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

Ed Ruiz

Hair Expressions-Paul Mitchell Partner School

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Table of Contents

2020 CLASS START DATES.....	16
2020 HOLIDAYS/SCHEDULED SCHOOL CLOSINGS.....	16
ACCEPTANCE	5
ADMINISTRATION/OWNERSHIP.....	1
ADMISSION PROCEDURE	4
ADMISSION REQUIREMENTS.....	4
ADVERSE ACTIONS	2
APPLICANTS WITH NON-IMMIGRANT VISAS	5
ARTICULATION AGREEMENT.....	6
ALCOHOL AND DRUG-FREE EDUCATIONAL FACILITY POLICY	74
BARBERING PROGRAM TESTING AND GRADING PROCEDURE	25
CLASS SIZE.....	1
COACHING AND CORRECTIVE ACTION	57
COACHING OPPORTUNITES, SUSPENSION AND TERMINATION POLICY	14
CODES OF PRACTICE.....	50
COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME.....	39
COPYRIGHT MATERIAL POLICY FOR HAIR EXPRESSIONS - PAUL MITCHELL PARTNER SCHOOL	72
COSMETOLOGY COURSE OUTLINE.....	17
COSMETOLOGY COURSE OVERVIEW.....	17
COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE.....	25
COST OF TUITION AND SUPPLIES.....	12
COURSE DESCRIPTIONS (ALL COURSES ARE TAUGHT IN ENGLISH).....	2
CREDIT BALANCE POLICY.....	38
DETERMINATION OF PROGRESS STATUS.....	43
EDUCATION GOALS.....	11
ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION.....	38
ENFORCEMENT OF PUBLIC HEALTH REGULATIONS.....	73
ENROLLMENT INFORMATION.....	10
ESTHETICS COURSE OUTLINE.....	18
ESTHETICS PROGRAM TESTING AND GRADING PROCEDURE.....	25
EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT	42
FEDERAL RETURN OF TITLE IV FUNDS POLICY	32
GRADUATES COMPLETING A PROGRAM AND REENROLLING IN A NEW PROGRAM	28
GRADUATION, PLACEMENT, AND JOB OPPORTUNITIES	28
HAIR EXPRESSION - PAUL MITCHELL PARTNER SCHOOL POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES.....	58
HARASSMENT, INTIMIDATION, BULLYING, RACISM AND DISCRIMINATION POLICY	66
HOME SCHOOL POLICY.....	5

INDUSTRY REQUIREMENTS	26
INSTITUTIONAL REFUND/DROP POLICY	36
INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS	42
LEAVE OF ABSENCE POLICY.....	41
LICENSING REQUIREMENTS AND RECIPROCITY	26
LOCKER POLICY.....	56
LATE PAYMENTS	13
MAJORS, DEGREES, SECOND DEGREE, OR SUMMER TERMS.....	40
MAKEUP WORK	38
MAXIMUM TIME FRAME	40
MEASURABLE PERFORMANCE OBJECTIVES.....	26
MISSION STATEMENT	1
NONDISCRIMINATION	1
OCCUPATIONS AVAILABLE UNDER COSMETOLOGY	28
OTHER RULES FOR HAIR EXPRESSIONS - PAUL MITCHELL PARTNER SCHOOL	53
PARKING	1
PERFORMANCE STATISTICS/JOB OUTLOOK	47
POLICY FOR VERIFICATION OF TITLE IV FUNDING.....	37
PROBATION	43
PROGRAM PERFORMANCE	76
QUANTITATIVE AND QUALITATIVE FACTORS.....	38
RE-ESTABLISHMENT OF SATISFACTORY ACADEMIC PROGRESS FOR THOSE WHO QUALIFY.....	43
REINSTATEMENT OF FINANCIAL AID FOR THOSE WHO QUALIFY	37
RE-ENTRY STUDENTS	6
SAFETY PRECAUTIONS FOR THE BEAUTY INDUSTRY.....	26
SATISFACTORY ACADEMIC PROGRESS POLICY	38
SCHEDULE CHANGES.....	13
SCHOOL ADMINISTRATION AS OF JULY 2020	76
SCHOOL FACILITIES.....	1
SEXUAL HARASSMENT POLICY	65
SOCIAL NETWORKING POLICY.....	72
SPECIAL PROVISIONS FOR BOOKS AND SUPPLIES	37
STATE LICENSING DISCLAIMER.....	3
STATE OF MARYLAND REQUIREMENTS - BARBERING.....	23
STATE OF MARYLAND REQUIREMENTS - COSMETOLOGY	20
STATE OF MARYLAND REQUIREMENTS - ESTHETICS.....	21
STUDENT ATTENDANCE POLICY.....	49
STUDENT CONSUMER INFORMATION	64
STUDENT KIT — BARBERING	31
STUDENT KIT – COSMETOLOGY	29
STUDENT KIT – ESTHETICS	30
STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY	45

STUDENT SERVICES27

STUDENTS WHO WITHDRAW13

TEACH-OUT AGREEMENT2

TERMINATION APPEAL PROCEDURE44

TRANSFER OF CREDIT POLICY8

TRANSFER STUDENTS.....7

TREATMENT OF TITLE IV FUNDS WHEN A STUDENT WITHDRAWS FROM A CLOCK-HOUR PROGRAM.34

VETERANS (VA) POLICY77

WARNING.....43

WORKING ON GUESTS27

MISSION STATEMENT

At Hair Expressions - Paul Mitchell Partner School, our 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 promote and recognize the principles of fairness, equity, inclusion, anti-racism, and social justice. Our culture is about embracing diversity, bringing out the best in people and situations, changing lives, making a difference, giving back, healing the planet, and healing ourselves. We also provide a solid educational foundation to empower our team members in the pursuit of excellence. We strongly believe that when people come first, success will follow.

SCHOOL FACILITIES

Our programs offer the challenge of a stimulating and rewarding career. Hair Expressions - Paul Mitchell Partner School is fully equipped to meet all the demands of modern hair and skin care, while at the same time providing a high-tech atmosphere and attitude for progressive personal development. The facilities consist of an attractive modern 12,500 square foot building which includes student lounge and lockers, client reception and work areas, management offices, private classrooms, workstations, and equipment. The school is located one block from the Twinbrook Metro Station.

ADMINISTRATION/OWNERSHIP

Hair Expressions Academy Inc., dba Hair Expressions - Paul Mitchell Partner School, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC.

PARKING

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

CLASS SIZE

Hair Expressions - Paul Mitchell Partner School has a policy of no more than twenty (20) students per instructor for Cosmetology, fifteen (15) students per instructor for Esthetics, and twenty-five (25) students per instructor for Barbering.

NONDISCRIMINATION

Hair Expressions - Paul Mitchell Partner School, in its admission, instruction, and graduation policies and practices, does not discriminate on the basis of sex, race, religion, age, ethnic origin, color, disability, sexual orientation, or ancestry. The school does not allow or tolerate discrimination of any kind, bullying, harassment, racism, or hazing of any sort. If any student or team member experiences or witnesses anyone being bullied, harassed, hazed, or racially targeted in any way, he or she is required to report the matter to the school's director, Ed Ruiz, in person or by calling (301) 984-8182, or by mail at 12450 Parklawn Drive, Rockville, MD 20852 immediately so appropriate action can be taken.

TEACH-OUT AGREEMENT

Hair Expressions - Paul Mitchell Partner School is accredited by the National Accrediting Commission of Career Arts and Sciences (NACCAS) and is not required by NACCAS to have a teach-out agreement in place. Schools are only required to have a teach-out agreement in place under certain circumstances where the school may no longer be considered a viable entity, which does not apply to this school.

ADVERSE ACTIONS

The U.S. Department of Education requires all Title IV eligible schools to publish any enforcement actions or prosecutions brought against it by a state or federal law enforcement agency in any matter where a final judgment against the institution, if rendered, would result in an adverse action by the school's accrediting agency, revocation by the state authorization or licensing agency, or limit, suspend, or terminate a school's eligibility to participate in Title IV programs of the Higher Education Act. Hair Expressions - Paul Mitchell Partner School does not have any legal actions against it by a state or federal law enforcement agency.

COURSE DESCRIPTIONS (All courses are taught in English)

COSMETOLOGY: Standard Occupational Classification (SOC 39-5012.00) Classification of Instructional Programs (CIP 12.0401)

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

**A student will be prepared to be an entry level cosmetologist.*

ESTHETICS: SOC 39-5094.00, CIP Code 12.0409:

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

**A student will be prepared to be an entry level esthetician.*

BARBERING: SOC 39.5011.00, CIP Code 12.0402:

The curriculum involves 1200 hours to satisfy Maryland state requirements. The program includes extensive instruction and practical experience in men's cutting, color, texture, men's grooming, customer service, personal appearance and hygiene, personal motivation and development, retail (Take Home) skills, guest record-keeping, and business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

**Students are prepared to be entry-level barbers.*

At this time the school does not have any plans to improve or change its educational programs.

The school does not have any written agreements with any other entity to offer in whole or part any of its educational programs.

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 Department of Labor, Licensing and Regulation, Division of Occupational and Professional Licensing to deny licensure. The Department of Labor, Licensing and Regulation, Division of Occupational and Professional Licensing to 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. Hair Expressions - Paul Mitchell Partner School is not responsible for students denied licensure.

DISCLOSURE FOR PROGRAMS LEADING TO LICENSURE

The following programs offered at Hair Expressions - Paul Mitchell Partner School lead to licensure in the state of Maryland: Cosmetology, Barbering, and Esthetics. We have compiled a list of all states that require licensure for the program you are interested in enrolling. We have identified whether the institution's program curriculum meets, does not meet, or a determination has not been made yet, for other state's individual state educational requirements for professional licensure. This information can be located on the school's paulmitchell.edu website, as well as you will receive a copy in the school's admissions packet, prior to touring the school.

Please note that the school you are planning on attending has only had their curriculum evaluated by the state that you are attending school in, which meets the state's requirements for licensure and practice. In determining whether your program of study is acceptable in another state, each state board reviews the number of clock hours you attended in your home state, the subject areas and practical experiences you completed, as a part of the process of determining what, if any, additional requirements you may have to meet in order to be licensed in their state. We encourage all graduates who are considering becoming licensed in another state to first take the licensure exam in their home state, which will make it easier to transfer into another state. If you are not licensed by your home state, the state you are considering getting licensed in may require you to take additional training to meet their state minimum hour requirements and/or take their state licensure exam. State boards do not evaluate the curriculum of schools located in other states, but do, in most cases, recognize training from other states in order to transfer their license.

If, at any time, the program you are enrolled in, ceases to meet the educational requirements for licensure in the state where the student is located, the school will provide written notice directly to the student in writing within 14 calendar days of making that determination.

ADMISSION REQUIREMENTS

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

ADMISSION PROCEDURE

- ❶ **Complete an Application Form:** Complete and submit the application form to the school prior to registration. All forms may be obtained by requesting them from Hair Expressions - Paul Mitchell Partner School.
- ❷ **Submit an Application Fee:** Action will not be taken on admission or any student loan application until a non-refundable application fee of \$100.00 is received. Please submit the fee in the form of a check or money order, payable to Hair Expressions - Paul Mitchell Partner School. This fee is not included in the cost of tuition. In extraordinary circumstances, the school may waive the application fee for students that transfer from a school that has suddenly closed without notice.
- ❸ **Submit Two (2) Photos:** The photos should be a recent head and shoulder shot of the applicant.
- ❹ **Entrance Essay:** The essay should include information about the applicant.
- ❺ **Personal Interview:** Applicant must complete a personal interview with the admissions team prior to registration.
- ❻ **Provide Verification Documents:**
 - a. **Identification (*provide only one*):** Copies of a passport, a government-issued identification, a driver's license, or a birth certificate are required.
 - b. **Education (*provide only one*):** Copies of a standard high school diploma*, high school transcripts showing high school completion**, an academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit towards a bachelor's degree or High School Equivalency diploma or official High School Equivalency diploma test scores.

* Please note that a Modified High School Diploma, a Certificate of Completion, or a Certificate of Attainment is not accepted for our Admissions requirements. They are not considered equivalent to a Standard High School Diploma. We are required to verify that your proof of education is from a valid high school or High School equivalency program. If we determine that your diploma or High School Equivalency diploma is not valid, you will be denied admission to the school.

Students must provide Hair Expressions - Paul Mitchell Partner School Admissions Leader with the required documentation at least two weeks prior to the beginning of class.

The potential student may walk-in or schedule his/her tour in advance through the Admissions Department by calling (301) 984-8182. Tours are done throughout the day from 9:00 a.m. until 7:00 p.m. Tuesday through Thursday, and 9:00 a.m. – 5:00 p.m. on Friday and Saturday. During the tour the student may ask questions to the Admissions and Financial Aid Leaders. During the tour the student will be notified of the hours of attendance and the curriculum. Once the tour is completed the student will be asked to fill out Hair Expressions - Paul Mitchell Partner School's application *this, in no way, is the official enrollment agreement*. Hair Expressions - Paul Mitchell Partner School will review the application by the Admissions Leader and Financial Aid Leader and if the application is accepted a future date will be scheduled that is convenient for the student. At the next appointment the student must have provided all the required documents for Admissions and will then sign the enrollment agreement.

****Foreign Diplomas or Transcripts:** The school will accept a foreign diploma or transcript, however the diploma or transcript **MUST** be equivalent to a U.S. high school diploma and must be translated into English by a certified translator and evaluated by a credentialed evaluation service. ***It is the students responsibility to have the foreign diploma or transcript translated and evaluated as part of the admissions process.*** Because the cost of evaluating a foreign diploma or transcript must be incurred as a charge of admissions prior to enrollment in an eligible program, the fee cannot be included in the cost of attendance (COA). Guidance on who to contact to secure an official translation and evaluation can be obtained from the school Financial Aid Leader.

Hair Expressions - Paul Mitchell Partner School does not recruit students who are already enrolled in a similar program at another institution.

If you have a disability and need an academic adjustment, please notify the admissions officer as soon as possible so the school can review your request. If you are interested in attending our school and you do not have a high school diploma or high school equivalency diploma, please contact our admissions office for a list of high school equivalency programs located near the school. Hair Expressions - Paul Mitchell Partner School does not require a student to have immunizations / vaccinations to enroll in our school. A copy of the school's ADA Policy and Request for Accommodations form may be found on the school's website or from the school's Admissions Leader.

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

APPLICANTS WITH NON-IMMIGRANT VISAS

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

HOME SCHOOL POLICY

Home-schooled students are not considered to have a high school diploma or equivalent, however they are eligible for admission into Hair Expressions - Paul Mitchell Partner School, if their secondary school education was in a home school that state law treats as a home or private school.

Some states issue a secondary school completion credential to home schoolers; if this is the case in the state where the student was home-schooled; he/she must obtain this credential in order to be eligible for enrollment; otherwise the school will verify that the prospective student was home schooled in a state that the law treats the home school as a home or private school.

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.

ARTICULATION AGREEMENT

Hair Expressions - Paul Mitchell Partner School does not have an articulation agreement with any other schools or entities. The entire educational program is being provided by Hair Expressions - Paul Mitchell Partner School and its educational team.

RE-ENTRY STUDENTS

Students who re-enroll in the program within 180 days of last day attended must complete the following:

- ① All outstanding tuition, and fees must be paid in advance or the student must make satisfactory arrangements with the Financial Aid Leader and/or Director.
- ② Previous tuition payments will be credited to the student's balance based upon the original contracted cost for the course.
- ③ If a re-enrolling student has previously used all of their excused absences provided under their original contract, the student will not receive any additional time for excused absences under the new contract addendum.
- ④ Pay a \$100.00 re-entry fee and submit a new application.

Students who re-enroll in the program after 180 days of last day attended must complete the following:

- ① All outstanding tuition, and fees must be paid in advance or the student must make satisfactory arrangements with the Financial Aid Leader.
- ② Students will be contracted at the current tuition hourly rate.
- ③ Students are required to purchase a kit if their current kit is not complete. Any missing kit items must be purchased.
- ④ Pay a \$100.00 re-entry fee and submit a new application.
- ⑤ Because tuition fees and costs are subject to change, re-entering students will be contracted according to the current tuition costs and will be required to pay any additional fees if applicable.

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

Re-admission is reserved to the sole discretion of Hair Expressions - Paul Mitchell Partner School and may require special conditions.

Re-admission for a student requires a personal interview with school administration. The re-entering student will be placed on a 30-day evaluation. During the 30-day evaluation period the student must demonstrate for that period that they can meet the school's minimum attendance and academic requirements for Satisfactory Academic Progress. The student will then be evaluated for Satisfactory Academic Progress at the next scheduled evaluation period to determine their new status. Students who fail to meet the minimum attendance and academic requirements for that 30-day evaluation period may be terminated. Students who re-enter the program within 180 days of the last day attended are placed in the same Satisfactory Academic Progress standing as when they left.

TRANSFER STUDENTS

Transfer students must satisfy all admissions requirements of the school. Transfer students are accepted after careful evaluation of the student's academic records. Transfer students are charged the normal \$100.00 application fee. Hair Expressions - Paul Mitchell Partner School requires documentation in the form of license and/or an official transcript from a licensed institution detailing previous clock hours and clinic services in the appropriate field of study. If the student is accepted by Hair Expressions - Paul Mitchell Partner School their enrollment agreement will be modified to reflect the transferred hours and tuition cost.

Hair Expressions - Paul Mitchell Partner School will accept transfer hours from other schools based on an evaluation of the student's comprehension of the course material. A maximum of 750 hours for cosmetology students or 90% of hours completed at the school the student is transferring from, whichever is less; all transfer cosmetology students must attend a minimum of 750 hours at Hair Expressions - Paul Mitchell Partner School. A maximum of 150 hours for esthetics students or 90% of hours completed at the school the student is transferring from, whichever is less; all transfer esthetics students must attend a minimum of 450 hours at Hair Expressions - Paul Mitchell Partner School and a maximum of 350 hours for barbering students or 90% of hours completed at the school the student is transferring from, whichever is less; all transfer barbering students must attend a minimum of 850 hours to obtain the Paul Mitchell culture and educational program.

All potential transfer hours will be presented by prospective students prior to enrollment and there will be no changes to those hours after enrolling. Any student that is already licensed in another state that wishes to take additional hours to sit for the Maryland state board exam will be evaluated on a case-by-case basis.

The cost for transfer cosmetology student is \$11.20 per hour, \$17.33 per hour for a transfer esthetics student, and \$10.00 per hour for transfer barbering students to attend at Hair Expressions - Paul Mitchell Partner School; this does not include the cost of a complete and current Paul Mitchell student kit.

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.

In extraordinary circumstances, the school may allow a student to transfer in more hours from a non-Paul Mitchell School, if the student is enrolling from a school that has suddenly closed without notice. In these instances, the school will evaluate the prospective student and credit them with the number of hours related to their course knowledge.

TRANSFER OF CREDIT POLICY

COSMETOLOGY

Cosmetology students transferring from another Paul Mitchell School.

If transferring from another Paul Mitchell School, all transfer hours will be accepted. Students are accepted after careful evaluation of the student's academic records. Transfer students are charged the normal \$100.00 application fee. Students will be expected to attend the entire program from start to finish because the length of the program does not allow for an individual to obtain a Paul Mitchell education in the time allotted.

Cosmetology students transferring from a non-Paul Mitchell School.

A maximum of 750 hours will be accepted for cosmetology students or 90% of hours completed at the school the student is transferring from, whichever is less. To determine how many transfer hours the school accepts is based on passing a practical and written test and what is allowed by state board. All cosmetology transfer students must complete a minimum of 750 hours.

- ❶ Pass a practical test with a minimum of 75% on the following criteria:
 - Demonstrate State Board Sanitation and Disinfection
 - Finger Wave with 6 pin-curls
 - Color and Lightener Applications (Must perform four)
 - Permanent Wave (10 rods)
 - Chemical relaxer applications (virgin, re-touch)
 - Marcel iron work demonstrating the three base curl placements.
 - Haircut, style and finish of your choice (to complete on a doll head or model)
- ❷ Pass a written exam with a minimum of 75% passing

BARBERING

Barbering students transferring from another Paul Mitchell School

If transferring from another Paul Mitchell School, all transfer hours will be accepted. Students are accepted after careful evaluation of the student's academic records. Transfer students are charged the normal \$100.00 application fee. Students will be expected to attend the entire program from start to finish because the length of the program does not allow for an individual to obtain a Paul Mitchell education in the time allotted.

Barbering students transferring from a non-Paul Mitchell School

A maximum of 350 hours will be accepted for barbering students or 90% of hours completed at the school the student is transferring from, whichever is less. To determine how many transfer hours the school accepts is based on passing a practical and written test and what is allowed by state board. All barbering transfer students must complete a minimum of 850 hours.

- ❶ Pass a practical test with a minimum of 75% on the following criteria:
 - Demonstrate State Board Sanitation and Disinfection
 - Finger Wave with 6 pin-curls
 - Color and Lightener Applications (Must perform four)
 - Permanent Wave (10 rods)
 - Chemical relaxer applications (virgin, re-touch)
 - Marcel iron work demonstrating the three base curl placements.
 - Haircut, style and finish of your choice (to complete on a doll head or model)
- ❷ Pass a written exam with a minimum of 75% passing

ESTHETICS

Esthetics students transferring from another Paul Mitchell School.

If transferring from another Paul Mitchell School, all transfer hours will be accepted. Students are accepted after careful evaluation of the student's academic records. Transfer students are charged the normal \$100.00 application fee. Students will be expected to attend the entire program from start to finish because the length of the program does not allow for an individual to obtain a Paul Mitchell education in the time allotted.

Esthetics students transferring from a non- Paul Mitchell School

A maximum of 150 hours will be accepted for esthetics students or 90% of hours completed at the school the student is transferring from, whichever is less. To determine how many transfer hours the school accepts is based on passing a practical and written test and what is allowed by state board. All esthetics transfer students must complete a minimum of 450 hours.

- ❶ Pass a practical test with a minimum of 75% based on the following criteria
 - Demonstrate State Board Sanitation and Disinfection
 - Basic Facial to include: Consultation, Cleanse, Skin Analysis, Exfoliation, Extractions, Mask, Moisturize and Protect
 - Wax: Brow Wax (hard wax or soft wax)
- ❷ Pass a written exam with a minimum of 75% grade.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

Hair Expressions - Paul Mitchell Partner School is a clock hour school, which means that in order to receive credit for each hour earned you must be in attendance engaged in an educational activity. If you decide to transfer to another cosmetology school, the likelihood is that some or most of your hours will be transferrable based on the transfer school's published policy. However, if you transfer to a credit hour school, such as a community college, or traditional college or university, for a degree granting program, the likelihood is that most, if not all hours earned will not be transferrable because of the subject matter taught and the type of degree granting program you are enrolling in. Hair Expressions - Paul Mitchell Partner School does not give clock hour credit for service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning because of the nature of the program offered and state regulatory requirements.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED FROM ANOTHER INSTITUTION

The transferability of credits or certificate you earn at another institution, is at the sole discretion of Hair Expressions - Paul Mitchell Partner School. You may be required to repeat some or all of your coursework, if Hair Expressions - Paul Mitchell Partner School does not accept some or all of your credits. This determination will be based on an evaluation of the student's comprehension of the course material. The school does not allow a student to appeal the number of hours accepted when transferring from another location. After the student completes the evaluation, the student will meet with the Education Leader to determine the number of hours accepted and where the student will be placed in the program. At this time, it will also be determined if previous completed coursework needs to be repeated. For this reason, you should speak to Hair Expressions - Paul Mitchell Partner School's admissions leader to determine if your credits or certificate will transfer. Transfer students are responsible to pay the hourly fee based on the number of hours needed to complete the program of study, which is noted under the Transfer Student section of this catalog. Transfer students are responsible to pay the \$100.00 application fee as part of the Admissions Procedure. The transfers student's technical kit will be evaluated, and if necessary, the student will be responsible to purchase the technical and digital kit, as well as the textbooks and any sales tax involved.

ENROLLMENT INFORMATION

- ❶ **Enrollment periods:** Hair Expressions - Paul Mitchell Partner School usually begins a new cosmetology class about every eight (8) weeks, depending upon space availability. Please refer to the Tuition and Registration Schedule supplement or contact Hair Expressions - Paul Mitchell Partner School for exact starting dates.
- ❷ **Holidays and school closures:** Hair Expressions - Paul Mitchell Partner School allows the following holidays off: Easter Break, Memorial Day Break, Summer Break, Labor Day Break, Thanksgiving Break, Holiday Break (See exact dates on page) and one day per quarter for staff personal development. *The school will close when the Montgomery County Public Schools system closes due to unexpected closures, weather, or power outages. For evening or Saturday unexpected closures call Hair Expressions - Paul Mitchell Partner School.* These dates are determined according to the calendar each year. Additional holidays may be added to the schedule at the discretion of school administration. The school is open for business unless there is a declared State of Emergency. Unexpected closures and weather related closures will be reported via the schools website and/or Facebook page.
- ❸ **Enrollment contract:** Hair Expressions - Paul Mitchell Partner School clearly outlines the obligation of both the school and the student in the enrollment contract. A copy of the enrollment contract and information covering costs and payment plans will be furnished to the student before the beginning of class attendance.
- ❹ **Payment schedule:** Hair Expressions - Paul Mitchell Partner School offers a variety of monthly financial payment schedules. See Hair Expressions - Paul Mitchell Partner School's Financial Aid Leader for details.

EDUCATION GOALS

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

- ❶ To educate students to be professional, knowledgeable, and skilled in their field for marketability within the industry.
- ❷ To maintain an 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

Tuition	\$16,800.00
Books/DVD's	\$1,800.00
Student Kit	\$2,100.00
Application Fee:	<u>\$100.00</u>
TOTAL COSTS:	\$20,800.00

- Deposit Fee – due at time of enrollment (can be paid by cash, check, credit card)
 - Deposit is \$250.00 - \$2,500.00 full-time day or part-time evening
 - \$250.00 if all financial aid processing is complete and student is not in verification status;
 - \$750.00 if financial aid is pending;
 - \$2,500.00 if paying by payment plan (self pay)
- Transfer student rate is \$11.20 per remaining clock hour for calculation purposes

TUITION – ESTHETICS

Tuition	\$10,400.00
Application fee	100.00
Books/DVD's	700.00
Student Kit	<u>600.00</u>
TOTAL COSTS:	\$11,800.00

Deposit Fee – due at time of enrollment: \$250.00 evening class.

- Transfer student rate is \$17.33 per remaining clock hour for calculation purposes

TUITION – BARBERING

Tuition	\$12,000.00
Books/DVD's	\$1,600.00
Student Kit	\$2,100.00
Application fee	<u>\$100.00</u>
TOTAL COSTS:	\$15,800.00

- Deposit Fee – due at time of enrollment (can be paid by cash, check, credit card)
 - Deposit is \$250.00 - \$750.00 full-time day or part-time evening
- Transfer student rate is \$10.00 per remaining clock hour for calculation purposes

Other fees include a \$50.00 charge for changes to the schedule that the student requests (i.e. enrolling in a different schedule), \$100.00 re-enrollment fee, and a \$25.00 charge for all transcripts (withdrawn and graduated students) that a student may request. There is also a \$25.00 fee for all returned checks, a \$2.00 fee for a name badge replacement, and a \$10.00 fee for a time card replacement.

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

Federal Financial Aid and VA Educational Benefits available for those who qualify. Check with Financial Aid to see which benefits are available at this time.

SCHEDULE CHANGES

Any schedule changes made to the contract will cost the student \$50.00 for an administrative fee.

LATE PAYMENTS

If a student fails to make a scheduled tuition payment, the student may receive a coaching session on the Student Advisory Form. If a student consistently fails to make scheduled payments, the student may be terminated from the program.

CONSTITUTION DAY

Hair Expressions - Paul Mitchell Partner 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 Maryland can be found at www.voterservices.elections.maryland.gov.

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

STUDENTS WHO WITHDRAW

Students who withdraw from the program are required to empty their locker and gather all personal items. Any items left behind by the student will be stored for 30 days (from last day of attendance), at which time the items become the property of Hair Expressions - Paul Mitchell Partner School.

Students wishing to transfer to another institution must pay all monies owed to Hair Expressions - Paul Mitchell Partner School in order to receive a transcript.

COACHING OPPORTUNITIES, SUSPENSION AND TERMINATION POLICY

Students will be coached for noncompliance with any of the items listed below as coaching opportunities. If a student receives five (5) coaching sessions, they may receive a five-school-day suspension. On the student's fifth coaching session, the Student Advisor will create a plan of action to be followed. After a student has received a five-school-day suspension, the student may only receive two (2) more coaching sessions. On the seventh coaching session, the student may be terminated from the school.

Students may receive coaching sessions for the following items:

Lack of the correct uniform and/or dress code, which includes a missing name tag
Malicious gossip
Neglecting to call in when late or absent.
Excessive tardiness to theory and/or specialty class.
Not attending school on the required mandatory school days. (Refer to the school attendance policy.)
Beginning a guest service without a Learning Leader's consultation.
Unfinished singles and/or the late submission of the practical Clinic Classroom Worksheet.
Being behind in theory attendance and/or theory exams.
Parking in an undesignated area.
Use of cell phones in non-permitted areas.
Smoking on the school campus. The school is a smoke-free campus
Violation of the school's Internet and Social Networking Policy.
Violation of the standards in the Student Professional Development Guidelines. (Refer to the school catalog.)
Behind on tuition payments
Falling below required percent in monthly attendance.
Technology used for non-educational purposes.
Failure to complete practical and academic assignments.
Violation of standards and/or Code of Conduct at a school-sponsored event, externship, off-campus event, and/or field trip.

Re-admittance into the school after a five-school-day suspension will be based upon the following:

- A. The Student must be current on all theory exams and academic assignments.
- B. The Student must conduct a personal interview with the School Director and/or Financial Aid Leader to determine the compliance for reentry.
- C. The Student will be placed on probation for thirty (30) calendar days, during which time he or she must strictly abide by all policies, rules, and regulations.
- D. Complete the 5 Day Suspension Re-Entry Form.

Hair Expressions - Paul Mitchell Partner School may terminate a student's enrollment for immoral and/or improper conduct, receiving seven (7) coaching sessions, and/or failing to comply with educational requirements and/or the terms as agreed upon within the enrollment contract.

Students may be terminated for the following and may be given no warnings or prior coaching sessions:

Use of drugs and/or alcohol, which includes prescription marijuana.
Possession of drugs and/or alcohol, which includes prescription marijuana.
Clocking in/out for another Student.
Leaving the school facility, without notifying a Learning Leader and/or signing out for a break, and remaining clocked in on the time clock and receiving unearned hours. The school parking lot and surrounding businesses are not included as part of the school facility.
Cheating or stealing.
Insubordination.
Threatening and/or racial statements made toward staff, service guests, or Students. No bullying.
Physical violence and/or altercations.
Paul Mitchell Schools, 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 toward staff, Students, and/or service guests.
Violation of the Title IX policy.
Violation of standards and/or Code of Conduct at a school-sponsored event, externship, off-campus event, and/or field trip.
Violation of the Harassment, Intimidation, Bullying, Racism and Discrimination Policy.

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.

2020 CLASS START DATES

Program	Start Date	End Date
Esthetics Part Time Evening Classes	August 18, 2020	May 25, 2021
Barbering Part Time Evening Classes	July 29, 2020	November 3, 2021
	September 8, 2020	December 10, 2021
Cosmetology Part Time Day Classes	July 22, 2020	October 28, 2021
	September 15, 2020	November 10, 2021
	November 3, 2020	January 25, 2022
Cosmetology Part-Time Evening Classes	July 29, 2020	February 28, 2022
	September 8, 2020	April 2, 2022

These start dates and end dates are the current dates available; more dates may be added at a future time. Please check with the Admissions Leader for any new start dates during the year. Future start dates may be subject to change. Contracted start dates, prior to the start of a class of a signed contract, may only change under the circumstances of an act of nature or other emergency. End dates are guaranteed by enrollment agreement. Enrollment agreements cannot be modified without signed consent from the student and school. Any changes to graduation dates because of unforeseen circumstances (i.e. weather, power outages, etc.) will be amended on a contract addendum at evaluation periods.

2020 HOLIDAYS/SCHEDULED SCHOOL CLOSINGS

The school is closed on the following holidays:

Holiday Break:	December 23, 2020 - January 1, 2021
School Training Day	January 27, 2020
School Training Day	March 16, 2020
Easter Break:	April 11 - 13, 2020
Memorial Day Break:	May 22- 25, 2020
School Training Day	June 22, 2020
Summer Break:	July 3 - 9, 2020
School Training Day	August 17, 2020
Labor Day Break:	September 5- 7, 2020
School Training Day	October 12, 2020
Thanksgiving Break Day School:	November 26, 2020 - December 1, 2020
Thanksgiving Break Night School:	November 25, 2020 - December 1, 2020

The school reserves the right to add or subtract days without prior notice.

COSMETOLOGY COURSE OVERVIEW

Course Hours: 1500 clock hours

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

- ① **Pre-clinical Classroom Instruction:** The first 400 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- ② **Clinic Classroom Learning Experience:** The remaining 1100 hours are spent in the clinic classroom area where practical experience is gained.

COSMETOLOGY COURSE OUTLINE

Your time at Hair Expressions - Paul Mitchell Partner School for the cosmetology program will be divided into six designations:

- ① **Core Curriculum:** A 280 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 120 hours as a Protégé preparing you for the clinic experience.
- ③ **Clinic Classroom Learning Experience:** Your clinic time from 400 to 1500 hours will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
- ④ **Classroom Learning Experience:** Your classroom time from 400 to 1500 hours is divided into five (5) areas: cutting, coloring, texture, makeup, and nails. Each area has an instructor who conducts the different specialty classes each week. Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- ⑤ **Adaptive Curriculum:** From 400 to 750 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a beauty industry professional.
- ⑥ **Creative Curriculum:** You will spend your last 750 hours at Hair Expressions - Paul Mitchell Partner School in "high gear" by dressing, acting, and working like a beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future beauty industry career.

ESTHETICS COURSE OVERVIEW

Course Hours: 600 clock hours

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

- ① **Pre-clinical Classroom Instruction:** The first 270 hours are devoted to classroom workshops, demonstration, and practical experience. You will learn esthetics principles, technical information, and professional practices.
- ② **Clinic Classroom Learning Experience:** The remaining 450 hours are spent in the clinic classroom area, gaining practical experience.

ESTHETICS COURSE OUTLINE

Your time in the Hair Expressions - Paul Mitchell Partner School esthetics program will be divided into two designations:

- ① **Core Curriculum:** This 270 hour time period is dedicated to exploring foundational knowledge and basic esthetics facial and waxing procedures. You will receive individual attention in practical workshops, and you will complete monthly worksheets and periodic tests throughout the course. This is an intense and exciting portion of your experience.
- ② **Mentor Learning Experience:** Your remaining 330 hours will be spent in a clinic environment. You will dress, act, and work like a true professional. You will use your own technical and therapeutic abilities, coupled with the assistance of Learning Leaders, to provide service to guests. You will make discoveries and learn relationship-building skills that will ensure your success in this exciting, diverse field.

BARBERING COURSE OVERVIEW

Course Hours: 1200 clock hours

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

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

BARBERING COURSE OUTLINE

Your time at Hair Expressions - Paul Mitchell Partner School for the barbering program will be divided into six designations:

- ➊ **Core Curriculum:** A 210-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in cutting, color, permanent waving, and chemical texture services.
- ➋ **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 70 hours as a Protégé preparing for the clinic floor experience.
- ➌ **Clinic Classroom Learning Experience:** Your clinic floor time from 280 to 1200 hours will be guided with individual attention and group learning experiences using workshops, monthly worksheets, and periodic exams developed specifically for monitoring progress. This is when you begin working on paying service guests in the clinic floor area.
- ➍ **Classroom Learning Experience:** Your classroom time from 280 to 1200 hours is divided into four (4) areas: cutting, color, texture, and men's grooming. Each area has a Skill Specialist in the field who conducts the different specialty classes once a week; these may include guest artists, retail (Take Home), motivation, self-improvement, nail artistry, makeup, etc.
- ➎ **Adaptive Curriculum:** From 280 to 600 hours, you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building your skills as a future beauty industry professional.
- ➏ **Creative Curriculum:** You will spend your last 600 hours in Hair Expressions - Paul Mitchell Partner School in "high gear" by dressing, acting, and working like a true beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future beauty industry career.

STATE OF MARYLAND REQUIREMENTS - COSMETOLOGY

The instructional program of Hair Expressions - Paul Mitchell Partner School meets or exceeds these requirements:

Cosmetology	Theory	Practical	Clinic	Total
Orientation - to familiarize students with the school policies, review program, introduce staff and teachers, and review kit items.	4	-	-	4
Your Professional Image - Students will learn about personal and professional health, physical presentation, Personality, effective communication and guidelines for effective human relations and professional ethics.	18	24	27	69
Sanitation and Bacteriology - Methods of sterilization and sanitation and types and classes of bacteria.	8	16	8	32
Properties of the Scalp and Hair - Learn the care, disorders, properties, and analyze hair.	16	20	36	72
Draping, Shampooing, Rinses - Procedures and techniques for shampooing, draping, and use of required materials and implements for hair services.	14	16	48	78
Hair Shaping - Procedures for hair cutting using different techniques including scissors and razors.	14	24	112	150
Hair and Hair Styling - The art of using finger waves, pin curls, rollers and different braiding and up-do techniques.	40	92	176	308
Thermal Pressing and Styling - The art of styling hair using thermal iron, blow dryer, and other styling techniques.	19	16	36	71
Permanent Waving and Chemical Relaxing - The art of restructuring the hair by means of permanent waving and chemical relaxing.	22	40	112	174
Hair Coloring - The art of changing, matching and lightening or darkening hair with the use of toners, hair colors, and/or lighteners.	30	60	124	214
Artificial Hair - The art of working with wigs, hairpieces, and extensions.	12	12	8	32
Nails and Manicuring - Understanding the structure and composition of nails and learning manicuring techniques.	11	24	40	75
Facials, Makeup, and Skin Care - The art of working with the face in terms of cleansing, facial manipulations, and makeup techniques along with studying skin disorders and hair removal.	27	48	25	100
Anatomy - The study of the body systems and functions along with their composition.	5	-	-	5
Electricity - The study of all the components involved with light and electricity and how it affects the body.	10	-	-	10
Chemistry - Understanding the science of chemistry as it reflects on nature and salon use.	10	-	-	10
Salon Business - Learning the keys to opening, operating, and selling a successful business.	21	44	12	77
Outside Events – trade/hair shows, seminars, partner school events, industry related approved events	16	-	-	16
Maryland State Laws and Regulations	3	-	-	3
Totals for Cosmetology Program	300	436	764	1500

The institution offers employment assistance to help graduates' efforts to secure education-related employment that includes, but is not limited to training in professionalism, resume' development, job interview preparation and job search skills.

STATE OF MARYLAND REQUIREMENTS - ESTHETICS

The instructional program of Hair Expressions - Paul Mitchell Partner School meets or exceeds these requirements:

Esthetics	Theory	Practical/ Clinic	Total
Orientation – To familiarize students with the school policies, review program, introduce staff and teachers, and review kit items.	4.5	0	4.5
Personal Development – Identify the importance of proper rest, exercise, stress management, nutrition, hygiene and ergonomics and how they relate to performance on the job.	7.5	1	8.5
Professional Development – Survey trends in the beauty industry and document recent changes that have had a positive impact upon the demand for skin care services. Establish a process for setting short- and long-range professional goals. Refine job search preparation skills to include resume and cover letter development, job interviewing skills, work environment evaluations and familiarity with performance review strategies.	10.5	0	10.5
Business Basics – Describe the financial and legal essentials for starting a business.	15	0	15
Skin Care Center Ecology – Identify the microorganisms to which you may be exposed. Recognize the structure and function of bacteria and viruses by the following: types; classifications; growth and reproduction patterns; relationship to the spread of infection.	9	5.5	14.5
Anatomy – Explain the relationship and function of cells, tissues and primary organs within the human body.	23.5	6	29.5
Electricity and Electrical Equipment – Define the two forms of electric current. Identify the units used to measure electricity. State in your own words the safety measures to follow when using electrical appliances.	17	2.5	19.5
Chemistry – Describe the three basic forms of matter and the key differences between elements, atoms, molecules and compounds. Identify and describe the three major biochemical components of the body and skin.	14.5	0	14.5
Skin Physiology – Explain the six primary functions of the skin. Describe the basic physiology of the skin and its appendages.	9	9	18
Client Care – Describe the personal impressions that play a key role during the Greeting phase of service. Identify the purpose of obtaining a medical history on the Client Consultation Form. Explain the Agreement phase of service.	7.5	5	12.5
Facials – Describe the four basic steps of a regular daily skin care regimen to maintain healthy skin. Demonstrate the five basic movements of massage and explain when it is inadvisable to perform massage manipulations. Explain the process of a skin analysis and identify the basic skin types and the main skin conditions. Identify and describe the function for skin care essentials, infection control and safety and the client consultation.	40.5	151	191.5
Hair Removal – Explain the hair growth cycle. Differentiate between temporary and permanent hair removal services. Explain techniques for each type of hair removal and how procedures differ for face and body. Identify the considerations for waxing. Describe the waxing essentials including products, implements and supplies, equipment and types of waxes. Demonstrate infection control, safety measures and the client consultation for each waxing service.	34.5	66	100.5
Makeup – Describe the law of color as it applies to makeup. Identify the seven face shapes and the corrective steps to create the illusion of the classic oval shape. Explain the guidelines for makeup design including products, techniques and considerations. Identify and demonstrate the appropriate use of the essentials of makeup, infection control and safety guidelines and the client consultation.	40	10	50
Continued on next page			

Esthetics		Theory	Practical/ Clinic	Total
Advanced Treatments	Differentiate among the various face and body treatments used in the skin care center and their specific contraindications.	29	55	84
Estheticians in the Medical Field	Describe the different types of medical procedures performed by physicians that are related to the estheticians' profession. Explain the various esthetics procedures applied in a medical practice.	7	0	7
State Laws and Regulations		3	0	3
Final Exam Reviews and Testing		2	0	2
Candidate Review for State Board		11	4	15
Totals for Esthetics Program		285	315	600

The institution offers employment assistance to help graduates' efforts to secure education-related employment that includes, but is not limited to training in professionalism, resume' development, job interview preparation and job search skills.

Note: Some chapters omitted since it is against Maryland law (Title 5) to work outside of a licensed beauty salon or licensed barbershop. Parts of the Chapter "Advanced Techniques" omitted since it is against Maryland law – Title 5 (i.e. laser, chemical peels, microdermabrasion) to perform services beyond the scope of the definition of Esthetician, which is limited to providing (1) cleansing, exercising, massaging, stimulating, or performing any other similar procedure on the skin or scalp by electrical, mechanical, or any other means; (2) applying to the face an alcohol, cream, lotion, astringent, or cosmetic preparation; or (3) removing superfluous hair by the use of a depilatory, tweezers, or wax.

STATE OF MARYLAND REQUIREMENTS - BARBERING

The instructional program of Hair Expressions - Paul Mitchell Partner School meets or exceeds these requirements:

Barbering	Theory	Practical/ Clinic	Total
Orientation - to familiarize students with the school policies, review program, introduce staff and teachers, and review kit items.	4	-	4
Study Skills - discuss: skills that can enhance your understanding of new information; methods of mind-mapping; four steps of the writing process; learning styles; and effective study habits.	4	2	6
History of Barbering - evolution of barbering and practices	2	-	2
Professional Image - life skills, values and beliefs; personality and attitude; personal and professional health; effective human relations and communication skills; professional ethics; principles of personal and professional success; concepts of motivation and self-management; short and long term goals; time management skills	4	-	4
Microbiology - bacteria; classifications of pathogenic bacteria; growth and reproduction of bacteria; blood borne pathogens; bacterial and viral infections; hepatitis transmission and prevention; HIV/AIDS transmission and prevention; plant and animal parasites; immunity and related terms	10	-	10
Infection Control and Safe Work Practices - infectious material and transmission; MSDS; federal and state agencies associated with infection control; safe work practices; decontamination; chemical decontamination agents; demonstration of decontamination; standard precautions; blood spill procedures; disinfecting and sanitation rules; decontamination safety precautions; safe work practices; potential safety hazards	10	4	14
Implements Tools, and Equipment - principle tools and implements in the practice of barbering; parts of shears, clippers and razors; correct techniques for combs, shears, clippers, and razors; honing and stropping techniques	2	2	4
Anatomy and Physiology - anatomy and physiology importance; structure and reproduction of cells; structure of the skull, face and neck that relate to barbering; importance of nerves of the head, face, and neck that relate to barbering	10	-	10
Chemistry - define organic and inorganic chemistry; matter and its states; pH and the pH scale. Explain emulsions, suspensions and solutions. Explain how pH affects the hair scalp. Cosmetic preparations used in barbering to include but not limited to shampoos, conditioners, and rinses.	10	2	12
Electricity and Light Therapy - Identify and define common electrical terms. Recognize electrical safety devices. Explain different electrical modalities and their uses. Explain the effects of ultraviolet and infrared light on the skin.	8	5	13
Properties and Disorders of the Skin - Description of the structure and divisions of the skin. List the functions of the skin. Identify recognizable skin disorders.	12	-	12
Properties and Disorders of Hair and Scalp - Description of the structures of the hair root; layers of the hair shaft; structure of hair protein; growth cycle of hair. Characteristics of hair as it relates to hair analysis. Different types of hair loss and treatments. Common scalp disorders and hair disorders.	10	-	10
Treatment of the Hair and Scalp - Services associated with the treatment of the hair and scalp. Proper draping procedures for hair services. How to perform the shampoo service. Scalp massage techniques and treatments.	10	20	30

Men's Facial Massage and Treatments - Benefits of facial massage and treatments. Location and stimulation of facial muscles and nerves. Massage manipulations. Use of facial treatment equipment. Products used in facial treatments. Identification of skin types and appropriate facial treatments and products.	20	60	80
Shaving and Facial Hair Design - Sanitation and safety precautions associated with straight razor shaving. Demonstration to perform straight razor-holding positions and cutting strokes. Identify the 14 shaving areas of the face. Demonstration of facial and neck shaving. Demonstration of a mustache and beard trim.	40	120	160
Men's Haircutting and Styling - The art and science of men's hair cutting and styling. Importance of client consultation. Facial shapes and anatomical features. Identify the sections of the head as it relates to haircutting. Demonstrate basic cutting techniques. Demonstrate shaving the outline areas. Disinfection procedures. Demonstrate basic hair styling techniques. Safety precautions used in haircutting and styling.	40	120	160
Men's Hair Replacement - Hair replacement systems - reasons, supplies needed and measurement. Creation of a hair replacement template. How to apply and remove a hair replacement system. How to fit and cut in a hair replacement system. How to clean and service a hair replacement system. Discussion of alternative hair replacement methods and costs	10	8	18
Women's Haircutting and Styling - Perform four basic women's haircuts. Demonstrate texturing, wet styling, blow drying, thermal curling and straightening techniques.	40	150	190
Chemical Texture Services - Effects of chemical texture services on the hair. Similarities and differences between chemical texture services. Demonstrate permanent wave, reformation curl and hair relaxing services.	40	100	140
Hair coloring and Lightening - Principles of color theory and its importance to hair coloring. Classifications of hair color products and their actions on the hair. The action of lighteners on the hair. Identification of products used to color and lighten the hair. Demonstration of the correct procedures for applying hair color and lighteners. Identification of products used to color facial hair. Safety precautions used in hair coloring and lightening.	40	100	140
State Board Prep and Licensing Laws - Preparation for the written and practical state board examinations. Discussion of barber board laws, rules and regulations in your state. Review of the candidate information booklet. Identification the primary objectives of the state board rules and regulations.	30	45	75
The job Search - Industry positions available for barbering students. Goal setting. Personal characteristics important for employment. Employment classifications and wage structures. Write a resume and perform a job search.	8	-	8
Barbershop Management - Self-employment and barbershop ownership discussion. Responsibilities associated with business development and ownership. Types of business ownership. Differences among employment classifications. Features of a business plan. Design a floor plan. Different types of advertising. Identification of the types of records that barbershop owners must maintain. Demonstrate services and retail product sales techniques.	15	7	22
State Board Practice - Practice of state board examination as well as theory review.	20	40	60
Maryland State Laws and Regulations	16	-	16
Totals for Barbering Program	415	785	1200

The institution offers employment assistance to help graduates' efforts to secure education-related employment that includes, but is not limited to training in professionalism, resume' development, job interview preparation and job search skills.

COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

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

- ① **Theory exams:** Students must receive a grade of 75% or higher on each theory exam.
- ② **Core orientation practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass these exams on their second attempt, they may be asked to withdraw and re-enroll in the next Core class start date.
- ③ **Final exam 1:** 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:** The written exam covers an overview of all theory instruction, Maryland 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 **Practical clinic classroom worksheets:** Students must complete all assigned practical clinic classroom worksheets.

ESTHETICS PROGRAM TESTING AND GRADING PROCEDURE

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

- ① **Theory exams:** Students must receive a grade of 75% or higher on each theory exam.
- ② **Phase One written and practical test:** Students must receive a grade of 75% or higher.
- ③ **Final written and practical exam:** This test is an overview of all related esthetics subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final tests.
- ④ **600 hour (mock state board) practical skill test and 600 hour written test:** The written test covers an overview of all theory instruction, Maryland state law, and other items covered on the state cosmetology exam. The practical also covers all expected phases of the state board examination. Students must receive a 75% or higher grade on all final tests.

BARBERING PROGRAM TESTING AND GRADING PROCEDURE

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

- ① **Theory exams:** Students must receive a grade of 75% or higher on each theory exam.
- ② **Core orientation practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass these exams on their second attempt, they may be asked to withdraw and re-enroll in the next Core class start date.
- ③ **Final exam 1:** This test covers an overview of all related barbering subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- ④ **Final exam 2:** The written exam covers an overview of all theory instruction, Maryland state law, and other items covered on the state barbering exam. Students must receive a grade of 75% or higher on all final exams.
- ⑤ **Practical clinic classroom worksheets:** Students must complete all assigned practical clinic classroom worksheets.

MEASURABLE PERFORMANCE OBJECTIVES

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

LICENSING REQUIREMENTS AND RECIPROCITY

To become licensed to practice cosmetology in Maryland, students must complete required hours of approved training, successfully graduate from an approved school and pass the written and practical State Board examination. Criminal convictions may affect a student's ability to be licensed.

Maryland reciprocates with many other states, which allows Maryland-licensed graduates to take and pass another state's exam to become licensed. States that do not recognize reciprocity may require additional education or experience. Students will be advised as to where they may look for information regarding reciprocity or licensure from other states.

STUDENT SERVICES

- ① **Housing:** Hair Expressions - Paul Mitchell Partner School keeps a file of information about housing in the surrounding areas. The school does not have on campus housing.
- 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. Hair Expressions Paul Mitchell Partner School also gives advice and information to students on these subjects:
 - a. Regulations governing licensure to practice, including reciprocity among jurisdictions.
 - b. Employment opportunities within their field of study.
 - c. Opportunities for continuing education following graduation.

WORKING ON GUESTS

As a student with Hair Expressions Academy - Paul Mitchell The School, you will be working on guests. Any tips that you receive you may keep. All fees collected for the services go towards the instructional expenses as well as product expenses for these services.

GRADUATION REQUIREMENTS IN COURSES

In order to graduate from the School and receive a Certificate of Completion, students must have completed all hours, have completed and obtained a minimum of 75% on each chapter exam as well as final exams, minimum of an 90% attendance rate, and completed all practical and clinical work required by the School. Any student who does not reach a 90% attendance rate at the time of clocking his/her required hours (i.e. 1500 hours for cosmetology or 1200 for barbering) and/or has not completed his/her tests, final exams or practical work will not be deemed a graduate. Students must have met all financial obligations to the School two weeks prior to graduation or they will be put on a Leave of Absence until paid in full or terminated if no leave of absence is available. At least 95% of all tuition must be paid prior to 1400 hours for cosmetology, 500 hours for esthetics, and 1100 hours for barbering. Any student who has at least 1425 hours for cosmetology, 525 hours for esthetics, and 1125 hours for Barbering and cannot possibly achieve 90% attendance rate at 1500 hours for cosmetology, 600 hours for esthetics, and 1200 hours for Barbering will be terminated. All practical work (i.e. worksheets) and chapter tests must all be completed prior to 1425 hours for cosmetology, 525 hours for esthetics, and 1125 hours for Barbering or will be terminated. Final exams must be completed by 1450 hours for cosmetology, 550 for esthetics, and 1150 for barbering or will be terminated.

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

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

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

GRADUATION, PLACEMENT, AND JOB OPPORTUNITIES

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

Although Hair Expressions - Paul Mitchell Partner School ***does not guarantee employment upon graduation***, Hair Expressions - Paul Mitchell Partner School does maintain an aggressive job placement program and will inform students of job openings and opportunities. Hair Expressions - Paul Mitchell Partner School coordinates placement programs with local and national salons by sending out surveys and inviting salon owners and guest artists to teach and speak at Hair Expressions - Paul Mitchell Partner School.

GRADUATES COMPLETING A PROGRAM AND REENROLLING IN A NEW PROGRAM

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

OCCUPATIONS AVAILABLE UNDER COSMETOLOGY

Many of the positions are available to the newly licensed cosmetologist. Some require additional education or experience depending on the company or person hiring. Most jobs within the beauty industry require long periods of standing, which can be physically demanding.

What Type of Job? Cosmetologist, Hairstylist, Hair Stylist, Hairdresser, Hair Dresser, Manager Stylist, Nail Technician, Makeup Artist, Hair and Makeup Designer, Special Effects Makeup Artist, Commercial Makeup Artist, Prosthetic Makeup Designer, Manicurist, Pedicurist, Esthetician, Aesthetician, Skin Care Specialist, Skin Care Therapist, Spa Technician, Facialist, Skin Care Technician.

STUDENT KIT – COSMETOLOGY

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

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

BRUSHES 1 Large Round Boar Brush 1 Large Round Thermal Brush 1 Medium Round Boar Brush 1 Medium Round Thermal Brush 1 Paul Mitchell 407 Styling Brush 1 Paul Mitchell 413 Sculpting Brush 1 Paul Mitchell 427 Paddle Brush 2 Paul Mitchell Color Tint Brushes 1 Small Round Boar Brush 1 X-Large Round Thermal Brush 1 Scalp Brush COMBS 1 Paul Mitchell 424 Teal Comb 1 Paul Mitchell 416 Red Comb 1 Metal Pick Teasing Comb 1 Metal Rat Tail Comb 1 Paul Mitchell Detangler Comb 1 Rat Tail Comb 6 Standard Cutting Combs 1 Taper Comb 1 Paul Mitchell 408 Black Comb 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	ACCESSORIES 4 Skinny Clips 6 Paul Mitchell Black Clips 1 Chemical Cape 1 Cutting Apron 1 Paul Mitchell Aluminum Spray Bottle 1 Black Handheld Mirror 1 Paul Mitchell Black Carry Bag 12 Black and White Butterfly Clips 1 Metal Paul Mitchell Case with Logo TOOLS 1 Classic Razor 1 Paul Mitchell Tripod 1 Paul Mitchell 1.25 Smoothing Iron 1 Paul Mitchell 6" Scissor/Thinner with Case 4 Mannequin Heads 1 Paul Mitchell Clipper/Thinner 1 Paul Mitchell Ionic 1000 Blow Dryer 1 5.5" Mannequin Scissors 1 Paul Mitchell 3/4 M 1000 Curling Iron	STUDENT EDUCATION MATERIALS 1 Cutting App 1 Men's Cutting System DVD 1 The Coloring App 1 The Skill Cards 1 Paul Mitchell Product Guide Workbook 1 Business Fundamentals App 1 Be Nice (Or Else!) App 1 Plugged In membership (while enrolled) 1 Master Audio Club subscription (while enrolled) 1 The Color Paper Swatch Chart 1 PM Shines Paper Swatch Chart 1 Blonding Brochure 1 Shines XG Paper Swatch Chart 1 Black messenger bag
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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 /Textbook (hardcover)</i> ISBN-13: 9781439059302, \$114.95 1 <i>Milady's Standard Cosmetology 2012 Theory Workbook ;</i> ISBN-13: 9781439059234-4, \$49.95	1 <i>Milady's Standard Cosmetology 2012, Exam Review</i> ISBN-13: 9781439058992, \$35.95
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STUDENT KIT – ESTHETICS

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

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

PRODUCTS	ACCESSORIES	STUDENT EDUCATION MATERIALS
1 Cleaner 1 Toner / Astringent 1 Exfoliant 1 Eye Cream 1 Moisturizer 1 Masque 1 Tinted Moisturizer with SPF 1 Essential Cleansing 1 Dermal Clay Cleanser 1 Gentle Cream Exfoliant 1 Skin Smoothing Cream 1 Skin Hydrating Masque 1 Skin Refining Masque 1 Intensive Moisture Masque 1 Multi-Vitamin Concentrate 1 Total Eye Care 1 Eye Repair / Powder Firm	1 Carrying Case 1 Fan / Masque Brush 1 Plastic Mixing Brush Facial Sponges 1 Makeup Kit	1 Connecting to My Future Book 1 Be Nice (Or Else!) Book 1 State Board Review Book 1 Service Menu Experience 1 Plugged In Apron and membership (while enrolled) 1 Master Audio Club subscription (while enrolled)

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

TEXTBOOKS	
1 <i>Milady's Standard Esthetics Fundamentals</i> , 11th Edition Textbook; ISBN-13: 9781111306892, \$141.95 1 <i>Milady's Standard Esthetics Fundamentals Student Workbook</i> ; ISBN-13: 9781111306915, \$78.95	1 <i>Milady's Standard Esthetics Fundamentals Exam Review</i> ; ISBN-13: 9781111306922, \$49.95

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
1 Paul Mitchell 407 Styling Brush	6 Paul Mitchell Black Clips	1 The Cutting App
1 Paul Mitchell 413 Sculpting Brush	1 Chemical Cape	1 The Men's Cutting System
1 Paul Mitchell 427 Paddle Brush	1 Cutting Apron	1 The Color App
1 Barber Brush	1 Paul Mitchell Aluminum Spray Bottle	1 The Skill Cards
1 Wig Brush	1 Black Handheld Mirror	1 Paul Mitchell Product Guide Workbook
	1 Can of Cool Care Spray	1 Business Fundamentals App
	1 Can of Marvicide Disinfectant Spray	1 Be Nice (Or Else!) App
COMBS	1 Neck Duster	1 Plugged In Membership (while enrolled)
1 Paul Mitchell 408 White Comb	1 Metal Paul Mitchell Case	1 Master Audio Club Subscription (while enrolled)
1 Paul Mitchell 424 Teal Comb	1 Black messenger bag	1 the color Paper Swatch Chart
1 Paul Mitchell 416 Red Comb		1 PM SHINES® Paper Swatch Chart
1 Metal Tail Weave Comb	MISCELLANEOUS	1 Blonding Brochure
1 Rattail Comb	1 T-shirt	1 Shines XG® Paper Swatch Chart
6 Standard Cutting Combs	TOOLS	
1 Taper Comb	1 Classic Razor with disposable blades	
1 Clipper 318 Comb	1 Paul Mitchell Tripod	
	1 6" Scissor	
	1 Thinning Scissor	
	1 5.5" Scissor	
	1 Clipper with adjustable lever and a set of guards	
	1 ¾ Curling Iron	
	1 Blow-dryer	
	6 Doll Heads (Barbering Program)	
	1 Hair Pick	
	1 Dozen Wave Rods	

Textbooks listed below are included in the Paul Mitchell Kit at a discounted price to the student. For veterans or eligible person.

TEXTBOOKS

- 1 Milady's Standard Professional Barbering 5th addition Textbook
- 1 Milady's Standard Professional Barbering 5th addition Exam Review
- 1 Milady's Standard Professional Barbering 5th addition Student Workbook

FEDERAL RETURN OF TITLE IV FUNDS POLICY

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

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

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

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

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

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

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

The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was or could have been disbursed as of the withdrawal date.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STEP 1: Students Title IV Aid Information

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

STEP 2: Percentage of Title IV Aid Earned

Last Day Attended:

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

/ =
 Hours scheduled to complete Total hour in period

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

H.

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

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

x =
 Box H Box G Box I

STEP 4: Title IV Aid to be Disbursed or Returned

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

J. Post-withdrawal disbursement

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

- =
 Box I Box E Box J

K. Title IV aid to be returned

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

- =
 Box E Box I Box K

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

L. Institutional Charges for the Period.	Tuition	4,500.00
	Room	
	Board	
	Other	
	Other	

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

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

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

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

O. 0.00

STEP 6: Return of Funds by the School

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

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

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

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

0.00 - 0.00 = 0.00
Box K Box O Box Q

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

STEP 8: Repayment of the Student's loans

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

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

6,727.00 - 0.00 = 6,727.00
Box B Box P Box R

► If Box Q is less than or equal to Box R, STOP.

The only action a school must take is to notify the holders of the loans of the student's withdrawal date.

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

STEP 9: Grant Funds to be Returned**S. Initial amount of Title IV grants for student to return**

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

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

T. Amount of Title IV grant protection

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

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

U. Title IV grant

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

0.00 - 0.00 = 0.00
Box S Box T Box U

► If Box U is less than or equal to zero, STOP.

If not, go to step 10.

STEP 10: Return of Grants Funds by the Student

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

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

Title IV Grant Programs:

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

Amount to Return

0.00

INSTITUTIONAL REFUND/DROP POLICY

The refund policy for Hair Expressions - Paul Mitchell Partner School is consistent with the requirements in the Code of Maryland Regulations. All refunds are based on hours scheduled to attend. The student will get a refund calculation (if applicable) based on the Maryland Higher Education policy. The policy for Maryland Higher Education Commission is as follows:

- ❶ If the school closes or discontinues a course or program, the school shall refund to each currently enrolled student monies paid by the student for tuition and fees and monies for which the student is liable for tuition and fees.
- ❷ All fees paid by a student shall be refunded if the student chooses not to enroll in or to withdraw from a school within 7 calendar days after having signed a contract
- ❸ If the student chooses not to enroll after the 7-day cancellation period but before the first day of instruction, the school may retain the application fee or registration fee, or both.
- ❹ If, after the 7-day cancellation period expires, a student withdraws after instruction begins, refunds shall be based on the total contract price for the course or program and shall include all fees, except the application, registration or enrollment fee and any charges for materials, supplies, or books which have been purchased by, and are the property of, the student. The minimum refund that a school shall pay a student who withdraws or is terminated after the 7-day cancellation period has expired and after instruction has begun, is as follows: (All refunds are based on scheduled hours for Hair Expressions - Paul Mitchell Partner School))

Proportion of total course or program refund:	Tuition taught by date of withdrawal:
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to 50%	20% refund
More than 50%	No refund

- ❺ The date of withdrawal or termination is the last date of attendance by the student. A refund due a student shall be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.
- ❻ In the case of an official leave of absence, if a student fails to return to training by the end of the leave of absence, a refund due a student shall be based on the date of withdrawal or termination and paid within 60 days of the scheduled last day of the leave of absence.
- ❼ Any monies due to the student shall be refunded within 60 days of formal cancellation by the student as defined earlier in this section or formal termination by the school, which shall occur at the end of any month in which a student has been absent from class for fourteen (14) consecutive calendar days as determined by weekly monitoring of attendance, the student is expelled by the school, or the student notifies the school. In the case of a student who does not return from a leave of absence, the scheduled last date of the Leave of Absence is the date of withdrawal.
- ❽ The school will maintain on file evidence of a refund having been made in applicable situations. The school will also send a copy of the refund to the student either by electronic mail or regular mail.
- ❾ Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

STUDENT FINANCIAL AID RELEASE

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

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

POLICY FOR VERIFICATION OF TITLE IV FUNDING

The school has policies and procedures that it follows for verification of Title IV funding. 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. Financial Aid Services, Inc. handles our student overpayments and alerts the school so it can make changes to the award packet, which is reported to Common Origination and Disbursement (COD) for the Department of Education.

SPECIAL PROVISIONS FOR BOOKS AND SUPPLIES

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

- ① ten days before the beginning of the payment period, the school could have disbursed FSA funds to the student; and
- ② disbursement of those funds would have created an FSA credit balance.

The school will consider all the FSA funds a student is eligible to receive at the time it makes the determination, but the school need not consider aid from non-FSA sources.

The amount the school must provide is the lesser of the presumed credit balance or the amount determined by the school that the student needs to obtain the books and supplies. In determining the required amount, the school may use the actual costs of books and supplies or the allowance for those materials used in estimating the student's cost of attendance for the period. A student may decline to participate in this process to obtain or purchase books and supplies, if they so choose.

PREFERRED LENDER LIST AND PRIVATE EDUCATION LOAN DISCLOSURES

Our school does not have a list of preferred lenders and we do not offer private education loans.

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.

ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION

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

CREDIT BALANCE POLICY

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

MAKEUP WORK

Make-up work is permitted for any missed work related to an absence. Students may make-up work during any unscheduled hours with prior approval and assigned make-up work assignment(s) from a Learning Leader. Students are not allowed to exceed 100% attendance or accrue hours in advance of or in anticipation of an absence.

SATISFACTORY ACADEMIC PROGRESS POLICY

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

QUANTITATIVE AND QUALITATIVE FACTORS

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

- ① A minimum cumulative theory grade level of 75%
- ② A minimum cumulative academic level of 75% 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 minimum cumulative academic grade of 75%.
- ④ A minimum cumulative attendance of 90% of scheduled hours**

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

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

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

COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME

SCHEDULES:			
Full Time School	Tuesday - Friday Saturday	9:15 AM to 4:15 PM 9:00 AM to 5:00 PM	33.5 hours per week
Part Time Day School Option 1 - Week 1 (Cosmetology Only)	Tuesday - Thursday Every other Saturday	9:15 AM to 5:00 PM 9:00 AM to 5:00 PM	29.25 hours per week
Part Time Day School Option 1 - Week 2 (Cosmetology Only)	Tuesday - Thursday	9:15 AM to 5:00 PM	21.75 hours per week
Part Time Day School Option 2 - Week 1 (Cosmetology Only)	Tuesday - Wednesday and Friday Every other Saturday	9:15 AM to 5:00 PM 9:00 AM to 5:00 PM	21.75 hours per week
Part Time Day School Option 2 - Week 2 (Cosmetology Only)	Tuesday - Wednesday and Friday	9:15 AM to 5:00 PM	29.25 hours per week
Part Time Night School (Cosmetology and Barbering)	Monday - Thursday Saturday	5:30 PM to 9:45 PM 9:00 AM to 5:00 PM	22.5 hours per week
Part Time Night School (Esthetics)	Tuesday - Thursday Every other Saturday	5:30 PM to 9:45 PM 9:00 AM to 5:00 PM	18.75 hours per week

.The state of Maryland requires 1500 clock hours for the cosmetology course. Students are expected to complete the course in no more than 111% of the program length. If a student is never absent, he/she should complete the course within 45 weeks for a full-time student, 59 weeks for a part-time day students, and 67 weeks for a part-time night student.

The state of Maryland requires 600 clock hours for the esthetics course. Students are expected to complete the course in no more than 111% of the program length. If a student is never absent, he/she should complete the course within 32 weeks for a part-time night student.

The state of Maryland requires 1200 clock hours for the barbering course. Students are expected to complete the course in no more than 111% of the program length. If a student is never absent, he/she should complete the course within 53 weeks for a part-time night student.

At the end of each evaluation period, the school will determine if the student has maintained at least 90% cumulative attendance since the beginning of the course which indicates that, given the same attendance rate, the student will graduate within the maximum 111% time frame allowed.

MAXIMUM TIME FRAME

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

COURSE	LENGTH	MAXIMUM TIME FRAME
Cosmetology – Full Time	45 Weeks	50 Weeks
Cosmetology – Part Time Day	60 Weeks	67 Weeks
Cosmetology – Part Time Night	67 Weeks	74 Weeks
Esthetics – Part Time Night	32 Weeks	36 Weeks
Barbering – Part Time Night	53 Weeks	59 Weeks

The maximum time frame allowed for transfer students who need less than full course requirements or part-time students will be determined based on 90% of the scheduled contracted hours. If any student enrolled fails to complete the program within the maximum time frame they will lose their eligibility for Title IV programs, if applicable, but they will be able to complete the program on a cash pay basis. Whether a student pays out of pocket or receives Title IV Financial aid all hours attempted and completes are considered part of the Satisfactory Academic Progress calculation. For students with a disability that appeal, the student's disability will be considered as a factor towards maintaining Satisfactory Academic Progress.

MAJORS, DEGREES, SECOND DEGREE, OR SUMMER TERMS

Majors, degrees, second degrees, or summer terms does not apply to Hair Expressions - Paul Mitchell Partner School.

LEAVE OF ABSENCE POLICY

A Leave of Absence (LOA) is a temporary interruption in a Student's program of study. LOA refers to the specific time period during an ongoing program when a Student is not in academic attendance. Leaves of Absence can be granted in cases of emergency or medical problems with doctor notification, which cause attendance to be impossible or impractical. Leaves of Absence will be granted in the case of pregnancy or new mothers. A leave of absence will be permitted with a letter from the student's doctor. If a student is called into active duty for the military the school will grant a leave of absence. These are the only times leave of absences are granted.

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

- ❶ Complete and sign the school's Leave of Absence Request Form in advance, unless unforeseen circumstances prevent the student from doing so.
- ❷ Must state the reason for the Leave of Absence (LOA) request
- ❸ Be approved by the Financial Aid Office and Student Advisor
- ❹ Leaves must be a minimum of 14 days and a maximum of 180 days and must not exceed a total of 180 days in a 12-month period.

A student on a leave of absence date of withdrawal determination shall be the earlier of the scheduled date of return from the leave of absence or the date the student notifies the school that the student will not be returning. A leave of absence will extend the student's contract period and maximum time frame by the same number of days taken in the leave of absence.

Student's may not arbitrarily decide to "take" a leave of absence.

There will be no additional charges for a LOA. If the student fails to return or contact the School Financial Aid Leader on the documented return date, the Student will be considered to have withdrawn from school as of that date the student began the LOA. The withdrawal date for the purpose of calculating a refund is always the student's last day of attendance.

For federal aid recipients, the Student's payment period is suspended during the LOA and no federal financial aid will be disbursed to Student while on a Leave of Absence. Upon the Student's return, the Student will resume the same payment period and coursework and will not be eligible for additional Title IV aid until the payment period has been completed. If the Student is a Title IV loan recipient, the Student will be informed of the effects that the student's failure to return from a leave may have on the Student's loan repayment terms, including the expiration of the Student's grace period. A contract addendum will be completed upon return from the LOA to extend the contract end date by the applicable number of days.

In special circumstances, the school may grant a leave of absence to a student in the case of an emergency, such as a car accident or other medical issue that would prevent the student from requesting the leave of absence prior to the incident occurring. In these cases, the school will collect the request from the student at a later date and document the reason for the granting of the leave after the incident has occurred. The beginning date of the leave of absence will be based on the first date it has been determined that the student cannot come to class due to the accident or medical situation.

In order to grant a Leave of Absence there must be the expectation that the student will be returning to school.

A student who is granted a LOA that meets these criteria is not considered to have withdrawn and no refund calculation is required at that time.

Changes to the contract period on the enrollment agreement must be initialed by all parties or an addendum must be signed and dated by all parties to reflect the new contract end date.

NONCREDIT, REMEDIAL COURSE, AND REPETITIONS

Course incompletes, repetitions, and noncredit remedial courses do not apply to this institution. Therefore, these items have no effect upon the school's satisfactory academic progress standards.

INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS

If the student needs to take off more time than allotted in the contract or more than 14 consecutive calendar days, he/she must take a leave of absence or withdraw and re-enroll when ready to return. If a student needs more than 14 consecutive calendar days of time off due to pregnancy/new mother, and/or military duty then the student should take a leave of absence. Students who withdraw prior to completing the course of study and who wish to re-enter will re-enter at the same progress status as applicable at the time of withdrawal.

EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT

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

Program Name	1st SAP Evaluation	2nd SAP Evaluation	3rd SAP Evaluation
Cosmetology	450 actual hours	900 actual hours	1200 actual hours
Esthetics	300 actual hours	N/A	N/A
Barbering	450 actual hours	900 actual hours	N/A

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

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

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

The following grading scale is used for theory progress:

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

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

**The school uses a 900-hour academic year for Title IV purposes.*

TRANSFER HOURS

Transfer hours accepted by the school are applied to the total number of hours necessary to complete the program and are considered both attempted and completed hours for the purpose of determining when the allowable maximum time frame has been exhausted. Satisfactory Academic Progress evaluation periods are based on actual contracted hours at the institution. For transfer students attending less than a full academic year, an evaluation will be done at the midpoint of the actual hours.

DETERMINATION OF PROGRESS STATUS

Students meeting the minimum requirements for academics and attendance at the evaluation point are considered to be making satisfactory progress until the next scheduled evaluation.

WARNING

Students failing to meet minimum requirements for attendance and/or academic progress will be placed on Financial Aid Warning and considered to be making satisfactory academic progress during the warning period which is until the next evaluation period. The student will be advised in writing on the actions required to attain satisfactory academic progress by the next evaluation. During the Financial Aid Warning period, students are eligible, if applicable, to receive financial aid funds. If at the end of the warning period, the student has still not met both academic and/or attendance requirements, he/she may be placed on probation and, if applicable, the student may be deemed ineligible to receive Title IV funds.

RE-ESTABLISHMENT OF SATISFACTORY ACADEMIC PROGRESS for those who qualify

Students may re-establish satisfactory academic progress and Title IV funding, as applicable, by meeting the minimum attendance and academic requirements by the end of the warning or probationary period.

PROBATION

Students who fail to meet the minimum requirements for attendance and academic progress after the Warning period, the student will be placed on probation and considered to be making satisfactory academic progress while during the probationary period, if the student appeals the decision, and prevails upon appeal.

Additionally, only students who have the ability to meet satisfactory academic progress policy standards by the end of the evaluation period may be placed on probation. Students placed on an academic plan must be able to meet requirements set forth in the academic plan by the end of the next evaluation period or the institution develops an academic plan for the student that, if followed, will ensure that the student is able to meet the institution's satisfactory academic progress requirements by a specific point within the maximum time frame established for the individual student. Students who are progressing according to their specific academic plan will be considered making satisfactory academic progress. The student will be advised in writing of the actions required to attain satisfactory academic progress by the next evaluation. If at the end of the probationary period, the student has still not met both the attendance and academic requirements required for satisfactory academic progress or set forth by the academic plan, the student will be determined as NOT making satisfactory academic progress, and if applicable, the student will not be deemed eligible to receive Title IV funds.

APPEAL PROCEDURE

A student may appeal the Financial Aid ineligible decision if he/she has a reason for not making satisfactory progress and if he/she can document that the circumstances that caused the unsatisfactory academic progress determination have in some way changed and that satisfactory academic progress standard can be met by the end of the next evaluation period. A student has five (5) calendar days from the date of notification that they are not meeting the second consecutive satisfactory progress determination to appeal the unsatisfactory academic progress determination. The student must submit a written appeal to the school's financial aid office on the designated schools Appeal Form describing why they failed to meet satisfactory academic progress standards, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the student's situation that will allow them to achieve satisfactory academic progress by the next evaluation point.

The reasons for which a student may appeal a negative progress determination include death of a relative, an injury or illness of the student, a student's disability, or any other allowable special or mitigating circumstances.

The Appeal documents will be reviewed and a decision will be made and reported to the student within 30 calendar days. The appeal and decision documents will be retained in the student's file. If the student prevails upon appeal, the satisfactory academic progress determination will be reversed and federal financial aid will be reinstated, if applicable.

If the appeal is granted the student will be placed on Financial Aid Probation for one evaluation period. If the student has not met academic and/or attendance requirements for two (2) consecutive evaluation periods, for example 450 to 900 actual hours evaluations; and does not prevail on appeal, the student will be determined as not making satisfactory progress and may be terminated.

This policy applies to all students regardless of whether or not they are eligible for Title IV funding programs. In order to comply with USDE requirements the terminology financial aid warning or financial aid probation will be used for both Title IV and non-Title IV students.

TERMINATION APPEAL PROCEDURE

If a student is terminated due to receiving the maximum amount of coaching sessions, or due to the reasons outlined under termination on the Student Advisory Form, the student may appeal the termination decision. A student has five (5) calendar days from the date of termination to appeal the decision. The student must submit a written appeal to the school's Student Advisor on the schools Termination Appeal Form describing why they were terminated, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the student's situation that will allow them to continue through the program without incident.

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

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

STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY

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

- 1 Review their education records,
- 2 Seek to amend inaccurate information in their records, and
- 3 Provide consent for the disclosure of their records.

Students (or parents or guardians, if the student is a dependent minor) are guaranteed access to their school records, with a staff member present, within 30 days from the date of the request. Copies of all records can be requested at \$0.20 per page.

General Release of Information

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

- 1 State the purpose of the disclosure,
- 2 Specify the records that may be disclosed,
- 3 Identify the party or class of parties to whom the disclosure may be made, and
- 4 Be signed and dated.

FERPA Disclosures to Parents

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

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

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

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

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

Release of Information to Regulatory Agencies

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

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

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

Disclosures in Response to Subpoenas or Court Orders

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

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

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

Disclosures for Other Reasons

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

Directory Information

Hair Expressions - Paul Mitchell Partner School does not publish "directory information" on any student.

Record Maintenance

All requests for releases of information are maintained in the student's file as long as the educational records themselves are kept. Student records are maintained for a minimum of six (6) years for withdrawal students; transcripts of graduates are kept indefinitely.

Amendment to Student Records

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

A parent or eligible student may file a written complaint with the Family Policy Compliance Office regarding an alleged violation under the Family Educational Rights and Privacy Act. The Office's address is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202

PERFORMANCE STATISTICS/JOB OUTLOOK

Hair Expressions - Paul Mitchell Partner School is accredited by the National Accrediting Commission of Career Arts and Sciences (NACCAS) and recognized by the U.S. Department of Education. Each agency requires schools to provide important information regarding outcome rates in the areas of completion, placement, and licensure; however, each agency requires that we provide outcome rates differently. NACCAS requires schools to list the outcome rates for the main campus and all additional campuses as a whole. In this case, Hair Expressions - Paul Mitchell Partner School is a Main campus, the outcome rates provided are for all schools under this structure. The U.S. Department of Education, requires outcome rates be provided based upon this individual location which is listed below. Outcome rates have also been provided for the individual school you are interested in attending. NACCAS requires schools to list the outcome rates also by program. If you have any questions regarding our outcome rates, please see our Admissions Team for assistance

NACCAS – Hair Expressions - Paul Mitchell Partner School combined campus performance statistics for the calendar year 2018:

Graduation	Licensure	Placement
65.13%	96.39%	65.50%

Hair Expressions - Paul Mitchell Partner School's performance statistics for the calendar year 2018:

Graduation	Licensure	Placement
73.17%	93.33%	51.67%

Cosmetology Program

Graduation	Licensure	Placement
73.17%	93.33%	51.67%

Barbering Program

Graduation	Licensure	Placement
N/A	N/A	N/A

Esthetics Program

Graduation	Licensure	Placement
N/A	N/A	N/A

NACCAS' 2018 Annual Report is derived from a single cohort of students – those scheduled to graduate in 2016. NACCAS' graduation, placement and licensure definitions are described below:

Graduation: Based on all students scheduled to graduate from the program in 2018. The scheduled graduation date is a student's most recent contract end date (i.e., the contract end date after all leaves of absence, schedule changes and re-enrollments have been accounted for). A student may count as a graduate if they have completed all applicable graduation requirements at the institution.

Licensure: Based on graduates from the graduation cohort who sat for all parts of their required licensure exam prior to November 30, 2019. A student in the licensure cohort may count as a "pass" if they pass all required portions of the examination prior to November 30, 2018.

Placement: Based on graduates from the graduation cohort who are eligible for placement. A student may count as placed if they are employed in a field for which their training prepared them prior to November 30, 2019. Students may be excluded from the calculation if they fall into one of the categories listed. In 2018, the school excluded the following number of students* based on each of the following categories:

- ① The graduate is deceased 0
- ② The graduate is permanently disabled 0
- ③ The graduate is deployed for military service/duty 0
- ④ The graduate studied under a student visa and is ineligible for employment in the U.S. 0
- ⑤ The graduate continued his/her education at an institution under the same ownership (e.g., a graduate of your cosmetology program subsequently enrolled in the instructor program of an institution under the same ownership) 0

Total Excluded 0

*If fewer than ten students were excluded for any one category, the disclosure will only include the total of all excluded students if that total is at least ten. If the calculation excluded fewer than a total of ten students the institution will state that it excluded students on the basis of each condition, and note that the number of total exclusions were fewer than 10 and therefore cannot be disclosed.

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

2018 Graduation
93%

Hair Expressions Academy must prepare the completion and graduation rate of its certificate- or degree-seeking, first-time, full-time undergraduate students each 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 ATTENDANCE POLICY

All students must maintain an 90% cumulative attendance rate. Monitoring periods are done to keep the student advised of their progress leading up to potential payment periods which must meet Satisfactory Progress. Satisfactory progress (SAP) evaluations will be given and signed off by the Director and student at following periods: 450 hours, 900 hours, and 1200 hours for Cosmetology students, 300 hours for Esthetics students, and 450 and 900 hours for Barbering students. All absences must be phoned in or emailed on a prior school day or prior to start of scheduled class time. Any student leaving early must sign out, swipe out with his/her time card for the day and let the front desk (for booking purposes) and his/her learning leader know. All students are given five (5) infractions. Students must meet an 90% cumulative attendance to meet Satisfactory Progress. This leaves a 10% amount of time that they will be allowed to use for other emergencies such as sickness, doctor's appointments, and emergencies with family members, and/or personal matters needed to be taken care of by the student. Students do not need to bring in doctor's notes, lawyer or court documents, etc., as they may miss up to 10% time of the program clock hours (150 hours for Cosmetology, 60 hours for Esthetics, and 120 hours for Barbering – both based on completing the entire program) for any needs that they may have. Any extended period of time should be referred to our Leave of Absence Policy if it is applicable under the LOA policy. Any student not calling in or emailing on the day of an absence will be written up on the Student Advisory Form.

Students are given three (3) days total during their contracted enrollment to come in late. Students attending the day program utilizing their late days must notify the front desk that they are coming in late and are using one of their late days. Students are allowed to come in at 10:15 a.m. only on these days. Night students will be given a total of three (3) days as well to come in late at 6:00 p.m. Night students must also notify the front desk that they are using one of their late days and cannot come in past 6:00 p.m. After students have used their three (3) late days they will not be allowed to stay after their respective start time of their class.

Day students start at 9:15 a.m. Tuesday – Friday and must be in class by 9:30 a.m. at the latest. Night students start at 5:30 p.m. Monday – Thursday and must be in class by 5:45 p.m. at the latest. On Saturdays all students start at 9:00 a.m. and must be in class by 9:15 a.m. No one can use any of their three (3) late days on a Saturday. No one will be allowed to stay in school on a Saturday if they arrive after 9:15 a.m.

Based on the importance of the learning level in CORE, all Students in CORE may only miss a total of five (5) days maximum. CORE consists of four hundred and two hours (402). The Director will decide where the Student will start with the new CORE class and the Student will retain their amount of hours prior to their leave.

CODES OF PRACTICE

Codes of Practice are guidelines designed to promote an efficient, effective and pleasant educational atmosphere. By becoming aware of what we expect from you and what you can expect from us, we hope to eliminate any misunderstandings that would serve to make your tenure with us any less than the great experience we know it can be.

- 🔊 **Alcohol/Drugs/Alertness:** All students must be in fit mental and physical condition to perform the work required. Alcohol and/or drugs are not tolerated anywhere on the premises. Any student feeling ill or tired should stay home and rest. Any student sleeping or napping during class time will be asked to sign out and leave for the day. **Possession, use or under the influence of drugs or alcohol on school property or during school hours will be grounds for immediate dismissal.**
- 🔊 **Professional Image:** All Students must adhere to the following professional dress code while in attendance:
 - ① Students may wear black or gray in any combination.
 - ② Phase Two Students may wear black , gray, or white in any combination.
 - ③ A minimal print in clothing is acceptable if it is a black and white print.
 - ④ Clothing should be professional and clean.
 - ⑤ Shoes should be black, professional, practical, and comfortable.
 - ⑥ Hair should be styled prior to arriving at the school.
 - ⑦ Any cosmetics should be applied prior to arriving at the school.
 - ⑧ The following is a list of acceptable dress:
 - a. Jeans or clothing made of jean material if they are black or gray in color. Any rips or tears must fall below the fingertips, when standing up.
 - b. Sleeveless tops.
 - c. Sweatshirts, printed T-shirts, hooded sweatshirts and/or jackets with the Paul Mitchell logo or the school logo may be worn.
 - d. Stylish hats, scarves, and stylish head wraps.
 - e. Shorts and/or skirts that fall below the fingertips.
 - ⑨ Tights or leggings should be worn with skirts or dresses that fall above the knees for all Students.
 - ⑩ Name tag — as provided by the school. All Students are required to wear a name tag while in attendance.

All barbering Students must adhere to the following professional dress code while in attendance:

- ① Barbering Students may wear all black or gray, to include a button-down shirt.
- ② A straight tie or bow tie may be worn in black, gray, yellow, or red.
- ③ Accessories may be worn in black, gray, yellow, or red, which include: a belt, arm-garter, suspenders, jewelry, and/or shoes.
- ④ A barbering Student may wear a smock, in black only.
- ⑤ Sweatshirts, printed T-shirts, hooded sweatshirts and/or jackets with the Paul Mitchell logo or the school logo may be worn.
- ⑥ Fedoras, flat hats, or ascot caps may be worn.

The following is a list of unacceptable dress for all Students in attendance:

- a. Gym workout shoes, foot thongs, or beach sandals.
- b. Tank tops, spaghetti string tops, or belly shirts.
- c. Sweatpants.
- d. Sweatshirts, hooded sweatshirts, jackets and printed T-shirts other than those with the Paul Mitchell logo or the school logo.
- e. Shorts and/or skirts that fall above fingertips, when standing up.
- f. Baseball hats, visors, bandanas, caps, or beanies.
- g. Spandex or biking shorts.
- h. Headphones, headgear, and/or earphones are not permitted in the classroom or the clinic classroom.
- i. Sunglasses.

Students who fail to comply with the Student dress code may be coached and may receive an advisory.

- 🕒 **Being Prompt:** School doors open at 8:55 a.m. each morning. School starts at 9:15 a.m. and students will not be able to clock in any later than 9:30 a.m. We want to instill good work habits, the first of which is being prompt. Part-time evening class students may not enter the school after 5:45 p.m. Saturday hours for all students is 9:00 a.m. – 5:00 p.m. Students, on Saturdays, will not be permitted to enter the school after 9:15 a.m.
- 📍 **Staying with your Class:** Students are assigned to a specific area and are not permitted to leave that area without informing their instructor. Students who are not in their assigned location will be clocked out and sent home.
- 🚫 **Unauthorized Persons:** Relatives, friends and clients are restricted to the front only. Visitors wishing to attend classes or gain access to the students must have an appointment or approval from a staff member.
- 👤 **Professionalism:** Having a professional attitude includes speaking professionally. Any future professional threatening and/or disrespecting in a verbal (including use of profanity of any kind) or physical manner towards another student, instructor, employee, or guest, will be automatically expelled.
- 🎓 **Service Assignment:** As a learning facility, it is our belief that we learn by our experiences. All students are required to provide service to clients and refusal to do so will result in that student's being sent home. If a student is not feeling well, the student should be resting at home. Client-service assignments are not transferable.
- 🙏 **Mutual Respect:** We have the utmost respect for you, our student. We will speak and act toward each student accordingly. We, in turn, expect our students to treat our staff, instructors, clients and each other with respect. We reserve the right to send students home who do not uphold this rule and who cause class and clinic disruption. Continued discipline infractions will result in immediate dismissal.
- 🧹 **Clean Up:** In the spirit of generating good teamwork, **we must all clean up after ourselves.** This should become a habit, and should occur immediately after you have finished a service. Each student will be asked to do a small chore on a daily basis as to keep the school in order for the next scheduled class. Students will be instructed of this during sign up and orientation and are asked to please abide by this on a voluntary basis. Any student not abiding by this on a voluntary basis will be assigned a chore from that point on. At the academy we work as a team as it makes it easier to get things done.
- 👥 **Client Awareness:** A satisfied client makes for good business. Repeated carelessness, sloppiness or complaints about a student from clients will result in that student being refreshed in client communication. Such remedial work on client communications will continue until the instructor assesses that the student is ready to deal again with the public.

- 🕒 **Smoking:** There is **NO SMOKING** either in the school or on school premises (anywhere near or around the building) No Warnings.
- 🕒 **Services:** Students may have their hair done once a month on designated days. **Students may do relatives hair (mother, father, brother, sister, spouse, and their children only) for free Tuesday through Thursday.** The relative will pay for the actual product used, at the Academy's discretion. No relative may be done for free on Friday or Saturday, as the clinic is too busy on those days – No Exceptions. They will pay full price on Fridays and Saturdays.
- 🕒 **Parking:** Local parking is available at this time but is not guaranteed as the Academy grows for day and evening classes. Parking by the students is permitted only in the designated areas of the parking lot. Day CORE and PROTÉGÉ classes will have assigned parking.
- 🕒 **Damage to Client Clothing:** Students are responsible for their clients' clothing and failure to use protective measures, such as proper draping, may result in a student's being charged for damages. Using plastic capes for all chemical services and maintaining an awareness of your client will prevent accidents from happening.
- 🕒 **Insurance:** It is the responsibility of the student to carry his/her own medical insurance and to insure all of their own personal belongings, including kit items. Any insurance that a student may acquire is optional and not required.
- 🕒 **Re-admittance of Student:** Any student dismissed for any reason may re-apply to the Academy. Re-admittance will be at the sole discretion of the Director of Education. Student may be accepted back a maximum of only one time and will return with their same clock hours and all prior passing exams. There will an additional \$100.00 Re-entry fee.
- 🕒 **Palm Scanner:** A student who forgets to sign in/sign out will not be credited for that day if they have not alerted administration and punched in/out with the palm scanner, since this the only way we will know if they attended school that day. (All students must also sign in/sign out every day to receive credit for that day). NO student may at any time sign in or out for another student, or they will be immediately terminated.
- 🕒 **Payments:** All payments to the school may not be later than 10 days or the student will be asked to pay amount due prior to continuing. All financial obligations must be met prior to two weeks of graduation.

As with any large group of people, it is important that we have rules and the leverage to enforce them. Infractions of these rules can result in the student's suspension or termination. We at Hair Expressions - Paul Mitchell Partner School, wish all students to have a happy and enjoyable educational experience. All rules and regulations are established for the good of the team as a whole, as well as to promote organization and structure. Our priority is to provide the best education we can, and for our students to be the very best they can be.

Hair Expressions - Paul Mitchell Partner School, maintains grade records on a regular basis. The school will record students' daily attendance and record of academic achievement for every grading period.

OTHER RULES FOR HAIR EXPRESSIONS - PAUL MITCHELL PARTNER SCHOOL

If you do not follow the rules that are there for everyone, you will need to decide at that time to either withdraw or be expelled by the school. All of the instructors at Hair Expressions - Paul Mitchell Partner School, try their hardest to teach you the most up-to-date as well as basic ideas in our field, so please be patient because learning takes time. We want to see you succeed and enjoy your stay here.

- ❶ Any student borrowing any other student's supplies for any reason without permission from the student will be automatically given a warning. Any student taking or stealing any item of any other student or property of Hair Expressions - Paul Mitchell Partner School,, will be immediately suspended and/or expelled from the school.
- ❷ All cellular telephones must be on vibrate or turned off during school hours. Calls must be taken in the hallway or outside. Students may stay on the phone only during breaks, or lunch, or will be asked to leave for the day if they stay on the phone for an extended period of time during all other times. Text messaging as well as earpieces must still all be used in the hallway or outside. This pertains to all students and learning leaders. No exceptions. Headsets (i.e. iPods) may not be used at all during school hours.
- ❸ Students will not use telephones in the salon – all messages coming in will be given to the student (students may use the phone to book appointments or with permission from Director in case of an emergency).
- ❹ Students may work on their own or another student's hair only on a designated day with permission from instructor. Also, each student may have his/her hair done only once a month in order to give other students the same opportunity. Any student working on another student that day may not have his/her own hair worked on because that would then take up the entire day or evening for that student. Students wishing to get their hair done on a day that is not hair day must clock out and pay full price for the service.
- ❺ All students must pay for any and all retail and chemical products used on themselves, prior to any services performed.
- ❻ Students will not use or borrow any retail products or tools in the professional salon for any reason.
- ❼ Customers take priority to any student's service being done.
- ❽ Students must be able to work on any assigned client on any given day they are in school or they must go home due to their refusal to work on a client. Refusal to work on any client, for whatever reason, will be an automatic expulsion, unless student has prior approval from Director.
- ❾ Students will not enter the dispensary or salon employee lounge, for any reason, without an instructor or the Director.
- ❿ Beginner students (any student with less than 350 hours) are not allowed into the salon area except for during his/her lunchtime or after school.
- ⓫ Beginner students may not work on any paying clients prior to having achieved 400 hours as well as friends or relatives prior to 350 hours experience unless they have prior permission from the Director.
- ⓬ All school areas will be cleaned each day (to include work areas, eating areas, as well as all foods in refrigerator must be disposed of daily). This applies to both day and evening classes. Each student is given a small chore so that the school may be ready for the next class.

- ▶ Students may not call the instructors at home for any reason but they may instead leave a message on the school telephone line. Students may not get or give faculties and/or student phone numbers for any reason.
- ▶ Students may not collect monies from a client unless approved by Director or instructor.
- ▶ All students must charge appropriate fees for all services.
- ▶ All students must park in assigned spaces. Failure to do so will result in first- time suspension, the second time in expulsion.
- ▶ All students must sign out for all breaks and lunch (except for the morning break).
- ▶ Students, after obtaining 400 hours working on the clinic floor, are asked to please let the school know the previous day or the morning of that they will not be attending on a Saturday, as Saturdays are extremely busy in the student clinic.
- ▶ Students not keeping themselves busy during class will be asked to participate with their respective class. All students must attend his/her respective classes (i.e. theory, specialty class). Next warning the student will be asked to leave for the day, followed by suspension, and expulsion after repeated warnings.
- ▶ Students disrupting class and constantly arguing with other students or instructors will be given a warning, followed by expulsion. Any student having a problem with another student must discuss it with the Director and the involved student, in order to rectify the conflict. Any student or students continuing their conflict after being warned by the Director will be immediately suspended and any continuation thereafter of the problem will result in expulsion. We do not tolerate students gossiping, bullying, name-calling, or picking on other students for any reason. As with any large group of people everyone must try their best to be polite and get along with their fellow students and instructors.
- ▶ Students having problems with attendance (absences or tardiness) will be put on a probationary period as described in the attendance policy section. If a student fails to maintain or correct attendance problems within the stated time frame, the student shall consequently terminate themselves from the school at the conclusion of the probationary period.
- ▶ Students having a question about work being done on a client or practical work to be done should check with current instructor. If student feels this is not the correct answer, the student may ask the current instructor to seek advice from another instructor or Director.
- ▶ Students must meet an 90% cumulative attendance to meet Satisfactory Progress. This leaves a 10% amount of time that they will be allowed to use for other emergencies such as sickness, doctor's appointments, and emergencies with family members, and/or personal matters needed to be taken care of by the student. Students do not need to bring in doctor's notes, lawyer or court documents, etc., as they may miss and make up 10% of the program clock hours for any needs that they may have. Any extended period of time should be referred to our Leave of Absence Policy if it is applicable under the LOA policy.

SEARCH POLICY

Lockers and stations furnished for student use belong to the school and are subject to search by the school or police officials at any time for any reason. By entering onto the premises of the school, students agree that they and any items, including handbags, briefcases, purses, and personal belongings they bring with them, are subject to reasonable search by school personnel at any time for any reason.

LEARNING PARTICIPATION GUIDELINES

- ❶ Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable and is grounds for termination.
- ❷ Students will be expected to maintain an average of 75% on all theory tests and assignments.
- ❸ Students may not be released from required theory or specialty class to take a client.
- ❹ Only service desk personnel may schedule or change client service appointments.
- ❺ All services must be checked and the service ticket initialed by a Learning Leader.
- ❻ Students are expected to be continuously working on school-related projects, assignments, clinic practical worksheets, reading theory, or test preparation during school hours.
- ❼ Students will receive clock hours during the times they fully participate in their learning experience.
- ❽ When Students are not scheduled with service appointments or are not scheduled to attend theory or a specialty class, they may focus on the following:
 - a. Completion of clinic practical worksheets
 - b. Completion of theory review worksheets
 - c. Performing a service on another Student
 - d. Listening to or reading school resource center materials, including educational videos, audiotapes, and books
- ❾ Students must comply with school personnel and Learning Leader's assignments and requests as required by the curriculum and Student guidelines and rules.
- ❿ Students may not perform hair, skin, barber or nail services outside of school unless authorized to do so by school administration. Conducting unauthorized hair, skin, barber or nail services outside of school will be reported to the state board and may result in your inability to receive a professional license.
- ⓫ Students are responsible for their own kit and equipment and may use a clinic station drawer only while working at that clinic station. All kit, equipment, tools, and personal items must be secured in the Students assigned locker. The school is not responsible for any lost or stolen articles.
- ⓬ Parking is allowed in assigned parking areas only or cars may be towed at the owner's expense.
- ⓭ All clinic practical worksheets are due on the assigned day of each month by the end of the school day.
- ⓮ 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.
- ⓯ If a Students fails to pass the Core written and/or practical exam on their second attempt, they may be asked to withdraw from the program and re-start in the next Core class start date.
- ⓰ The school requires a Student to complete all theory hours as part of their graduation requirements. Refer to the graduation requirements.

LOCKER POLICY

Purpose — Hair Expressions - Paul Mitchell Partner School has lockers available to students to facilitate the daily storage of their learning materials and items related to their studies. Hair Expressions - Paul Mitchell Partner School manages lockers to ensure responsible use of property and for the health and safety of individuals.

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

Guidelines

- ① Lockers will be issued to all students during Core. A locker number will be provided during Core. Assigned lockers may not be traded or changed unless approved by the school's administration.
- ② Locker assignments are valid from the beginning of enrollment until the day of graduation or withdrawal. At that time, all locker contents must be removed. After that time, any lockers that have not yet been vacated will be emptied, and the contents stored for 60 days, at which time they become the property of the school.
- ③ Lockers are for individual use only and are not to be shared. Locker content is the sole responsibility of the registered occupant of the locker. To reduce the risk of theft, students are encouraged to keep their lockers locked. Students should not store money, wallets, jewelry, credit or debit cards, or any other personal item of high value.
- ④ Hair Expressions - Paul Mitchell Partner School is not in any way responsible for a locker's contents or liable for the loss of or damage to items stored in lockers. Students are required to maintain their locker's interior and exterior in a clean, neat and undamaged condition. Marking, defacing or graffiti on lockers is not acceptable.
- ⑤ No person shall store in a locker: weapons of any kind, explosives, prohibited drugs, illegal or illicit items or substances or other items deemed by Hair Expressions - Paul Mitchell Partner School to be harmful, offensive or inappropriate.
- ⑥ Hair Expressions - Paul Mitchell Partner School may in its sole discretion carry out or authorize searches/inspections for any reason. The following is a partial listing of examples of when Hair Expressions - Paul Mitchell Partner School will exercise its discretion without notice:
 - a. Locker abandonment.
 - b. Suspected contents that may be illegal, illicit or deemed by the school to be harmful, offensive or inappropriate.
 - c. At the request of or generally in cooperation with law enforcement authorities.
 - d. Investigative purposes related to suspected or alleged criminal, illegal, or inappropriate activities.
 - e. Risk to the general good of the school.
 - f. Risk to the general good of the student or student population.
 - g. Unregistered locker.
 - h. Physical damage to or defacing of the locker.
 - i. Odors (spoiled/rancid food, garbage or smelly contents).
 - j. Locker maintenance.
- ⑦ Hair Expressions - Paul Mitchell Partner School works with the local law enforcement authorities and maintains the right in the school's sole discretion to allow law enforcement to carry out specific and random searches/inspections of locker contents. Such searches/inspections may be carried out with or without notice to or in the presence of the locker's occupant. Such police activity may include but is not limited to: random drug or weapon searches of lockers, backpacks, book bags, brief cases, containers, jackets and winter coats.

COACHING AND CORRECTIVE ACTION

Part of the students 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 inappropriate behavior.

The following actions may be inspected for noncompliance:

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

Corrective Action Steps

Once a student has received five (5) coaching sessions, the student may be suspended from school for five (5) days. Suspended students will be required to pay the administrative re-entry fee. If a student receives two (2) more coaching sessions after re-admission from a five (5) day suspension, the student's enrollment may be permanently terminated. A student may be terminated without prior coaching sessions for improper and/or immoral conduct. Refer to the school Student Advisory form.

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 calendar days of non-attendance used to determine whether the student will be returning to school.

HAIR EXPRESSION - PAUL MITCHELL PARTNER SCHOOL POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

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

① Accommodation Procedures for Students with Disabilities

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

The person responsible for implementing these responsibilities at Hair Expressions Academy Campus is: Sharon Ruiz; ADA Compliance Coordinator; 12450 Parklawn Drive, Rockville, MD 20852; (301) 984-0566; sharon@hairex.com.

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

Procedures for Students and The School

Documentation of disability by students — Students with disabilities who wish to request reasonable accommodations (including academic adjustments, auxiliary aids, or modifications) must contact the ADA Compliance Coordinator named above for their campus. Students must provide documentation of disability from an appropriate professional, which depends on the nature of the disability. For example, a student with a psychological disability should provide documentation from a psychologist, psychiatrist or social worker. The documentation submitted must be within the last 12 months, if older than 12 months the student must provide current documentation from the appropriate professional.

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

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

Student requests for accommodations and interactive discussion with ADA Compliance

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

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

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

Here are some examples:

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

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

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

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

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

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

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

Appeals by Students

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

When a student wishes to file an appeal, the student must notify Ed Ruiz; Director; 12450 Parklawn Drive, Rockville, MD 20852; (301) 984-0566; hairex1@aol.com. The student must explain his/her reasons for disagreeing with the Coordinator's decision, or explain how the student's accommodation is not being implemented, and submit any relevant documentation.

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

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

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

Training and Mediation Responsibilities of the ADA Compliance Coordinator

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

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

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

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

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

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

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

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

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

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

The complaint must be sent to Ed Ruiz; Director; 12450 Parklawn Drive, Rockville, MD 20852; (301) 984-0566; hairex1@aol.com.

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

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

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

Appeals by Students — If the student who filed the complaint disagrees with the decision made by the Director, or disagrees with the remedial action specified, the student may appeal the decision to The School Owner. The appeal must be written and sent to Ed Ruiz; Director; 12450 Parklawn Drive, Rockville, MD 20852; (301) 984-0566; hairex1@aol.com. The appeal must state the specific reasons that the student disagrees with the decision. Appeals must be filed no later than thirty days after the student receives the written decision from the Director.

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

U.S. Department of Education

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

The OCR National Headquarters is located at:

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

Telephone: (800) 421-3481

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

Email: OCR@ed.gov

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

STUDENT CONSUMER INFORMATION

Provisions of the Higher Education Amendment of 1976 require that, effective July 1, 1977, each postsecondary institution that receives federal financial aid funds must make certain student consumer information available to any enrolled or prospective students who request such information.

This section compiled by the Paul Mitchell Schools corporate financial aid office staff attempts to meet the requirements.

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

Financial aid is any mechanism that reduces out-of-pocket costs that the students and/or parents must pay to obtain a specific postsecondary education. In other words, financial aid is money made available to help students meet the cost of the program. Financial aid includes grants as well as need and non-need loans.

Need-based financial aid is available to families who demonstrate a financial need for additional resources. The formula below is used to determine a student's financial need:

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

Non-need is the difference between the cost of education and financial need.

Based on these calculations, federal 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 non-citizen alien recipient codes 1-151, 1-55 1, and 1-94.
- ❷ Criteria making a student INELIGIBLE includes codes F-1, F2, 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.

SEXUAL HARASSMENT POLICY

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

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

- 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, RACISM AND DISCRIMINATION POLICY

Hair Expressions - Paul Mitchell Partner School is committed to maintaining a working and learning environment that provides for fair and equitable treatment, including freedom from bullying, harassment, intimidation, racism 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, racism and discrimination may take many forms, including verbal aggression and name calling; inappropriate comments; inappropriate images; physical aggression; relational aggression; graphic and written statements, which may include use of cell phones, computers, or gaming systems; any insensitive materials 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, racism, hatred, 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, racism, hatred 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, racism, hatred 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, racism, hatred 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.

STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

Hair Expressions - Paul Mitchell Partner School is committed to providing a work and school environment free of unlawful harassment or discrimination. In furtherance of this commitment, all students and employees are required to take our mandatory Sexual Harassment and Prevention Training upon starting in school and then in January of each year. School policy prohibits harassment or discrimination based on race, religion, creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical conditions), military or veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information or any other basis protected by the federal, state or local law. Additionally, in accordance with Title IX of the Education Amendments of 1972, Hair Expressions - Paul Mitchell Partner School prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and Hair Expressions - Paul Mitchell Partner School has jurisdiction over Title IX complaints.

Hair Expressions - Paul Mitchell Partner School's anti-harassment policy applies to all persons involved in the operation of Hair Expressions - Paul Mitchell Partner School, and prohibits unlawful harassment by any employee of Hair Expressions - Paul Mitchell Partner School, as well as students, customers, third parties, vendors or anyone who does business with Hair Expressions - Paul Mitchell Partner School. It further extends to prohibit unlawful harassment by or against students. Any employee, student or contract worker who violates this policy will be subject to disciplinary action. To the extent a customer, vendor or other person with whom Hair Expressions - Paul Mitchell Partner School does business engages in unlawful harassment or discrimination, Hair Expressions - Paul Mitchell Partner School will take appropriate corrective action. The grievance procedure will provide that complaints may be filed about discrimination in any academic, educational, extracurricular, athletic or other programs operated or sponsored by, or related to, Hair Expressions Academy, whether the programs take place on the campus of a school, during a school-sponsored field trip, or other off-campus events.

As part of Hair Expressions - Paul Mitchell Partner School's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to Hair Expressions - Paul Mitchell Partner School community through publications, Hair Expressions - Paul Mitchell Partner School website, new employee orientations, student orientations, and other appropriate channels of communication. Hair Expressions - Paul Mitchell Partner School will provide training to key staff members to enable Hair Expressions - Paul Mitchell Partner School to handle any allegations of discrimination and harassment, including sexual harassment or sexual violence, promptly and effectively. Hair Expressions - Paul Mitchell Partner School will respond quickly to all reports, and will take appropriate action to prevent, to correct, and if necessary, to discipline behavior that violates this policy.

Definitions

Sex Discrimination is defined as treating individuals differently on the basis of sex with regard to any aspect of services, benefits, or opportunities Hair Expressions - Paul Mitchell Partner School provides such as:

- ① Treat a person differently in determining whether he or she satisfies any requirement or condition for the provision of an aid, benefit, or service;
- ② Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- ③ Deny any person an aid, benefit, or service
- ④ Subject any person to separate or different rules of behavior, sanctions, or other treatment in providing an aid, benefit, or service
- ⑤ Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- ⑥ Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

Sexual Harassment is defined as unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment is conduct that explicitly or implicitly affects a person's employment or education or interferes with a person's work or educational performance or creates an environment such that a reasonable person would find the conduct intimidating, hostile or offensive.

Sexual Violence is defined as physical sexual acts engaged in without the consent of the other person or when the other person is unable to consent to the activity. Sexual violence includes sexual assault, rape, battery, and sexual coercion; domestic violence; dating violence; and stalking.

Domestic Violence is defined as abuse committed against an adult or a minor who is a spouse or former spouse, cohabitant or former cohabitant, or someone with whom the abuser has a child, has an existing dating or engagement relationship, or has had a former dating or engagement relationship.

Dating Violence is defined as abuse committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

Sexual Assault occurs when a physical sexual activity is engaged in without the consent of the other person or when the other person is unable to consent to the activity. The activity or conduct may include physical force, violence, threat, or intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through the use of drugs or alcohol, and taking advantage of the other person's incapacitation (including voluntary intoxication).

Stalking is behavior in which a person repeatedly engages in conduct directed at a specific person that places that person in reasonable fear of his or her safety or the safety of others.

Consent is informed, voluntary and revocable. Consent is an affirmative, unambiguous, and conscious decision by each participant to engage in mutually agreed-upon sexual activity. It must be given without coercion, force, threats or intimidation. Consent must be ongoing throughout a sexual encounter and can be revoked at any time. Once consent is withdrawn, the sexual activity must stop immediately.

Prohibited Conduct

This policy strictly prohibits sexual or other unlawful harassment or discrimination as well as sexual violence, as defined above. Sexual or other unlawful harassment or discrimination includes any verbal, physical or visual conduct based on sex, race, age, national origin, disability, color or any other legally protected basis if:

- ① submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment;
- ② submission to or rejection of such conduct by an individual is used as a basis for decisions concerning that individual's education or employment; or
- ③ it creates a hostile or offensive environment, which means the alleged conduct is sufficiently serious to limit or deny a student's or ability to participate or benefit from the student's education program.

Unlawful harassment or discrimination may include racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons based on race, national origin, age, disability, marital status, sex or other legally protected categories. Sexual harassment is conduct based on sex, whether directed towards a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", practical jokes, jokes about or displays of obscene printed or visual material, questions about sexual fantasies, preferences or history, and physical contact such as patting, pinching, or intentionally brushing against another person's body.

Gender-based harassment, including acts of verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping are strictly prohibited, even if those acts do not involve conduct of a sexual nature.

Complaint/Grievance Procedure

The following grievance procedures shall be used to address sex discrimination complaints filed by students/employees or complaints filed on their behalf against employees, other students, or third parties.

If you believe that you have experienced or witnessed harassment or sexual violence, notify your Learning Leader, supervisor, Hair Expressions - Paul Mitchell Partner School Owner, or the Title IX Coordinator as soon as possible after the incident. Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, student, vendor or other person who does business with Hair Expressions - Paul Mitchell Partner School is exempt from the prohibitions in this policy. Supervisors will refer all harassment complaints to the Title IX Coordinator for student-related complaints and to Hair Expressions - Paul Mitchell Partner School Owner if the complaint involves an employee. In order to facilitate the investigation, your complaint should include details of the incident or incidents, names of the individuals involved and names of any witnesses. A sex discrimination complaint should be filed within 180 days from the date of the alleged discriminatory incident. Upon receiving any report of discrimination, including harassment, regardless of the filing date or when the school receives notice, the school will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the student, and on others, if appropriate. All documentation pertaining to the complaint/grievance will be confidential. The complaint/grievance once received will be maintained in the student's and/or employee's permanent file, which has limited staff access, this includes verbal complaints.

All complaints involving a student will be referred to the campus's Title IX Coordinator. The Title IX Coordinator is listed below and has the responsibility of overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints.

The Grievant/Complainant may use the Title IX Grievance Form, but it is not required, to file a Title IX discrimination complaint.

Title IX Coordinator: Ganee Hawkins 12450 Parklawn Drive Rockville, MD 20852 ganee.hawkins@hairex.com 301-984-0566	School Owner: (for complaints involving employees) Ed Ruiz 12450 Parklawn Drive Rockville, MD 20852 hairex1@aol.com 301-984-0566
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Hair Expressions - Paul Mitchell Partner School ensures that its employee(s) designated to serve as Title IX Coordinator(s) have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how Hair Expressions Academy's grievance procedures operate. Because complaints can also be filed with the School Owner, these employees also receive training on Hair Expressions - Paul Mitchell Partner School's grievance procedures.

Investigation of Complaints

In response to all complaints, Hair Expressions - Paul Mitchell Partner School promises prompt and equitable resolution through a reliable and impartial investigation of complaints, including the opportunity for both parties to present witnesses or other evidence. The time necessary to conduct an investigation will vary based on complexity but will generally be completed within sixty (60) days of receipt of the complaint. If a complainant requests confidentiality, Hair Expressions - Paul Mitchell Partner School will take all reasonable steps to investigate and respond to the complaint consistent with the request. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, Hair Expressions - Paul Mitchell Partner School will inform the complainant that its ability to respond may be limited.

The preponderance of the evidence standard will apply to investigations, meaning Hair Expressions - Paul Mitchell Partner School will evaluate whether it is more likely than not that the alleged conduct occurred. Both parties will receive written notice of the outcome of the complaint within 60 days of receipt of complaint. Written notice will include:

- ① Whether Hair Expressions - Paul Mitchell Partner School found that the alleged conduct occurred, and whether it constituted discrimination.
- ② Any individual remedies offered or provided to the complainant or any sanctions imposed on the respondent that directly relate to the complainant. The respondent's version will not include individual remedies offered or provided to the complainant unless the remedy directly involves the respondent.
- ③ Any other steps Hair Expressions - Paul Mitchell Partner School took to eliminate the hostile environment, if Hair Expressions - Paul Mitchell Partner School found one to exist, and prevent recurrence.

During the investigation, Hair Expressions - Paul Mitchell Partner School will provide interim measures, as necessary, to protect the safety and wellbeing of students and/or employees involved. Examples of temporary and permanent measures to protect the complainant as necessary are:

- ① No contact order
- ② Change academic situations as appropriate with minimum burden on the complainant
- ③ Counseling
- ④ Health and mental services
- ⑤ Escort services
- ⑥ Academic support
- ⑦ Retake a program or withdraw without penalty

If Hair Expressions - Paul Mitchell Partner School determines that unlawful harassment or sexual violence has occurred, immediate appropriate corrective action will be taken in accordance with the circumstances involved, and Hair Expressions - Paul Mitchell Partner School will take steps to prevent the recurrence of any harassment or discrimination. Any employee determined by Hair Expressions Academy to be responsible for unlawful harassment or discrimination will be subject to appropriate disciplinary action, up to and including termination.

Remedies for student-related claims may include, but are not limited to, an order to stay away, suspension or expulsion.

To initiate a criminal investigation, reports of sexual violence should be made to "911" or local law enforcement. The criminal process is separate from Hair Expressions - Paul Mitchell Partner School's disciplinary process. To the extent that an employee or contract worker is not satisfied with Hair Expressions - Paul Mitchell Partner School's handling of a harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief.

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

Hair Expressions - Paul Mitchell Partner School will not wait for the criminal investigation or criminal proceeding to be concluded before beginning its own investigation.

Retaliation Prohibited

Hair Expressions - Paul Mitchell Partner School prohibits any form of retaliation, intimidation or harassment against any individual who filed or otherwise participated in the filing or investigation of a complaint of discrimination. Any individual who believes he/she has been subjected to retaliation may file a separate complaint under this procedure.

Reporting Requirements

Victims of sexual misconduct should be aware that School administrators must issue timely warnings for incidents reported to them that pose a substantial threat of bodily harm or danger to other members of the campus community. Hair Expressions - Paul Mitchell Partner School will make every effort to ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger. Hair Expressions - Paul Mitchell Partner School reserves the right to notify parents/guardians of dependent students regarding any health or safety risk, or a change in student status.

Additional Information

Hair Expressions - Paul Mitchell Partner School does not allow conflicts of interest (real or perceived) by those handling the procedures. The school does maintain all documentation of any proceeding. The school will inform the students at regular intervals of the status of the investigation. The school will disallow evidence of past relationships.

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

<http://www.hhs.gov/ocr/>.

COPYRIGHT MATERIAL POLICY FOR HAIR EXPRESSIONS - PAUL MITCHELL PARTNER SCHOOL

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

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

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

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

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

SOCIAL NETWORKING POLICY

Hair Expressions - Paul Mitchell Partner 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, newsgroups, e-mail distribution, blog postings, and or social networking sites (such as Facebook, Instagram, SnapChat, Twitter, You Tube, Friendster, Tik Tok, 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.

Hair Expressions - Paul Mitchell Partner School does not permit ethnic slurs, personal insults, obscenity, intimidation, cyber bullying, racism, racial imagery or engaging in conduct that would be unbecoming of a Hair Expressions - Paul Mitchell Partner School Student and misrepresent Paul Mitchell culture. Hair Expressions - Paul Mitchell Partner School reserve the right to request the removal of any posts at their discretion and to take necessary disciplinary action as appropriate.

ENFORCEMENT OF PUBLIC HEALTH REGULATIONS

The state of Maryland has the reasonable expectation that all trained and licensed cosmetology professionals will be knowledgeable of all public health regulations applicable to the profession and that licensed cosmetology professionals will practice and enforce these standards.

Hair Expressions - Paul Mitchell Partner School has the reasonable expectation that all students will dutifully and earnestly apply themselves to learning the health regulations of Maryland and on a daily basis will practice and demonstrate their knowledge of these rules and accept their professional vanguards and enforcers of public health regulations.

Employees are expected to demonstrate and apply these standards and regulations at all times.

Students and employees are required to adhere to the safety precautions caused by COVID-19. Students and employees must abide by the safety and sanitation procedures as outlined by the Centers for Disease Control and Prevention (CDC).

Clean your hands often

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Cover your mouth and nose with a cloth face cover when around others
- You could spread COVID-19 to others even if you do not feel sick.
- Everyone should wear a cloth face cover when they have to go out in public.
- The cloth face cover is meant to protect other people in case you are infected.
- Do NOT use a face mask meant for a healthcare worker.
- Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

Clean and disinfect

- Clean AND disinfect surfaces daily. This includes clinic station, hydraulic chair, tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
- If surfaces are dirty, clean them. Use detergent or soap and water prior to disinfection.
- Then, use a household disinfectant. Most common EPA-registered household disinfectant will work.

Watch for symptoms

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. If you have any of these symptoms DO NOT come to school. Contact the school and follow the call-in procedure. A school representative will be taking student's temperature prior to entering the school facility. If the student has a fever, they will not be allowed to enter the school until the symptoms have passed.

These symptoms may appear 2-14 days after exposure to the virus:

- Fever
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

ALCOHOL AND DRUG-FREE EDUCATIONAL FACILITY POLICY

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

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

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

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

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

REGULATORY AND ACCREDITATION AGENCIES

Grievance Procedure: Any student having a grievance regarding the school or its employees must submit it in writing to the School Director. The School Director will make a final determination of the grievance within five (5) business days of receiving the written grievance. The student also has the right to file a grievance or complaint, in writing, to The Maryland Higher Education Commission.

Any student or prospective student may obtain from the Maryland Higher Education Commission information regarding the performance of the cosmetology program. This includes, but is not limited to, information regarding each program's enrollment, completion rate, placement rate, and pass rate of graduates on any licenser examination. Consumer complaints may also be submitted to the Maryland Higher Education Commission. The address and telephone number of the Maryland Higher Education Commission is:

**Maryland Higher Education Commission
Office of Academic Affairs - Private Career Schools
6 North Liberty Street, 10th Floor
Baltimore, MD 21201 (410) 767-3301
www.mhec.state.md.us**

The school is currently accredited with the National Accrediting Commission of Career Arts & Sciences, a governing board whose goal is to foster and improve post-secondary education based on national standards of performance. The address and telephone number of NACCAS is:

**NACCAS
3015 Colvin Street, Alexandria, VA 22314
(703) 600-7600 www.naccas.org**

The school is also approved for financial aid by the Department of Education. The address and telephone number of the Department of Education is:

**Department of Education
Federal Financial Aid
Attention: Philadelphia Case Team
Union Center Plaza
830 First Street, NE Washington, DC 20202
(215) 656-6442**

If you have questions regarding licensing you may contact:

**Department of Labor, Licensing and Regulation
Division of Occupational and Professional Licensing State Board of Cosmetologists
500 N. Calvert Street, Room 201
Baltimore, Maryland 21202-3651
(410) 230-6320**

For consumer complaints concerning the school:

**Maryland Office of the Attorney General
Office of Consumer Affairs
200 St. Paul Place
Baltimore, MD 21202 (410) 528-8662
(888) 743-0023**

PROGRAM PERFORMANCE

Students and prospective students may obtain from the Maryland Higher Education Commission, Office of Academic Affairs-Private Schools; 6 North Liberty Street, 10th Floor, Baltimore, MD, 21201; (401) 767-3301; www.mhec.state.md.us information regarding the performance of each approved program for Hair Expressions - Paul Mitchell Partner School. This includes but is not limited to each programs enrollment, completion rate, placement rate, and pass rate of graduates on the licensure exam.

SCHOOL ADMINISTRATION AS OF JULY 2020

Owners: Hair Expressions Academy Inc.

Vice President / Treasurer: Ed Ruiz

President / Secretary: Myrna Russell

Co-Director: Ed Ruiz

Co-Director: Sharon Ruiz

Admissions Leader: Ganee Hawkins

Financial Aid Leader: Sharon Ruiz

Director of Education: Ed Ruiz

Learning Leaders: Ed Ruiz, Myrna Russell, Kimberly Williams, Jasmine Brownlee, Khrystina Buckhanan, Edith Johnson, Anella Simone, Veronica Wise, Deante Fluitt, Cherie Elder, Robin Pinner

VETERANS (VA) POLICY

The school is approved by the Maryland State Approving Agency to offer training in cosmetology and esthetics to veterans and other eligible dependents under the VA educational benefit programs.

If the student is a VA beneficiary, Hair Expressions - Paul Mitchell Partner School, will obtain written records on the beneficiary's previous education and experience, will complete an evaluation, grant credit where appropriate, and advise the VA claimant and the Department of Veterans Affairs accordingly. All transfer prospective students will be evaluated by the certified materials and/or certificates that they present from previous schools or for example from other countries. They will be evaluated solely on the information that is presented from their certified papers. Paul Mitchell students from other academies will be presented with a maximum of 1,000 hours as they have taken the same curriculum presented by Hair Expressions - Paul Mitchell Partner School. Other prospective students will be given a maximum of 350 hours as we have not had an opportunity to teach them the format associated with Paul Mitchell schools. Master barbers will be given credit for 750 hours as approved by the Maryland State Board of Cosmetology. Other barbers will be given a maximum of 350 hours. All potential students will be required to take and pass all exams so that we may be assured that they have a chance to pass the State Board exam. All potential transfer hours will be presented by prospective students prior to enrollment and there will be no changes to those hours after enrolling.

The school will notify the VA of any changes in the enrollment status of VA students certified to receive veterans' education benefits. The notification will include when a student is placed on attendance and or academic warning, probation, changes to the student's schedule, termination or withdrawal from the training program.

The Academy maintains all grade and attendance records. These records are kept electronically via test scores and detailed attendance as well as hard copy (actual tests and evaluations) in each student's enrollment file. Each evaluation period (450 hours, 900 hours, and 1200 hours) for cosmetology students, (300 hours, 600 hours, and 900 hours) for barbering students, and (300 hour) for esthetic students, the student will be given an evaluation form detailing his or her academic and attendance progress. These forms will be signed by the student as well as the Director and filed in the student's file.