooled, he/she must obtain this credential in order to be eligible for enrollment.

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

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

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

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 licentiate of the business or profession in question, would be grounds for the Virginia Department of Professional and Occupational Regulations (DPOR) to deny licensure. The Virginia Department of Professional and Occupational Regulations (DPOR denies licensure on the grounds that the applicant knowingly made a false statement of fact required to be revealed in the application for such license. Students who are not U.S. citizens or who do not have documented authority to work in the United States will not be eligible to apply to take the state licensure examination. PAUL MITCHELL THE SCHOOL is not responsible for students denied licensure.

ENROLLMENT INFORMATION

❶ **Enrollment periods:** PAUL MITCHELL THE SCHOOL usually begins a new cosmetology class about every six (6) weeks for day school, depending upon space availability. Please refer to the Tuition and Registration Schedule supplement or contact PAUL MITCHELL THE SCHOOL for exact starting dates.

❷ **Holidays and school closures:** PAUL MITCHELL THE SCHOOL allows the following holidays off: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, December 24 & 25, and approximately one day per month for day school and 4 nights for night school for staff personal development. *Unexpected closures and snow days will be announced on the schools website, voice mail system, Fox 5 DC News, eblast, and Facebook.*

❸ **Enrollment contract:** PAUL MITCHELL THE SCHOOL clearly outlines the obligation of both the school and the student in the enrollment contract. A copy of the enrollment contract and information covering costs and payment plans will be furnished to the student before the beginning of class attendance.

❹ **Payment schedule:** PAUL MITCHELL THE SCHOOL offers a variety of monthly financial payment schedules. See PAUL MITCHELL THE SCHOOL'S Financial Aid Leader for details.

EDUCATION GOALS

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

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

COST OF TUITION AND SUPPLIES

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

TUITION – Cosmetology

Tuition	$15,000.00
Application Fee ***(nonrefundable)***	100.00
Kit, Supplies, Equipment, Textbook ***(nonrefundable)***	2,900.00
TOTAL COSTS	**$18,000.00**

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

Note: A $500.00 kit deposit is required at the time of enrollment.

Financial Aid for those that qualify.

2014 CLASS START DATES

Cosmetology	
DAY SCHOOL:	February 4, March 18, May 6, June 17, August 5, September 16, November 4, December 16

2015 CLASS START DATES

Cosmetology	
DAY SCHOOL:	February 3, March 17, May 5, June 16, August 4, September 15, November 3, December 15

**** A student may enroll at any time prior to the start of a new class. An new class starts approximately every six (6) weeks for full-time students.***

CONSTITUTION DAY

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

VOTER REGISTRATION

Students are encouraged to register to vote in State and Federal Elections. Voter Registration and Election Date information for the state of Virginia can be found at http://www.sbe.virginia.gov.

For information on Voter Registration and Election Dates for Federal Elections visit www.eac.gov/voter_resources.

STUDENTS WHO WITHDRAW

Students who withdraw from the program are required to empty their locker and gather all personal items. Any items left behind by the student will be stored for 60 days, at which time the items become the property of PAUL MITCHELL THE SCHOOL.

Students wishing to transfer to another institution must pay all monies owed to PAUL MITCHELL THE SCHOOL, and all applicable academic requirements must be met in order for the hours to be released.

REENTRY STUDENTS

❶ Outstanding tuition, fee, and overtime expenses must be paid in advance or the student must make satisfactory arrangements with the Financial Aid Leader.

❷ Previous tuition payments will be credited to the student's balance.

❸ 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.

❹ Pay a $100.00 reentry fee.

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

Readmission is reserved to the sole discretion of PAUL MITCHELL THE SCHOOL 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.

TERMINATION POLICY

PAUL MITCHELL THE 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. The student will be charged an administrative fee of $100.00.

TRANSFER STUDENTS

In accordance with the state of Virginia's requirements for transfer students, the student must meet items 1-5 below in order to transfer hours to PAUL MITCHELL THE SCHOOL. PAUL MITCHELL THE SCHOOL will accept transfer hours from other schools if the following are present as well as an evaluation of the student's comprehension of the course material.

1. If the former school is licensed by the Virginia State Board (DPOR) while the student was enrolled and have had their current curriculum approved by the board;
2. Hours earned at the originating school have been earned no more than two (2) years prior to enrolling in the new school;
3. Both the new and former school must us the same text and curriculum;
4. Both the new and former school must be accredited by National Accrediting Commission of Career Arts and Sciences (NACCAS);
5. The student must provide the school and board with satisfactory evidence of the above.

A maximum of 1100 hours will be accepted for students who transfer from another school in the state of Virginia; all transfer students must attend a minimum of 400 hours at PAUL MITCHELL THE SCHOOL, to obtain the Paul Mitchell culture and educational program. For students transferring from another Paul Mitchell School in the state of Virginia, all transfer hours will be accepted, and there is no minimum requirement for hours attended at this school.

The cost for transfer students is $10.00 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 PAUL MITCHELL THE SCHOOL; the number of transferable hours depends on the policy of the receiving school.

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

COSMETOLOGY COURSE OVERVIEW

Course Hours: 1500 clock hours

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

❶ **Pre-clinical Classroom Instruction:** The first 210 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.

❷ **Clinic Learning Experience:** The remaining 1290 hours are spent in the clinic area where practical experience is gained.

COSMETOLOGY COURSE OUTLINE

Your time at PAUL MITCHELL THE SCHOOL for the cosmetology program will be divided into six designations:

❶ **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.

❷ **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.

❸ **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.

❹ **Classroom Learning Experience:** Your classroom time from 280 to 1500 hours is divided into five (5) areas: cutting, coloring, texture, makeup, and nails. Each area has a specialist in the field who conducts the different elective classes once every week; these may include guest artists, retail, motivation, self-improvement, nail artistry, makeup, etc.

❺ **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.

❻ **Creative Curriculum:** You will spend your last 750 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.

STATE OF VIRGINIA REQUIREMENTS

Cosmetology

The instructional program of PAUL MITCHELL THE SCHOOL meets or exceeds these requirements:

Subject	Minimum Hours of Technical Instruction Minimum Technical Instruction	Minimum Hours of Practical Instruction Minimum State Performance Requirements
I. Orientation 1. School Policies 2. State Laws, Regulations, Professional Ethics 3. Personal Hygiene 4. Bacteriology, Sterilization, Sanitation	50	
II. Manicuring and Pedicuring 1. Anatomy and Physiology 2. Diseases and Disorders 3. Natural and Artificial Application Procedures 4. Sterilization	50	15 20
III. Shampooing and Rinsing 1. Fundamentals 2. Safety Rules 3. Procedures 4. Sterilization	55	
IV. Scalp Treatment 1. Analysis 2. Disorders and Diseases 3. Manipulations 4. Treatments	40	10
V. Hairstyling 1. Anatomy and Facial Shapes 2. Finger Waving, Molding, and Pin Curling 3. Roller Curling, Combing, and Brushing 4. Heat Curling, Waving, Braiding, and Pressing	145	320 15 15
VI. Haircutting / Hair Shaping 1. Anatomy and Physiology 2. Fundamentals, Materials, Equipment 3. Procedures 4. Safety Practices	95	50
VII. Permanent Waving and Chemical Relaxing 1. Analysis 2. Supplies and Equipment 3. Procedures and Practical Application 4. Chemistry 5. Recordkeeping 6. Safety	70	25

Subject	Minimum Hours of Technical Instruction Minimum Technical Instruction	Minimum Hours of Practical Instruction Minimum State Performance Requirements
VIII. Hair Coloring and Bleaching 1. Analysis and Basic Color Theory 2. Supplies and Equipment 3. Procedures and Practical Application 4. Chemistry and Classification 5. Recordkeeping 6. Safety	95	45
IX. Skin Care and Make-up 1. Analysis 2. Anatomy 3. Health, Safety, and Sanitary Rules 4. Procedures 5. Chemistry and Light Therapy 6. Temporary Removal of Hair 7. Lash and Brow Tinting	60	5
X. Wigs, Hairpieces, and Related Theory 1. Sanitation and Sterilization 2. Types 3. Procedures	15	5
XI. Salon Management 1. Professional Ethics 2. Effective Communication and Human Relations 3. Compensation Package and Payroll Deductions 4. Licensing Requirements and Regulations 5. Fundamentals of Business Management	35	
XII. Unassigned	125	140
TOTAL HOURS	**835**	**665**

In addition to the state requirements listed above, PAUL MITCHELL THE SCHOOL provides training in the areas of communication skills, professional ethics, salesmanship, decorum, record keeping, and client service record cards.

COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

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

1. **Weekly theory exams:** Students must receive a grade of 70% or higher on each weekly theory exam.
2. **210-hour orientation practical skills evaluation test:** Students must receive a grade of 70% or higher.
3. **Final exam 1 (750-hour written test):** 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 Theory final exams.
4. **Final exam 2 (1400-hour written test):** The written exam covers an overview of all theory instruction, Virginia 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 practical worksheets:** Full-time students must complete ten (10).

MEASURABLE PERFORMANCE OBJECTIVES

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

SAFETY PRECAUTIONS FOR THE BEAUTY INDUSTRY

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

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

INDUSTRY REQUIREMENTS

Students interested in pursuing a career in cosmetology should:

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

STUDENT SERVICES

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

GRADUATION REQUIREMENTS IN COURSES

❶ Receive the required number of clock hours of training.

❷ Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations.

❸ For a student to meet state requirements, all practical worksheets must be completed 100%.

❹ Satisfactorily pass final written and practical exams.

❺ Complete the required theory hours.

❻ Tuition has been paid in full or payment arrangements of all debts owed to the school have been made.

❼ 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.

PAUL MITCHELL THE SCHOOL reserves the right to retain a student in school if the student's progress is not satisfactory as determined by the school's administration and/or the student fails to complete all listed requirements or fails to pass the written and practical exams. PAUL MITCHELL THE SCHOOL 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, this industry also offers opportunities in areas such as skin care, makeup, aromatherapy, nail artistry, product education, platform artistry, and salon management.

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

STUDENT KIT – Cosmetology

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

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

BRUSHES

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

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

ACCESSORIES

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

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 Hot Tools 3/4 M 1000 Curling Iron
1 Makeup Kit
1 Manicure Kit
1 Facial Kit
1 OPI Kit

TEXTBOOKS

1 *Milady's Standard Cosmetology* 2012 Textbook
ISBN-13: 9781439059302 (Hardcover), $112.50

1 *Milady's Standard Cosmetology 2012 Theory Workbook*
ISBN-13:9781439059234, $47.95

1 *Milady's Standard Cosmetology 2012 Exam Review*
ISBN-13: 9781439059210, $35.95

STUDENT EDUCATION MATERIALS

1 Cutting System DVD Box Set
ISBN 978-0-9743205-2-6, $300.00

1 Cutting System Cutting Cards
ISBN N/A, $12.00

1 *The Cutting Book*
ISBN 978-0-9743205-4-0, $32.00

1 Men's Cutting DVD

ISBN 9780974320557, $630.00

1 Color System DVD Box Set
ISBN 978-0974-3205-1-9, $300.00

1 *The Coloring Book*
ISBN 978-0-9743205-3-3, $26.00

1 Color System Skill Cards
ISBN N/A, $12.00

1 Texture System Skill Cards
ISBN N/A, $12.00

1 *Paul Mitchell Product Guide Workbook*
ISBN N/A, $2.50

1 *Connecting to My Future* Book
ISBN 0-9743205-0-1, $19.95

1 *Be Nice (Or Else!)* Book
ISBN-13: 978-0-974-993-99-7, $23.95

1 Multiple Intelligence Letter

1 Service Menu Experience, ISBN-N/A, $N/A

1 Dollar Camp

1 Plugged In thumb drive, Plugged In membership, and MASTERS Audio Club subscription throughout enrollment (minimum 1 year), ISBN N/A, $30.00

1 Color paper swatch chart

1 PM Shines paper swatch chart

1 Blonding Brochure 2012

1 Apple Ipad, ISBN N/A, $399.00

1 Apple care, ISBN N/A, $99.00

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.

❶ Students who receive loans are responsible for repaying the loan amount, plus any interest, less the amount of any refunds, and if those students have received federal student financial aid funds, they are entitled to a refund of the monies not paid to the federal student financial aid program fund. .

❷ 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.

❸ 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.

❹ 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.

❺ 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).

❻ 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.

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

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

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

❶ Federal Unsubsidized Stafford Loan

❷ Federal Subsidized Stafford Loan

❸ Federal Plus Loan

❹ 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: John Doe **Social Security #:** 123-45-6789

Date of school's determination that student withdrew: 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

Title IV Grant Programs:	Amount Disbursed	Amount that Could Have Been Disbursed
1. Pell Grant	2,775.00	
2. Academic Competitiveness Grant		
3. National SMART Grant		
4. FSEOG		
5. TEACH Grant		
	A. 2,775.00 (sub-total)	C. 0.00 (sub-total)

Title IV Loan Programs:	Net Amount Disbursed	Net Amount that Could Have Been Disbursed
6. Unsubsidized FDLP / FFELP	2,985.00	
7. Subsidized FDLP / FFELP	1,742.00	
8. Perkins Loan		
9. PLUS FDLP / FFELP (Grad Student)		
10. PLUS FDLP / FFELP (Parent)	2,000.00	
	B. 6,727.00 (sub-total)	D. 0.00 (sub-total)

E. Total Title IV Aid Disbursed for the Period

A.	2,775.00
+ B.	6,727.00
= E.	9,502.00

F. Total Title IV grant aid disbursed and that could have been disbursed for the period

A.	2,775.00
+ C.	0.00
= F.	2,775.00

G. Total Title IV aid disbursed and aid that could have been disbursed for the period

A.	2,775.00
B.	6,727.00
C.	0.00
+ D.	0.00
= G.	9,502.00

STEP 2: Percentage of Title IV Aid Earned

Last Day Attended: 12/30/11

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.

271.00	/	450.00	=	60.2%
Hours scheduled to complete		Total hour in period		

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

H. 100.0%

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

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

100.0%	x	9,502.00	=	9,502.00
Box H		Box G		**Box I**

STEP 4: Title IV Aid to be Disbursed or Returned

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

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

9,502.00	-	9,502.00	=	0.00
Box I		Box E		**Box J**

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

9,502.00	-	9,502.00	=	0.00
Box E		Box I		**Box K**

SAMPLE

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

L. Instutional Charges for the Period.

Tuition	4,500.00
Room	
Board	
Other	
Other	
Other	

Total Instutitonal Charges (Add all the charges together) L. 4,500.00

M. Percentage of unearned Title IV aid

100.0% - 100.0% (Box H) = 0.0% (**Box M**)

N. Amount of unearned charges

Multiply institutional charges for the period (Box L) by the Percentage of unearned Title IV aid (Box M).

4,500.00 (Box L) x 0.0% (Box M) = 0.00 (**Box N**)

O. Amount ofor 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).

0.00 (Box K) - 0.00 (Box O) = 0.00 (**Box Q**)

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

STEP 8: Repayment of the Student's loans

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

These outstanding loans consist either of loan funds that student has earned, or unearned loan funds that the school is not responsible for repaying, or both; and they are repaid to the loan holders according to the terms of the borrower's promissory note.

6,727.00 (Box B) - 0.00 (Box P) = 6,727.00 (**Box R**)

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

► *If Box Q is greater than Box R, Proceed to Step 9.*

STEP 9: Grant Funds to be Returned

S. Initial amount of Title IV grants for student to return

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

0.00 (Box Q) - 6,727.00 (Box R) = 0.00 (**Box S**)

T. Amount of Title IV grant protection

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

2,775.00 (Box F) - 50.00% = 0.00 (**Box T**)

U. Title IV grant

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

0.00 (Box S) - 0.00 (Box T) = 0.00 (**Box U**)

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

STEP 10: Return of Grants Funds by the Student

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

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

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

SAMPLE

INSTITUTIONAL REFUND/DROP POLICY

❶ Any monies due the applicant or student shall be refunded within 45 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:

a. An applicant is not accepted by the school. This applicant shall be entitled to a refund of all monies paid to the school except a non-refundable application fee.

b. A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/her contract and demands his/her money back in writing, within three (3) days of signing the enrollment contract. In this case all monies collected by the school shall be refunded except a non-refundable application fee. This policy applies regardless of whether or not the student has actually started training.

c. A student who cancels his/her contract after three (3) days of signing the contract but prior to entering classes is entitled to a refund of all monies paid to the school less a non-refundable application fee of $100.00.

d. A student notifies the institution of his/her official withdrawal in writing.

e. A student is expelled by the institution.

f. For official cancellations as defined in paragraphs b, c, d, or e, the cancellation date will be determined by the postmark on written notification, or the date said information is delivered to the school administrator/owner in person.

g. Monies paid for student kit is nonrefundable unless the student cancels within 3 (three) business days of signing the enrollment contract or the student cancels prior to entering class.

❷ 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.

❸ 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.

❹ 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.

❺ 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.

❻ For students who terminate prior to completion, an administration fee in the amount of $100.00 will be assessed.

❼ A student's account may be sent to collections for nonpayment.

❽ If the school closes permanently and no longer offers instruction after a student has enrolled and instruction has begun, the school will provide a pro rata refund of tuition to the student.

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

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

STUDENT FINANCIAL AID RELEASE

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

POLICY FOR VERIFICATION OF TITLE IV FUNDING

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

MAKEUP WORK

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

SATISFACTORY ACADEMIC PROGRESS POLICY

Students enrolled in programs approved by NACCAS must meet formal standards that measure their satisfactory 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:

❶ A minimum cumulative theory grade level of 70%.

❷ A minimum cumulative academic level of 70% on practical worksheet completion*

❸ To determine whether a student meets the academic requirements for Satisfactory Academic Progress, theory and practical grades are averaged together to give a minimum cumulative academic grade of 70%.

❹ A minimum cumulative attendance level of 80% of 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 resulted in a status of Financial Aid 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. Information regarding other course schedules is available upon inquiry.

The state of Virginia requires 1500 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 42.86 weeks for a full-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
Cosmetology – Full Time	42.86 Weeks	53.58 Weeks

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 1200 *actual hours*. At least one evaluation will occur prior to or at the midpoint of academic year.

The following grading system is used to evaluate a student's academic ability:

❶ Examinations are given in all subjects.
❷ 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 files 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 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 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. A student has five (5) calendar days from the date of notification that they are not meeting the second consecutive satisfactory progress determination to appeal the unsatisfactory progress determination. If the student appeals the decision, and prevails on appeal, they will be placed on Financial Aid Probation.

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.*** 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 the 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 the student has not met academic and attendance requirements for two (2) consecutive evaluation periods, and does not prevail on appeal, the student will be determined as not making satisfactory progress and may be terminated.

This policy applies to all students regardless of whether or not they are eligible for Title IV funding programs. In order to comply with 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 student fails to appeal the decision, it will stand.

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

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

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

STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY

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

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.

PAUL MITCHELL THE 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

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

Record Maintenance

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

Amendment to Student Records

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

PERFORMANCE STATISTICS/JOB OUTLOOK

NACCAS – PAUL MITCHELL THE SCHOOL combined campus performance statistics for the calendar year 2012:

Graduation	Placement	Licensure
66.34%	**69.65%**	**100%**

PAUL MITCHELL THE SCHOOL WOODBRIDGE'S performance statistics for the calendar year 2012:

Graduation	Licensure	Placement
The school will submit their branch Graduation, Placement, and Licensure Rates after the first year of operations.		

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 indicate that salons in Virginia plan to hire 11,989 new employees in the next 12 months. The average annual salary for a salon professional in Virginia is $38,484. This amount does not include tips and gratuities. Nationally, the average salon professional's salary is $35,973.

As of January 2007, there were 49,634 professionals employed at Virginia's salons. Most important, 87% of Virginia salon owners who attempted to hire new employees in 2006 said they were unable to find properly trained applicants.

PROGRAM INTEGRITY

PAUL MITCHELL THE 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 rate	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: woodbridge.paulmitchell.edu/programs.

STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

All students must commit to and follow the Student Professional Development Guidelines during their enrollment at PAUL MITCHELL THE SCHOOL. These guidelines were established to assist in creating a safe, focused, and enjoyable learning experience.

Attendance and Documentation of Time

❶ The school records attendance in clock hours and gives appropriate attendance credit for all hours attended. The school does not add or deduct attendance hours as a penalty. Attendance is calculated using a computerized time clock and does round hours. To ensure proper credit for clock hours, full-time students are required to clock in/out 4 times a day: when they arrive at school, when they leave for lunch, when they return from lunch, and when they leave at the end of the day.

❷ The school is open from 9:00 AM to 4:30 PM for day students.

❸ All courses require continuous attendance.

❹ The prescribed attendance schedule must be maintained each week. Alternate schedules are available to those students who qualify.

❺ Day students may not miss Saturdays.

❻ If a student's misses 3 or more days while in CORE the student will be dropped from the program and will need to restart in the next available CORE class.

❼ Students must be on time, as tardiness inhibits the learning process. Students who are late for theory class may not enter the classroom and will not receive theory credit. They may "clock in" and will be assigned special projects or assignments pertaining to their course of study. Students who are late for a specialty class or a guest artist class may attend the class, but must be accompanied into the classroom by an instructor. Students are never excused from mandatory theory class to work in the clinic.

❽ During the enrollment contract period, students must maintain a 90% attendance average each month in order to complete the program within the scheduled program length. Students are allowed to miss 10% of their scheduled hours before having to pay extra instructional charges. Students may use the allowed 10% of their scheduled hours for vacation, doctor appointments, illness, etc. If a student must attend additional program hours beyond his/her maximum scheduled program length due to not meeting a 90% attendance average or in order to complete academic graduation requirements, the student will be charged an additional $10.00 for each hour scheduled to complete after the scheduled program length is reached. Extra instructional charges will be billed to the student's account once the scheduled program length is reached.

Scheduled Program Length is defined as:

Cosmetology:
Hours in program = 1500 hours
10% absent hours = 150 hours
Scheduled Program Length = 1650 hours

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

❾ Students who are late or cannot attend school must contact the school and talk to the school service desk immediately. Day students must call in by 9:00 AM;

❿ Students must request time off from school from the Education Leader.

⓫ Students are required to be in attendance a minimum of seven (7) hours per day, 35 hours per week for the full-time schedule. Holidays such as Thanksgiving, Christmas, and New Year's Day will be set according to the calendar each year. Students cannot bank hours and attend over 20 hours per week for part-time and 35 hours per week for full time to make up for missing hours. Missed hours will count against the hours allowed to miss and overtime charges can occur.

⓬ Lunches and breaks are scheduled for all students. Day students will take 30 minutes for lunch between 12:00 noon and 1:30 PM, if possible, according to their booking. Students should communicate with their instructor if they have not had lunch by 1:30 PM. Day students must clock out for lunch for 30 minutes a day.

⓭ Documentation of time: Students may not leave the school premises during regular hours without an instructor's permission.
   a. Students who leave school premises who leave early must document their time by clocking out on the time clock.

⓮ Students may not clock in or out for another student.

⓯ Students must keep a record of all services each day on the "service tracking sheet," which must be completed daily and turned in every month.

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

❶ Core and Phase One students must wear all black.

❷ Phase Two students must wear black or white in any combination.

❸ A minimal print in clothing is acceptable only if it is a black and white print.

❹ Clothing must be professional, clean, and free of stains and tears.

❺ Shoes should be black, professional, and comfortable for all students.

❻ Hair must be clean and styled prior to arriving at school. Ponytails are not acceptable.

❼ Cosmetics must be applied prior to arriving at school, using trend-appropriate makeup techniques.

❽ The following is a list of <u>unacceptable</u> dress:
   a. Tennis shoes, gym shoes, foot thongs, Crocs, or beach sandals
   b. Jeans or clothing made of jeans material
   c. Tank or sleeveless tops
   d. Sweatpants and sweatshirts
   e. Printed T-shirts other than those with a PAUL MITCHELL logo; acceptable T-shirts must be clean and professional, and you must dress them up
   f. Short skirts that fall above fingertips
   g. Hats, visors, bandanas, caps, or beanies
   h. Shorts, spandex, leggings, tights, or biking shorts
   i. Hooded sweatshirts, jackets, or tops

❾ Students who fail to comply with the professional dress code will be asked to leave and return with appropriate attire.

Sanitation and Personal Services

❶ Students must keep workstations and classroom areas clean, sanitary, and clutter free at all times.

❷ Students must clean their stations, including the floor, after each service.

❸ Hair must be swept up immediately after a service is completed, before blow drying.

❹ Workstations must be cleaned at the end of the day, prior to clocking out for the day.

❺ Students may have their hair or other services done the last Wednesday of every month. To receive a service, students must do the following prior to starting the service:

a. Notify an instructor.
b. Be scheduled off the service books by a Learning Leader.
c. Pay for service supplies including perms, tints, bleaches, rinses, conditioning, treatments, manicures, nails, etc.
d. If a service guest comes in and the service desk personnel needs the student giving the personal service or the student receiving it to take care of the guest, then the students must reschedule their personal service and complete the assigned service guest appointment.
e. 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.

Communication Guidelines and Professional Conduct

❶ Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, student lounge, or clinic floor area.

❷ Only emergency calls are permitted on the business phone. Students may use the student phones for a limited time. Please keep your calls to three (3) minutes or less.

❸ Cell phones are not permitted in the school.

❹ Students may not visit with another student who is servicing a client.

❺ Students may not gather around the reception desk, reception area, or offices.

❻ Food, drinks, and water bottles are allowed only in the lunchroom.

❼ PAUL MITCHELL THE SCHOOL is a smoke-free campus.

❽ Stealing or taking school or another's personal property is unacceptable.

Learning Participation Guidelines

❶ Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable.

❷ Students will be expected to maintain an average of 70% on all theory tests and assignments.

❸ Students must take all appointments assigned to them. This includes last-minute walk-ins.

❹ Students may not be released from required theory class to take a client.

❺ Only desk personnel may schedule or change client service appointments.

❻ All services must be checked and the service ticket initialed by an instructor.

❼ Students are expected to be continuously working on school-related projects, assignments, reading, or test preparation during school hours.

❽ Students must be prepared for each of their attended classroom and clinic floor schedules with their entire Student Kit each day of attendance. This includes all items listed in the Student Kit located in the catalog.

❾ Students will receive clock hours during the times they fully participate in their learning experience.

❿ When students are not scheduled with service appointments or are not scheduled to attend theory or an elective class, they may focus on the following:
   a. Completion of monthly worksheets
   b. Completion of theory review worksheets
   c. Performing a service on another student
   d. Listening to or reading school resource center materials, including educational videos, audiotapes, and books

⓫ Students must comply with school personnel and instructor's assignments and requests as required by the curriculum and student guidelines and rules.

⓬ Students may not perform hair, skin, or nail services outside of school unless authorized to do so by school administration. Conducting unauthorized hair, skin, or nail services outside of school will be reported to the state board and may result in your inability to receive a professional license.

⓭ Students are responsible for their own equipment and may use a station drawer only while working at that station. All equipment, tools, and personal items must be secured in their assigned locker. PAUL MITCHELL THE SCHOOL is not responsible for any lost or stolen articles.

⓮ Parking is allowed in assigned parking areas only or cars may be towed at the owner's expense.

⓯ All worksheets are due the end of each month by 4:30 PM for day students and 10:00 PM for night students.

⓰ If a student fails to complete a worksheet 100%, the student will be placed on the Back on Track list and will remain on the list until the following month, as long he/she completes the worksheet.

POTOMAC FESTIVAL SHOPPING CENTER - CODE OF CONDUCT

As a representative of Paul Mitchell the School Woodbridge, (team members and Future Professionals) I have agreed to follow the following guidelines in respect of our school and our campus located in Potomac Festival Shopping Center:

❶ Physically or verbally threatening any person; fighting, annoying others through noisy or boisterous activities or by unnecessary staring, following another person through the Center or using sexually explicit language or conduct, or in any other way creating a disturbance which is disruptive or dangerous to the Center's patrons or its commercial function. This is also under Paul Mitchell School's termination criteria.

❷ Possession of any item that could be used as a weapon, including, but not limited to: firearms, explosives, fireworks, clubs, or sticks over 1/4 inch in diameter, chemical dispensing devices, knives with blades over 2 inches in length, or any other object(s) that may be used in any way to inflict bodily injury on another person. This is also under Paul Mitchell School's Campus Safety and Security Policy.

❸ Assembling for the purpose of disturbing the public peace or committing any unlawful act or engaging in any offensive behavior.

❹ Use of physical force, obscene language, obscene gestures or racial, religious or ethnic slurs which are likely to create a disturbance or impinge on the hearing or peace of other guest. *This is also under Paul Mitchell School's termination criteria.*

❺ Running, skating, rollerblading, skateboarding, riding a bicycle or scooter, or engaging in activities which unreasonably obstruct or interfere with the free flow of pedestrian traffic or with patron's view of windows and other tenant displays.

❻ Engaging in any non-commercial expressive activity without complying with Center's rules for such activities.

❼ Engaging in any commercial activity not sponsored and/or conducted by the Center and/or enterprise(s) engaged in business at the Center, other than certain qualified labor activities. This includes, without limitation, solicitation of money or other contributions or donations, or distribution of commercial advertising or promotional materials of any kind, or offering samples of items which are sold, available for sale or available in exchange for a donation or contribution.

❽ Parking in undesignated areas for patron/guest parking. This includes store front spaces, and back parking lots. *This is also under Paul Mitchell School's Advisory Criteria.*

❾ Defacing, damaging or destroying any real or personal property constituting part of, or located in or on, the Center and belonging to the Center, its patrons or its tenants, including writing, spraying, scratching, or otherwise affixing graffiti on such property.

❿ Creating litter, or throwing, discarding or depositing any paper, glass or other matter of any kind at the Center, except in designated trash receptacles.

⓫ Smoking, other than in designated smoking areas. We ask that you remain 50 feet minimum from store fronts and entrances. *This is also under Paul Mitchell School's Advisory Criteria.*

⓬ Photographing or videotaping any individual or entity on the Center's property without the subject's consent.

COACHING AND CORRECTIVE ACTION

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

The following actions may be inspected for noncompliance:

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

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

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

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

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

Corrective Action Steps

Once a student has received five (5) coaching sessions, the student may be suspended from school for five (5) days. 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.

POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

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

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❶ Accommodation Procedures for Students with Disabilities

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

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

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

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

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

The School's Responsibilities to Students with Disabilities

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

The person responsible for implementing these responsibilities at Paul Mitchell The School Woodbridge Campus is: Meghan Maranto; ADA Compliance Coordinator; 14445 Potomac Mills Road, Woodbridge, VA 22192; (703) 498-2008; **admissions@woodbridge.paulmitchell.edu**.

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

Procedures for Students and The School

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

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

The documentation of disability is kept at all times in a locked, private file at The School. To protect privacy, direct access to this documentation is by written consent only. The ADA Compliance Coordinator will determine what information needs to be shared with Paul Mitchell The School staff and Learning Leaders, on an "as needed basis," in order to facilitate academic accommodations or other services.

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

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

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

Here are some examples:

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

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

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

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

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

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

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

Appeals by Students

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

When a student wishes to file an appeal, the student must notify Nicole Reaves; Director; 14445 Potomac Mills Road, Woodbridge, VA 22192; (703) 498-2008; **nicolep@woodbridge.paulmitchell.edu**. The student must explain his/her reasons for disagreeing with the Coordinator's decision, or explain how the student's accommodation is not being implemented, and submit any relevant documentation.

Within five calendar days of receiving a student's appeal the Director will meet with the student and the Coordinator to discuss the issues presented by the student's appeal. If appropriate, the Director will also discuss the issues with other School staff members.

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

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

Training and Mediation Responsibilities of the ADA Compliance Coordinator

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

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

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

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

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

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

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

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

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

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

The complaint must be sent to Nicole Reaves; Director; 14445 Potomac Mills Road, Woodbridge, VA 22192; (703) 498-2008; **nicolep@woodbridge.paulmitchell.edu**.

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

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

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

Appeals by Students — If the student who filed the complaint disagrees with the decision made by the Director, or disagrees with the remedial action specified, the student may appeal the decision to The School Owner. The appeal must be written and sent to Nicole Reaves; Director; 14445 Potomac Mills Road, Woodbridge, VA 22192; (703) 498-2008; **nicolep@woodbridge.paulmitchell.edu**. The appeal must state the specific reasons that the student disagrees with the decision. Appeals must be filed no later than thirty days after the student receives the written decision from the Director.

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

U.S. Department of Education

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

The OCR National Headquarters is located at:
U.S. Department of Education, Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: **(800) 421-3481**
FAX: **(202) 453-6012;** *TDD:* **(877) 521-2172**
Email: **OCR@ed.gov**

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

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

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

❶ 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;

❷ 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

❸ 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:

❶ Verbal harassment or abuse of a sexual nature
❷ Subtle pressure for sexual activity
❸ Inappropriate or unwelcome touching, patting, or pinching of a sexual nature
❹ Intentional brushing against a student's or an employee's body
❺ Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status
❻ Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status
❼ Use of sexually or gender-degrading words or comments, verbal or written (e.g., graffiti)
❽ Display in the school, on school grounds, or at school-sponsored events of sexually suggestive pictures
❾ Leering of a sexual nature
❿ Spreading of sexual rumors

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

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

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

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

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

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

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

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

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

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

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

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

COPYRIGHT MATERIAL POLICY FOR PAUL MITCHELL THE SCHOOL

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

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

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

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

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

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

❶ **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.

❷ **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.

❸ **Netflix.com:** For about $7.99/month, you can set up an online list of over 20,000 movies that can be streamed directly to your computer.

SOCIAL NETWORKING POLICY

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

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

REGULATORY AND ACCREDITATION AGENCIES

The following institutions license and regulate our institution:

Virginia Department of Professional and Occupational Regulations (DPOR)
9960 Mayland Drive
Permeter Center, Suite 400
Richmond, VA 23233
(804) 367-8509

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

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

The Campus Crime Report is provided to 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 in written form. The complaint will then be referred to the school's Management Team, which consists of the Director, the Admissions Leader, the Operations Leader, and the Education Leader. The team will receive and attempt to resolve each complaint or concern within 21 days of receiving the written complaint. If more information is needed, a letter requesting the additional information will be sent to the student. If no further information is needed, the team will determine a resolution and notify the student in writing within 15 calendar days of the steps taken to correct the concern or an explanation as to why no action was required. PAUL MITCHELL THE SCHOOL will maintain records of the complaint and response in accordance with the published record retention policy.

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

SCHOOL ADMINISTRATION AS OF FEBRUARY 2014

Owners: PMGW, LLC., with Gary Ratner as owner

Director: Nicole Reaves

Admissions Leader: Meghan Maranto

Admissions Assistant: Holly Roose

Financial Aid Leader: Eileen Manrique

Education Leader: Lani Hart

Future Professional Advisor and Education Leader: Brian Whalen

Learning Leaders:

David Washington is full time and studied cosmetology at Ultissima Beauty Institute in 1989 and received his Certificate of Completion. He currently holds his Virginia Cosmetology Instructor's license. David is a Texture Specialist and thrives to be a part of any texture service our Future Professionals are performing, sharing his 24 years of experience. David worked in a salon for many years, and then found a home in education at a previous cosmetology school. Moving to Virginia from New York, he began working in Tysons Corner, he has become a staple of our Paul Mitchell the School family.

Dawn Sannoh is full time and has had been licensed since 1984. She graduated from Charles Academy of Beauty and received her Diploma. She has been in the industry for 29 years and holds her Virginia Cosmetology Instructor's license. She has taught multiple subjects concerning cosmetology, her favorites being Texture and Theory. Dawn has also had the opportunity to share her cosmetology knowledge and passion for the industry in West Africa. In addition to sharing her knowledge with others, she also had a salon for 5 years. Dawn is a mentor to our Future Professionals.

Vauneeka Lynch is full time. She graduated from Gaithersburg High School Cosmetology Program in 2003. She received her Diploma, and was licensed in 2004. She has been licensed for 9 years, but has been in the industry for over 13 years. Vauneeka currently holds her cosmetology Instructors license in Virginia, Maryland Cosmetologist License, and Georgia Cosmetologist License. She has performed platform work at hair shows, has free-lanced for weddings, and has been in education since 2008. Vauneeka joined Paul Mitchell Schools in 2011, and is our Core Learning Leader focusing on the foundations of Cosmetology.

Diana Zimmer is full-time and is a graduate from Paul Mitchell School Tysons Corner in 2009. She received her Certificate of Completion and was licensed as Cosmetology Instructor in the state of Virginia. Diana was an outstanding Future Professional and was a part of many student run programs including Phase 2. She graduated with high attendance and academics. Diana has been in the industry for 7 years now. She built her clientele in the salon from the ground up and maintained a full book. She took many advanced classes in the salon. She is excited to now be a part of the education world of our industry. Diana has a great way of explaining a topic and procedure. She loves working with the Future Professionals on the clinic floor servicing guests and is our Color Specialist.

Cynthia Williams is full-time and attended USC- Undergraduate School of Cosmetology in Illinois. She received her Diploma was licensed in 1983 and currently holds her Virginia Cosmetology Instructor's license, Arizona Cosmetology license, and California Cosmetology and Barbering licenses. She has had over 30 years of experience in our industry. She joined Paul Mitchell the School Tysons Corner, and was then excited to move into the new Woodbridge location to continue to work with Paul Mitchell Schools. Cynthia worked in salons and nursing homes in Hawaii for three years, and then moved with her family back to California where she worked for Fashion Fair as a Make-up consultant. She learned to Barber through a military base at Camp Pendleton and continued to work there until her and her family moved here to Virginia.

Virginia Farnham is full time and is a graduate from Paul Mitchell the School Tysons Corner in 2011. She received her Certificate of Completion and is licensed as Cosmetology Instructor in the state of Virginia. Virginia has been in the industry for many years now, including before pursuing cosmetology as a makeup artist. Virginia worked in the salon world building her clientele and skill set before pursuing a career as an educator. She is excited to now be a part of the education world of our industry. Virginia is our Makeup Specialist and shares her passion for beauty with our Future Professionals both in the classroom and on the clinic floor.

Stephanie Ladeutt is full-time and graduated with a certificate in cosmetology. She became a licensed instructor in the state of Virginia in 2002. Stephanie advanced her skills in the salon and took advanced classes in many areas such as Makeup. She is skilled in bridal upstyles and makeup, and has done many wedding parties for their events. Stephanie has taught cosmetology in southern Virginia schools since 2002. Her instruction included clinic experience and classroom theory. She also prepared students for the state board examination. Stephanie will be joining Paul Mitchell the School Woodbridge as a theory leader, and clinic floor Learning Leader. We are excited to have her experience as a part of our team.

Molly Dean is full-time and graduated from Paul Mitchell the School Tysons Corner with a certificate of completion in cosmetology. Molly worked in a salon for over 4 years, gaining the experience and skill set behind the chair. She took many advanced classes and focused on growing herself as a stylist. Molly then decided to join the education world at Paul Mitchell the School Woodbridge in March of 2013. Molly shadowed and mentored with our other team, and then took on our Core Specialist role. Molly will be the one to support our new Future Professionals' growth as they go through the first part of our program. Molly is a great asset to our team.