

PAUL MITCHELL

schools

Catalog

Paul Mitchell The School Orlando

1285 Oviedo Mall Blvd.
Oviedo, FL 32765

(407) 677-7695 / (866) 368-7447

E-mail: admissions@orlando.paulmitchell.edu



A copy of this catalog is provided to students at least one week prior to enrollment.

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

Director signature: _____

Enrique (Henry) A. Torres

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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

The cosmetology and barbering programs at PAUL MITCHELL THE SCHOOL Orlando offer the challenge of a stimulating and rewarding career. The school is fully equipped to meet all the demands of modern hair designing while providing an atmosphere and attitude for progressive personal development. The 19,000-square-foot facility includes student lounge and lockers, client reception and work areas, management offices, private classrooms, 72 workstations and chairs, 14 facial beds, 12 manicure tables, 7 pedicure stations, a dispensary, tables and chairs to accommodate 100 students, 18 backbar sinks, and 10 hood dryers. The school has a library complete with books, audio CDs, DVDs and computers.

SCHOOL FACULTY

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

ADMINISTRATION/OWNERSHIP

Von Curtis Inc., dba PAUL MITCHELL THE SCHOOL Orlando, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC. PAUL MITCHELL THE SCHOOL Orlando is organized as a corporation titled Von Curtis Inc., with Winn C. Claybaugh as president. PAUL MITCHELL THE SCHOOL ORLANDO will provide you with a current list of staff members. Mr. Claybaugh has been a principal owner and operator of PAUL MITCHELL THE SCHOOL in Provo, Utah, since 1985. He has since opened PAUL MITCHELL THE SCHOOL in Costa Mesa, California, which opened in January 2001; PAUL MITCHELL THE SCHOOL in Cranston, Rhode Island, which opened in March 2003; PAUL MITCHELL THE SCHOOL in Orlando, Florida, which opened in November 2003; PAUL MITCHELL THE SCHOOL in San Diego, California, which opened in June 2004; and PAUL MITCHELL THE SCHOOL in Orlando, Florida, which opened in July 2005. Mr. Claybaugh is very active in the cosmetology industry as a motivational speaker and is in demand outside the profession for the same purpose at various seminars, workshops, and conferences. The John Paul Mitchell Systems, co-owners, has a national and international reputation for excellence in the field. The enrichment of the academic program through the talents and resources of this corporation bring an unusual combination of experience, knowledge, and motivation to the school.

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

Cosmetology: Standard Occupational Classification (SOC) 39-5012 Classification of Instructional Programs (CIP) Code 12.0401

The Cosmetology program is comprised of 1200 clock hours, which meets the State of Florida requirements. The program includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance & hygiene, personal motivation & development, retail skills, client record keeping, business ethics, as well as sanitation, state laws & regulations, salon-type administration, and job interviewing. This program includes 4 hours of HIV/AIDS, as well as sanitation.

Cosmetology 1300 Clock Hours: SOC 39.5012.00) (CIP 12.0401

The cosmetology curriculum involves 1300 hours, which exceeds the State of Florida Board of Cosmetology requirements. The program 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, and business ethics, as well as sanitation, state laws and regulations, salon-type administration, and job interviewing. The program also includes 4 hours of HIV/AIDS education.

The state of Florida requires 1200 hours of education to become licensed as a cosmetologist; however, the school is approved by the state to offer a 1300-hour cosmetology course. Within the additional 100 hours the student will be introduced to Cash and Credit, a turnkey personal finance curriculum that supports students in making smart financial decisions that will help them in their personal lives as well as their careers. The additional course hours also include curriculum designed to help students better understand all aspects of starting and managing their own business, as well as offering additional practical experience to help prepare them to pass the state board exam.

Barbering: SOC 39-5011; CIP Code 12.0402

The curriculum involves 1200 hours to satisfy State of Florida Barber's Board requirements. The program includes extensive instruction and practical experience in men's cutting, hair coloring, perming, men's grooming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, and business ethics, as well as sanitation, state laws and regulations, salon-type administration, and job interviewing. The Barber's Board is the licensing entity

PARKING

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

NONDISCRIMINATION

PAUL MITCHELL THE SCHOOL Orlando, 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, Enrique (Henry) A. Torres, in person or by calling 407-677-7695, or by mail at 1271 Semoran Blvd., Suite 131, Casselberry, FL 32707 immediately so appropriate action can be taken.

ANTI-HAZING POLICY

The imposition or use of any conduct or initiation activities that willfully or recklessly endanger the physical or mental health of any person is prohibited.

Violation of this policy will result in disciplinary actions against the violator, including counseling and possible termination from PAUL MITCHELL THE SCHOOL Orlando.

ADMISSION REQUIREMENTS

PAUL MITCHELL THE SCHOOL Orlando admits as regular students those who are high school graduates or holders of high school graduation equivalency certificates (GEDs). PAUL MITCHELL THE SCHOOL Orlando does not accept ability to benefit (ATB) students at this time. *Students less than 18 years of age require parental or guardian approval to enroll.*

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 Orlando.
- ❷ **Submit a Registration Fee:** Action will not be taken on admission or any student loan application until a registration fee of \$75.00 is received. Please submit the fee in the form of a check or money order, payable to PAUL MITCHELL THE SCHOOL Orlando. 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 comes 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.

PAUL MITCHELL THE SCHOOL Orlando 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 Orlando 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.

Verification Documents for Non-Citizens

In addition to the above documents the applicant must also provide an I-20 form and a copy of their Visa. Non-Citizens cannot qualify for any type of financial aid. The student must attend the full – time schedule, and can only attend 12 months of the program. If a student is not a U.S. citizen or does not have documented authority to work in the U.S. they will not be eligible to apply to take the state licensure examination to be able to work in the state.

STATE LICENSING DISCLAIMER

The state may refuse to grant a license if a student has been convicted of a crime; committed any act involving dishonesty, fraud, or deceit; or committed any act that, if committed by a licensee of the business or profession in question, would be grounds for the Florida Department of Business and Professional Regulations to deny licensure. The Florida Department of Business and Professional Regulations may deny 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 Orlando is not responsible for students denied licensure.

ENROLLMENT INFORMATION

- ➊ **Enrollment periods:** PAUL MITCHELL THE SCHOOL Orlando usually begins a new cosmetology class about every eight (8) weeks and barbering class about every twelve (12) weeks, depending upon space availability. Please refer to the Tuition and Registration Schedule supplement or contact PAUL MITCHELL THE SCHOOL Orlando for exact starting dates.
- ➋ **Holidays and school closures:** PAUL MITCHELL THE SCHOOL Orlando allows the following holidays off: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, December 24-25, and one day per month for staff personal development.
- ➌ **Enrollment contract:** PAUL MITCHELL THE SCHOOL Orlando 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.
- ➍ **Payment schedule:** PAUL MITCHELL THE SCHOOL Orlando offers a variety of monthly financial payment schedules. See PAUL MITCHELL THE SCHOOL'S Orlando's Financial Aid Leader for details.

EDUCATION GOALS

PAUL MITCHELL THE SCHOOL Orlando 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:

- ❶ To educate students to be professional, knowledgeable, and skilled in their field for marketability within the industry.
- ❷ To maintain a constantly updated program that provides students with the knowledge to compete in their field of study.
- ❸ To promote the continuing educational growth of our faculty and students, using current teaching methods and techniques.
- ❹ To teach courtesy and professionalism as the foundation for a successful career in their chosen field of study.
- ❺ To prepare students to successfully pass the state licensing exam for entry-level employment.
- ❻ 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 (1200 hours course)

Tuition	\$13,420.00
Application Fee (<i>nonrefundable</i>)	75.00
Kit, Equipment, Textbook, Supplies (<i>nonrefundable</i>)	<u>2,500.00</u>
TOTAL COSTS	\$15,995.00

TUITION – Cosmetology (1200 hours course) Price increase effective August 1, 2014

Tuition	\$13,925.00
Application Fee (<i>nonrefundable</i>)	75.00
Kit, Equipment, Textbook, Supplies (<i>nonrefundable</i>)	<u>2,995.00</u>
TOTAL COSTS	\$16,995.00

TUITION – Cosmetology (1300 hours course)

Tuition	\$15,925.00
Application Fee (<i>nonrefundable</i>)	75.00
Kit, Equipment, Textbook, Supplies (<i>nonrefundable</i>)	<u>2,500.00</u>
TOTAL COSTS	\$18,500.00

TUITION – Cosmetology (1300 hours course) Price increase effective August 1, 2014

Tuition	\$15,925.00
Application Fee (<i>nonrefundable</i>)	75.00
Kit, Equipment, Textbook, Supplies (<i>nonrefundable</i>)	<u>2,995.00</u>
TOTAL COSTS	\$18,995.00

TUITION – Barbering

Tuition	\$11,925.00
Application Fee (<i>nonrefundable</i>)	75.00
Kit, Equipment, Textbook, Supplies (<i>nonrefundable</i>)	<u>2,500.00</u>
TOTAL COSTS	\$14,500.00

TUITION – Barbering Price increase effective August 1, 2014

Tuition	\$12,925.00
Application Fee (<i>nonrefundable</i>)	75.00
Kit, Equipment, Textbook, Supplies (<i>nonrefundable</i>)	<u>2,995.00</u>
TOTAL COSTS	\$15,995.00

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.

Financial aid available to those who qualify.

DEFINITION OF CLOCK HOUR

A clock hour is defined as a minimum of 50 minutes of supervised or directed instruction with appropriate breaks.

2014 CLASS START DATES

Cosmetology (1200 and 1300 hours courses)	
DAY SCHOOL:	January 7, February 18, April 1, May 13, June 24, August 5, September 16, October 28, November 11
NIGHT SCHOOL:	January 6, March 17, June 2, August 11, October 20

Barbering	
DAY AND NIGHT SCHOOL:	Please see the school's Admissions Leader for specific start dates.

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 Florida can be found at <http://election.dos.state.fl.us/voter-registration>.

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

TERMINATION AND DETERMINATION 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.

REENTRY STUDENTS

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

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

TRANSFER STUDENTS

PAUL MITCHELL THE SCHOOL Orlando will accept transfer hours from other schools based on an evaluation of the student's comprehension of the course material. A maximum of 200 hours will be accepted for cosmetology students and 800 hours for barbering students who transfer from another school; all transfer students must attend a minimum of 1000 hours at PAUL MITCHELL THE SCHOOL Orlando, to obtain the Paul Mitchell culture and educational program. For students transferring from another Paul Mitchell School, all transfer hours will be accepted, and there is no minimum of required hours.

The cost for transfer cosmetology and barbering students is \$12.00 per hour attended at PAUL MITCHELL THE SCHOOL Orlando; this does not include the cost of a complete and current Paul Mitchell student kit.

Transfer rate will increase to \$13.00 per hour effective August 1, 2014.

Please note that students transferring to another school may not be able to transfer all the hours they earned at PAUL MITCHELL THE SCHOOL Orlando; the number of transferable hours depends on the policy of the receiving school.

Transfer hours are 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.

1300 HOUR COSMETOLOGY COURSE OVERVIEW

Course Hours: 1300 clock hours

Day Classes: 35 hours per week for 37.14 weeks

Night classes: 20 hours per week for 65 weeks

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

- 1 **Pre-clinical Classroom Instruction:** The first 210 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- 2 **Clinic Learning Experience:** The remaining 1090 hours are spent in the clinic area where practical experience is gained.

1300 HOUR COSMETOLOGY COURSE OUTLINE

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

- 1 **Core Curriculum:** A 210-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in cutting, coloring, permanent waving, and chemical texture services.
- 2 **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 70 hours as a Protégé preparing you for the clinic experience.
- 3 **Clinic Learning Experience:** Your clinic time from 280 to 1300 hours will be guided with individual attention and group learning experiences using workshops, monthly worksheets, and periodic tests developed specifically for this monitoring progress. This is when you begin working on paying clients in the clinic floor area.
- 4 **Classroom Learning Experience:** Your classroom time from 280 to 1300 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 a week; these may include guest artists, retail, motivation, self-improvement, nail artistry, makeup, etc.
- 5 **Adaptive Curriculum:** From 280 to 650 hours you will enter a new phase of elective classroom workshops coupled with challenging practical services designed to continue building you into a confident designer.
- 6 **Creative Curriculum:** You will spend your last 650 hours in PAUL MITCHELL THE SCHOOL Orlando 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.

1200 HOUR COSMETOLOGY COURSE OVERVIEW

Course Hours: 1200 clock hours

Day Classes: 35 hours per week for 34.29 weeks

Night classes: 20 hours per week for 60 weeks

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

- 1 **Pre-clinical Classroom Instruction:** The first 210 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- 2 **Clinic Learning Experience:** The remaining 955 hours are spent in the clinic area where practical experience is gained.

1200 HOUR COSMETOLOGY COURSE OUTLINE

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

- 1 **Core Curriculum:** A 210-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in cutting, coloring, permanent waving, and chemical texture services.
- 2 **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 70 hours as a Protégé preparing you for the clinic experience.
- 3 **Clinic Learning Experience:** Your clinic time from 280 to 1200 hours will be guided with individual attention and group learning experiences using workshops, monthly worksheets, and periodic tests developed specifically for this monitoring progress. This is when you begin working on paying clients in the clinic floor area.
- 4 **Classroom Learning Experience:** Your classroom time from 280 to 1200 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 a week; these may include guest artists, retail, motivation, self-improvement, nail artistry, makeup, etc.
- 5 **Adaptive Curriculum:** From 280 to 600 hours you will enter a new phase of elective classroom workshops coupled with challenging practical services designed to continue building you into a confident designer.
- 6 **Creative Curriculum:** You will spend your last 600 hours in PAUL MITCHELL THE SCHOOL Orlando 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.

BARBERING COURSE OVERVIEW

Course Hours: 1200 clock hours

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

- ① **Pre-clinical Classroom Instruction:** The first 210 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- ② **Clinic Learning Experience:** The remaining 990 hours are spent in the clinic area where practical experience is gained.

BARBERING COURSE OUTLINE

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

- ① **Core Curriculum:** A 210-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in cutting, coloring, permanent waving, and chemical texture services.
- ② **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 70 hours as a Protégé preparing you for the clinic experience.
- ③ **Clinic Learning Experience:** Your clinic time from 280 to 1200 hours will be guided with individual attention and group learning experiences using workshops, monthly worksheets, and periodic tests developed specifically for this monitoring progress. This is when you begin working on paying clients in the clinic floor area.
- ④ **Classroom Learning Experience:** Your classroom time from 280 to 1200 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 a week; these may include guest artists, retail, motivation, self-improvement, nail artistry, makeup, etc.
- ⑤ **Adaptive Curriculum:** From 280 to 600 hours you will enter a new phase of elective classroom workshops coupled with challenging practical services designed to continue building you into a confident designer.
- ⑥ **Creative Curriculum:** You will spend your last 600 hours in PAUL MITCHELL THE SCHOOL Orlando 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 FLORIDA REQUIREMENTS

Cosmetology 1200 hours

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

Subject	Clock Hours of Technical Instruction	Clock Hours of Lab Instruction	Services
CS101 Orientation and Professional Ethics	18		
CS102 Laws and Regulations	10		
CS103 Bacteriology, Sanitation, HIV, and AIDS	40		
CS104 Basic Chemistry	10		
CS105 Hair and Its Disorders	18		
CS106 Draping	5	2	
CS107 Shampooing and Rinsing	50	3	50
CS108 Scalp and Hair Treatment	20	5	45
CS109 Hair Design a) Pincurls and Fingerwaves b) Thermal Styles c) Shampoo Sets	175	175	300
CS110 Haircutting	103	104	75
CS111 Permanent Waving	64	64	55
CS112 Hair Straightening	15	15	10
CS113 Hair Coloring	65	65	45
CS114 Skin Care	56	56	10
CS115 Manicure, Pedicure, and Nail Extensions	20	20	20
CS116 Salon Management	15		
CS117 Employment Skills	7		
TOTAL HOURS	691	509	610
<i>Additional 100 hours for the 1300-hour cosmetology program:</i>			
CS118 Cash and Credit	50		
CS119 State Board Prep	15		
CS120 Men's Hair cutting	10	25	25
TOTAL HOURS	766	534	635

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

Barbering 1200 hours

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

Subject	Clock Hours of Technical Instruction	Clock Hours of Lab Instruction	Services
B101 Florida Laws and Rules	100	25	
B102 Safety, Sanitation and Sterlization	175	150	
B103 Hair Structure and Chemistry	50		
B104 Haicutting a. Taper cuts 1. Free Hand 2. Shear over comb 3. Clipper Over comb b. Style Cuts (to include blow drying)	100	100	220
B105 Shampooing	50	25	50
B106 Chemical Services a. Permanent Waving b. Coloring and Bleaching c. Hair Relaxing and Curling	150	200	70
B107 Shaving, Beard, Mustache Trimming, Facials	25	50	130
TOTAL HOURS	650	550	470

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

COURSE DESCRIPTION

Cosmetology: 1200 hours

- **Course CS101 Orientation and Professional Ethics:** This course teaches professional guidelines, parking, student kit, what is expected in the next 10 months, and ethics in the beauty industry.
- **Course CS102 Laws and Regulations:** This course teaches the Florida state laws and regulations in the field of cosmetology.
- **Course CS103 Bacteriology, Sanitation, HIV and AIDS:** This course teaches the proper ways to sanitize implements. It also reviews the types of bacteria, covers the Milady chapter on sanitation and disinfection, and teaches the causes of HIV and AIDS.
- **Course CS104 Basic Chemistry:** Teaches chemistry composition of hair and molecules.
- **Course CS105 Hair and Its Disorders:** This course teaches the structure of hair and the disorders that can and cannot be treated by cosmetologists.
- **Course CS106 Draping:** Teaches the proper way of draping a patron and how to properly drape for the service you are performing to protect the patron.
- **Course CS107 Shampooing and Rinsing:** This course teaches techniques in shampooing and rinsing the hair, and product use and safety.
- **Course CS108 Scalp and Hair Treatment:** This course teaches scalp manipulation, hair treatments, and product use and safety.
- **Course CS109 Hair Design:** Teaches the techniques and basics of pincurls, fingerwaves, thermal hairstyles, and shampoo sets.
- **Course CS110 Haircutting:** Teaches the proper way to hold shears, razors, and combs while performing a haircut; how to perform a haircut; guidelines for achieving the desired style; and men's haircutting.
- **Course CS111 Permanent Waving:** Teaches perm wrapping techniques, perm chemistry, the different types of perms, and product use and safety.
- **Course CS112 Hair Straightening:** Teaches how to straighten hair. It also teaches about the chemicals involved in the process and the proper technique for applying straightener.
- **Course CS113 Hair Coloring:** Teaches techniques in hair coloring, the chemistry of hair color, and the classification of hair color.
- **Course CS114 Skin Care:** Teaches facial manipulations, including chemical procedure treatments and cosmetics, skin types, and makeup application.
- **Course CS115 Manicure, Pedicure, and Nail Extensions:** Teaches how to manicure, pedicure, and perform a nail extension; proper sanitation of implements; and how to properly set up the station for a service.
- **Course CS116 Salon Management:** Teaches job searching and résumé writing.

Additional 100 hours for the 1300-hour cosmetology program:

- **Course CS117 Employment Skills:** Teaches job interviewing, workforce professionalism, business and personal improvement, compensation package, and payroll deductions.
- **Course CS118 Dollar Camp and Business:** Introduces Cash and Credit, a turnkey personal finance curriculum that supports students in making smart financial decisions to help them in their personal lives as well as their careers. This course also helps them better understand all aspects of starting and managing their own business.
- **Course CS119 State Board Prep:** Students practice and implement the basics to help them prepare for the state board exam.
- **Course CS120 Men's Haircutting:** Teaches the proper way to hold shears, razors, and combs while performing a men's haircut. It also teaches how to perform a haircut and the guidelines for achieving the desired style.

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

Barbering: 1200 hours

- **Course B101 Florida Laws and Rules:** This course teaches the Florida state laws and regulations in the field of barbering.
- **Course B102 Safety, Sanitation and Sterilization to include HIV, and AIDS:** This course teaches the proper ways to sanitize implements, reviews the types of bacteria, covers the Milady chapter on sanitation and disinfection, and teaches the causes of HIV and AIDS.
- **Course B103 Hair Structure and Chemistry:** Teaches identification of all parts and structure of the hair and how the proper use of chemicals, proper cutting techniques and shaping the hair can create a style to compliment the hair.
- **Course B104 Hair Cutting to include Tapercuts-Free Hand, Shear Over Comb, and Clipper Over Comb and Style Cuts to include blow-drying:** Teaches the student how to effectively conduct a consultation that includes preparing the client for service and determining his or her needs and desires. It also teaches the proper way to hold shears, razors, and combs while performing a haircut; how to section hair and proceed with a wet or dry haircut, utilizing all elevations and combinations with or without blends; how to edge and clean the neckline with razor, clipper, or shears; how to check a completed cut; and proper sanitation of cutting implements using universal sanitation procedures.
- **Course B105 Shampooing:** This course teaches techniques in shampooing and rinsing the hair, and product use and safety.
- **Course B106 Chemical Services to permanent waving, coloring and bleaching, and hair relaxing and curling:** Teaches perm wrapping techniques, perm chemistry, types of perms and products and their use and safety; how to relax hair; chemicals involved in the process; proper techniques for applying straightener; and product knowledge and safety.
- **Course B107 Shaving, Beard, Mustache, Trimming, and Facials:** The student will learn the proper method to perform a shave, prepare the client for shaving, perform the shaving service, and perform the final cleansing of the face and neck. The course will also teach chemical procedure treatments, including preparing, diagnosing, and identifying; assembling supplies and equipment; cleaning the face and neck; performing designated treatments (either mechanical or manual); and performing the final cleansing of the face and neck.

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

1300 HOUR COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student's 1300-hour course:

- ① **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- ② **210-hour orientation practical skills evaluation test:** Students must receive a grade of 75% or higher.
- ③ **Final exam 1 (650-hour written test):** This test covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- ④ **Final exam 2 (1200-hour written test):** The written exam covers an overview of all theory instruction, Florida state law, and other items covered on the state cosmetology exam. Students must receive a grade of 75% or higher on all final exams.
- ⑤ **Monthly practical worksheets:** Full-time students must complete ten (10); part-time students must complete twenty (20).

1200 HOUR COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student's 1300-hour course:

- ① **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- ② **210-hour orientation practical skills evaluation test:** Students must receive a grade of 75% or higher.
- ③ **Final exam 1 (600-hour written test):** This test covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- ④ **Final exam 2 (1100-hour written test):** The written exam covers an overview of all theory instruction, Florida state law, and other items covered on the state cosmetology exam. Students must receive a grade of 75% or higher on all final exams.
- ⑤ **Monthly practical worksheets:** Full-time students must complete ten (10); part-time students must complete nineteen (19).

BARBERING PROGRAM TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student's 1200-hour course:

- ❶ **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- ❷ **210-hour orientation practical skills evaluation test:** Students must receive a grade of 75% or higher.
- ❸ **Final exam 1 (600-hour written test):** This test covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- ❹ **Final exam 2 (1100-hour written test):** The written exam covers an overview of all theory instruction, Florida state law, and other items covered on the state cosmetology exam. Students must receive a grade of 75% or higher on all final exams.
- ❺ **Monthly practical worksheets:** Full-time students must complete ten (10); part-time students must complete eighteen (18).

PROGRAM MEASURABLE PERFORMANCE OBJECTIVES

- ❶ Complete the required number of clock hours of training.
- ❷ Achieve and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations.
- ❸ Satisfactorily pass final written and practical exams.
- ❹ Upon completion, receive a graduation certificate.
- ❺ 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 Orlando 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 Orlando also gives advice and information to students on these subjects:
 - a. Regulations governing licensure to practice, including reciprocity among jurisdictions.
 - b. Employment opportunities.
 - c. Opportunities for continuing education following graduation.

GRADUATION REQUIREMENTS IN COURSES

- 1 Receive the required number of clock hours of training.
- 2 Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations.
- 3 For a student to meet state requirements, all practical worksheets must be completed 100%.
- 4 Satisfactorily pass final written and practical exams.
- 5 Complete the required theory hours.
- 6 Pay all tuition cost or make satisfactory arrangements for payment of all debts owed to the school.
- 7 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 Orlando 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 to the institution have been paid and all academic requirements pertaining to those hours have been completed.

The state of Florida requires 1200 hours of education to become licensed as a cosmetologist; however, the school is approved by the state to offer a 1300-hour cosmetology course. Students are required to have 1300 clock hours of training in cosmetology and be graduated from a licensed cosmetology school to qualify for an initial cosmetology license. Following graduation, students are required to take a state board practical and written examination before receiving their Florida cosmetology license. This license is a protected license and must be renewed every other year. The state board gives these exams and there is a charge.

Upon graduation the school will issue 1 (one) transcript to the student, if the student misplaces or loses the transcript the school will charge a fee of \$25.00 for a replacement. The school has 30 days to send the replacement.

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 Orlando ***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 Orlando 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 Orlando.

STUDENT KIT – Cosmetology (1200 and 1300 hour)

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

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

BRUSHES	ACCESSORIES	STUDENT EDUCATION MATERIALS
1 Large Round Boar Brush 1 Large Round Thermal Brush 1 Medium Round Boar Brush 1 Medium Round Thermal Brush 1 Paul Mitchell 407 Styling Brush 1 Paul Mitchell 413 Sculpting Brush 1 Paul Mitchell 427 Paddle Brush 2 Paul Mitchell Color Tint Brushes 1 Small Round Boar Brush 1 X-Large Round Thermal Brush 1 Scalp Brush	4 Skinny Clips 6 Paul Mitchell Black Clips 1 Chemical Cape 1 Cutting Apron 1 Paul Mitchell Aluminum Spray Bottle 1 Black Handheld Mirror 1 Cutting Apron 1 Paul Mitchell Black Carry Bag 12 Black and White Butterfly Clips 1 Metal Paul Mitchell Case with Logo	1 Cutting System App 1 Cutting System Cutting Cards 1 Men's Cutting DVD 1 Color System DVD Box Set 1 <i>The Coloring Book</i> 1 Color System Skill Cards 1 <i>Paul Mitchell Product Guide Workbook</i> 1 <i>Connecting to My Future</i> Book 1 <i>Be Nice (Or Else!)</i> Book 1 Multiple Intelligence Letter 1 Service Menu Experience 1 Plugged In thumb drive, Plugged In membership, and MASTERS Audio Club subscription throughout enrollment (minimum 1 year) 1 Color paper swatch chart 1 PM Shines swatch paper 1 Blonding Brochure 2012 1 Ipad (16GB)
COMBS	TOOLS	
1 Paul Mitchell 424 Teal Comb 1 Paul Mitchell 416 Red Comb 1 Metal Pick Teasing Comb 1 Metal Rat Tail Comb 1 Paul Mitchell Detangler Comb 1 Rat Tail Comb 6 Standard Cutting Combs 1 Taper Comb 1 Paul Mitchell 408 Black Comb 1 Clipper 132 Comb 1 Champion C16 Comb 1 Champion C28 Comb 1 YS Park 335 Red Comb 1 YS Park 337 Grey Comb 1 YS Park 339 White Comb	1 Classic Razor 1 Paul Mitchell Tripod 1 Paul Mitchell 1.25 Smoothing Iron 1 Paul Mitchell 6" Scissor/Thinner with Case 6 Mannequin Heads to include: * 4 female mannequin heads * 1 mannequin head with beard * 1 textured mannequin head 1 Paul Mitchell Clipper/Thinner 1 Paul Mitchell Ionic 1000 Blow Dryer 1 5.5" Mannequin Scissors 1 Paul Mitchell 3/4 M 1000 Curling Iron	

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

TEXTBOOKS	
1 <i>Milady's Standard Cosmetology 2012</i> CourseMate; ISBN-13: 9781133281566, \$159.95 1 <i>Milady's Standard Cosmetology 2012</i> Exam Review; ISBN-13: 9781439059210, \$35.95	1 <i>Milady's Standard Cosmetology 2012</i> Theory Workbook; ISBN-13: 9781439059234-4, \$47.95 1 <i>Milady's Standard Cosmetology 2012</i> Situational Problem; ISBN-13: 9781439059203, \$42.95 1 <i>Milady's Standard Cosmetology 2012 (Hardcover)</i> Textbook; ISBN-13: 9781439059302, \$114.95

The above kit content will be effective August 1, 2014. Prior to enrollment before August 1, 2014 please see the Admissions Leader for specific kit content.

STUDENT KIT – Barbering

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

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

BRUSHES	ACCESSORIES	STUDENT EDUCATION MATERIALS
2 Paul Mitchell Color Tint Brush 1 Paul Mitchell 427 Paddle Brush 1 Paul Mitchell 407 Styling Brush 1 Paul Mitchell 413 Sculpting Brush 1 Paul Mitchell Express Ion Medium Round Brush 1 Paul Mitchell Express Ion Large Round Brush 1 Paul Mitchell Express Ion XL Round Brush 1 Scalp Brush 1 Barber Bamboo Hand Brush 1 Barber Neck Brush	12 Black and White Butterfly Clips 10 Skinny Clips 1 Aluminum Spray Bottle 1 Black Messenger Bag TOOLS 1 Kit Carrying Case 1 Mannequin Head - Male with no Beard 1 Mannequin Head - Male with Beard 1 Paul Mitchell Express Ionic Turbolight Blow Dryer 1 Paul Mitchell Express 1.25 Smoothing Iorn 1 Professional Barber Clipper/Trimmer Set 1 Paul Mitchell Black Hand Mirror 1 Complete Sissor Kit 1 Barber Straight Edge Razor 1 Tripod and cover 1 Tolley CAPES 1 Shampoo Chemical Cape 1 Cloth Cutting Cape 1 Cutting Apron	1 Cutting System DVD Box Set 1 Cutting System Skill Cards 1 <i>The Cutting Book</i> 1 Men's Cutting DVD 1 Color System DVD Box Set 1 <i>The Coloring Book</i> 1 Color System Skill Cards 1 Texture System Skill Cards 1 <i>Paul Mitchell Product Guide Workbook</i> 1 <i>Connecting to My Future</i> Book 1 <i>Be Nice (Or Else!)</i> Book 1 Multiple Intelligence Letter 1 Service Menu Experience 1 Plugged In thumb drive, Plugged In membership, and MASTERS Audio Club subscription throughout enrollment (minimum 1 year) 1 Color paper swatch chart 1 PM Shines paper swatch chart 1 Blonding Brochure 2012
COMBS 1 Taper Comb 1 Metal Tail Comb 1 Metal Pick Teasing Comb 6 Standard Cutting Combs 1 Rat Tail Comb 1 408 Comb 1 416 Comb 1 424 Comb 1 Paul Mitchell Detangler Comb 1 Barber 318 Clipper Comb		

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

TEXTBOOKS	
1 <i>Milady's Standard Professional Barbering, 5th Edition, Textbook</i> , ISBN-13: 9781435497153 (Hardcover), \$126.95	1 <i>Milady's Standard Professional Barbering Student Workbook</i> , ISBN-13: 9781435497139, \$61.95 1 <i>Milady's Standard Professional Barbering Exam Review</i> , ISBN-13: 9781435497122, \$42.95

FINANCIAL AID – CONSUMER INFORMATION

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

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

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

Primary Financing Options

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

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

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

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

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

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

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

- ❶ Enrollment Agreement and Disclosure Statements
- ❷ Free Application for Federal Student Aid (FAFSA)
- ❸ Federal Student Loan Entrance Counseling Confirmation Page
- ❹ Direct Loan Master Promissory Note
- ❺ Title IV Credit Balance Authorization
- ❻ Other Documents as Required

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

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

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

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

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

Financial Aid Process and Information

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

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

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

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

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

Federal eligibility requirements to apply for Financial Aid include:

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

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

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

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

Here’s how it works:

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

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

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

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

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

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

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

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

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

A. Maintaining Enrollment Status

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

B. Meeting Satisfactory Academic Progress

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

Disbursing Financial Aid Funds — Financial Aid is disbursed in increments throughout the student’s payment periods or period of enrollment. A payment period is the length of time the student takes to earn a specific number of hours of attendance in school. Upon a student meeting eligibility, a student’s Financial Aid funds are disbursed at the beginning of each payment period. The following is an example of how funds are scheduled to disburse for an eligible student in a 1200-hour program:

Academic Grade Level Year 1 (900 Hours)		Academic Grade Level Year 2 (300 Hours)	
Payment Period 1	Payment Period 2	Payment Period 3	
450 hours	450 hours	300 hours	

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

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

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

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

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

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

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

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

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

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

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

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

FEDERAL RETURN OF TITLE IV FUNDS POLICY

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

- 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. *(Refer to page 24 #2 for determination of unofficial withdrawal.)*

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:	<input type="text" value="John Doe"/>	Social Security #:
		<input type="text" value="123-45-6789"/>
	Date of school's determination that student withdrew:	<input type="text" value="1/6/11"/>

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

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

STEP 1: Students Title IV Aid Information

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

STEP 2: Percentage of Title IV Aid Earned

Last Day Attended:

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

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

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

H.

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

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

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

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

STEP 4: Title IV Aid to be Disbursed or Returned

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

J. Post-withdrawal disbursement

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

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

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

K. Title IV aid to be returned

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

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

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

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

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

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

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

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

STEP 6: Return of Funds by the School

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

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

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

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

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

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

STEP 8: Repayment of the Student's loans

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

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

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

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

STEP 9: Grant Funds to be Returned

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

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

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

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

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

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

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

STEP 10: Return of Grants Funds by the Student

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

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

Title IV Grant Programs:

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

INSTITUTIONAL REFUND/DROP POLICY

- ❶ Any monies due the applicant or student shall be refunded within 30 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
 - a. All monies will be refunded if the school does not accept the applicant or if the applicant cancels within three (3) business days after signing the enrollment agreement and making initial payment.
 - 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, after the 3rd business day, but before the first class will result in a refund of all monies paid, with the exception of the registration fee of \$75.00. 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 registration fee of \$75.00, after three (3) days after enrollment.
 - 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 kits are nonrefundable unless the student cancels within three (3) 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, registration 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 If a course and/or program is cancelled and ceases to offer instruction after the student has enrolled and instruction has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ❼ For students who terminate prior to completion, an administration fee in the amount of \$100.00 will be assessed.
- ❽ A student's account may be sent to collections for nonpayment.
- ❾ If the school closes permanently and no longer offers instruction after a student has enrolled, the school will provide a pro rata refund of tuition to the student.

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 Program or Course	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%

VETERANS REFUND POLICY

The refund of the unused portion of tuition, fees, and other charges for veterans or eligible persons who fail to enter a course or withdraw or discontinue prior to completion will be made for all amounts paid which exceed the approximate pro-rata portion of the total charges that the length of the completed portion of the course bears to the total length of the course. The pro-ration will be determined on the ratio of the number of days or hours of instruction completed by the student to the total number of instructional days or hours in the course.

VETERANS ATTENDANCE POLICY

Excused absences will be granted for extenuating circumstances only. Excused absences must be substantiated by entries in students' files. Early departures, class cuts, tardiness, etc., for any portion of a class period will be counted as partial absence. Students exceeding 130 hours of unexcused absences in a 10-month period for cosmetology and 120 hours in a 10-month period for barbering will be terminated from VA benefits for unsatisfactory attendance. The student's attendance record will be retained in the veteran's file for USDVA (U.S. Department of Veterans Affairs) audit purposes.

STUDENT FINANCIAL AID RELEASE

The undersigned agrees that PAUL MITCHELL THE SCHOOL Orlando 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:

- 1 A minimum cumulative Theory grade level of 75% (C) or higher.
- 2 A minimum cumulative academic level of 75% (C) or higher on practical worksheet completion.*
- 3 To determine whether a student meets the academic requirements for Satisfactory progress, theory and practical grades are averaged together to give a cumulative academic grade of 75% (C) or higher.
- 4 A minimum cumulative attendance of 80% of their scheduled hours**

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

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

A student who has not achieved the minimum cumulative GPA of 75% (C) and/or who has not successfully completed at least a cumulative rate of attendance of 80% is not eligible for Title IV assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that has resulted in status of probation.

VETERANS' ABILITY QUANTITATIVE AND QUALITATIVE FACTORS

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

- 1 A minimum cumulative theory grade level of 75% (C) or higher
- 2 A minimum cumulative academic level of 75% (C) on practical worksheet completion*
- 3 To determine whether a student meets the academic requirements for Satisfactory Academic progress, theory and practical grades are averaged together to give a cumulative academic grade of 75% (C).
- 4 A minimum cumulative attendance level of 80% of their scheduled hours**

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

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

A student who has not achieved the minimum cumulative GPA of 75% (C) 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.

COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME

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

The state of Florida requires 1300 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 37.14 weeks for a full-time student and 65 weeks for a part-time student.

The state of Florida requires 1200 hours for the esthetics course. Students are expected to complete the course in no more than 125% of the program length. If a student is never absent, he/she should complete the course within 34.29 weeks for a full-time student and 60 weeks for a part-time student.

MAXIMUM TIME FRAME

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

COURSE	LENGTH	MAXIMUM TIME FRAME
1200 hour Cosmetology - Full Time	34.28 Weeks	42.85 Weeks
1200 hour Cosmtology - Part Time	60 Weeks	75 Weeks
1300 hour Cosmetology – Full Time	37.14 Weeks	46.23 Weeks
1300 hour Cosmetology – Part Time	65 Weeks	81.25 Weeks
Barbering – Full Time	34.29 Weeks	42.86 Weeks
Barbering – Part Time	60 Weeks	75 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 1200-hour barbering students reach 450 and 900 *actual hours* and when 1200-hour and 1300-hour cosmetology students reach *actual hours* of 450, and 900. At least one evaluation will occur prior to or at midpoint of the academic year.

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

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

The following grading scale is used for theory progress:

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

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

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 the school director. A decision on the student's appeal will be made within three (3) business days by the director of education and will be communicated to the student in writing. This decision will be final. *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 permanently 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

Paul MITCHELL THE SCHOOL Orlando is accredited by the National Accrediting Commission of Career Arts and Sciences and recognized by the U.S. Department of Education. Each agency requires that we provide important information regarding our school's outcome rates in the areas of completion, placement, and licensure; however, each agency requires that we provide outcome rates differently. For our accrediting agency, we are required to list the outcome rates for each main campus and all branch campuses together. In this case, PAUL MITCHELL THE SCHOOL Orlando is a branch campus of PAUL MITCHELL THE SCHOOL Provo, so we have provided the outcome rates for all of the schools under that structure. For the U.S. Department of Education, we are required to provide outcomes based on the individual location, so we have also provided outcome rates for the school you are interested in attending. If you have any questions regarding our outcome rates, please see our admissions team for assistance.

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

Graduation	Placement	Licensure
68.21%	72.08%	97.70%

PAUL MITCHELL THE SCHOOL Orlando performance statistics for the calendar year 2012:

Graduation	Placement	Licensure
61.67%	74.77%	96.49%

MITCHELL THE SCHOOL Orlando's Florida Department of Education (FLDOE) performance statistics for the calendar year 2012-2013:

Retention	Placement
83.54%	64.88%

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 Florida plan to hire 39,686 new employees in the next 12 months. The average annual salary for a salon professional in Florida is \$39,015. This amount does not include tips and gratuities. Nationally, the average salon professional's salary is \$35,973.

As of January 2007, there were 167,713 professionals employed at Florida's salons. Most important, 51% of Florida 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 Orlando 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 1200-hour cosmetology program:

Placement rate	On-time graduation rate	Median Loan Debt
73.26%	13%	2009–2010 Title IV: \$7,667.00. Private: \$0. Institutional: \$0. 2010–2011 Title IV: \$7,667.00. Private: \$0. Institutional: \$0.

For the most recent annual reporting period, the school shows the following data for the 1300-hour cosmetology program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	N/A

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

Placement rate	On-time graduation rate	Median Loan Debt
80.95%	0%	2009–2010 Title IV: \$5,516.00. Private: \$0. Institutional: \$0. 2010–2011 Title IV: \$7,667.00. Private: \$0. Institutional: \$0.

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:

orlando.paulmitchell.edu/programs.

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

Graduation	Placement
47.83%	72.79%

PAUL MITCHELL THE SCHOOL must prepare the completion and graduation rate of its certificate- or degree-seeking, first-time, full-time undergraduate students each year. The annual rates are based on the 12-month period that ended August 31 of the prior year. The rates will track the outcomes for students for whom 150% of the normal time for completion or graduation has elapsed. Normal time is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. These rates are generated from the school student record management system.

STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

All students must commit to and follow the Student Professional Development Guidelines during their enrollment at PAUL MITCHELL THE SCHOOL Orlando. 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. Part-time students are required to clock in/out 2 times a day: when they arrive at school and when they leave at the end of the day.
- ❷ The school is open from 9:00 AM to 4:30 PM for day students and 5:00 PM to 10:00 PM for night 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 Night students may not miss Mondays; day students may not miss Saturdays.
- ❻ Students must be on time, as tardiness inhibits the learning process. Students who are late for theory class may not enter the classroom and will not receive theory credit. 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.
- ❼ During the enrollment contract period, Applicant must maintain a 90% attendance average each month in order to complete the program within the Scheduled program length. The Applicant is allowed to miss 10% of his or her scheduled hours before having to pay extra instructional charges. The Applicant may use the allowed 10% of his/her scheduled hours for vacation, doctor appointments, illness, etc. If the Applicant must attend additional Cosmetology or Barbering Program hours beyond his/her maximum Scheduled Program length due to not meeting a 90% attendance average or to complete academic graduation requirements, the applicant will be charged an additional \$12.00 for each hour scheduled to complete after the Scheduled Program length is reached. Extra Instructional Charges will be billed to the applicants account once the Schedule Program Length is reached.

Effective August 1, 2014 overtime rate will increase to \$13.00 per hour.

Scheduled Program Length is defined as:

<p><i>Cosmetology:</i> Hours in program = 1300 hours 10% absent hours = 130 hours Scheduled Program Length = 1430 hours</p>	<p><i>Barbering:</i> Hours in program = 1200 hours 10% absent hours = 120 hours Scheduled Program Length = 1320 hours</p>
<p><i>Cosmetology:</i> Hours in program: 1200 hours 10% absent hours: 120 hours Scheduled Program Length: 1320 hours</p>	

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

- ⑧ Students who are late or cannot attend school must contact the school and talk to the school service desk immediately. Day students must call in by 9:00 AM; night students must call in by 1:30 PM.
- ⑨ Students must request time off from school from the Education Leader.
- ⑩ Students are required to be in attendance a minimum of seven (7) hours per day, 35 hours per week for the full-time schedule; 20 hours per week for part-time students. Holidays such as Thanksgiving, Christmas, and New Year's Day will be set according to the calendar each year. Students cannot bank hours and attend over 35 hours per week to make up for missing hours. If a student will miss hours during the week, arrangements must be made with the Future Professional Advisor to make up those hours within the same week, or the hours missed will count against the hours allowed to miss and overtime charges can occur.
- ⑪ Lunches and breaks are scheduled for all students. Day students will take 30 minutes for lunch between 12:00 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.

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

Student Schedule	Breaks	Lunch
8 or 7 1/2 hr/day	10 min. in the morning & 10 min in the afternoon	30 min.
6 hr/day	10 min. in the morning & 10 min in afternoon	n/a
5 hr/day	10 min at mid-point of schedule	n/a
4 hr/day	10 min at mid-point of schedule	n/a

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

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

- ① Core and Phase One students must wear all black.
- ② Core and Phase One barber students must wear all black with yellow or red accessories as in a tie, belt, arm-garter, suspenders, sox's, or shoes.
- ③ Phase Two students must wear black or white in any combination.
- ④ Phase Two barber students must wear black or white in any combination with yellow or red accessories as in a tie, belt, arm-garter, suspenders, sox's, or shoes.
- ⑤ A minimal print in clothing is acceptable only if it is a black and white print.
- ⑥ Clothing must be professional, clean, and free of stains and tears.
- ⑦ Shoes should be black, professional, and comfortable for all students.
- ⑧ Hair must be clean and styled prior to arriving at school. Ponytails are not acceptable.
- ⑨ Cosmetics must be applied prior to arriving at school, using trend-appropriate makeup techniques.
- ⑩ The following is a list of unacceptable dress:
 - a. Tennis shoes, gym shoes, foot thongs, Crocs, or beach sandals
 - b. Jeans or clothing made of jeans material
 - 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 or biking shorts
 - i. Hooded sweatshirts, jackets, or tops
- ⑪ Students who fail to comply with the professional dress code will be asked to leave and return with appropriate attire.

Sanitation and Personal Services

- ① Students must keep workstations and classroom areas clean, sanitary, and clutter free at all times.
- ② Students must clean their stations, including the floor, after each service.
- ③ Hair must be swept up immediately after a service is completed, before blow drying.
- ④ Workstations must be cleaned at the end of the day, prior to clocking out for the day.
- ⑤ Students may have their hair or other services done Tuesday through Thursday. 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

- ① Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, student lounge, or clinic floor area.
- ② 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.
- ③ Cell phones are not permitted in the school.
- ④ Students may not visit with another student who is servicing a client.
- ⑤ Students may not gather around the reception desk, reception area, or offices.
- ⑥ Food, drinks, and water bottles are allowed only in the lunchroom.
- ⑦ PAUL MITCHELL THE SCHOOL Orlando is a smoke-free campus.
- ⑧ Stealing or taking school or another's personal property is unacceptable.

Learning Participation Guidelines

- ① Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable.
- ② Students will be expected to maintain an average of 75% on all theory tests and assignments.
- ③ Students must take all appointments assigned to them. This includes last-minute walk-ins.
- ④ Students may not be released from required theory class to take a client.
- ⑤ Only desk personnel may schedule or change client service appointments.
- ⑥ All services must be checked and the service ticket initialed by an instructor.
- ⑦ Students are expected to be continuously working on school-related projects, assignments, reading, or test preparation during school hours.
- ⑧ Students will receive clock hours during the times they fully participate in their learning experience.
- ⑨ When students are not scheduled with service appointments or are not scheduled to attend theory or an elective class, they may focus on the following:
 - a. Completion of monthly worksheets
 - b. Completion of theory review worksheets
 - c. Performing a service on another student
 - d. Listening to or reading school resource center materials, including educational videos, audiotapes, and books
- ⑩ Students must comply with school personnel and instructor's assignments and requests as required by the curriculum and student guidelines and rules.
- ⑪ 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.
- ⑫ Students are responsible for their own equipment and may use a station drawer only while working at that station. All equipment, tools, and personal items must be secured in their assigned locker. PAUL MITCHELL THE SCHOOL Orlando is not responsible for any lost or stolen articles.
- ⑬ Parking is allowed in assigned parking areas only or cars may be towed at the owner's expense.
- ⑭ All worksheets are due the end of each month by 4:30 PM for day students and 10:00 PM for night students.
- ⑮ 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.

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:

- ➊ **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.
- ➋ **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.
- ➌ **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.
- ➍ **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.
- ➎ **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

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 Orlando Campus is: Laura Dewey; ADA Compliance Coordinator; 1285 Oviedo Mall Blvd., Oviedo, FL 32765; (407) 677-7695; admissions@orlando.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 Enrique (Henry) A. Torres; Director; 1285 Oviedo Mall Blvd., Oviedo, FL 32765; (407) 677-7695; henryt@orlando.paulmitchell.edu. The student must explain his/her reasons for disagreeing with the Coordinator’s decision, or explain how the student’s accommodation is not being implemented, and submit any relevant documentation.

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

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

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

Training and Mediation Responsibilities of the ADA Compliance Coordinator

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

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

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

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

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

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

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

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

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

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

The complaint must be sent to Enrique (Henry) A. Torres; Director; 1285 Oviedo Mall Blvd., Oviedo, FL 32765; (407) 677-7695; henryt@orlando.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 Enrique (Henry) A. Torres; Director; 1285 Oviedo Mall Blvd., Oviedo, FL 32765; (407) 677-7695; henryt@orlando.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 financial aid may not cover the full 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 noncitizen alien recipient codes 1-151, 1-55 1, 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 Orlando 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 Orlando. 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 Orlando we abide by the provisions of the federal Digital Millennium Copyright Act (DMCA), which requires prompt response to claims of copyright infringement by copyright holders or their agents. If the school receives an allegation of copyright infringement based on your use of the school's computers, the matter will be referred to the school director for further investigation. If you are found responsible after meeting with the school director, you are subject to disciplinary action including loss of network access, suspension or termination from school, and/or restitution or community service.

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

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

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

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

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

SOCIAL NETWORKING POLICY

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

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

REGULATORY AND ACCREDITATION AGENCIES

The following institutions license and regulate our institution:

Licensed by the Commission for Independent Education, Florida Department of Education (FLDOE). Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, telephone number (850) 245-3200, or toll free (888) 224-6684.

PAUL MITCHELL THE SCHOOL Orlando license number 2689.

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 Financial Aid Leader, the Education Leader, and the Operations 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 Orlando will maintain records of the complaint and response in accordance with the published record retention policy.

Students may refer unresolved grievances to the following addresses in writing:

Commission for Independent Education

325 West Gaines Street Suite 1414
Tallahassee, FL 32399-0400
(850) 245-3200 or toll free: (888) 224-6684.

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

SCHOOL ADMINISTRATION AS OF MAY 2014

Owners: Winn Claybaugh and John Paul Mitchell Systems

Mr. Winn Claybaugh has been a principal owner and operator of PAUL MITCHELL THE SCHOOL ORLANDO in Provo, Utah, since 1985. He has since opened PAUL MITCHELL THE SCHOOL ORLANDO in Costa Mesa, California, which opened in January 2001, and PAUL MITCHELL THE SCHOOL ORLANDO in Cranston, Rhode Island, which opened in March 2003. Mr. Claybaugh is very active in the cosmetology industry as a motivational speaker and is in demand outside the profession for the same purpose at various seminars, workshops, and conferences. *John Paul Mitchell Systems has been in operation since 1980.*

President: Winn Claybaugh

Vice President: Dennis S. Claybaugh

Mr. Dennis Claybaugh taught Art at Alta High School for 28 years. He has a Master degree from the University of Utah in Arts.

Secretary of Treasurer: Jeanne Claybaugh

Mrs. Jeanne Claybaugh has been the school's bookkeeper for 22 years. She kept books at the *Daily Breeze*, newspaper in California for 10 years. She was the assistant circulation manager for the *Daily Herald*, a city newspaper in Provo, Utah for 7.5 years, where her duties included customer communication and customer record keeping.

Board Director: Luke Jacobellis

The administration listed above is not located at the Casselberry location.

Director: Enrique (Henry) A. Torres

Daymaker: Giulio Veglio

Financial Aid Leaders: Laura Dewey, Ashley Cookson

Operations Leader: Laura Veglio

Admissions Leaders: Kayleigh McRae, Valerie Willis

Clinic Floor Leader: Heidi Aburaad

Education Leader: Tara Dowdal

Learning Leaders:

Tara Dowdal is full-time and graduated from Highland Community College with a diploma in 1995. Tara currently holds a cosmetology license in the state of Florida and has been working in the industry for 20 years. Before Tara started with Paul Mitchell the school Orlando she was a Paul Mitchell Associate and worked at major salon chain for 10 years. With certifications from several product lines, Tara has appeared at the Premiere Orlando Beauty Show and several local hair shows and styled hair nationally televised Children's Miracle Network Hospital events, styling hair for John Schneider and Dr. Oz. She has also worked with stylist and mentors Stephanie Kocielski, Linda Yodice and Lucy Doughty. She is currently a member of the Advanced Academy Color team and is the Education leader at Paul Mitchell the school Orlando. Her passion and drive every day is for happy successful future professionals.

Conway Smithson is part time and graduated from Kissimmee Beauty School in 1999, receiving a diploma. Conway has been working in the industry for approximately 12 years and is a salon owner and stylist at Emmanuel Salon in Kissimmee Fl. Since 1999 Conway has worked at Black Diamond Salon and Hip Hop Salon until taking the leap to share his passion with others and becoming a salon owner. He considers cutting his specialty with an emphasis on Men's grooming. Conway is passionate about teaching future professionals and being a mentor to them showing them that all their dreams can come true.

Antoinette Noguerras is full-time and graduated from Paul Mitchell the School Orlando. In 2008 she received both her certificate of completion as well as her Diploma. She currently has her Florida Cosmetology License and has been working in the industry for approximately 4 years. Along with working full time at the school Antoinette also works as a stylist at Emmanuel Salon in Kissimmee Florida. She is the currently the texture specialist and shares her knowledge of Texture and style and finish to ensure that each future professional leaves with the ability to work with any fabric of hair.

Kara Vazquez is part time and graduated from Paul Mitchell the school Orlando and received her certificate and diploma in 2004. She currently has her cosmetology license in the state of Florida and has been working in the industry for approximately 8 years. Kara is currently working as a stylist at Nube Nove in Orlando Florida and is the night school Future Professional advisor at Paul Mitchell the School Orlando. Kara assisted industry icons Pamela Peretti at the Orlando Premiere Beauty show and has also assisted Master Associate for John Paul Mitchell systems Lenny King. Kara is passionate and focused on making sure that every future professional is successful and enjoys their journey here at Paul Mitchell the School Orlando.

Andrea Ramerez is full-time and graduated from Avanti Hair Tech/ Career Training institute receiving a diploma in 2003. Andrea is a licensed cosmetologist and has been working in the industry for approximately 10 years. Her career started out by assisting a Toni and Guy Educator and received one on one training in return. She strengthened her knowledge of Paul Mitchell by working for 5 years at a Paul Mitchell focus salon Robert Savero's. Since joining the school she has held many roles from Theory leader, Color Specialist, Student Council Leader Phase two and Makeup specialist. Andrea considers herself a perfectionist and her passion for detail shows in her work in and out of the classroom.

Lindsay Allbritton is full-time and is a graduate of Paul Mitchell the School Orlando where she received her certificate and Diploma in 2007. Lindsay is a licensed Cosmetologist and has been working in the industry for approximately 6 years. Lindsay currently works at Salon Forte a Paul Mitchell Focus Salon in Maitland Florida. Lindsay also worked for Salon Zion in Longwood Florida for 3 years. While hair is not her only love she also works as a freelance makeup artist and has her own spray tanning business here in central Florida. Lindsay loves to share all of her knowledge and watch her future professionals grow to become professionals.

Spencer Johnson is part time and graduated from Paul Mitchell the school Orlando in 2005 with a certificate and diploma. He is currently licensed in Florida and has been working in the industry for approximately 7 years. Spencer has worked at several elite salons in the Orlando, David James, Stella Luca, as well as Box office hair. Spencer loves to learn and enjoys providing beauty services, helping individual's look and feel great.

Brandon Palmore is a full-time at Paul Mitchell The School Orlando and is dually licensed in cosmetology and barbering. He graduated from Ridge Career Center in 2006, with a certificate in cosmetology and then graduated from Artistic Nails and Beauty in 2012, with a certificate in barbering. Brandon has been working in the industry for six years, either as a barber/manager within a salon, or teaching in a barber/cosmetology school. He joined the Paul Mitchell the school Orlando in September 2012, because he wanted to take his teaching skills to the next level, by helping build a great barber program. He enjoys spending time with his family and friends, and also watching sports.

Karla M. Donze is a fulltime learning leader and graduate from Paul Mitchell the School Orlando. Karla graduated in October 2010 and received a certificate of completion. She currently has her cosmetology license in Florida since August 2012 and has been working doing freelance hair and makeup and participated in wedding events. Karla currently works at Paul Mitchell the School Orlando; Karla started as a Concierge/Clinic Floor leader and now has been given the opportunity to teach CORE as a Learning Leader Mentor. She enjoys creating editorial hair and makeup and sharing her own techniques with people who surround her. Karla is certified in airbrush makeup from the Makeup studio of Miami Beach and continues to get certified and expand her education on makeup and hair. She is passionate about teaching and sharing her passion, skills and knowledge with those at the school.

Rayna Bradley is a full time learning leader and home grown, Rayna is a 2008 graduate of Paul Mitchell the School Orlando where she received her certificate of completion. She has obtained her license in the State of FL and has been working in the industry for over six years. When Rayna is not working at Paul Mitchell the School as a Theory and Final Phase Specialist, she is a hair stylist at Hair Essentials Salon in Maitland, FL. Rayna's first love is hair, but she also enjoys community service, cooking, caring for her plants, and spending time with her husband and two sons. Rayna is passionate about teaching at Paul Mitchell the School and enjoys sharing her knowledge and skills with future professionals.

Heidi Aburaad is a part time Learning Leader and graduate, from Paul Mitchell the school Orlando since 2011 where she received her certificate of completion. Heidi is home grown and is currently the Texture specialist at night school. She is a Florida state cosmetologist and has been practicing cosmetology for 3 years is an active stylist in Brevard County. Heidi has a passion for haircutting and styling and she shares her passion with every Future professional as well as every guest she has at the salon Color Express where she has quickly risen to be a top stylist. Heidi loves the reward from teaching and sharing her experiences with the future professionals ensuring they can be just as successful in their careers as the success she has seen in hers.

Leonardo Arroyo is fulltime learning leader and has been working in the beauty industry since 2006. He studied at beauty schools of America in 2007 where he received a certificate of completion. He currently holds a barber license in the state of Florida since February 2009. Leo began teaching in 2009 where he worked as a theory instructor and lead a class of 100. Leonardo not only loves teaching he also is currently working in a salon called A NEW IMAGE SALON SPA located in central Florida. He enjoys fishing, cutting hair, fast cars, traveling, and children. He loves working as an instructor at Paul Mitchell the School Orlando.

Kate Miller is a graduate and of Paul Mitchell the School Orlando in 2008 where she received her certificate of completion. Kate has been working in the Hair industry for seven years. Kate is extremely passionate about hair, she love blow dry styles, up dos and color. Kate had the privilege to assist with color and cutting advanced academy classes at Paul Mitchell the School Orlando. Kate is inspiring to many future many future professionals and as a fulltime Core leader she feels at home in the classroom assisting future professionals in their first steps of their new journey here at the school. Kate is passionate and dedicated and loves teaching as well as working behind the chair at Arbor Park Salon.

Rebekah Williams is a graduate of the Paul Mitchell School Orlando since 2009 and sharing her passion as a Night School Learning Leader. Rebecca values core fundamentals and foundation so as the Night School Protégé leader she has the opportunity to ensure that every future professional is set up for success once they reach the clinic floor. She is also a current Stylist at Beach Break Salon in Gainesville FL, as well as a National Educator for John Paul Mitchell Systems. Her main passion is education, not only does she loves teaching she loves learning new technique's and sharing to the future professional that there is always room for growth. Rebecca is very goal oriented thrives to continue to grow in the industry and has a great say "YES" attitude that is one of her many attributes that she brings to the Orlando team.

Karen Hernandez is a full time learning leader and is the current Future Professional Advisor for the night school program, at Paul Mitchell the School Orlando. Karen received her education at Paul Mitchell the School Orlando and graduated in 2011 where she received her certificate of completion and is a licensed Florida cosmetologist. Karen also is a stylist at Salon Forte Spa and Salon she began her career in the hair industry 5 years ago. Karen started her journey as a service desk coordinator at Paul Mitchell the School Orlando and after mastering the service desk systems she knew it was her passion to become a stylist. Her passion for education led her back to the School where she is able to give back in the form of education and culture by coaching leading ad mentoring future professional's to reaching their goals.

Summer Oneal is a full time as a learning leader at Paul Mitchell the School Orlando. As a graduate from Paul Mitchell the school Esani in Alpharetta GA., Summer graduated in 2010 with a master in cosmetology and a minor in skin specialty. Summer has been working in this beauty industry since 2010, she has worked behind the chair at Godiva salon in Bulkhead GA., as well as a stylist and educator for Dry bar salon in Atlanta GA. Summer is very passionate about our industry and her desire to continue to grow and learn new techniques, Summer loves teaching and inspiring new artists not only in learning hair by also sharing the Be Nice or Else message as the Be Nice or Else team Leader. s a full time as a learning leader at Paul Mitchell the School Orlando. As a graduate from Paul Mitchell the school Esani in Alpharetta GA., Summer graduated in 2010 with a master in cosmetology and a minor in skin specialty. Summer has been working in this beauty industry since 2010, she has worked behind the chair at Godiva salon in Bulkhead GA., as well as a stylist and educator for Dry bar salon in Atlanta GA. Summer is very passionate about our industry and her desire to continue to grow and learn new techniques, Summer loves teaching and inspiring new artists not only in learning hair by also sharing the Be Nice or Else message as the Be Nice or Else team Leader.

Hailey Holland is fulltime and graduated from Paul Mitchell the School Orlando in 2008 and received a certificate of completion. She currently has her cosmetology license in Florida and has been working in the industry for approximately 5 years. Hailey is currently a master stylist in a Downtown Orlando salon Beauty Box Collective. She especially enjoys hair color and has attended many classes including workshops by Angus Mitchell, James Ryder as well as Ruth Roche. Hailey is passionate about sharing her knowledge with the future professionals at Paul Mitchell the School.

Jessica Gil is a part time learning leader also a honors graduate from Paul Mitchell The School Orlando in 2011/2012 and received a certificate of completion of cosmetology and barbering course. She currently has her cosmetology license in fl and is working on her barbering license as well. She has been working in this industry for approximately 2yrs. Jessica G is currently working as a stylist at Great looks Salon and Spa(hunters creek), learning leader at PMTSO. Her job is her passion and loves learning a Sharing knowledge as is helps her grow as well. She has assisted industry icons such as Robert cromens , Mary, Stephanie kocielski, pms team at premiere 2012. She is extremely passionate and always happy and excited about teaching.

Stephanie Molina is part time and graduated from Paul Mitchell The School Orlando in 2012 and received a certificate of completion. She currently has her cosmetology license in Florida and has been working in the industry for approximately two years. She enjoys styling hair as well as men's cutting. She has attended classes by Linda Yodice and Scott Cole as well as a class by Shear Genius winner Dee Adams. She is passionate about teaching in a Paul Mitchell School, and loves to share her passion, skills and knowledge.

Jeremy Santiago is a part time and graduated from Paul Mitchell The School Orlando in 2012 and received a certificate of completion. He currently has his master barbering license and has been working in the industry for over a year in a half. Jeremy is currently working as a Barber at Kennedy's All America Barber Club in Lake Mary , FL . He enjoys his craft and practice to become better every day in the barbering industry . He has taking classes with Eric Roas a wahl platform artist and celebrity barber. He has also taken cutting classes with Dj Muldoon at the Factory in San Diego , Ca . He's passionate about teaching in a Paul Mitchell School , and loves to share his passion , skills and knowledge with others.