

DATE OF PUBLICATION: DECEMBER 3, 2018

# 2019 CATALOG

January 2019 — December 2019



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

\_\_\_\_\_  
Greg Kellogg

**Paul Mitchell The School Springfield**  
**3017 S. Kansas Expressway**

Springfield, MO 65807

(417) 881-2110

ADMISSIONS@SPRINGFIELD.PAULMITCHELL.EDU

# Table of Contents

2019 CLASS START DATES .....	11
ACCEPTANCE .....	4
ADMISSION PROCEDURE .....	3
ADMISSION REQUIREMENTS .....	3
ALCOHOL AND DRUG-FREE EDUCATIONAL FACILITY POLICY.....	62
APPLICANTS WITH NON-IMMIGRANT VISAS .....	4
APPLICATION FEE.....	8
COACHING AND CORRECTIVE ACTION.....	50
COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME .....	34
COPYRIGHT MATERIAL POLICY FOR PAUL MITCHELL THE SCHOOL .....	65
COSMETOLOGY COURSE OUTLINE.....	12
COSMETOLOGY COURSE OVERVIEW .....	12
COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE.....	18
COST OF TUITION AND SUPPLIES .....	9
COURSE DESCRIPTIONS (All courses are taught in English).....	2
CREDIT BALANCE POLICY.....	32
DETERMINATION OF PROGRESS STATUS .....	38
EDUCATION GOALS .....	8
ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION.....	32
ENROLLMENT INFORMATION.....	8
ESTHETICS COURSE OUTLINE.....	16
ESTHETICS COURSE OVERVIEW .....	16
ESTHETICS PROGRAM TESTING AND GRADING PROCEDURE.....	18
EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT.....	37
FEDERAL RETURN OF TITLE IV FUNDS POLICY.....	26
GRADUATION REQUIREMENTS IN COURSES.....	20
GRADUATION, PLACEMENT, AND JOB OPPORTUNITIES .....	20
GRIEVANCE POLICY.....	67
HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY .....	64
INDUSTRY REQUIREMENTS .....	19
INSTITUTIONAL REFUND/DROP POLICY.....	30
INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS .....	35
LEAVE OF ABSENCE POLICY.....	36
LOCKER POLICY .....	49
MAJORS, DEGREES, SECOND DEGREE, OR SUMMER TERMS .....	35
MAKEUP WORK.....	32
MAXIMUM TIME FRAME .....	35
MEASURABLE PERFORMANCE OBJECTIVES .....	19
METHODS OF PAYMENT .....	9
MISSION STATEMENT .....	1
MISSOURI STATE LAW REQUIREMENTS.....	7
NONDISCRIMINATION .....	2

PARKING AND AMENITIES .....	2
PERFORMANCE STATISTICS/JOB OUTLOOK .....	42
POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES.....	51
POLICY FOR VERIFICATION OF TITLE IV FUNDING .....	32
PREFERRED LENDER LIST AND PRIVATE EDUCATION LOAN DISCLOSURES .....	32
PROBATION .....	38
PROGRAM INTEGRITY .....	43
QUANTITATIVE AND QUALITATIVE FACTORS.....	33
RE-ENTRY STUDENTS .....	5
RE-ESTABLISHMENT OF SATISFACTORY ACADEMIC PROGRESS for those who qualify .....	38
REGULATORY AND ACCREDITATION AGENCIES .....	66
SAFETY PRECAUTIONS FOR THE BEAUTY INDUSTRY .....	19
SATISFACTORY ACADEMIC PROGRESS POLICY .....	33
SCHOLARSHIPS.....	10
SCHOOL ADMINISTRATION AS OF NOVEMBER 2018 .....	68
SCHOOL FACILITIES.....	1
SEXUAL HARASSMENT POLICY .....	63
SOCIAL NETWORKING POLICY.....	66
SPECIAL PROVISIONS FOR BOOKS AND SUPPLIES.....	31
STATE LICENSING DISCLAIMER.....	6
STATE OF MISSOURI REQUIREMENTS.....	13
STATUS CHANGE POLICY .....	11
STUDENT CONSUMER INFORMATION.....	62
STUDENT FINANCIAL AID RELEASE .....	31
STUDENT KIT — Barbering .....	23
STUDENT KIT – Cosmetology .....	21
STUDENT KIT — Esthetics.....	25
STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES .....	44
STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY .....	40
STUDENT SERVICES.....	20
STUDENT/INSTRUCTOR RATIO.....	1
STUDENTS RIGHT-TO-KNOW - DEPARTMENT OF EDUCATION RATES (IPEDS).....	43
STUDENTS WHO WITHDRAW .....	11
SUGGESTED PAYMENT SCHEDULE (In-House Payment Plan) .....	10
TERMINATION APPEAL PROCEDURE .....	39
TERMINATION POLICY .....	11
TRANSFER HOURS.....	37
TRANSFER STUDENTS .....	6
TREATMENT OF TITLE IV FUNDS WHEN A STUDENT WITHDRAWS FROM A CLOCK-HOUR PROGRAM .....	28
VOTER REGISTRATION .....	7
WARNING .....	38

## **MISSION STATEMENT**

Our Mission at Paul Mitchell The School Springfield is to stand for excellence. We believe that education is an adventure and that the learning experience needs to be fun. A facility and staff that are truly exceptional will greet Students. Students will experience a positive learning environment throughout the school, where diversity is embraced, and people come first. We are committed to be a learning community that exists to provide Students with the opportunity to develop essential skills while exploring talents, passion, and creativity. We prepare students to pass the state board examination and to gain employment within the field of Cosmetology.

At Paul Mitchell The School Springfield, we do not just train students for the state board exam. We will prepare them to succeed in the salon, the spa, in business, and in life.

## **SCHOOL FACILITIES**

Paul Mitchell The School Springfield offers the challenge of a very stimulating and rewarding career. The school is equipped to meet all the demands that cosmetology in the modern world requires. Training is conducted and located in a 10,500 square foot state of the art facility. It is divided into a core/theory classroom, general classroom, retail area, admissions office, color bar/dispensary, laundry room and bathrooms for both the students and guests, as well as a clinic classroom with 46 cosmetology clinic stations.

The school is supported by 8 shampoo stations, mobile dryer stations, individual styling equipment provided in the student kits, various audio/visual equipment (DVD players, TV monitors, Milady instructional videos, wall posters, etc), complete laundry machines, doll head stands and posts, nail workstations and implements, a fully networked computer system, and an up-to-date reading and video library for both students and learning leaders.

Our school facility 10,500 square feet and is on the first floor. We have outside ramps from the parking lot onto our sidewalks that lead into our building. All of our entry doors have a minimum of 32-inch clear opening. The flooring within the entire facility is sealed concrete. The school does contain a handicapped lavatory for both men and women. The drinking fountain is below 36 inches in height. All doors within the facility can be opened with minimal pressure and can be opened with a closed fist. All classrooms have wheelchair accessibility as well as the clinic areas. There are no fixed tables or chairs in the classroom so classroom space is adjustable. The facility has emergency systems that have both flashing lights and audible signals.

## **STUDENT/INSTRUCTOR RATIO**

State of Missouri requirements say the ratio of learning leaders to students for cosmetology and esthetics is one (1) learning leader for every twenty-five (25) students. The ratio of learning leader to students for barbering is one (1) learning leader for every fifteen (15) students. At Paul Mitchell The School Springfield, we do not exceed a ratio of one Learning Leader for every twenty-five students.

## **ADMINISTRATION/OWNERSHIP**

The System, Inc., dba Paul Mitchell The School Springfield, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC.

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

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

The curriculum involves 1500 hours to satisfy Missouri 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. All courses are taught in English.

\*Students are prepared to be entry level cosmetologist.

### **BARBERING: SOC 39.5011.00, CIP Code 12.0402:**

The curriculum involves 1000 hours to satisfy Missouri 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.

### **ESTHETICS: SOC 39-5094.00, CIP Code 12.0409:**

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

\*Students are prepared to be entry level estheticians.

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.

## **PARKING AND AMENITIES**

Students must abide by local (city and/or landlord) parking rules. They are announced during orientation. Paul Mitchell The School Springfield will not be responsible for parking violations and/or towing fees.

## **NONDISCRIMINATION**

Paul Mitchell The School Springfield, in its admission, instruction, and graduation policies and practices, does not discriminate on the basis of sex, race, religion, age, ethnic origin, color, disability, sexual orientation, or ancestry. The school does not allow or tolerate discrimination of any kind, bullying, harassment, or hazing of any sort. If any student or team member experiences or witnesses anyone being bullied, harassed, or hazed in any way, he or she is required to report the matter to the school's director, Greg Kellogg, in person or by calling (417) 881-2110, or by mail at 3017 S. Kansas Expressway, Springfield, MO 65807, immediately so appropriate action can be taken.

## ADMISSION REQUIREMENTS

Paul Mitchell The School Springfield admits as regular students those who are high school graduates or holders of a high school equivalency diploma. The minimum age to take the state board exam is seventeen (17). Paul Mitchell The School Springfield does not accept Ability-To-Benefit (ATB) students.

## ADMISSION PROCEDURE

- ① **Complete an Application Form:** Complete and submit the application form to the school prior to registration. All forms may be obtained by requesting them from Paul Mitchell The School Springfield.
- ② **Submit a Non-Refundable 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 cash, check or money order payable to Paul Mitchell the School Springfield. 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.
- ③ **Submit Four (4) Photos:** The photos should be a recent passport size (2"x2") head and shoulder shot of the applicant. Two photos will be sent to the Missouri State Board and the remaining two photos will be kept in the student file.
- ④ **Entrance Essay:** The essay should include information about the applicant.
- ⑤ **Two Character References.** Applicant's applying for scholarships must submit at least two (2) written character references in letter form.
- ⑥ **Provide Verification Documents:**
  - a. **Identification (*provide only one*):**

Copies of a passport, a government-issued identification, a driver's license, or a birth certificate are required.
  - b. **Education (*provide only one*):**

Copies of a standard high school diploma\*, high school transcripts\*\*, an academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit towards a bachelor's degree or a high school equivalency diploma.

\* 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.

**\*\*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.

*The items above should be submitted to the school admissions leader at least two (2) weeks prior to start date.*

Paul Mitchell The School Springfield does not recruit students who are already enrolled in a similar program at another institution.

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

## **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. 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.

## RE-ENTRY STUDENTS

***Students who re-enroll in the program within 180 days of withdrawal date must complete the following:***

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

***Students who re-enroll in the program after 180 days of withdrawal date must complete the following:***

- ① All outstanding tuition, fees, and overtime expenses must be paid in advance or the student must make satisfactory arrangements with the Financial Aid Leader.
- ② Students will be contracted at the current tuition hourly rate.
- ③ If a re-enrolling student has previously used all of their excused absences provided under their original contract, the student will not receive any additional time for excused absences under the new re-enrollment contract.
- ④ Students are required to purchase a kit if their current kit is not complete. Any missing kit items must be purchased.
- ⑤ Pay a \$100.00 re-entry fee and submit a new application.
- ⑥ 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 Paul Mitchell The School Springfield and may require special conditions.

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



## TRANSFER STUDENTS

Paul Mitchell The School Springfield will accept transfer hours from other schools based on an evaluation of the student's comprehension of the course material. A maximum of 500 hours will be accepted for students who transfer from another school; all transfer students must attend a minimum of 1000 hours at Paul Mitchell The School Springfield, to obtain the Paul Mitchell culture and educational program. If transferring from another Paul Mitchell school all transfer hours will be accepted.

Paul Mitchell The School Springfield will not accept transfer hours for the Barbering or Esthetics program.

The cost for transfer students is \$10.00 per hour attended at Paul Mitchell The School Springfield for the cosmetology program; this does not include the cost of a complete and current Paul Mitchell student kit.

Please note that students transferring to another school may not be able to transfer all the hours they earned at Paul Mitchell The School Springfield; the number of transferable hours depends on the policy of the receiving school.

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

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

## STATE LICENSING DISCLAIMER

The state may refuse to grant a license if a student has been convicted of a crime; committed any act involving dishonesty, fraud, or deceit; or committed any act that, if committed by a licentiate of the business or profession in question, would be grounds for the Missouri Division of Professional Registration to deny licensure. The Missouri Division of Professional Registration denies licensure on the grounds that the applicant knowingly made a false statement of fact required to be revealed in the application for such license. Students who are not U.S. citizens or who do not have documented authority to work in the United States will not be eligible to apply to take the state licensure examination. Paul Mitchell The School Springfield is not responsible for students denied licensure.

## MISSOURI STATE LAW REQUIREMENTS

The Missouri State Law requires that students have 1500 clock hours of training and be graduated from a licensed cosmetology school to qualify for an initial cosmetology license. Following graduation, Students are required to take a State Board Practical and Written Examination before receiving their Missouri Cosmetology License. This license is a protected license, but it must be renewed every two years. The State Board examinations are held every week. The State Board handles scheduling of examinations. The school is obligated to report the completion of the course, total hours accumulated, breakdown of hours, and forward the application for the examination to the board. The State Board then issues the student a permit to work until examination date. Passing percentages for the examination are: 75% Theory and 75% Practical.

The Missouri State Law requires that students have 1000 clock hours of training and be graduated from a licensed barbering school to qualify for an initial barbering license. Following graduation, Students are required to take a State Board Practical and Written Examination before receiving their Missouri Barbering License. This license is a protected license, but it must be renewed every two years. The State Board examinations are held every week. The State Board handles scheduling of examinations. The school is obligated to report the completion of the course, total hours accumulated, breakdown of hours, and forward the application for the examination to the board. The State Board then issues the student a permit to work until examination date. Passing percentages for the examination are: 75% Theory and 75% Practical.

The Missouri State Law requires that students have 750 clock hours of training and be graduated from a licensed cosmetology school to qualify for an initial esthetics license. Following graduation, students are required to take a State Board Practical and Written Examination before receiving their Missouri Esthetics License. This license is a protected license, but it must be renewed every two years. The State Board examinations are held every week. The State Board handles scheduling of examinations. The school is obligated to report the completion of the course, total hours accumulated, breakdown of hours, and forward the application for the examination to the board. The State Board then issues the student a permit to work until examination date. Passing percentages for the examination are: 75% Theory and 75% Practical.

## CONSTITUTION DAY

Paul Mitchell The School Springfield celebrates Constitution Day on or near September 17 of each year. For more information visit [www.constitutionday.com](http://www.constitutionday.com)

## VOTER REGISTRATION

Students are encouraged to register to vote in State and Federal Elections. Voter Registration and Election Date information for the state of Missouri can be found at <http://vote.mo.gov>.

For information on Voter Registration and Election Dates for Federal Elections visit [www.eac.gov/voter\\_resources](http://www.eac.gov/voter_resources).

## ENROLLMENT INFORMATION

- 1 **Enrollment periods:** Paul Mitchell The School Springfield usually begins a new classes about every seven (7) weeks, depending upon space availability. Please refer to the Tuition and Registration Schedule supplement or contact Paul Mitchell The School Springfield for exact starting dates.
- 2 **Holidays and school closures:** Paul Mitchell The School Springfield allows the following holidays off: New Year's Day, Memorial Day, July 4, Labor Day, Thursday – Friday of Thanksgiving weekend, and December 24-27. *Unexpected closures and snow days will be announced on the school website, phone answering service, Paul Mitchell The School Springfield's Facebook Page, and KTTS radio station (94.7) beginning at 6:00 a.m. Any other school closures are at the discretion of the School Management Team and will be published well in advance for students.*
- 3 **Enrollment contract:** Paul Mitchell The School Springfield clearly outlines the obligation of both the school and the student in the enrollment contract. A copy of the enrollment contract and information covering costs and payment plans will be furnished to the student before the beginning of class attendance.
- 4 **Payment schedule:** Paul Mitchell The School Springfield offers a variety of monthly financial payment schedules. See Paul Mitchell The School Springfield's Financial Aid Leader for details.

## EDUCATION GOALS

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

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



## APPLICATION FEE

A non-refundable application fee of \$100.00 dollars is required to hold a space in the next available class. Class start dates are listed under the school calendar.

## 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 (1500 HOURS)

Tuition	\$15,000.00
Kit, Equipment, Textbooks, Supplies ( <i>non-refundable</i> )	1,875.00
Application Fee ( <i>non-refundable</i> )	<u>100.00</u>
<b>TOTAL COSTS</b>	<b>\$16,975.00</b>

### TUITION – BARBERING (1000 HOURS)

Tuition	\$11,000.00
Kit, Equipment, Textbooks, Supplies ( <i>non-refundable</i> )	1,955.00
Application Fee ( <i>non-refundable</i> )	<u>100.00</u>
<b>TOTAL COSTS</b>	<b>\$13,055.00</b>

### TUITION – ESTHETICS (750 HOURS)

Tuition	\$8,625.00
Kit, Equipment, Textbooks, Supplies ( <i>non-refundable</i> )	950.00
Application Fee ( <i>non-refundable</i> )	<u>100.00</u>
<b>TOTAL COSTS</b>	<b>\$9,675.00</b>

Please contact the Financial Aid Leader for payment options. The school accepts cash payments, personal check, and credit card payments (if credit card payment is made in person, there will be a 2.5% credit card processing fee added to the payment amount; without the actual card to swipe, there will be a 3.5% credit card processing fee added to the payment amount). Financial Aid recipients understand that monies received on their behalf are applied first to tuition costs.

*Financial aid available to those who qualify.* In extraordinary circumstances, the school may adjust tuition and kit fees for students that transfer from a school that has suddenly closed without notice.

## METHODS OF PAYMENT

Tuition and fees may be paid by cash, check, money order, cashier's check, MasterCard, Visa or American Express. ***\*If credit/debit card is used for payment, a 2.5% processing fee will be added to the total.***

## LATE PAYMENTS

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

## SUGGESTED PAYMENT SCHEDULE (In-House Payment Plan)

<b>Cosmetology (1500 hours) Full time</b>	
<b>\$16,975.00</b>	Total (tuition/kit/fees)
<b>\$4,000.00</b>	Down Payment (includes the kit) due the Wednesday before the first day of class
<b>\$1,297.50</b>	Per Month (Remaining 10 months)

<b>Cosmetology (1500 hours) Part time</b>	
<b>\$16,975.00</b>	Total (tuition/kit/fees)
<b>\$4,000.00</b>	Down Payment (includes the kit) due two weeks before the first day of class
<b>\$720.83</b>	Per Month (Remaining 18 months)

<b>Barbering (1000 hours) Full time</b>	
<b>\$13,055.00</b>	Total (tuition/kit/fees)
<b>\$4,000.00</b>	Down Payment (includes the kit) due two weeks before the first day of class
<b>\$1,509.17</b>	Per Month (Remaining 6 months)

<b>Esthetics (750 hours) Full time</b>	
<b>\$9,675.00</b>	Total (tuition/kit/fees)
<b>\$3,000.00</b>	Down Payment (includes the kit) due two weeks before the first day of class
<b>\$1,335.00</b>	Per Month (Remaining 5 months)

## SCHOLARSHIPS

Please contact the admissions department at (417) 881-2110 Ext. 3 for any scholarship opportunities.



## 2019 CLASS START DATES

### Cosmetology

<b>DAY SCHOOL:</b>	January 21, March 11, April 22, June 10, August 5, September 23, November 11
--------------------	--

### Esthetics

<b>DAY SCHOOL:</b>	January 21, March 11, April 22, June 10, August 5, September 23, November 11
--------------------	--

### Barbering

<b>DAY SCHOOL:</b>	January 21, March 11, April 22, June 10, August 5, September 23, November 11
--------------------	--

## STATUS CHANGE POLICY

Students are allowed a total of two (2) status changes during their attendance at Paul Mitchell The School Springfield. There is no administrative processing fee for the first status change. The second status change has an administrative processing fee of \$50.00 due at the time the change is made.

## 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 10 days, at which time the items become the property of Paul Mitchell The School Springfield.

Students who withdraw that owe monies to Paul Mitchell The School Springfield, their student kit supplies will be retained by the school until all monies owed are paid in full.

Students wishing to transfer to another institution must pay all monies owed to Paul Mitchell The School Springfield, and all applicable academic requirements must be met in order for the student transcripts to be released. The Student may be subject to an administration fee of \$100.00.

## TERMINATION POLICY

Paul Mitchell The School may terminate a student's enrollment for immoral and/or improper conduct, receiving seven (7) coaching sessions, failing to comply with educational requirements, and/ or the terms as agreed upon within the enrollment contract. For more information refer to the school Future Professional Advisory form. The student will be charged an administrative termination fee of \$100.00.

## 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 210 hours (full time) or 200 hours (part time) are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- 2 **Clinic Classroom Learning Experience:** The remaining 1300 hours (full time) or 1290 hours (part time) are spent in the clinic classroom area where practical experience is gained.

## COSMETOLOGY COURSE OUTLINE

Your time at Paul Mitchell The School Springfield for the cosmetology program will be divided into six designations:

- 1 **Core Curriculum:** A six week (full time) and ten weeks (part time), 210-hour (full time) 200-hour (part time) introduction to Cosmetology, known as CORE, instills the basic fundamentals. During this time period, Students are introduced to both the realities of our Industry and inspirational mentors to help shape them at the very beginning of their career. An introduction to their textbooks and workbooks, a large overview of the cosmetology program, and a full understanding of their role in the School and the expectations that will be put upon them in the upcoming months are all brought to the fore.  
  
CORE focuses on the fundamentals that enable Students to confidently begin working with clients early in their training. You learn the “foundational rules” PRIOR to working in the clinic. There is a blend of technical skill development with personal development, which helps to foster confidence and provides direction for successful behaviors during the clinic floor learning experience. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the CORE prior to moving onto Adaptive Phase.
- 2 **Protégé Learning:** Your experience as a Protégé produces a smooth transition from Core Student to Adaptive Student. You spend two weeks as a Protégé preparing you for the clinic experience.
- 3 **Clinic Classroom Learning:** Your learning process will be guided with individual attention and group learning experiences from 210 to 1500 hours (full time) or 200 to 1500 hours (part time), where mini-classes, clinic classroom 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:** Your time in the classroom from 210 to 1500 hours (full time) or 200 to 1500 hours (part time) is divided into 4 areas. Each of these areas 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 210 (full time) or 200 (part time) to 750 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services that will continue to build you into a beauty industry professional.
- 6 **Creative Curriculum:** You will spend the last 750 hours at Paul Mitchell The School Springfield in “high gear” by dressing, acting, and working like a beauty industry professional. During this phase, you will be learning the more advanced dressing and chemical work. You will be heading in the “end run” of your program at Paul Mitchell The School Springfield and we will be stepping up the pressure getting you ready for graduation.

## STATE OF MISSOURI REQUIREMENTS

### COSMETOLOGY (1500 HOURS)

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

Subject	Minimum Theory Hour Requirements	Minimum Practical Hour Requirements
Shampooing of all kinds	10	30
Hair coloring, bleaches, and rinses	30	100
Hair cutting and shaping	30	100
Permanent waving and relaxing	35	90
Hair setting, pin curls, finger waves, and thermal curling	100	125
Combouts and hairstyling techniques	25	80
Scalp treatment and diseases	10	20
Facials, eyebrows, and arches	10	30
Manicuring, hand and arm massage and treatment of nails	25	85
Cosmetic chemistry	25	0
Salesmanship and shop management	10	0
Sanitation and Sterilization	15	15
Anatomy	20	0
State law	10	0
Additional hours	150	320
<b>TOTAL HOURS</b>	<b>505</b>	<b>995</b>

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



## BARBERING COURSE OVERVIEW

### Course Hours: 1000 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 790 hours are spent in the clinic classroom floor area where practical experience is gained.

## BARBERING COURSE OUTLINE

Your time at Paul Mitchell The School Springfield 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 1000 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 1000 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 500 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 500 hours in Paul Mitchell The School Springfield 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.



## BARBERING (1000 HOURS)

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

Curriculum	Minimum Practical Hours
History	5
Professional Image	5
Bacteriology	5
Sterilization, Sanitation, and Safe Work Practices	20
Implements, Tools, and Equipment	15
Properties and Disorders of the Skin, Scalp, and Hair	15
Facial Massage and Treatments	5
Shaving	35
Haircutting	425
Mustache and Beard Design	5
Hairstyling	325
Permanent Waving	30
Chemical Hair Relaxing and Soft Curl Permanents	30
Hair Coloring	30
Hair Pieces	5
Chemistry	5
Anatomy and Physiology	5
Salesmanship and Establishment Management	5
State Law	10
Treatment of Hair and Scalp	20
<b>TOTAL</b>	<b>1000</b>

## ESTHETICS COURSE OVERVIEW

### Course Hours: 750 clock hours

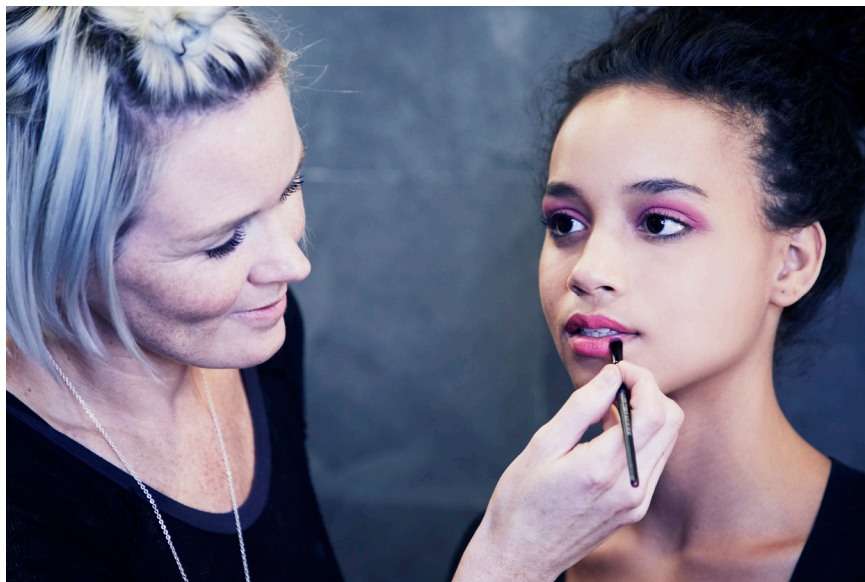
The course is divided into pre-clinical classroom instruction and clinical service learning experiences.

- 1 **Pre-clinical Classroom Instruction:** The first 200 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- 2 **Clinic Classroom Learning Experience:** The remaining 550 hours are spent in the clinic floor area where practical experience is gained.

## ESTHETICS COURSE OUTLINE

Your time at Paul Mitchell The School Springfield for the esthetics program will be divided into four designations:

- 1 **Core Curriculum:** This 200 hour time period is dedicated to exploring foundational knowledge and basic esthetics, facial, hair removal, and makeup procedures. You will receive individual attention in practical workshops, and you will complete monthly worksheets and periodic tests throughout the course. This is an intense and exciting portion of your experience.
- 2 **Clinic Classroom Floor Learning Experience:** You will enter a new phase of specialty classroom workshops coupled with challenging practical services that will continue to build your skills as a future beauty industry professional.
- 3 **Classroom Learning Experience:** During this phase of your learning, you will be introduced to guest speakers, prescriptive (Take Home) selling, motivation, self-improvement, body treatments, and emerging technologies. You will use your own technical and therapeutic abilities, coupled with the assistance of Learning Leaders, to provide service to service guests. You will make discoveries and learn relationship-building skills that will guide your success in this exciting, diverse field.
- 4 **Creative Curriculum:** You will dress, act, and work like a true salon professional. You will use your own technical and therapeutic abilities, coupled with the assistance of Paul Mitchell The School Springfield Learning Leaders, to prepare for your future beauty industry career.



## ESTHETICS (750 HOURS)

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

Curriculum	Minimum Practical Hours
Facials, Cleansing, Toning, and Massaging	120
Makeup Application, All Phases	100
Hair Removal	30
Body Treatments, Aromatherapy, and Wraps	120
Reflexology	35
Cosmetic Sciences, Structure, Condition, and Disorder	85
Cosmetic Chemistry, Products and Ingredients	75
Salon Management and Salesmanship	55
Sanitation and Sterilization, Safety	45
State Law	10
Additional Training	75
<b>TOTAL</b>	<b>750</b>

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

## COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

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

- 1 **Weekly theory exams:** Students must receive 75% or higher on each weekly theory exam. Students must receive a 75% or higher grade on all tests given. If they score below a 75% then they must repeat the test. There are 32 theory exams that must be completed.
- 2 **Practical skills evaluation test:** Students must complete a 210 hour (full time students) or 200 hour (part time students) Core Practical Skill Evaluation Test. If a student fails to pass this evaluation test on their second attempt, they may be asked to withdraw and re-enroll in the next Core class start date.
- 3 **Midterm and Final Exam Written Tests:** This test covers all phases of what is to be expected on the Missouri State Board Examination. The practical also covers all phases of what is to be expected on the Missouri State Board Examination.
- 5 **Practical clinic classroom worksheets:** Students must complete all assigned practical clinic classroom worksheets.



## BARBERING PROGRAM TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student's 1000 hour course:

- 1 **Weekly theory exams:** Students must receive 75% or higher on each weekly theory exam. Students must receive a 75% or higher grade on all tests given. If they score below a 75% then they must repeat the test.
- 2 **Practical skills evaluation test:** Students must complete a 210 hour Orientation Practical Skill Evaluation Test. 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 **800 hour (mock state board) practical skill test and final exam (1000 hour written test):** This test covers all phases of what is to be expected on the Missouri State Board Examination. The practical also covers all phases of what is to be expected on the Missouri State Board Examination.
- 4 **Practical clinic classroom worksheets:** Students must complete all assigned practical clinic classroom worksheets.

## ESTHETICS PROGRAM TESTING AND GRADING PROCEDURE

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

- 1 **Weekly theory exams:** Student must receive a grade of 75% or higher on each weekly theory exam.
- 2 **Midterm written and practical:** Students must receive a grade of 75% or higher on all final exams.
- 3 **Final written and practical:** The written exam covers an overview of all theory instruction, state law, and other items covered on the state esthetics exam. Students must receive a grade of 75% or higher on all final exams.
- 4 **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 Always have good hygiene and be professionally dressed.
- 2 Keep a first aid kit on hand.
- 3 Follow safety regulations and keep equipment properly sanitized.
- 4 Protect the client's clothing by appropriately draping them.
- 5 Ask the client to remove any jewelry, hair accessory, glasses, etc.
- 6 Keep any and all chemicals away from the eyes. In case of eye contact with chemicals, thoroughly rinse eyes with cold water.
- 7 Wear gloves when dealing with chemicals.
- 8 Carefully use all chemically active products to avoid injury.
- 9 Follow all sanitation guidelines laid out by The Missouri Division of Professional Registration

## STUDENT SERVICES

- ① **Housing:** Paul Mitchell The School Springfield keeps a file of information about housing in the surrounding areas.
- ② **Advising:** Students are provided with academic advising and additional assistance as necessary. If referral to professional assistance is necessary, the school maintains a record of such referral. Information and advice on any financial assistance are accessible to students. Paul Mitchell The School Springfield 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.

## GRADUATION REQUIREMENTS IN COURSES

- ① Receive the required number of clock hours of training.
- ② Complete and receive passing grades on all practical graduation requirements and projects to include examinations, both practical and theoretical.
- ③ Work on all clinic classroom worksheets with a 75% completion rate.
- ④ Satisfactorily pass written and practical exams.
- ⑤ Complete the required theory hours.
- ⑥ Tuition has been paid in full or make satisfactory arrangements for payment of all monies owed to the school.

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

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

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

## GRADUATION, PLACEMENT, AND JOB OPPORTUNITIES

Career opportunities for Cosmetologists include, but are not limited to, Hair Stylist, Color Stylist, Makeup Artist, Nail Technician, Educator, Salon Owner or Manager, Product Trainer, Platform Artist, Esthetician, and many more.

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

Paul Mitchell The School Springfield has placed students in the beauty industry as Hair Stylists, Color Stylists, Makeup Artists, Nail Technicians, Educators, Salon Owners or Managers, and Estheticians

## STUDENT KIT – COSMETOLOGY

Students are responsible to purchase a Paul Mitchell Student Kit, Textbooks, and iPad with accessories at an additional cost from tuition. These items are essential to meet the practical and written requirements for Paul Mitchell The School Springfield as well as the Missouri State Board of Cosmetology and Barber Examiners. These items can be purchased directly from Paul Mitchell The School Springfield or they can be purchased from other vendors. If student chooses to purchase Paul Mitchell Student Kit, Textbooks, and iPad with accessories from Paul Mitchell The School Springfield, the school will charge all student kit supplies in full in Payment Period 1. If student chooses to purchase Paul Mitchell Student Kit, Textbooks, and iPad with accessories from other vendors, they will be responsible to purchase all items independently. If student chooses to purchase student kit supplies separately, the Textbook and iPad must be purchased and be available at school no later than 4 weeks from student start date. The remaining supplies of the student kit must be purchased and made available at school no later than 7 weeks from student's start date. If student qualifies and completes all documentation for school to process student's Federal Student Aid, student may use Federal Student Aid to purchase student kit items. School would issue the student a Student Stipend Check in the amount of the student kit supplies for student to go and purchase these items.

As part of tuition expense, Paul Mitchell The School Springfield will be providing all students the Paul Mitchell Advanced Education Applications for Cutting, Coloring, and Makeup; Business Fundamentals: Connecting to My Future eBook; Skill Cards; Men's Cutting System DVD; Paul Mitchell Product Guide Workbook, brochures, and swatch charts; Be Nice (or Else!) Book, membership to Plugged In, subscription to Master Audio Club (while enrolled), and two (2) additional mannequins.



The following items are contained in the Paul Mitchell Cosmetology Kit and can be purchased from Paul Mitchell The School Springfield or Salon Service Group at 900 Battlefield Road #172, Springfield, MO 65807:

<b>COMBS</b>			<b>ACCESSORIES</b>		
1 Paul Mitchell Black Metal Tail Comb:	OGCST2	\$4.95	1 Paul Mitchell Clips (pack 10):	PMPROCLIP	\$11.98
1 Paul Mitchell Black Rat Tail Comb:	KMRT	\$5.00	1 Paul Mitchell Water Bottle:	PMSPRAY	\$6.00
1 Paul Mitchell Pick Teasing Comb:	OGCAC5	\$4.95	1 Paul Mitchell Rolling Metal Case:	PMCASE	\$49.00
1 Paul Mitchell Cutting Comb:	KMCT	\$5.00			
1 Paul Mitchell Carving Comb:	OGCSC1	\$4.95	<b>TOOLS</b>		
1 Paul Mitchell White Comb:	OGCSC2	\$4.95	1 Paul Mitchell ¾" Marcel Curling Iron:	EXPGLD75-M	\$44.99
1 Paul Mitchell Detangler Comb:	PCOMB	\$1.95	1 Andis Clipper and Trimmer Set:	W8474	\$98.44
			1 Paul Mitchell Manicure Set:	PMMANICURE	\$18.95
<b>BRUSHES</b>			2 Female Mannequin:	MANNEQUINEMMA	\$89.00
1 Paul Mitchell Paddle Plastic 427	P427	\$6.59	1 Express Ion Smooth+:	EXPPLUS	\$79.99
1 Paul Mitchell Scalp Brush	OGNTS	\$12.49	1 Express Ion Dry+:	EXPDRYP	\$89.99
1 Paul Mitchell Sculpting Brush 413	P413	\$3.59	1 Paul Mitchell Classic Razor	FRAZOR	\$54.42
1 Paul Mitchell Styling Plastic 407	P407	\$4.79	1 Paul Mitchell 6.0" Scissors (R/L):	PMSHEAR60	\$175.00
1 Paul Mitchell Express Ion Round – Large	IONL	\$10.19	1 Paul Mitchell 5.5" Scissors (R/L)	PMSHEAR55	\$155.00
1 Paul Mitchell Express Ion Round – Small	IONS	\$8.99	1 Paul Mitchell 6.0" Texturizer (R/L):	PMTEXT60	\$54.00
			1 Paul Mitchell Tripod:	TRIPOD	\$69.95
<b>CAPES</b>					
1 Paul Mitchell Color Apron	PMAPRON	\$12.50			
1 Paul Mitchell Cutting Cape	PMCAPE	\$14.00			

The following items may be purchased from several online retailers including Cengage at [cengage.com](http://cengage.com):

<b>TEXTBOOKS:</b>		
1 Milady's Standard Cosmetology 13th Ed./Textbook (softcover)	ISBN - 13:9781285769417	\$155.95
1 Milady's Standard Cosmetology 13th Ed. Theory Workbook	ISBN - 13:9781285769455	\$69.95

The following items may be purchased at [apple.com](http://apple.com) or Best Buy or many other retailers:

<b>TABLET/TECHNOLOGY:</b>	
1 Apple iPad 32GB WiFi	\$329.00
1 Smart Cover	\$39.00
1 Keyboard	\$39.00

<b>Total Cost of Student Kit – Cosmetology:</b>	<b>\$1734.50</b>
<b>Sales Tax: 8.1%</b>	<b>\$140.50</b>
<b>Total:</b>	<b>\$1875.00</b>

## STUDENT KIT — BARBERING

Students are responsible to purchase a Paul Mitchell Student Kit, Textbooks, and iPad with accessories at an additional cost from tuition. These items are essential to meet the practical and written requirements for Paul Mitchell The School Springfield as well as the Missouri State Board of Cosmetology and Barber Examiners. These items can be purchased directly from Paul Mitchell The School Springfield or they can be purchased from other vendors. If student chooses to purchase Paul Mitchell Student Kit, Textbooks, and iPad with accessories from Paul Mitchell The School Springfield, the school will charge all student kit supplies in full in Payment Period 1. If student chooses to purchase Paul Mitchell Student Kit, Textbooks, and iPad with accessories from other vendors, they will be responsible to purchase all items independently. If student chooses to purchase student kit supplies separately, the Textbook and iPad must be purchased and be available at school no later than 4 weeks from student start date. The remaining supplies of the student kit must be purchased and made available at school no later than 7 weeks from student's start date. If student qualifies and completes all documentation for school to process student's Federal Student Aid, student may use Federal Student Aid to purchase student kit items. School would issue the student a Student Stipend Check in the amount of the student kit supplies for student to go and purchase these items.

As part of tuition expense, Paul Mitchell The School Springfield will be providing all students the Paul Mitchell Advanced Education Applications for Cutting, Coloring, and Makeup; Business Fundamentals: Connecting to My Future eBook; Skill Cards; Men's Cutting System DVD; Paul Mitchell Product Guide Workbook, brochures, and swatch charts; Be Nice (or Else!) Book, membership to Plugged In, subscription to Master Audio Club (while enrolled), and two (2) additional mannequins.

The following items are contained in the Paul Mitchell Barbering Kit and can be purchased from Paul Mitchell The School Springfield or Salon Service Group at 900 Battlefield Road #172, Springfield, MO 65807:

<b>COMBS</b>			<b>ACCESSORIES</b>		
1 Paul Mitchell Black Metal Tail Comb:	OGCST2	\$4.95	1 Paul Mitchell Clips (pack 10):	PMPROCLIP	\$11.98
1 Paul Mitchell Black Rat Tail Comb:	KMRT	\$5.00	1 Paul Mitchell Water Bottle:	PMSPRAY	\$6.00
1 Paul Mitchell Pick Teasing Comb:	OGCAC5	\$4.95	1 Paul Mitchell Rolling Metal Case:	PMCASE	\$49.00
1 Paul Mitchell Cutting Comb:	KMCT	\$5.00	1 Neck Duster	NeckDuster	\$8.97
1 Paul Mitchell Carving Comb:	OGCSC1	\$4.95			
1 Paul Mitchell White Comb:	OGCSC2	\$4.95			
1 Paul Mitchell Detangler Comb:	PCOMB	\$1.95			
<b>BRUSHES</b>			<b>TOOLS</b>		
1 Paul Mitchell Paddle Plastic 427	P427	\$6.59	1 Paul Mitchell ¾" Marcel Curling Iron:	EXPGOLD75-M	\$44.99
1 Paul Mitchell Scalp Brush	OGNTS	\$12.49	1 Andis Clipper and Trimmer Set:	W8474	\$98.44
1 Paul Mitchell Sculpting Brush 413	P413	\$3.59	2 Mannequin:	MANNEQUINEMMA	\$89.00
1 Paul Mitchell Styling Plastic 407	P407	\$4.79	1 Express Ion Smooth+:	EXPPLUS	\$79.99
1 Paul Mitchell Express Ion Round – Large	IONL	\$10.19	1 Express Ion Dry+:	EXPDRYP	\$89.99
1 Paul Mitchell Express Ion Round – Small	IONS	\$8.99	1 Paul Mitchell Classic Razor	FRAZOR	\$54.42
1 Paul Mitchell Barber Brush	MABRCL	\$11.99	1 Paul Mitchell 6.0" Scissors (R/L):	PMSHEAR60	\$175.00
			1 Paul Mitchell 5.5" Scissors (R/L)	PMSHEAR55	\$155.00
			1 Paul Mitchell 6.0" Texturizer (R/L):	PMTEXT60	\$54.00
			1 Paul Mitchell Tripod:	TRIPOD	\$69.95
			1 Paul Mitchell Razor	PMRAZOR	\$39.95
<b>CAPES</b>					
1 Paul Mitchell Color Apron	PMAPRON	\$12.50			
1 Paul Mitchell Cutting Cape	PMCAPE	\$14.00			

The following items may be purchased from several online retailers including Cengage at [cengage.com](http://cengage.com):

<b>TEXTBOOKS:</b>		
1 Milady's Standard Professional Barbering th Ed./Textbook (hardcover)	ISBN – 13:9781435497153	\$145.95
1 Milady's Standard Professional Barbering 5th Ed. Theory Workbook	ISBN – 13:9781435497139	\$63.95
1 Milady's Standard Professional Barbering 5th Ed. Exam Review	ISBN – 13:9781435497122	\$48.05

The following items may be purchased at [apple.com](http://apple.com) or Best Buy or many other retailers:

<b>TABLET/TECHNOLOGY:</b>	
1 Apple iPad 32GB WiFi	\$329.00
1 Smart Cover	\$39.00
1 Keyboard	\$39.00

<b>Total Cost of Student Kit – Barbering:</b>	<b>\$1808.51</b>
<b>Sales Tax: 8.1%</b>	<b>\$146.49</b>
<b>Total:</b>	<b>\$1955.00</b>

## STUDENT KIT — ESTHETICS

Students are responsible to purchase Textbook, iPad with accessories, and Pro Makeup Kit at an additional cost from tuition. These items are essential to meet the practical and written requirements for Paul Mitchell The School Springfield as well as the Missouri State Board of Cosmetology and Barber Examiners. These items can be purchased directly from Paul Mitchell The School Springfield or they can be purchased from other vendors. If student chooses to purchase Textbook, iPad with accessories, and Pro Makeup Kit from Paul Mitchell The School Springfield, the school will charge all student kit supplies in full in Payment Period 1. If student chooses to purchase Textbook, iPad with accessories, and Pro Makeup Kit from other vendors, they will be responsible to purchase all items independently. If student chooses to purchase these items, they must be purchased and be available at school no later than 4 weeks from student start date. If student qualifies and completes all documentation for school to process student's Federal Student Aid, student may use Federal Student Aid to purchase student kit items. School would issue the student a Student Stipend Check in the amount of the student kit supplies for student to go and purchase these items.

As part of tuition expense, Paul Mitchell The School Springfield will be providing all students Be Nice (or Else!) Book, Connecting to My Future Book, membership to Plugged In, subscription to Master Audio Club (while enrolled), many cleansers, exfoliants, toners, masques, sponges, spatula, and brushes.

The following items may be purchased from several online retailers including Cengage at [cengage.com](http://cengage.com):

<b>TEXTBOOKS:</b>		
1 Milady's Standard Esthetics: Fundamentals 11th Ed./Textbook (hardcover)	ISBN – 13:9781111306892	\$159.55
1 Milady's Standard Esthetics: Fundamentals 11th Ed. Theory Workbook	ISBN – 13:9781111306915	\$82.40

The following items may be purchased at [apple.com](http://apple.com) or Best Buy or many other retailers:

<b>TABLET/TECHNOLOGY:</b>	
1 Apple iPad 32GB WiFi	\$329.00
1 Smart Cover	\$39.00
1 Keyboard	\$39.00

The following makeup products can be purchased at Universal Companies at [universalcompanies.com](http://universalcompanies.com) and search "Mirabella" or at State Beauty Supply located at 315 E Woodland, Springfield, MO 65807:

<b>MAKEUP PRODUCTS</b>	
Mirabella Essentials Artistry Kit	\$229.86

<b>Total Cost of Student Kit – Esthetics:</b>	<b>\$878.81</b>
<b>Sales Tax: 8.1%</b>	<b>\$71.91</b>
<b>Total:</b>	<b>\$950.00</b>

## 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 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

<p><b>Title IV Grant Programs:</b></p> <p>1. Pell Grant</p> <p>2. Academic Competitiveness Grant</p> <p>3. National SMART Grant</p> <p>4. FSEOG</p> <p>5. TEACH Grant</p>	<p>Amount Disbursed</p> <table border="1" style="width: 100%;"> <tr><td style="text-align: center;">2,775.00</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <p>A. <input type="text" value="2,775.00"/> (sub-total)</p>	2,775.00					<p>Amount that Could Have Been Disbursed</p> <table border="1" style="width: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <p>C. <input type="text" value="0.00"/> (sub-total)</p>						<p>E. Total Title IV Aid Disbursed for the Period</p> <p>A. <input type="text" value="2,775.00"/>          + B. <input type="text" value="6,727.00"/>          = E. <input type="text" value="9,502.00"/></p>
2,775.00													
<p><b>Title IV Loan Programs:</b></p> <p>6. Unsubsidized FDLP / FFELP</p> <p>7. Subsidized FDLP / FFELP</p> <p>8. Perkins Loan</p> <p>9. PLUS FDLP / FFELP (Grad Student)</p> <p>10. PLUS FDLP / FFELP (Parent)</p>	<p>Net Amount Disbursed</p> <table border="1" style="width: 100%;"> <tr><td style="text-align: center;">2,985.00</td></tr> <tr><td style="text-align: center;">1,742.00</td></tr> <tr><td> </td></tr> <tr><td style="text-align: center;">2,000.00</td></tr> <tr><td> </td></tr> </table> <p>B. <input type="text" value="6,727.00"/> (sub-total)</p>	2,985.00	1,742.00		2,000.00		<p>Net Amount that Could Have Been Disbursed</p> <table border="1" style="width: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <p>D. <input type="text" value="0.00"/> (sub-total)</p>						<p>F. Total Title IV grant aid disbursed and that could have been disbursed for the period</p> <p>A. <input type="text" value="2,775.00"/>          + C. <input type="text" value="0.00"/>          = F. <input type="text" value="2,775.00"/></p> <p>G. Total Title IV aid disbursed and aid that could have been disbursed for the period</p> <p>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"/></p>
2,985.00													
1,742.00													
2,000.00													

### 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**

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

**M. Percentage of unearned Title IV aid**  
 $\frac{100.00}{100.00} - \frac{100.00}{100.00} = \frac{0.00}{100.00}$   
 Box H Box M

**N. Amount of unearned charges**  
 Multiply institutional charges for the period (Box L) by the Percentage of unearned Title IV aid (Box M).  
 $\frac{4,500.00}{4,500.00} \times \frac{0.00}{100.00} = \frac{0.00}{100.00}$   
 Box L Box M Box N

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

**STEP 6: Return of Funds by the School**

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

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

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

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

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

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

**STEP 8: Repayment of the Student's loans**

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

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

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

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

**STEP 9: Grant Funds to be Returned**

**S. Initial amount of Title IV grants for student to return**  
 From the initial amount of unearned Title IV aid due from the student (Box Q) subtract the amount of loans to be repaid by the student (Box R).  
 $\frac{0.00}{0.00} - \frac{6,727.00}{6,727.00} = \frac{0.00}{6,727.00}$   
 Box Q Box R Box S

**T. Amount of Title IV grant protection**  
 Multiply the total of Title IV grant aid that was disbursed and that could have been disbursed for the period (Box F) by 50%.  
 $\frac{2,775.00}{2,775.00} - \frac{50.00\%}{50.00\%} = \frac{0.00}{50.00\%}$   
 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).  
 $\frac{0.00}{0.00} - \frac{0.00}{0.00} = \frac{0.00}{0.00}$   
 Box S Box T Box U

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

**STEP 10: Return of Grants Funds by the Student**

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

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

**Title IV Grant Programs:**

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



## INSTITUTIONAL REFUND/DROP POLICY

- ① Any monies due the applicant or student shall be refunded within 45 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
  - a. An applicant is not accepted by the school and is entitled to a refund of all monies except a non-refundable application fee.
  - b. A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/her contract and demands his/her money back in writing, within three (3) business days of signing the enrollment contract. In this case all monies collected by school are refunded except a non-refundable application fee. This policy applies regardless of whether or not the student has actually started training.
  - c. A student who cancels his/her contract after three (3) business days of signing the contract but prior to entering classes is entitled to a refund of all monies paid to the school less an application fee of \$100.00.
  - d. A student notifies the institution of his/her official withdrawal in writing.
  - e. A student is expelled by the institution.
  - f. For official cancellations as defined in paragraphs b, c, d, or e, the cancellation date will be determined by the postmark on written notification, or the date said information is delivered to the school administrator/owner in person.
  - g. Monies paid for student kit is non-refundable unless the student cancels within three (3) business days of signing the enrollment contract or the student cancels prior to entering class.
- ② Any monies due a student who unofficially withdraws from the institution shall be refunded within 45 days of a determination by the institution that the student has withdrawn without notifying the institution. Unofficial withdrawals are monitored every 30 days and a determination is made to withdraw a student who has been absent from school for more than ten (10) consecutive training days or fourteen (14) or more consecutive calendar days (whichever time frame is shorter); the withdrawal date that will be used in this calculation is the student's actual last date of attendance.
- ③ When situations of mitigating circumstances are in evidence, such as serious illness, a disabling accident, or death in the immediate family, the school may make a settlement that is reasonable and fair to both parties.
- ④ All extra costs, such as books, equipment, application fee, rentals, and other such charges, are not considered in the tuition adjustment computation if the charges are itemized separately in the enrollment contract.
- ⑤ If a course and/or program is cancelled subsequent to a student's enrollment, and before instruction in the course and/or program has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ⑥ If a course and/or program is cancelled and ceases to offer instruction after the student has enrolled and instruction has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ⑦ For students who terminate prior to completion, an administration fee in the amount of \$100.00 will be assessed.
- ⑧ A student's account may be sent to collections for nonpayment.
- ⑨ If the school closes permanently and no longer offers instruction after a student has enrolled and instruction has begun, the school will provide a pro rata refund of tuition to the student.
- ⑩ 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.

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

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

### 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.

### STUDENT FINANCIAL AID RELEASE

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

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

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

The school has policies and procedures that it follows for verification of Title IV funding. Verification is a requirement by the U.S. Department of Education. Students are randomly selected to provide additional information. The school provides students with a verification form so they can collect the necessary information. The school gives the student a 30-day deadline to return the form to the financial office with verification items attached.

If verification documents are not submitted by the due date, the student will be placed on a monthly cash pay status until verification is completed. FAME handles our student overpayments and alerts the school so it can make changes to the award packet, which is reported to Common Origination and Disbursement (COD) for the Department of Education.

## **PREFERRED LENDER LIST AND PRIVATE EDUCATION LOAN DISCLOSURES**

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

## **ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION**

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

## **CREDIT BALANCE POLICY**

If Title IV disbursements result in a credit balance on the student's account, the Financial Aid office will notify the student. The student has the option to have the school hold the credit balance and can complete an authorization for the school to hold the funds by obtaining an authorization form from the Financial Aid Department. If the student does not want the school to hold their funds, all credit balance disbursements and refunds 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**

Students must complete all required assignments and tests. To accommodate students, make up test days and worksheet periods are scheduled. Students must complete make up work at this scheduled time. Monthly make up test dates are posted on the theory and school calendars. Time missed, or make up of work necessary to reestablish satisfactory status, will initially require extending the "normal" finish time for the program and may result in over contract charges.

## 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

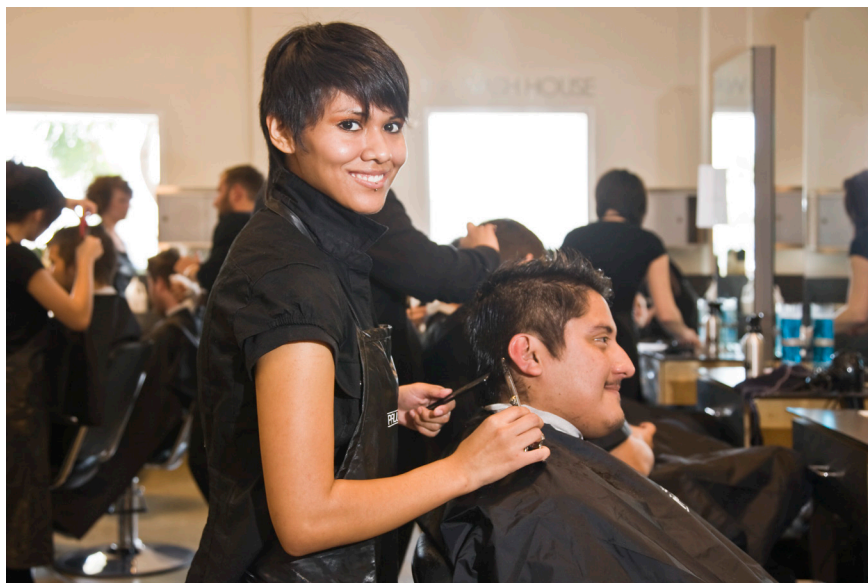
Factors for measuring the student's progress toward satisfactory completion of the program include maintaining:

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

*\*To meet the state practical requirements for graduation, students must eventually complete 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 80% is not eligible for Title IV assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that has resulted in status of probation.



## COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME

Paul Mitchell the School Springfield has multiple schedule options for cosmetology. There is one (1) Full time day program schedule for Core Training and Protege Training. Full time Day Program attend five (5) days (Monday through Friday), 35 hours per week, 9:00 am to 4:30 pm during the first eight (8) weeks.

After students successfully complete the first eight (8) weeks of the Full time day program, students must select from one of the following available schedule options to complete the Cosmetology program:

<b>SCHEDULES:</b>			
<b>COSMETOLOGY</b>			
<b>5 Day</b>	Monday - Friday	9:00 AM to 4:30 PM	35 hours per week
<b>4 Day</b>	Monday - Thursday	9:00 AM to 6:15 PM	35 hours per week
<b>3 Day</b>	Monday - Wednesday	9:00 AM to 7:30 PM	30 hours per week
<b>BARBERING</b>			
<b>5 Day</b>	Monday - Friday	9:00 AM to 4:30 PM	35 hours per week
<b>4 Day</b>	Monday - Thursday	9:00 AM to 6:15 PM	35 hours per week
<b>ESTHETICS</b>			
<b>3 Day</b>	Monday - Wednesday	9:00 AM to 7:30 PM	30 hours per week
<b>4 Day</b>	Tuesday - Friday	9:00 AM to 5:00 PM	30 hours per week

The state of Missouri requires 1500 clock hours for the cosmetology course. Students are expected to complete the course in no more than 125% of the program length. If a student is never absent, he/she should complete the course within 43 weeks for a 5 day full time student, 50 weeks for 3 day full time student, and 75 weeks for a part time student.

The state of Missouri requires 1000 clock hours for the barbering course. Students are expected to complete the course in no more than 125% of the program length. If a student is never absent, he/she should complete the course within 29 weeks for a 5 day full time student.

The state of Missouri requires 750 clock hours for the esthetics course. Students are expected to complete the course in no more than 125% of the program length. If a student is never absent, he/she should complete the course within 25 weeks for a full time student.

At the end of each evaluation period, the school will determine if the student has maintained at least 80% cumulative attendance since the beginning of the course which indicates that, given the same attendance rate, the student will graduate within the maximum 125% time frame allowed.

## MAXIMUM TIME FRAME

The State of Missouri requires 1500 clock hours for cosmetology. Students must complete the educational program within the maximum time frame, which is based on attending at least 80% of the schedule hours.

COURSE	LENGTH	MAXIMUM TIME FRAME
5 Day Cosmetology	43 Weeks	54 Weeks
3 Day Cosmetology	50 Weeks	63 Weeks
Cosmetology	75 Weeks	94 Weeks
Barbering	29 Weeks	36 Weeks
Esthetics	25 Weeks	31 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 80% of the scheduled contracted hours. If any student enrolled fails to complete the program within the maximum time frame they will lose their eligibility for Title IV programs, if applicable, but they will be able to complete the program on a cash pay basis. Whether a student pays out of pocket or receives Title IV Financial aid all hours attempted and completes are considered part of the Satisfactory Academic Progress calculation. For students with a disability that appeal, the student's disability will be considered as a factor towards maintaining Satisfactory Academic Progress.

## INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS

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

## MAJORS, DEGREES, SECOND DEGREE, OR SUMMER TERMS

Majors, degrees, second degrees, or summer terms does not apply to Paul Mitchell The School Springfield.

## 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:**

- 1 Complete and sign the school's Leave of Absence Request Form in advance, unless unforeseen circumstances prevent the student from doing so.
- 2 Must state the reason for the Leave of Absence (LOA) request
- 3 Be approved by the Financial Aid Office and Future Professional Advisor
- 4 Leaves must be a minimum of 14 days and a maximum of 60 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 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.

## 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	375 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. Progress Reports or Report Cards will be given at a minimum to the student at 750 hours and 1500 hours for cosmetology, 500 hours and 1000 hours for barbering, and 375 hours and 750 hours for esthetics.

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

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

The following grading scale is used for theory progress:

### Theory and Practical Evaluations:

**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.

## **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.

## **RE-ESTABLISHMENT OF SATISFACTORY ACADEMIC PROGRESS** for those who qualify

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

## APPEAL PROCEDURE

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

The reasons for which a student may appeal a negative progress determination include death of a relative, an injury or illness of the student, 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 Future Professional Advisor on the schools Termination Appeal Form describing why they were terminated, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the student's situation that will allow them to continue through the program without incident.

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

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

## 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 before the 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.

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

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

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

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

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

### **Disclosures for Other Reasons**

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

### **Directory Information**

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

### **Record Maintenance**

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

### **Amendment to Student Records**

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

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

## PERFORMANCE STATISTICS/JOB OUTLOOK

Paul Mitchell The School Springfield 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 each main campus and all additional campuses as a whole. In this case, Paul Mitchell The School Springfield is a Main campus. If you have any questions regarding our outcome rates, please see our Admissions Team for assistance.

Paul Mitchell The School Springfield's performance statistics for the calendar year 2017:

Graduation	Placement	Licensure
60.58%	71.43%	100%

NACCAS' 2017 Annual Report is derived from a single cohort of students – those scheduled to graduate in 2017. NACCAS' graduation, placement and licensure definitions are described below:

**Graduation:** Based on all students scheduled to graduate from the program in 2017. 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, 2018. 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, 2018. Students may be excluded from the calculation if they fall into one of the categories listed. In 2017, 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.

## PROGRAM INTEGRITY

Paul Mitchell The School Springfield is accredited by NACCAS and uses its calculation for student placement based on each program offered. For the most recent gainful employment annual reporting period, the school shows the following data for the **cosmetology program**:

Placement rate	On-time graduation rate	Median Loan Debt
71.43%	80%	2014–2015 N/A 2015–2016 N/A

The most recent gainful employment annual reporting period, the school shows the following data for the **Esthetics program**:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2014–2015 N/A 2015–2016 N/A

The most recent gainful employment annual reporting period, the school shows the following data for the **Barbering program**:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2014–2015 N/A 2015–2016 N/A

On-time completion is deemed by the U.S. Department of Education as anyone who graduates within the normal completion time. When a student completes their graduation requirements, including all theory and practical assignments, and the required number of clock hours contracted for within their original contracted graduation date, that student is considered to have graduated on-time. If a student delays their graduation for any reason—such as family responsibilities, day care issues, and other life events—and that causes them to graduate after their original contract end date, they are not considered an on-time graduate. Please note that our graduation rates that are provided in the school catalog are based on how many students started the program and how many completed within the reporting period.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at: [springfield.paulmitchell.edu](http://springfield.paulmitchell.edu).

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

Graduation
59%

Paul Mitchell The School Springfield 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 PROFESSIONAL DEVELOPMENT GUIDELINES

All students must commit to and follow the Student Professional Development Guidelines during their enrollment at Paul Mitchell The School Springfield. These guidelines were established to assist in creating a safe, focused, and enjoyable learning experience.

### Attendance and Documentation of Time

- ① The school records attendance in clock hours and gives appropriate attendance credit for all hours attended. The school does not add or deduct attendance hours as a penalty. Attendance is calculated using sign in sheets and hours are rounded to the half hour. To ensure proper credit for clock hours, full-time students are required to clock in/out 4 times a day: when they arrive at school, when they leave for lunch, when they return from lunch, and when they leave at the end of the day. If a student fails to clock in or out for their schedule on the student time clock, the student will not receive hours. If the student wishes to dispute any hours they feel earned, the student must provide documentation to verify attendance on the missing time form. The documentation would include the student sign in sheet, the specialty class attendance role, and/or the guest service summary.
- ② The school is open from 9:00 a.m. to 10:00 p.m., Monday through Thursday; 9:00 a.m. to 4:30 p.m., Friday and Saturday.
- ③ All courses require continuous attendance.
- ④ The prescribed attendance schedule must be maintained each week.
- ⑤ Students must be on time, as tardiness inhibits the learning process.
  - a. You are able to schedule to arrive late. You may schedule to arrive late the day before by using the booking out early request form. A learning leader's signature is required to be approved.
  - b. If you show up after 9:05 a.m. you must visit the front desk to be put on "the oops" list before leaving to avoid a re-direction.
  - c. If you are unable to be present at 9:05 a.m. you must call the front desk by 8:30 a.m. of the same day to be put on "the oops" list as "not at all. Failure to call in by 8:30 a.m. may result in a re-direction.
  - d. Students may arrive after 9:05 a.m. if they are able to present a valid doctor's note or excuse or other documented extreme circumstance for their tardiness. Please contact Paul Mitchell The School Springfield's Service Desk at (417) 881-2110 by 8:30 a.m. if you know you are going to be late and to share the reason.
  - e. For night school students, they must call in by 4:30 p.m. if they are unable to attend school that day and they will be placed on "the oops" list as "not at all. Failure to call in by 4:30 p.m. may result in a re-direction.
  - f. Students who are late for theory class may not enter the classroom until the next scheduled break, and will not receive hours for the time they have missed.
  - g. Students who are late for any cutting, coloring, perming, or special class, may attend the class, but must be accompanied into the classroom by a Learning Leader.
  - h. Students are never excused from mandatory theory class to work in the clinic. All students must maintain a minimum of 80% attendance.
  - i. Theory class takes place on Tuesday evenings for night classes and night students are expected to be on time at 5:00 p.m. Tardiness and excessive absence will not be tolerated and night students may be re-directed if tardy or absent.
- ⑥ During the contracted enrollment period, applicant student must maintain a 90% attendance average each month in order to complete the program by the contracted end date. The student is allowed to miss 10% of his or her scheduled hours before having to pay extra instructional charges. The student may use the 10% excused absences for vacation, doctor appointments, illness, etc.; however, the student may not be out of school 14 consecutive calendar days or he or she may be terminated. If the student must attend additional program hours beyond his or her contracted end date due to not meeting a 90% attendance average or to complete academic graduation requirements, the student will be charged an additional \$10.00 for each hour scheduled to complete after the contracted end date is reached.

**\*\*Refer to the school enrollment contract for the Enrollment Contract Period definition.**

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

- 7 Students who are late or cannot attend school must contact the school and talk to the school service desk immediately. Day students must call in by 8:30 a.m.
- 8 Cosmetology students are required to be in attendance a minimum of ten (10) hours per day, 30 hours a week for the 3 day full time schedule, seven (7) hours per day, 35 hours per week for the 5 day full time schedule, or 8.75 hours per day, 35 hours per week for the 4 day full time schedule. Barbering students are required to be in attendance a minimum of seven (7) hours per day, 35 hours a week for the 5 day full time schedule or 8.75 hours per day, 35 hours per week for the 4 day full time schedule. Esthetics students are required to be in attendance a minimum of ten (10) hours per day, 30 hours a week for the 3 day full time schedule or 7.5 hours per day, 30 hours a week for the 4 day full time schedule. Holidays such as Thanksgiving, Christmas, and New Year's Day will be set according to the calendar each year. If a student will miss hours during the week, arrangements must be made with the Future Professional Advisor to make up those hours within the same week, or the hours missed will count against the hours allowed to miss and overtime charges can occur.
- 9 Core classroom attendance — only 21 hours may be missed in Core class or the Student may have to start the Core class over. The 21 hours missed will count toward the student's attendance percentage. Students attend Core the first 6 weeks (210 clock hours) of enrollment. During this time the student must maintain a monthly attendance of 90%. If at the conclusion of the month, the student's progress report is not 90% attendance, the student may be dropped from the program and asked to re-enroll in the next class start date.
- 10 Students may be suspended for 5 days for excessive absence, lack of theory attendance, or unexcused absences.
- 11 In the event of an emergency, inclement weather, or disaster, all Students and faculty will be notified by a staff member as to the closing and subsequent re-opening of the school. The general rule to follow is that if the school is open, you are required to be here. You have a responsibility to plan your day accordingly if you know inclement weather is imminent. A school closing message will be placed on the schools phone answering service, Paul Mitchell The School Springfield's Facebook Page, KTTS (94.7), and the schools website notifying both students and clients of the closing.
- 10 Lunches and breaks are scheduled for all students. Day students will take 30 minutes for lunch between 11:30 AM and 1:00 PM, if possible, according to their booking. Students should communicate with their instructor if they have not had lunch by 1:00 PM.
- 11 Documentation of time: Students may not leave the school premises during regular hours without an instructor's permission.
  - a. Students who leave school premises for more than 10 minutes or those who leave early must document their time by signing the sign-out sheet, and having an instructor book them out.
  - b. Students who leave school premises for less than 10 minutes must sign the sign-out sheet.
  - c. Day students must sign out on the sign-out sheet for lunch for 30 minutes every day. Students will not receive credit for the hour if they fail to sign in/out for lunch .
- 12 Students may not sign in or out for another student.
- 13 Students must keep a record of all services each day on the "service tracking sheet," which must be completed daily and turned in every month.



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

- ① Core, Phase One, and Esthetics Future Professionals must wear all black.
- ② Future Professionals in Phase Two may wear black or white in any combination.
- ③ Clothing must be professional, clean, washable, and free of stains and tears.
- ④ Shoes should be black for Core class. Shoes may be colored professional and comfortable for all Adaptive and Creative class Future Professionals. The following footwear is unacceptable: Tennis shoes, gym shoes, foot thongs or beach sandals, and crocs (anything between the toes).
- ⑤ Hair must be clean and styled prior to arriving at school.
- ⑥ Cosmetics must be applied using trend appropriate make up techniques and applied prior to arriving at school.
- ⑦ The following is a list of unacceptable dress. It should not be construed as an exhaustive List. Ultimately, dress will be subject to the approval of the school's Education Team:
  - Jeans or clothing made of jean material.
  - Tank or sleeveless tops
  - Sweatpants and shirts
  - Printed t-shirts other than those with a PAUL MITCHELL logo
  - The t-shirt must be clean and professional, and you must dress it up!
  - Short skirts that fall above the knee
  - Shorts, spandex or biking shorts
  - Hoodies
  - Sweaters or jackets on the clinic floor
- ⑧ Future Professionals who fail to comply with this professional dress code will be asked to clock out, leave the school, and return with appropriate attire.
- ⑨ Name tags must be worn at all times.

### **Barbering Professional Image:**

All barber Future Professionals (and Learning Leaders) must adhere to the following dress code:

- ① Must wear all black, to include a button-down shirt
- ② Straight tie or bow tie in black, gray, yellow, or red only
- ③ Accessories may include belt, arm-garter, suspenders, socks, or shoes that must be black, gray, yellow, or red only
- ④ Barber smocks are optional, in black only
- ⑤ Paul Mitchell Logo T-shirt
- ⑥ Fedoras, flat, or ascot caps may be worn
- ⑦ The following is a list of unacceptable dress:
  - a. Baseball hats, caps or beanies, tennis shoes, gym shoes, foot thongs, Crocs, or beach sandalsFemale barbers are required to wear the above dress code, which can include a skirt or dress.
  - a. Tights or leggings must be worn with skirts or dresses that fall above the knees.
- ⑧ Name tags must be worn at all times.

**Search Policy:** Lockers and stations furnished for Future Professional 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.

## **Sanitation and Personal Services**

- ❶ Future Professionals must keep workstations and classroom areas clean, sanitary, and clutter-free at all times.
- ❷ Future Professionals must clean their stations in the clinic classroom, including the floor, after each service.
- ❸ Hair must be swept up immediately after a service is completed, before blow-drying.
- ❹ Clinic stations must be cleaned at the end of the day, prior to clocking out for the day.
- ❺ Future Professionals may receive services on Tuesday through Thursday. To receive a service, Future Professionals must do the following prior to starting the service:
  - a. Notify a Learning Leader.
  - b. Be scheduled off the service books by a Learning Leader.
  - c. Pay for service supplies including perms, color, lightener, rinses, conditioning, treatments, manicures, nails, etc.
  - d. Personal services are considered rewards and scheduled for Future Professionals who are up to date with all practicals, exams, and clinic practical worksheets. School assignments and successful learning are the priority.

## **Communication Guidelines and Professional Conduct**

- ❶ Visitors are allowed in the service reception area only. Visitors are not allowed in the classrooms, Future Professional lounge, or clinic classroom area.
- ❷ Only emergency calls are permitted on the business phone. Future Professionals may use the Future Professional phones for a limited time. Please keep your calls to three (3) minutes or less.
- ❸ Cell phones, or other electronic communication devices, such as pagers or IM devices, are not permitted in classrooms, Clinic Floor or Service Desk, Color Bar, or Manicure/Pedicure area at The System. Cell phones or other electronic communication devices should be kept in Future Professional lockers and checked only on scheduled breaks.
- ❹ Future Professionals may not visit with another Future Professional who is servicing a service guest.
- ❺ Future Professionals are to be courteous to patrons and fellow Future Professionals at all times. Future Professionals should have stations ready for all appointments and not keep customers waiting. Future Professionals should avoid discussing subjects with patrons such as politics, religion, and sexual morals.
- ❻ Foul language, loud or boisterous conduct, or any other type of unprofessional conduct will not be tolerated.
- ❼ No eating, drinking, or chewing gum is permitted on the Clinic Floor.
- ❽ Future Professionals may not gather around the service desk, service reception area, or offices.
- ❾ Food, drink, or water bottles are allowed only in the lunchroom.
- ❿ Smoking is prohibited on school grounds.
- ⓫ Stealing or taking school property or another's personal property is unacceptable and grounds for termination.
- ⓬ Any Future Professional suspected of use or distribution of alcohol or illegal drugs while on school premises will be terminated.
- ⓭ School administration has the right to access and inspect a Future Professionals locker at any time, refer to the locker policy.

## Learning Participation Guidelines

- ① Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable and is grounds for termination.
- ② Future Professionals will be expected to maintain an average of 75% on all theory tests and assignments.
- ③ Future Professionals must take all appointments assigned to them. This includes last-minute walk-ins.
- ④ Future Professionals may not be released from required theory class to take a client.
- ⑤ Only service desk personnel may schedule or change client service appointments.
- ⑥ All services must be checked and the service ticket initialed by an instructor.
- ⑦ Future Professionals are expected to be continuously working on school-related projects, assignments, clinic practical worksheets, reading theory, or test preparation during school hours.
- ⑧ Future Professionals will receive clock hours during the times they fully participate in their learning experience.
- ⑨ When Future Professionals are not scheduled with service appointments or are not scheduled to attend theory or a specialty class, they may focus on the following:
  - a. Completion of clinic practical worksheets
  - b. Completion of theory review worksheets
  - c. Performing a service on another Future Professional
  - d. Listening to or reading school resource center materials, including educational videos, audiotapes, and books
- ⑩ Future Professionals must comply with school personnel and Learning Leader's assignments and requests as required by the curriculum and Future Professional guidelines and rules.
- ⑪ Future Professionals may not perform hair, skin, barber or nail services outside of school unless authorized to do so by school administration. Conducting unauthorized hair, skin, barber or nail services outside of school will be reported to the state board and may result in your inability to receive a professional license.
- ⑫ Future Professionals are responsible for their own kit and equipment and may use a clinic station drawer only while working at that clinic station. All kit, equipment, tools, and personal items must be secured in the Future Professionals assigned locker. The school is not responsible for any lost or stolen articles.
- ⑬ Any school staff member will have the right to send any Future Professional home for infringement of the school rules, misconduct, or illness.
- ⑭ More than ten (10) consecutive training days or fourteen (14) consecutive calendar days absent (whichever time frame is shorter) will necessitate an automatic termination from the school. Extreme circumstances that are beyond the control of the Future Professional may be reviewed by the school's Director.
- ⑮ Please reserve the front row parking for your clients. Approved Future Professional parking will be reviewed at orientation.
- ⑯ If a Future Professional fails to pass the Core written and/or practical exam on their second attempt, they may be asked to withdraw from the program and re-start in the next Core class start date.
- ⑰ Milady Theory Class: Future Professionals will not be allowed in theory class once the Theory Leader has closed the door and started instruction. The Future Professional will not receive theory credit if they are not in theory class attendance. If a Future Professional chooses to leave theory class for any reason he/she will not be allowed to return to theory class. If there's a transition period during theory, a Future Professional will be allowed to enter to receive credit for the remaining scheduled time in theory. The school requires a Future Professionals to complete all theory hours as part of their graduation requirements. Refer to the graduation requirements.



## LOCKER POLICY

**Purpose** — Paul Mitchell The School makes lockers available to students to facilitate the daily storage of their learning materials and items related to their studies. Paul Mitchell The School manages lockers to ensure responsible use of property and for the health and safety of individuals.

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

### Guidelines

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

## COACHING AND CORRECTIVE ACTION

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

The following actions may be inspected for noncompliance:

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

### Corrective Action Steps

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

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

## POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

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

\*\*\*\*\*

### ❶ Accommodation Procedures for Students with Disabilities

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

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

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

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

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

## **The School's Responsibilities to Students with Disabilities**

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

The person responsible for implementing these responsibilities at Paul Mitchell The School Springfield Campus is: Suzanne Hyde; ADA Compliance Coordinator; 3017 S. Kansas Expressway, Springfield, MO 65807; (417) 881-2110; [shyde@thesystemonline.com](mailto:shyde@thesystemonline.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 Paul Mitchell The School staff and Learning Leaders, on an "as needed basis," in order to facilitate academic accommodations or other services.

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

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

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

*Here are some examples.*

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

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

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

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

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



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

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

### **Appeals by Students**

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

When a student wishes to file an appeal, the student must notify Greg Kellogg; Owner; 3017 S. Kansas Expressway, Springfield, MO 65807; (417) 881-2110; [gkellogg@thesystemonline.com](mailto:gkellogg@thesystemonline.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**

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

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

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

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

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

The complaint must be sent to Greg Kellogg; Owner; 3017 S. Kansas Expressway, Springfield, MO 65807; (417) 881-2110; [gkellogg@thesystemonline.com](mailto:gkellogg@thesystemonline.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 Greg Kellogg; Owner; 3017 S. Kansas Expressway, Springfield, MO 65807; (417) 881-2110; [gkellogg@thesystemonline.com](mailto:gkellogg@thesystemonline.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.

## STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

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

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

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

### Definitions

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

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

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

<b>Title IX Coordinator:</b> Patricia Brown - Future Professional Advisor 3017 S. Kansas Expressway Springfield, MO 65807 pbrown@thesystemonline.com 417-881-2110	<b>School Owner: (for complaints involving employees)</b> Greg Kellogg 3017 S. Kansas Expressway Springfield, MO 65807 gkellogg@thesystemonline.com 417-881-2110
--	---

Paul Mitchell The School Springfield ensures that its employee(s) designated to serve as Title IX Coordinator(s) have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how Paul Mitchell The School Springfield's grievance procedures operate. Because complaints can also be filed with the School Owner, these employees also receive training on Paul Mitchell The School Springfield's grievance procedures.

## Investigation of Complaints

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

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

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

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

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

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

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

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

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

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

### **Retaliation Prohibited**

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

## Reporting Requirements

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

## Additional Information

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

Employees should contact Paul Mitchell The School Springfield 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/>.

## U.S. Department of Education

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

The OCR National Headquarters is located at:

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

*Telephone. (800) 421-3481*

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

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

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



## STUDENT CONSUMER INFORMATION

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

The school is approved for and participates in the above mentioned Title IV financial aid programs. Such programs help to defray the costs of attending school for those students eligible for financial aid consideration.

Financial aid is any mechanism that reduces out of pocket costs that the students and/or parents must pay to obtain a specific post-secondary education. Put differently, financial aid is monies made available to help students meet the cost of the program. Financial aid includes grants and loans. All financial aid is awarded to students who have "need" and are eligible. Citizen or permanent non-citizen alien recipient codes that are eligible are 1 – 151, 1 – 55, and 1 – 94. Ineligible codes include F – 1, F – 2, J – 1, and J – 2. Need is the difference between the cost of education at the school and the amount of money that the family is expected to contribute to meet student costs.

Tuition is refundable based on a Refund Schedule listed later in the catalog.

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

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

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

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

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

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

## 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.

## SEXUAL HARASSMENT POLICY

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

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

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

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

Sexual harassment may include but is not limited to:

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

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

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

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

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

## HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

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

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

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

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

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

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

For a list of state anti-bullying laws and policies please go to: [www.stopbullying.gov](http://www.stopbullying.gov).

## COPYRIGHT MATERIAL POLICY FOR PAUL MITCHELL THE SCHOOL

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

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

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

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

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

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

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

## SOCIAL NETWORKING POLICY

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



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

## REGULATORY AND ACCREDITATION AGENCIES

The following institutions license and regulate our institution:

### **Missouri Division of Professional Registration**

Board of Cosmetology and Barber Examiners  
3605 Missouri Boulevard  
PO Box 1062  
Jefferson City, MO 65102  
(866) 762-9432

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

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

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

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

If you are interested in reviewing or receiving a copy of the school's Campus Crime Report, please see the school director.

The Campus Crime Report is provided to the each student prior to enrollment. The Campus Crime Statistics are updated annually (October).If you are interested in reviewing or receiving a copy of the school's Campus Crime Report, please see the school director and/or the Financial Aid Office, or a copy may be reviewed on the school website.

## GRIEVANCE POLICY

In the event a student has a concern or grievance that cannot be resolved with the student's immediate Learning Leader or Education Leader, the student must file the concern in written form. The complaint will then be referred to the school's Management Team, which consists of the director, the school owners, sales leader, and Future Professional Advisor. The team will receive and attempt to resolve each complaint or concern within 21 days of receiving the written complaint. If more information is needed, a letter requesting the additional information will be sent to the student. If no further information is needed, the team will determine a resolution and notify the student in writing within 15 calendar days of the steps taken to correct the concern or an explanation as to why no action was required. The school will maintain records of the complaint and response in accordance with the published record retention policy. Students will not be subject to adverse actions by any school official as a result of initiating a complaint.

Students should follow the above process; however, the student may, at any time, file a complaint with the school's accrediting agency, or the U.S. Department of Education.

Students will not be subject to retribution upon filing a complaint.

If a matter cannot be resolved through the above procedures and a complainant wishes to pursue a matter further, they may obtain a complaint form from the National Accrediting Commission of Career Arts and Sciences or The Missouri State Board of Cosmetology. The contact information may be found at the end of this catalog.

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

***[springfield.paulmitchell.edu/programs/helpful links](http://springfield.paulmitchell.edu/programs/helpful links)***

If the student is not satisfied with the Complaint and Grievance Process at Paul Mitchell the School Springfield, you may file a complaint directly with Missouri State Board of Cosmetology and Barber Examiners. To contact the Missouri State Board of Cosmetology and Barber Examiners, use the link below:

**<http://pr.mo.gov/cosbar.asp>**

## SCHOOL ADMINISTRATION AS OF NOVEMBER 2018

**Owner:** The System, Inc., dba Paul Mitchell The School Springfield

**Director:** Greg Kellogg

**Operations Leader:** Greg Kellogg

**Admission's Leader:** Elizabeth Lusk

**Esthetics Education Leader:** Suzanne Hyde

**Cosmetology/Barbering Education Leader:** Jennifer Bybee

**Financial Aid Leader:** Stephanie Kellogg

**Accounting Leader:** Thesha Hancock

### **School Faculty:**

#### **Jennifer Bybee**

Learning Leader; Full Time

Licensed Cosmetology and Barber Instructor; Cosmetology/Barber Instructor License No. 2017014717

---

#### **Mendi Clavin**

Learning Leader; Full Time

Licensed Cosmetology Instructor; Cosmetology Instructor License No. 2009002815

---

#### **Ashley Olexyn**

Learning Leader; Full Time

Licensed Cosmetology and Barber Instructor; Cosmetology/Barber Instructor License No. 2018033710

---

#### **Patricia Brown**

Learning Leader; Full Time

Licensed Cosmetology and Barber Instructor, Cosmetology/Barber Instructor License No. 2018025224

---

#### **Kali Haskins**

Learning Leader; Full Time

Licensed Cosmetology Instructor; Cosmetology Instructor License No. 2016027553

---

#### **Suzanne Hyde**

Education Leader; Full Time

Licensed Cosmetology Instructor; Cosmetology Instructor License No. 2006026867

---

#### **Gary Walker**

Learning Leader; Full Time

Licensed Barber Instructor; Barber Instructor License No. 2018034492

---

#### **Cynthia Macias**

Learning Leader; Full Time

Esthetics Instructor; License No. 2017025804

---

#### **Ragena Keller**

Learning Leader; Full Time

Esthetics Instructor; License No. 2014023838