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

Steve Cowan, Erin Cowan, James Salerno and/or Tara Amedio

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Paul Mitchell The School Chicago
1225 S. Halsted St., Chicago, IL 60607



Paul Mitchell The School Lombard
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Table of Contents

MISSION STATEMENT	5
SCHOOL FACILITIES - CHICAGO CAMPUS	5
SCHOOL FACILITIES - LOMBARD CAMPUS.....	5
ADMINISTRATION/OWNERSHIP.....	6
PARKING AND AMENITIES	6
NONDISCRIMINATION	6
COURSE DESCRIPTIONS (<i>All courses are taught in English</i>)	7
ADMISSION REQUIREMENTS.....	8
ADMISSION PROCEDURE	8
ACCEPTANCE	9
VERIFICATION DOCUMENTS FOR NON-U.S. CITIZENS	10
REENTRY STUDENTS.....	10
TRANSFER STUDENTS	11
STATE LICENSING DISCLAIMER.....	11
ENROLLMENT INFORMATION.....	12
EDUCATION GOALS	12
COST OF TUITION AND SUPPLIES- CHICAGO CAMPUS	13
COST OF TUITION AND SUPPLIES- LOMBARD CAMPUS.....	14
SCHOLARSHIP AND FEE WAIVERS.....	15
CONSTITUTION DAY	15
VOTER REGISTRATION	15
CHICAGO 2017 CLASS START DATES	16
CHICAGO 2018 CLASS START DATES	16
LOMBARD 2017 CLASS START DATES	17
LOMBARD 2018 CLASS START DATES	17
STUDENTS WHO WITHDRAW	18
TERMINATION POLICY	18
COSMETOLOGY COURSE OVERVIEW.....	19
COSMETOLOGY COURSE OUTLINE.....	19
COSMETOLOGY TEACHER COURSE OVERVIEW	20
COSMETOLOGY TEACHER COURSE OUTLINE.....	20
COSMETOLOGY REFRESHER COURSE OVERVIEW.....	20
COSMETOLOGY REFRESHER COURSE OUTLINE.....	20
STATE OF ILLINOIS REQUIREMENTS	21
COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE.....	23
COSMETOLOGY TEACHER PROGRAM TESTING AND GRADING PROCEDURES.....	23
COSMETOLOGY REFRESHER PROGRAM TESTING AND GRADING PROCEDURES	23
MEASURABLE PERFORMANCE OBJECTIVES	24

SAFETY PRECAUTIONS FOR THE BEAUTY INDUSTRY	24
INDUSTRY REQUIREMENTS	24
STUDENT SERVICES.....	25
GRADUATION REQUIREMENTS IN COURSES.....	25
GRADUATES COMPLETING A PROGRAM AND REENROLLING IN A NEW PROGRAM	25
GRADUATION, PLACEMENT, AND JOB OPPORTUNITIES	26
STUDENT KIT – ADDITIONAL ITEMS FOR ALL COSMETOLOGY TEACHER PROGRAMS	26
STUDENT KIT – COSMETOLOGY AND COSMETOLOGY TEACHER (500 & 1000)	27
INSTITUTIONAL REFUND/DROP POLICY	29
STUDENT FINANCIAL AID RELEASE	30
POLICY FOR VERIFICATION OF TITLE IV FUNDING	30
PREFERRED LENDER LIST AND PRIVATE EDUCATION LOAN DISCLOSURES	31
ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION	31
MAKEUP WORK.....	31
MAKE UP HOUR POLICY	31
SATISFACTORY ACADEMIC PROGRESS POLICY	31
QUANTITATIVE AND QUALITATIVE FACTORS.....	32
COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME	33
MAXIMUM TIME FRAME	34
INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS	34
LEAVE OF ABSENCE POLICY.....	35
NONCREDIT, REMEDIAL COURSE, AND REPETITIONS	35
EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT.....	36
TRANSFER HOURS.....	37
DETERMINATION OF PROGRESS STATUS	37
WARNING	37
PROBATION	38
RE-ESTABLISHMENT OF SATISFACTORY ACADEMIC PROGRESS <i>for those who qualify</i>	38
APPEAL PROCEDURE	39
TERMINATION APPEAL PROCEDURE	39
STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY	40
STUDENTS RIGHT-TO-KNOW - COMBINED DEPARTMENT OF EDUCATION RATES (IPEDS)	42
PERFORMANCE STATISTICS/JOB OUTLOOK	42
CHICAGO CAMPUS PROGRAM INTEGRITY	44
LOMBARD CAMPUS PROGRAM INTEGRITY.....	45
COACHING AND CORRECTIVE ACTION.....	52
POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES.....	53
STUDENT CONSUMER INFORMATION.....	60
ALCOHOL AND DRUG-FREE EDUCATIONAL FACILITY POLICY	60
SEXUAL HARASSMENT POLICY	66

COPYRIGHT MATERIAL POLICY FOR PAUL MITCHELL THE SCHOOL	68
SOCIAL NETWORKING POLICY.....	69
REGULATORY AND ACCREDITATION AGENCIES	69
GRIEVANCE POLICY.....	70
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA).....	70
CHICAGO CAMPUS ADMINISTRATION AS OF SEPTEMBER 2017	71
LOMBARD CAMPUS ADMINISTRATION AS OF SEPTEMBER 2017.....	74

MISSION STATEMENT

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

SCHOOL FACILITIES - CHICAGO CAMPUS

Our programs offer the challenge of a stimulating and rewarding career. Paul Mitchell The School Chicago is fully equipped to meet all the demands of modern hair and skin care, while providing a high-tech atmosphere and attitude for progressive personal development.

Paul Mitchell The School Chicago's 16,500 square-foot facility includes a student lounge and lockers, client reception and work areas, management offices, private classrooms, workstations, and equipment.

Paul Mitchell The School Chicago is one level, no stair or ramps. All classrooms are accessible to those handicapped provided someone can hold the doors open for them to enter/exit, every entrance to the facility is level with the ground outside- easy wheelchair access

Both the Men's and Women's guest washrooms provide a handicap accessible stall and are located on the Clinic Floor. There are two individual/private washrooms located toward the back of the facility, near the student entrance and Break Room that are equipped for handicap use.

Located by the guest washrooms are two drinking fountains, one is handicap accessible.

There are hydraulic chairs on the clinic floor can be moved to accommodate a wheelchair at each station. and the sinks in the Wash House which is located toward the back of the clinic floor are wheelchair accessible and are appropriate height should the disable patron need to stay in their wheelchair during the Wash House Experience.

SCHOOL FACILITIES - LOMBARD CAMPUS

Our programs offer the challenge of a stimulating and rewarding career. Paul Mitchell The School Lombard is fully equipped to meet all the demands of modern hair and skin care, while providing a high-tech atmosphere and attitude for progressive personal development.

Paul Mitchell The School Lombard's 14,396 square-foot facility includes a student lounge and lockers, client reception and work areas, management offices, private classrooms, workstations, and equipment.

Paul Mitchell the School Lombard is one level, located on the lower level of the Yorktown Mall. When you enter the mall by the school's location there are a set of escalators and an elevator that will lead you to the Future Professional entrance. There are also a set of escalators and an elevator that are directly across from the school's main entrance.

All classrooms are accessible to those handicapped provided someone can hold the doors open for them to enter/exit. Every entrance to the facility is level with the mall's flooring outside of the facility- easy wheelchair access

Both the Men's and Women's guest washrooms provide a handicap accessible stall and are located toward the back of the Clinic Floor. Located by the guest washrooms are two drinking fountains, one is handicap accessible.

There are hydraulic chairs on the clinic floor can be moved to accommodate a wheelchair at each station. The sinks in the Wash House which is located toward the back of the clinic floor are wheelchair accessible and are appropriate height should the disable patron need to stay in their wheelchair during the Wash House Experience.

ADMINISTRATION/OWNERSHIP

U.P. Academy of Hair Design, Inc., dba Paul Mitchell The School Chicago, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC.

U.P. Academy of Hair Design, Inc., dba Paul Mitchell The School Lombard, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC.

PARKING AND AMENITIES

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

NONDISCRIMINATION

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard, in its admission, instruction, and graduation policies and practices, do not discriminate on the basis of sex, race, religion, age, ethnic origin, color, disability, sexual orientation, or ancestry. The schools do 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 Director in person, by phone, or by mail immediately so appropriate action can be taken:

Paul Mitchell The School Chicago
Steve Cowan, Jim Salerno, or Tara Amedio
312-733-9285
1225 S. Halsted St. Chicago, IL 60607

Paul Mitchell The School Lombard
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(630) 691-1111
106 Yorktown Center, Lombard, IL 60148

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

Cosmetology: Standard Occupational Classification (SOC 39-5012.00)

Classification of Instructional Program (CIP 12.0401)

The curriculum involves 1,500 hours to satisfy Illinois state requirements. The course includes extensive instruction and practical experience in cutting, men's cutting, color, texture, long hair, makeup, skin, nails, customer service, personal appearance and hygiene, personal motivation and development, retail (Take Home) skills, guest record-keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

Students are prepared to be entry-level cosmetologists.

Cosmetology Teacher (SOC 25-1194.00) (CIP 13.1397)

The curriculum involves 500 hours (with two years of experience in Illinois) or 1000 hours for cosmetology teachers to satisfy Illinois state requirements. Prospective cosmetology teachers learn to use forward-focused thinking and front-end coaching to address the needs of students in the classroom and the clinic floor. Prospective teachers learn to engage students in the learning process and stimulate the discovery process with visuals, music, and hands-on activities.

Students are prepared to become entry-level cosmetology teachers.

Cosmetology Refresher (SOC 25-1194.00) (CIP 13.1397)

This program is only for students who have graduated from Paul Mitchell The School Chicago or Paul Mitchell The School Lombard.

The curriculum involves 250 hours to satisfy Illinois state requirements. The course includes instruction and practical experience in Final Phase, state board, and the Milady textbook. This course will assist with helping the student pass the state board written and practical exams.

* 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.

ADMISSION REQUIREMENTS

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard admits as regular students those who are high school graduates or holders of high school graduation equivalency diplomas. Paul Mitchell The School Chicago and Paul Mitchell The School Lombard do not accept ability to benefit (ATB) students at this time.

ADMISSION PROCEDURE

- ❶ **Complete an Application Form:** Complete and submit the application form to the school prior to registration. All forms may be obtained by requesting them from Paul Mitchell The School Chicago or Paul Mitchell The School Lombard.
- ❷ **Submit an Application Fee:** Please submit the fee in the form of a check or money order, payable to Paul Mitchell The School Chicago or Paul Mitchell The School Lombard. This fee is not included in the cost of tuition. In extraordinary circumstances, the school may waive the application fee for students that transfer from a school that has suddenly closed without notice.
- ❸ **Submit Two (2) Photos:** The photos should be recent head and shoulder shots of the applicant.
- ❹ **Entrance Essay:** The essay should include the applicant's accomplishments and career goals.
- ❺ **Personal Interview:** Applicant must complete a personal interview with the admissions team prior to registration.
- ❻ **Provide Verification Documents:**
 - a. **Identification (*provide only one*):** Copies of a passport, a government-issued identification, a driver's license, or a birth certificate are required.
 - b. **Education (*provide only one*):** Copies of a standard high school diploma*, high school transcripts**, 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 or official High School Equivalency diploma test scores.

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

- ❼ **Cosmetology Teacher 1000 hour program:** Students enrolling in the 1000 hour Cosmetology Teacher program must provide a copy of a valid and current cosmetology license.
- ❽ **Cosmetology Teacher 500 hour program:** Students enrolling in the 500 hour Cosmetology Teacher program must provide a copy of a valid and current cosmetology license and proof of two years of experience in Illinois.

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.

Spantran Evaluation Services: <http://www.spantran.com>.

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard do 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 school's ADA Coordinator as soon as possible so the school can review your request. 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.

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 Chicago and Paul Mitchell The School Lombard do not require a student to have immunizations/ vaccinations to enroll in our school.

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

HOME SCHOOL POLICY

Home-schooled students are not considered to have a high school diploma or equivalent, however they are eligible for admission into Paul Mitchell The School Chicago and Paul Mitchell the School Lombard, if their secondary school education was in a home school that state law treats as a home or private school, the prospective student must provide documentation of this fact. Some states issue a secondary school completion credential to home schoolers; if this is the case in the state where the student was home-schooled; he/she must obtain this credential in order to be eligible for enrollment.

If a prospective student was home schooled, they must provide documentation to demonstrate compliance with one of the following requirements. 1) You must obtain written documentation from the school district, county, or state that shows that the student's secondary school education was in a home school that state law treats as a home or private school. 2) If the state the home schooled student was educated in issues a secondary school completion credential to home schoolers the prospective student must provide this credential in order to be eligible for enrollment. If a prospective student that was home-schooled cannot provide the above requirements, he/she will be required to provide a General Educational Development certificate (GED) along with the transcripts

ACCEPTANCE

After a prospective student has completed the enrollment application process, the enrollment team and School Director review each applicant and his or her required admissions materials, including the written entrance essay and personal interview, to determine acceptance. Upon the decision of the enrollment team and School Director, the applicant receives written notification of acceptance or denial. Note: All applicants must undergo the entire enrollment application process (detailed in the enrollment application), which includes reentry students (withdrawals) and transfer students.

VERIFICATION DOCUMENTS FOR NON-U.S. CITIZENS

In addition to the above documents, non-citizen applicants must also provide an I-20 form and a copy of their student visa or other documentation to show that they are permitted to be enrolled in a post-secondary school. Non-citizen applicants cannot qualify for any type of Title IV financial aid. Those students studying under a 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. This school is not SEVIS approved.

REENTRY STUDENTS

- ❶ Outstanding tuition, fee, and overtime expenses must be paid in advance, or the student must make satisfactory arrangements with the Financial Aid Leader.
- ❷ Previous tuition payments will be credited to the student's balance.
- ❸ Because tuition fees and costs are subject to change, reentering students will be contracted according to the current tuition costs and will be required to pay any additional fees if applicable.
- ❹ Pay a \$150.00 reentry fee.

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

Readmission is reserved to the sole discretion of Paul Mitchell The School Chicago and Paul Mitchell The School Lombard and may require special conditions.

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

All students who wish to re-enroll after 180 days from the last day of attendance will be contracted and re-enrolled as a transfer student.

TRANSFER STUDENTS

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard will accept transfer students from other schools based on an evaluation of the students' comprehension of the course material. Cost for transfer students is \$13.00 per hour, which does not include the cost of the student kit. You must have a current and complete 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 Chicago and Paul Mitchell The School Lombard; the number of transferable hours depends on the policy of the receiving school.

A student who transfers from a school other than a Paul Mitchell School may transfer a maximum of 500 hours, and will be required to attend a minimum of 1,000 hours at either Paul Mitchell the School Chicago or Paul Mitchell the School Lombard, in order to obtain the Paul Mitchell culture and educational program.

A student who transfers from another Paul Mitchell School may transfer a maximum of 1,000 hours, and will be required to attend a minimum of 500 hours at either Paul Mitchell the School Chicago or Paul Mitchell the School Lombard.

Paul Mitchell The School Chicago only accepts transfer students for the cosmetology teacher programs (500 and 1,000 hours) from Paul Mitchell The School Lombard.

Paul Mitchell The School Lombard only accepts transfer students for the cosmetology teacher programs (500 and 1,000 hours) from Paul Mitchell The School Chicago.

All hours will be accepted for those students who transfer between the Paul Mitchell The School Chicago campus and the Paul Mitchell the School Lombard campus.

In extraordinary circumstances, both schools 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 licensee of the business or profession in question, would be grounds for the Illinois Department of Financial and Professional Regulation to deny licensure. The Division of Professional Regulations 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. Paul Mitchell The School Chicago and Paul Mitchell The School Lombard are not responsible for students denied licensure. Students who are not U.S. citizens or who do not have documented authority to work in the United States will be ineligible to apply to take the state licensure examination. Paul Mitchell The School Chicago and Paul Mitchell The School Lombard are not responsible for students denied licensure.

ENROLLMENT INFORMATION

- ① **Enrollment periods:** Paul Mitchell The School Chicago and Paul Mitchell The School Lombard typically begin a new cosmetology class every four (4) weeks, depending upon space availability. Please refer to the Tuition and Registration Schedule supplement or contact Paul Mitchell The School Chicago and Paul Mitchell The School Lombard for exact starting dates.
- ② **Holidays and school closures:** Paul Mitchell The School Chicago and Paul Mitchell The School Lombard allow the following holidays off: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Eve and Christmas Day, and one day per month for staff personal development. Unexpected closures and snow days will be announced on local television, radio stations, emergencyclosingcenter.com, the Paul Mitchell The School Chicago and Lombard APP.
- ③ **Enrollment contract:** Paul Mitchell The School Chicago and Paul Mitchell The School Lombard clearly outline 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:** Financial Aid is available to those who qualify. Paul Mitchell the School Chicago and Paul Mitchell The School Lombard offers a monthly financial payment schedule. Payments are due on the 1st of every month. If payment is not received in full by the 15th of the month, a \$25.00 late fee will be added to the total payment due for the month and it will be documented on the student's Future Professional Advisory form for lack of tuition payments. See Paul Mitchell the School Chicago and Paul Mitchell The School Lombard Financial Aid Leaders for details. A \$25.00 charge will be assessed for any check returned for non-sufficient funds (NSF).

EDUCATION GOALS

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard strive 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 an updated program that provides students with the knowledge to compete in their field of study.
- ③ To promote the continuing educational growth of our faculty and students, using current teaching methods and techniques.
- ④ To teach courtesy and professionalism as the foundation for a successful career in their chosen field of study.
- ⑤ To prepare students to successfully pass the state licensing exam for entry-level employment.
- ⑥ To train and graduate students while empowering them to become confident and excited to enter a successful career within the salon and beauty industry.

COST OF TUITION AND SUPPLIES- CHICAGO CAMPUS

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

TUITION — Cosmetology

Tuition	\$19,500.00
Application fee (nonrefundable)	\$100.00
Kit, equipment, textbook, supplies (nonrefundable)	\$3,400.00
Kit and equipment sales tax (nonrefundable)	<u>\$348.50</u>
TOTAL COSTS	\$23,348.50

TUITION — Cosmetology Teacher (500 hours)

Tuition	\$6,500.00
Application fee (nonrefundable)	\$100.00
Kit, equipment, textbook, supplies (nonrefundable)	\$3,400.00
Kit and equipment sales tax (nonrefundable)	<u>\$348.50</u>
TOTAL COSTS	\$10,348.50

TUITION — Cosmetology Teacher (1,000 hours)

Tuition	\$13,000.00
Application fee (nonrefundable)	\$100.00
Kit, equipment, textbook, supplies (nonrefundable)	\$3,400.00
Kit and equipment sales tax (nonrefundable)	<u>\$348.50</u>
TOTAL COSTS	\$16,848.50

TUITION — Cosmetology Refresher (250 hours)

Tuition	<u>\$3,250.00</u>
TOTAL COSTS	\$3,250.00

Please contact the school's Financial Aid Leader for payment options. The school accepts cash, credit card, debit cards, personal check, and ACH payments. *A \$25.00 charge will be assessed for any check or ACH returned for non-sufficient funds (NSF).* Financial aid recipients understand that monies received on their behalf are applied first to tuition costs.

Financial aid is 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.

COST OF TUITION AND SUPPLIES- LOMBARD CAMPUS

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

TUITION — Cosmetology

Tuition	\$19,500.00
Application fee (nonrefundable)	\$100.00
Kit, equipment, textbook, supplies (nonrefundable)	\$3,400.00
Kit and equipment sales tax (nonrefundable)	<u>\$306.00</u>
TOTAL COSTS	\$23,306.00

TUITION — Cosmetology Teacher (500 hours)

Tuition	\$6,500.00
Application fee (nonrefundable)	\$100.00
Kit, equipment, textbook, supplies (nonrefundable)	\$3,400.00
Kit and equipment sales tax (nonrefundable)	<u>\$306.00</u>
TOTAL COSTS	\$10,306.00

TUITION — Cosmetology Teacher (1,000 hours)

Tuition	\$13,000.00
Application fee (nonrefundable)	\$100.00
Kit, equipment, textbook, supplies (nonrefundable)	\$3,400.00
Kit and equipment sales tax (nonrefundable)	<u>\$306.00</u>
TOTAL COSTS	\$16,806.00

TUITION — Cosmetology Refresher (250 hours)

Tuition	<u>\$3,250.00</u>
TOTAL COSTS	\$3,250.00

Please contact the school's Financial Aid Leader for payment options. The school accepts cash, credit card, debit cards, personal check, and ACH payments. *A \$25.00 charge will be assessed for any check or ACH returned for non-sufficient funds (NSF).* Financial aid recipients understand that monies received on their behalf are applied first to tuition costs.

Financial aid is 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.

CHICAGO CAMPUS UIC AMENITIES: The School offers the option for students to participate in amenities offered by the University of Illinois at Chicago (UIC). Available options include parking, meal plans, and a fitness center. The parking and fitness center are a year-long plan; students may purchase meal plans in blocks of 20, 50, or 100 meals. The student pays Paul Mitchell The School Chicago to participate in these amenities. These amenities are nonrefundable and nontransferable. Please contact the school's Financial Aid Leader to discuss these options. *Please note that for those students that have the school pay for their parking, any increases in the parking rate will be passed on to the student. UIC normally increases their fees in July of each year, and any students using the facility at that time will be charged the additional fee prior to reaching 1,500 hours. For more information, please see the Financial Aid Leaders.*

SCHOLARSHIP AND FEE WAIVERS

A student in the cosmetology teacher program (500 and 1,000 hours) who has a complete Paul Mitchell cosmetology kit will be required to pay \$200.00 for *Milady's Master Educator Student Course Book* and *Milady's Master Educator Exam Review*, instead of \$3,400.00 for the full kit.

Paul Mitchell The School offers additional scholarships. Check with the Admissions Leader for any other scholarships that may be currently available.

CONSTITUTION DAY

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard celebrate Constitution Day on or near September 17th of each year. For more information, visit www.constitutionday.com.

VOTER REGISTRATION

Students are encouraged to register to vote in state and federal elections. Voter registration and election date information for the state of Illinois can be found at <http://www.elections.il.gov>.

For information on voter registration and election dates for federal elections, visit [www.eac.gov/voter resources](http://www.eac.gov/voter_resources).

CHICAGO 2017 CLASS START DATES

Cosmetology	
DAY SCHOOL:	September 5, October 2, November 7, December 5
PART TIME DAY:	November 6

Cosmetology Teacher (500 or 1000 hours)	
DAY AND NIGHT SCHOOL:	Please see the school's Admissions Leader for specific start dates.

Cosmetology Refresher (250 hours)	
DAY AND NIGHT SCHOOL:	Please see the school's Admissions Leader for specific start dates.

CHICAGO 2018 CLASS START DATES

Cosmetology	
DAY SCHOOL:	February 6, April 3, June 5, August 7, September 4, October 2, December 4
PART TIME DAY:	February 5, May 7, August 6, November 5
3 DAY:	January 8, March 5, May 7, July 9, November 5

Cosmetology Teacher (500 or 1000 hours)	
DAY AND NIGHT SCHOOL:	Please see the school's Admissions Leader for specific start dates.

Cosmetology Refresher (250 hours)	
DAY AND NIGHT SCHOOL:	Please see the school's Admissions Leader for specific start dates.

LOMBARD 2017 CLASS START DATES

Cosmetology	
DAY SCHOOL:	January 9, March 7, May 2, June 13, August 8, September 5, October 2, November 28
NIGHT SCHOOL:	January 9, April 3, July 10, October 2

Cosmetology Teacher (500 or 1,000 hours)	
DAY AND NIGHT SCHOOL:	Please see the school's Admissions Leader for specific start dates.

Cosmetology Refresher (250 hours)	
DAY AND NIGHT SCHOOL:	Please see the school's Admissions Leader for specific start dates.

LOMBARD 2018 CLASS START DATES

Cosmetology	
DAY SCHOOL:	January 9, February 6, March 6, April 3, May 1, June 5, July 10, August 7, September 4, October 2, November 6, December 4
NIGHT SCHOOL:	January 8, April 2, July 9, October 1

Cosmetology Teacher (500 or 1,000 hours)	
DAY AND NIGHT SCHOOL:	Please see the school's Admissions Leader for specific start dates.

Cosmetology Refresher (250 hours)	
DAY AND NIGHT SCHOOL:	Please see the school's Admissions Leader for specific start dates.

STUDENTS WHO WITHDRAW

Students who withdraw from the program are required to empty their locker and gather all personal items. Any items left behind by the student will be stored for 60 days, at which time the items become the property of Paul Mitchell The School Chicago and Paul Mitchell The School Lombard.

Students wishing to transfer to another institution must pay all monies owed to Paul Mitchell The School Chicago and Paul Mitchell The School Lombard, and all applicable academic requirements must be met in order for the hours to be released.

If there is a remaining balance on the account after a withdrawal, the kit and books must remain at the school until the balance is paid in full. Payment arrangements may be provided to the student to assist in paying off the account. Failure to meet the payment arrangements or allowing the account to go into default for 60 days may result in the account being sent to collections, and at that time, the kit and books will be forfeited and become the property of the school.

TERMINATION POLICY

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard may terminate a student's enrollment for immoral or improper conduct; receiving seven (7) coaching sessions; and/or failing to comply with educational requirements, Student Professional Development Guidelines, general policies, school contracts, or guidelines in this catalog. A student that is terminated because he or she missed 14 consecutive days may not be allowed to reenroll at Paul Mitchell The School Chicago and Paul Mitchell The School Lombard. Applicants who are terminated or withdraw from the course are required to empty their student locker and gather all personal items. Any items left behind by Applicant will be stored for 60 days, at which time they become property of the School.

COSMETOLOGY COURSE OVERVIEW

Course Hours: 1500 clock hours

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

- ❶ **Pre-clinical Classroom Instruction:** The first 210 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices. During the first 210 hours the student may only miss 21 hours. If the student exceeds 21 missed hours they will be withdrawn. The student may apply to re-start in the next available Core start date.
- ❷ **Clinic Learning Experience:** The remaining 1,290 hours are spent in between the clinic classroom area and classrooms where practical experience is gained.

COSMETOLOGY COURSE OUTLINE

Your time at Paul Mitchell The School Chicago and Paul Mitchell The School Lombard in the cosmetology program will be divided into six designations:

- ❶ **Core Curriculum:** A 210 hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in cutting, coloring, permanent waving, and chemical texture services. Again, the student may not miss more than 21 hours during the Core program or they will be withdrawn. The student may apply to re-start in the next available Core start date.
- ❷ **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 70 hours as a Protégé preparing you for the clinic floor classroom experience.
- ❸ **Clinic Classroom Learning Experience:** Your clinic time from 280 to 1500 hours will be guided with individual and group learning experiences using mini-classes, 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.
- ❹ **Classroom Learning Experience:** Your classroom time from 280 to 1500 hours is divided into five (5) areas: cutting, coloring, texture, makeup, and nails. Each area has 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.
- ❺ **Adaptive Curriculum:** From 280 to 850 hours you will enter a new phase of elective classroom workshops coupled with challenging practical services designed to continue building your skills as a future beauty industry professional.
- ❻ **Creative Curriculum:** You will spend your last 650 hours at Paul Mitchell The School Chicago and Paul Mitchell The School Lombard in "high gear" by dressing, acting, and working like a beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future beauty industry career.

COSMETOLOGY TEACHER COURSE OVERVIEW

Course Hours: 500 or 1000 clock hours

The cosmetology teacher course is divided into three designations: postgraduate training, psychology and methodology, and student teaching.

In the 1000 hour course, the first 500 hours are postgraduate training, followed by 240 hours of psychology and methodology, and 260 hours of student teaching.

In the 500 hour course, the first 240 hours are spent on psychology and methodology, followed by 260 hours of student teaching.

COSMETOLOGY TEACHER COURSE OUTLINE

Your time in the Paul Mitchell The School Chicago and Paul Mitchell The School Lombard cosmetology teacher course will be divided into three designations:

- 1 **Postgraduate Training:** This section is a refresher on cosmetology skills, where you will complete worksheets and take cosmetology written exams.
- 2 **Psychology and Methodology:** These classes focus on the theory of teaching using *Milady's Master Educator* textbook and includes weekly tests.
- 3 **Student Teaching:** You will learn to write lesson plans and do actual teaching from your lesson plans. There will be a practical teaching evaluation of your teaching skills.

COSMETOLOGY REFRESHER COURSE OVERVIEW

Course Hours: 250 clock hours

This course is designed to assist students who are required by the State of Illinois to gain additional hours of education in order to take the written exam. The course is divided into two designations:

Theoretical Classroom Instruction - 160 hours are theory and final phase, including weekly test.

Clinic Classroom Learning Experience - 90 hours are practical application in the clinic area.

COSMETOLOGY REFRESHER COURSE OUTLINE

Your time in the Paul Mitchell The School Chicago and Paul Mitchell The School Lombard cosmetology refresher course will be divided into two designations:

- 1 **Theoretical Classroom Instruction:** This portion of instruction includes weekly tests and is a combination of training from the Milady Textbook, Final Phase, and our State Board Preparatory Class.
- 2 **Clinic Classroom Learning Experience:** Your time on the clinic classroom will allow practical application of the information learned in the Milady Textbook and Final Phase classes, to further understanding and comprehension.

STATE OF ILLINOIS REQUIREMENTS

Cosmetology

The instructional program of Paul Mitchell The School Chicago and Paul Mitchell The School Lombard meets or exceeds these requirements:

Subject	Practical Application	Theory Hours
Milady Theory		150
I. Basic Training Theory and Practical Application a. tools and their use b. shampoo c. understanding chemicals and use d. types of hair e. sanitation f. hygiene g. skin diseases and conditions h. anatomy and physiology i. electricity j. ethics k. nail technology l. esthetics SUBTOTAL		150
II. Practical Chemical Application/Hair Treatment a. chemical safety b. permanent waving c. hair coloring, tinting, and bleaching to including toning d. hair relaxing e. hair scalp and conditioning f. shampooing and rinsing SUBTOTAL	60 60 15 0 5 140	25 90 90 60 75 20 360
III. Hair Styling/Hair Dressing a. cutting b. thinning c. shaping d. trimming e. application of electrical/mechanical equipment f. hairstyling to include curling and marcelling g. hair treatments SUBTOTAL	60 5 0 20 5 90	155 10 5 15 15 130 55 385
IV. Shop Management, Sanitation, and Interpersonal Relations a. labor law b. workers' compensation c. client relations d. bookkeeping e. marketing and merchandising f. emergency first aid g. right-to-know laws h. pertinent state and local laws and rules i. business ethics j. sanitation k. electrical devices l. personal grooming and hygiene SUBTOTAL <i>Continues on next page</i>		15 15 15 15 15 15 15 15 15 25 15 25 200
V. Esthetics	10	75
VI. Nail Technology	10	45

Subject	Practical Application	Theory Hours
VII. Electives		35
TOTAL HOURS	250	1100

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

Milady Theory Hours of 150 are not included in the total hours.

Cosmetology Teacher (500 or 1000 hours)

The instructional program of Paul Mitchell The School Chicago and Paul Mitchell The School Lombard meets or exceeds these requirements:

Subject	500-Hour Program	1,000-Hour Program
Postgraduate Training		500
Educational Psychology	20	20
Teaching Methods	20	20
Application of Teaching Methods	150	150
Business Methods	50	50
Additional Training	260	260
TOTAL HOURS	500	1000

The course is divided into postgraduate training, psychology and methodology, and student teaching.

Cosmetology Refresher (250 hours)

The instructional program of Paul Mitchell The School Chicago and Paul Mitchell The School Lombard meets or exceeds these requirements:

Subject	Practical Application	Theory Hours
Theory (Basic Training)		25
Practical Chemical Application / Hair Treatment	53	42
Hair Styling / Hair Dressing	35	45
Shop Management		40
Esthetics	1	4
Nail Technology	1	2
Additional Training		2
TOTAL HOURS	90	160

COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

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

- ① **Weekly theory exams:** Students must receive a grade of 75% or higher.
- ② **210 hour orientation practical skills evaluation test:** Students must receive a grade of 75% or higher. 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 **Final exam 1 (approximately 850 hour written test):** This test covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- ④ **Final exam 2 (approximately 1300 hour written test):** The written exam covers an overview of all theory instruction, Illinois state law, and other items covered on the state cosmetology exam. Students must receive a grade of 75% or higher on all final exams.
- ⑤ **Practical worksheets:** Students must complete all practical worksheets.
- ⑥ **Practical skills test (mock state board):** Students must receive a 75% or higher grade on all final tests.

COSMETOLOGY TEACHER PROGRAM TESTING AND GRADING PROCEDURES

The following testing and grading procedures are incorporated into the cosmetology teacher 500 and 1000 hour course:

- ① Students must receive a grade of 90% or higher on each theory exam. Theory exams cover a review of the *Milady's Master Educator Student Course book*.
- ② Students must receive 90% or higher on each final exam; final exams cover a complete overview of the *Milady's Master Educator Student Course book*.
- ③ Students must receive 90% or higher on the practical exam, which covers the practical application of cosmetology procedures.

COSMETOLOGY REFRESHER PROGRAM TESTING AND GRADING PROCEDURES

The following testing and grading procedures are incorporated into the cosmetology refresher 250 hour course:

- ① Students must receive a grade of 75% or higher on weekly theory exams.
- ② Students must receive 100% on each practical worksheet completion.
- ③ Students must receive 75% or higher on all final exams.

MEASURABLE PERFORMANCE OBJECTIVES

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

SAFETY PRECAUTIONS FOR THE BEAUTY INDUSTRY

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

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

INDUSTRY REQUIREMENTS

Students interested in pursuing a career in the beauty industry should:

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

STUDENT SERVICES

- ① **Housing:** Paul Mitchell The School Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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 graduation map worksheet requirements.
- ③ For a student to meet state requirements, all practical worksheets must be completed.
- ④ Complete the Final Phase worksheet.
- ⑤ Satisfactorily pass final written and practical exams.
- ⑥ Complete the required Milady theory hours and pass all written Milady theory exams.
- ⑦ Pay all tuition costs or make satisfactory arrangements for payment of all monies owed to the school.
- ⑧ Upon graduation the student will receive a certificate of completion.

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard reserves the right to terminate a student in school if the student's progress is not satisfactory as determined by the school's administration and/or the student fails to complete all listed requirements or fails to pass the written and practical exams. Paul Mitchell The School Chicago and Paul Mitchell The School Lombard will not release the student's official transcript until all graduation requirements are met.

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

Each student is entitled to receive (free of charge) from the school, an official transcript of all hours completed by the student at the school and the grades earned by the student for those hours. All applicable tuition, fees, and other charges must be paid to the school first.

GRADUATES COMPLETING A PROGRAM AND REENROLLING IN A NEW PROGRAM

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

GRADUATION, PLACEMENT, AND JOB OPPORTUNITIES

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

Although Paul Mitchell The School Chicago and Paul Mitchell The School Lombard do not guarantee employment upon graduation, Paul Mitchell The School Chicago and Paul Mitchell The School Lombard do maintain a job placement program and will inform students of job openings and opportunities. Paul Mitchell The School Chicago and Paul Mitchell The School Lombard coordinate 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 Chicago has placed students in the beauty industry as Hair Stylist, Makeup Artist, Salon Owner, Salon Manager, Platform Artist, and Beauty Industry Instructor

Paul Mitchell The School Lombard has placed students in the beauty industry as Hair Stylist, Makeup Artist, Salon Manager, and Beauty Industry Instructor

STUDENT KIT – Additional items for All Cosmetology Teacher Programs

Students are responsible to purchase:

1 *Milady's Master Educator Student Course Book, 3rd Edition* ISBN-13: 9781133693697, \$169.95

1 *Milady's Master Educator Exam Review, 3rd Edition* ISBN-13: 9781133776598, \$52.95

STUDENT KIT – Cosmetology and Cosmetology Teacher (500 & 1000)

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

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

BRUSHES 1 XL PM® Express Ion Round 1 Large PM® Express Ion Round 1 Medium PM® Express Ion Round 1 Small PM® Express Ion Round 1 PM® 407 Styling Brush 1 PM® 413 Sculpting Brush 1 PM® 427 Paddle Brush 1 PM® Scalp Brush COMBS 1 PM® 408 Black Comb 1 PM® 416 Red Comb 1 PM® 424 Teal Comb 1 PM® Metal Pick Teasing Comb 1 PM® Metal Rat Tail Comb 1 PM® Detangler Comb 1 PM® Rat Tail Comb 1 Clipper 132 Comb 1 Champion C16 Comb 1 Champion C28 Comb 1 YS Park 335 Red Comb 1 YS Park 335 Graphite Comb 1 YS Park 339 White Comb	ACCESSORIES 10 PM® Clips 1 PM® Shampoo & Chemical Cape 1 PM® Cutting Cape 1 PM® Aluminum Spray Bottle 1 Deluxe PM® Case 1 OPI Nail Kit 1 PM® Professional Manicure Kit 1 Repechage Student Kit 1 CAO Cosmetics Student Makeup Kit (Lombard campus only) 1 Ultimate Face Student Makeup Kit (Chicago campus only) TOOLS 1 PM® Razor 1 PM® Express Ion Dry® + Blowdryer 1 PM® 1.25 Express Ion Smooth® + Iron 1 PM® Complete Scissor Set -Scissor Case -6" PM® Scissors -5.5" PM® Scissors - PM® Thinning Scissors -2 Scissor Grips -1 Ampule of Scissor Oil -2 PM® Bandages 1 PM® Professional Andis Clipper & Trimmer w/ Case 5 Mannequin Heads 1 PM® 3/4in Marcel Iron 1 PM® Tripod	STUDENT EDUCATION MATERIALS 1 PM® The Cutting System App 1 PM® The Color System App 1 PM® The Makeup System App 1 PM® The Men's Cutting System DVD ISBN-987-0-9743205-5-7 1 PM® The Skill Cards 1 PM® Product Guide Workbook 1 Be Nice (Or Else!) Book ISBN-0-9749939-9-9 1 Connecting To My Future Book ISBN-097432050-1 1 Multiple Intelligence (MI) Letter 1 PM® The Mini Color Swatchbook 1 PM® Plugged In Membership (while enrolled) 1 Master Audio Club Subscription (while enrolled) 1 PM® Black Messenger Bag \$15.00 1 Foundations in Personal Finance College Edition ISBN-13:978-1-936948-00-0 1 Apple iPad Air 2 16GB, ISBN- N/A, \$400.00
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Textbooks listed below are included in the Paul Mitchell kit at a discounted price to the student.

TEXTBOOKS 1 <i>Milady's Standard Cosmetology</i> 2015, 13th Ed. /Textbook (hardcover) ISBN-13: 978128576941, \$123.95 1 <i>Milady's Standard Cosmetology</i> 2015, 13th Ed. MindTap/Personal Learning Platform ISBN-10: 9781305632028, \$249.95
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FEDERAL RETURN OF TITLE IV FUNDS POLICY

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

- ❶ Title IV federal financial aid funds are awarded under the assumption that a student will remain in classroom attendance for the entire period for which funds were awarded. If a financial aid recipient withdraws from school after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined. The school is required to calculate the amount of Federal Title IV funds to be returned for a student who has withdrawn from all classes. If a student receives SFA (Student Financial Aid) in the form of loans and/or grants, withdraws from school after beginning attendance, the amount of SFA grant or loan assistance earned by the student must be determined.
- ❷ For students who have received Title IV financial assistance, the Federal Return of Title IV Funds calculation will be completed first and applicable funds returned. Returned funds will be reduced from the payments received on behalf of the student before applying the institutional refund policy to determine whether the student is owed a refund or if a balance is owed to the institution.
- ❸ If a student has received less aid than that student earned, he/she may be eligible for a post-withdrawal disbursement. If a student is eligible for this disbursement, the school will notify the student in writing of the amount for which he/she is eligible. The student will have 14 days to accept or decline the disbursement. If an acceptance is not received within this time frame, the institution will not make the post-withdrawal disbursement to the student.
- ❹ The Federal Return of Title IV Funds formula dictates the amount of federal Title IV aid that must be returned to the federal government or the lending institution by the school and/or the student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws on or before the 60 percent point in time in the payment period.
- ❺ The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of Stafford Loans, Pell Grants, or PLUS Loans and withdraws on or before completing 60 percent of the payment period. The percentage of Title IV aid earned is equal to the percentage of the payment period that was completed as of the withdrawal date if this occurs on or before the 60 percent point of time. The percentage that has not been earned is calculated by determining the complement of the percentage earned (e.g., if 40 percent was earned, 60 percent was unearned).
- ❻ The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was or could have been disbursed as of the withdrawal date. The percentage of the payment period scheduled to complete is calculated by dividing the total number of clock hours scheduled to complete by the payment period as of the last date of attendance.
- ❼ If a student unofficially or officially withdraws and has received federal loans, the loans will go into repayment once the grace period expires.
 - a. Unofficial withdrawal applies when a student is absent for 14 or more consecutive calendar days;
 - b. Official withdrawal applies when a student notifies the school in writing or in person.In both cases the last day of attendance will be used in the return to Title IV calculation.
- ❽ School scheduled breaks of five (5) or more consecutive days are excluded from the return to title IV calculation as periods of nonattendance and, therefore, do not affect the calculation of the amount of federal student aid earned. This provides for more equitable treatment of students who officially or unofficially withdraw near either end of the schedule break.
- ❾ Title IV funds will be returned to the United States Department of Education within 45 days.

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

Refunds to Title IV programs will be made in the following order:

- ❶ Federal Unsubsidized Stafford Loan
- ❷ Federal Subsidized Stafford Loan
- ❸ Federal PLUS Loan
- ❹ Federal Pell Grant

INSTITUTIONAL REFUND/DROP POLICY

- ❶ All student refunds shall be made by the school 45 calendar days after the date of notice of the student's cancellation or the date that the school determines that the student has officially or unofficially withdrawn:
 - a. An applicant is not accepted by the school. This applicant shall be entitled to a refund of all monies paid to the school.
 - b. When notice of cancellation is given within five (5) days after the date of enrollment, all application and registration fees, tuition and any other charges shall be refunded to the student.
 - c. When notice of cancellation is given after the fifth (5th) day following enrollment but before the completion of the student's first day of class attendance, the school may retain the application and registration fee, not to exceed \$100 and the cost of any books or materials that have been provided by the school and retained by the student.
 - d. When notice of cancellation is given after the student's completion of the first day of attendance but prior to the student's completion of 5% of the course instruction, the school may retain the application and registration fee, not to exceed \$100, 10% of the tuition, other instructional charges or \$300, whichever is less, and the cost of any books or materials that have been provided by the school and retained by the student.
 - e. When a student has completed 5% or more of the course of instruction, the school may retain the application fee and registration fee, not to exceed \$100 and the cost of any books and materials provided by the school, but shall refund a part of the tuition and other instructional charges in accordance with the schedule of tuition adjustment.
 - f. A student expelled by the institution shall receive a refund based on the chart. (refer to chart below)
 - g. 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.
- ❷ Any monies due to a student who unofficially withdraws from the institution shall be refunded within 45 days of a determination by the institution that the student has withdrawn without notifying the institution. Unofficial withdrawals are monitored every 30 days and a determination is made to withdraw a student who has been absent from school for 14 or more consecutive calendar days; the withdrawal date that will be used in this calculation is the student's actual last date of attendance.
- ❸ When situations of mitigating circumstances are in evidence, such as serious illness, a disabling accident, or death in the immediate family, the school may make a settlement that is reasonable and fair to both parties.
- ❹ All extra costs, such as books, equipment, graduation fees, application fee, rentals, and other such charges, are not considered in the tuition adjustment computation if the charges are itemized separately in the enrollment contract.
- ❺ If a course and/or program is cancelled subsequent to a student's enrollment, and before instruction in the course and/or program has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ❻ If a course and/or program is cancelled and ceases to offer instruction after the student has enrolled and instruction has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ❼ A student's account may be sent to collections for nonpayment.
- ❽ If the school closes permanently and no longer offers instruction after a student has enrolled, each student shall be given a refund equal to or greater than the percentage of time remaining to complete the course of instruction.
- ❾ A student's 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.

For students who enroll in and begin classes, the following schedule of tuition adjustment will be followed. Upon withdrawal, drop, or termination, a student may owe tuition or be entitled to a refund based on his/her scheduled hours:

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

STUDENT FINANCIAL AID RELEASE

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

POLICY FOR VERIFICATION OF TITLE IV FUNDING

The school follows policies and procedures for verification of Title IV funding. Verification is a requirement by the U.S. Department of Education. Students are randomly selected to provide additional information. The school provides students with a verification form so they can collect the necessary information. The school gives the student a 30-day deadline to return the form to the financial office with verification items attached. If verification documents are not submitted by the due date, the student will be placed on a monthly cash pay status until verification is completed. The corporate office sends the school a change in EFC form for students to sign if their EFC changes. FAME handles student overpayments and alerts the school, so it can make changes to the award packet, which is reported to the Common Origination and Disbursement (COD) office for the Department of Education.

Special provisions for books and supplies:

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

- ❶ Ten days before the beginning of the payment period, the school could have disbursed FSA funds to the student; and
- ❷ 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.

ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION

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

MAKEUP WORK

Students must complete all required assignments and exams. To accommodate students, makeup exams may be scheduled with the Theory Leader. Students must complete makeup work at the scheduled time.

MAKE UP HOUR POLICY

Paul Mitchell the School Chicago and Paul Mitchell the School Lombard offer make up hours for students who need to make up missed time. Students may begin attending make up hours after the Core and Protégé Programs are completed. Students attending make up time may not exceed 100% attendance overall. Please contact the Future Professional Advisors for more information.

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. 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.

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. *Please note, a leave of absence is only granted in the case of pregnancy, new mothers, or military active duty.*

QUANTITATIVE AND QUALITATIVE FACTORS

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

- ① A minimum cumulative theory grade level of 75 percent or higher.
- ② A minimum cumulative academic level of 75 percent 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 percent or higher.
- ④ A minimum cumulative attendance of 88 percent of their scheduled hours.**
- ⑤ A final practical assessment exam grade of 75 percent or higher.

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

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

A cosmetology student who has not achieved the minimum cumulative GPA of 75 percent and/or who has not successfully completed at least a cumulative rate of attendance of 88 percent is not eligible for Title IV assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that resulted in a status of Financial Aid Probation.

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

- ① A minimum cumulative theory grade level of 75 percent or higher.
- ② A minimum cumulative academic level of 75 percent 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 percent or higher.
- ④ A minimum cumulative attendance of 88 percent of their scheduled hours.**
- ⑤ A final practical assessment exam grade of 75 percent or higher.

**To meet the state practical requirements for graduation, students must eventually complete monthly practical worksheets in entirety. 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 percent and/or who has not successfully completed at least a cumulative rate of attendance of 88 percent is not eligible for Title IV assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that resulted in a status of Financial Aid Probation.

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

- ① A minimum cumulative theory grade level of 90 percent or higher.
- ② A minimum cumulative academic level of 90 percent 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 90 percent or higher.
- ④ A minimum cumulative attendance of 90 percent of their scheduled hours.**
- ⑤ A final practical assessment exam grade of 90 percent or higher.

**To meet the state practical requirements for graduation, students must eventually complete monthly practical worksheets in entirety. 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 90 percent and/or who has not successfully completed at least a cumulative rate of attendance of 90 percent is not eligible for Title IV assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that resulted in a status of Financial Aid Probation.

COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME

Full-time day students attend five (5) days (Tuesday through Saturday), 35 hours per week, from 9:30 AM to 5:00 PM. Part-time day school students attend five (5) days (Monday through Friday), 22.5 hours per week, from 9:30 AM to 2:00 PM. 3-Day school students attend three (3) days (Monday, Tuesday, and Thursday), 30 hours per week. Part-time night school students attend five (5) days (Monday through Friday), 22.5 hours per week, from 5:30 PM to 10:00 PM. Information regarding other course schedules is available upon inquiry. (Part-time Day program and 3-Day program are Paul Mitchell the School Chicago only)

Students are expected to complete their program within the contracted end date.

Cosmetology students who are absent for 150 clock hours will complete the 1500 clock hour program within the maximum amount of time under their contracted schedule.

Cosmetology Refresher students who are absent for 25 clock hours will complete the 250 clock hour program within the maximum amount of time under their contracted schedule.

Cosmetology Teacher students who are absent for 50 clock hours will complete the 500 clock hour program within the maximum amount of time under their contracted schedule.

Cosmetology Teacher students who are absent for 100 clock hours will complete the 1000 clock hour program within the maximum amount of time under their contracted schedule.

At the end of each evaluation period, the school will determine if the cosmetology student has maintained at least 88% cumulative attendance since the beginning of the course which indicates that, given the same attendance rate, the student will graduate within the maximum 113.64 percent time frame allowed.

At the end of each evaluation period, the school will determine if the 500/1000 cosmetology teacher student has maintained at least 90 percent cumulative attendance since the beginning of the course which indicates that, given the same attendance rate, the student will graduate within the maximum 111.11 percent time frame allowed.

Scheduled hours are not impacted by school closings, such as snow days, etc. If a student is impacted by any of these occurrences, their actual program end date will be adjusted according to the contract.

MAXIMUM TIME FRAME

Students must complete the educational program within the maximum time frame, which is based on attending at least 88 percent of the scheduled hours for cosmetology students and 90 percent for 500/1000 cosmetology teacher students.

COURSE	LENGTH	MAXIMUM TIME FRAME
Cosmetology – Full Time	42.86 Weeks	48.70 Weeks
Cosmetology – Part Time	66.67 Weeks	75.76 Weeks
Cosmetology - 3 Day	50 Weeks	56.82 Weeks
Cosmetology Refresher (250 hours) - Full Time	7.14 Weeks	8.12 Weeks
Cosmetology Teacher (500 hours) – Full Time	14.29 Weeks	15.88 Weeks
Cosmetology Teacher (500 hours) – Part Time	22.22 Weeks	24.69 Weeks
Cosmetology Teacher (1000 hours) – Full Time	28.57 Weeks	31.74 Weeks
Cosmetology Teacher (1000 hours) – Part Time	44.44 Weeks	49.38 Weeks

The maximum time frame allowed for cosmetology transfer students who need less than full course requirements or part-time students will be determined based on 88% of the scheduled contracted hours. The maximum time frame allowed for 500/1000 cosmetology teacher transfer students who need less than full course requirements or part-time students will be determined based on 90% of the scheduled contracted hours. If a student 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. 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. 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. *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.*

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 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.

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.

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

- ❶ Complete and sign the school's Leave of Absence Request Form
- ❷ Be approved by the School's Future Professional Advisor and Financial Aid Leader.
- ❸ Must be in Satisfactory Progress.
- ❹ Leaves must be a minimum of 14 days and must not exceed a total of 180 days in a 12 month period.

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 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 cosmetology students reach 450, 900, and 1200 *actual hours*; when cosmetology teacher (1,000 hours) students reach *actual hours* of 500; when cosmetology teacher (500 hours) students reach 250 *actual hours*; and when cosmetology refresher students reach 125 *actual hours*. The first evaluation will occur no later than the midpoint of the academic year.

The student's attendance will be evaluated at Institutional Attendance checkpoints of every 150 scheduled hours for Cosmetology, every 167 scheduled hours for Cosmetology Instructor 1,000 hour, and every 83 scheduled hours for Cosmetology Instructor 500 hours. A student who is not maintaining at least a 88% attendance will be placed on Institutional Attendance Warning status until the next Institutional Attendance checkpoint. The student will be advised in writing on the actions required to attain Institutional Attendance by the next evaluation. If at the end of the Institutional Attendance warning period, the student has still not met attendance requirements, he/she may be dropped from the program with the right to appeal.

Cosmetology Program Scheduled Hour Check Points

150	300	450	600	750
900	1050	1200	1350	1500

Cosmetology Instructor 1000 Hour Program Scheduled Hour Check Points

167	333	500
668	835	1000

Cosmetology Instructor 500 Hour Program Scheduled Hour Check Points

83	167	250
333	417	500

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

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

The following grading scale is used for Core practical and written exams, theory progress, and practical assessments:

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

The following grading scale is used for all final exams:

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

The following grading scale is used for all cosmetology teachers final exams:

A = 90 – 100% Failing = Below 90%

Practical and clinical work is graded by a signature on the student's practical clinic worksheet or guest service 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 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.

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

If, at the end of the Financial Aid Warning period, the student still has not met both the attendance and academic progress requirements, he/she will be notified that they are ineligible for Title IV assistance. In this instance, the student cannot receive any further disbursements of funds via student loans, Pell or Parent Plus Loans. The student may still attend, however is solely responsible for full payment of tuition.

A student may appeal the financial aid ineligible decision or termination action if he or she has a reason for not making satisfactory progress and if he or she can document that the circumstances that caused the unsatisfactory progress determination have in some way changed and the 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 he or she is not meeting the second consecutive satisfactory progress determination to appeal the unsatisfactory progress determination. If the student appeals the decision, and prevails on appeal, he or she will be placed on Financial Aid Probation.

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. 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, and does not prevail on appeal, the student will be determined as not making satisfactory progress and may be terminated.

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 school director 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:

- ❶ Review their education records,
- ❷ Seek to amend inaccurate information in their records, and
- ❸ Provide consent for the disclosure of their records.

Students (or parents or guardians, if the student is a dependent minor) are guaranteed access to their school records, with a staff member present, within 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:

- ❶ State the purpose of the disclosure,
- ❷ Specify the records that may be disclosed,
- ❸ Identify the party or class of parties to whom the disclosure may be made, and
- ❹ Be signed and dated.

FERPA Disclosures to Parents

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

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

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

A school may inform parents of students under age 21 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 Chicago and Paul Mitchell The School Lombard provide and permit 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 Chicago and Paul Mitchell The School Lombard do 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 seven (7) 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.

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

Graduation
73%

Paul Mitchell The School Chicago 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.

PERFORMANCE STATISTICS/JOB OUTLOOK

Paul Mitchell The School Chicago 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 Lombard and Paul Mitchell The School Escanaba are additional campuses of Paul Mitchell The School Chicago. The outcome rates provided are for all schools under this structure. The U.S. Department of Education requires outcome rates be provided based upon the individual location which are listed below. Outcome rates have also been provided for the individual school you are interested in attending. If you have any questions regarding the outcome rates, please see the admissions team for assistance.

NACCAS — Paul Mitchell The School Chicago, Paul Mitchell The School Escanaba, and Paul Mitchell The School Lombard combined campuses performance statistics for the calendar year 2015:

Graduation	Placement	Licensure
61.72%	74.68%	89.95%

Paul Mitchell The School Chicago performance statistics for the calendar year 2015:

Graduation	Placement	Licensure
56.60%	69.40%	84.95%

Paul Mitchell The School Escanaba performance statistics for the calendar year 2015:

Graduation	Placement	Licensure
57.14%	74.07%	100%

Paul Mitchell The School Lombard performance statistics for the calendar year 2015:

Graduation	Placement	Licensure
76%	84.21%	93.15%

NACCAS' 2015 Annual Report is derived from a single cohort of students – those scheduled to graduate in 2014. NACCAS' graduation, placement and licensure definitions are described below:

Graduation: Based on all students scheduled to graduate from the program in 2014. 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, 2015. A student in the licensure cohort may count as a "pass" if they pass all required portions of the examination prior to November 30, 2015.

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, 2015. Students may be excluded from the calculation if they fall into one of the categories listed. In 2014, 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.

CHICAGO CAMPUS PROGRAM INTEGRITY

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

Placement rate	On-time graduation rate	Median Loan Debt
68.46%	N/A	2013–2014 N/A 2014–2015 N/A

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

Placement rate	On-time graduation rate	Median Loan Debt
68.46%	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the full time **cosmetology refresher (250 hours)** program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the full time **cosmetology teacher (500 hours)** program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the part time **cosmetology teacher (500 hours)** program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the full time **cosmetology teacher (1000 hours)** program:

Placement rate	On-time graduation rate	Median Loan Debt
100%	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the part time **cosmetology teacher (1000 hours)** program:

Placement rate	On-time graduation rate	Median Loan Debt
100%	N/A	2013–2014 N/A 2014–2015 N/A

** N/A Fewer than 10 students complete the program within normal time.*

On-time completion is deemed by the U.S. Department of Education is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog 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 outside of the normal time to complete the program, 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 outside of the normal time to complete the program, 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 Web site at:

chicago.paulmitchell.edu/programs.

LOMBARD CAMPUS PROGRAM INTEGRITY

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

Placement rate	On-time graduation rate	Median Loan Debt
83.78%	N/A	2013–2014 N/A 2014–2015 N/A

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

Placement rate	On-time graduation rate	Median Loan Debt
83.78%	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the full time **cosmetology refresher (250 hours)** program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the full time **cosmetology teacher (500 hours)** program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the part time **cosmetology teacher (500 hours)** program:

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the full time **cosmetology teacher (1000 hours)** program:

Placement rate	On-time graduation rate	Median Loan Debt
100%	N/A	2013–2014 N/A 2014–2015 N/A

For the most recent annual reporting period, the school shows the following data for the part time **cosmetology teacher (1000 hours)** program:

Placement rate	On-time graduation rate	Median Loan Debt
100%	N/A	2013–2014 N/A 2014–2015 N/A

** N/A Fewer than 10 students complete the program within normal time.*

On-time completion is deemed by the U.S. Department of Education is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog 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 outside of the normal time to complete the program, 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 outside of the normal time to complete the program, 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 Web site at:

lombard.paulmitchell.edu/programs.

STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

All students must commit to and follow the Student Professional Development Guidelines during their enrollment at Paul Mitchell The School Chicago and Paul Mitchell The School Lombard. 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 a computerized time clock and does not round hours. In order to ensure proper clock hours are credited, full-time students are required to clock in/out four times a day: when they arrive to school, when they leave for lunch, when they return from lunch, and when they leave at the end of the day. Part-time students are required to clock in/out two times a day: when they arrive to school 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. This must be done within 24 hours.
- ② The school is open from 9:30 AM to 5:00 PM for day students and 5:30 PM to 10:00 PM for night students.
- ③ All courses require continuous attendance.
- ④ The prescribed attendance schedule must be maintained each week. Day students attend Core for 210 hours, Tuesday through Saturday. Part-time Day students attend Core for 210 hours, Monday through Friday. 3-Day students attend Core for 210 hours Monday, Tuesday, and Thursday. (Part-time Day program and 3-Day program are Paul Mitchell the School Chicago only). Alternate schedules are available to those students who qualify.
- ⑤ Full-time students may not miss Saturdays. Part-time Day, Part-time Night, and 3-Day students attending may not miss Mondays. (Part-time Day program and 3-Day program are Paul Mitchell the School Chicago only)
- ⑥ Students must be on time, as tardiness inhibits the learning process. Students who are late for theory class may not enter the classroom, will not receive theory credit, and cannot clock in until specialty class begins. Students who are late for a specialty class must have a pass, or must clock out and leave for the remaining part of the day. **Students are never excused from mandatory theory class or specialty class to work on the clinic floor classroom.**
- ⑦ During the enrollment contract period, the student is allowed to miss 150 hours (cosmetology), 50 hours (500 hr. cosmetology instructor), 100 hours (1000 cosmetology instructor), and 25 hours (cosmetology refresher) before having to pay extra instructional charges. If the student's training goes beyond the contracted ending date for course completion, the student will be charged an additional \$15.00 for each hour completed after the contract ending date. The student may use the 150 hours (cosmetology), 50 hours (500 hr. cosmetology instructor), 100 hours (1000 hr. cosmetology instructor), and 25 hours (cosmetology refresher) allowed absent hours for vacation, appointments, illness, etc.

****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.

The unexplained absence of a student from school for more than 14 consecutive calendar days shall constitute constructive notice of cancellation to the school. For purpose of cancellation, the cancellation date shall be the last day of attendance.

- ⑧ Students who complete the required number of hours in their course of study, but do NOT complete all of their academic requirements are considered to be an incomplete graduate and are required to continue attending until all requirements are completed. If the student is absent for 14 consecutive calendar days, they will be withdrawn. The School will not release an official transcript until all graduation requirements are met.
- ⑨ If a student has been absent for 14 consecutive calendar days, he or she may be dropped from the program. This includes graduates who have not completed their graduation requirements.
- ⑩ Students who are late or cannot attend school must contact Paul Mitchell The School Chicago's absent line (312) 445-2424 immediately. Day and Part-time Day students must call in by 9:30 AM; night students must call in by 5:30 PM; 3-day students must call in by 8:15 AM. (Part-time Day program and 3-Day program are Paul Mitchell the School Chicago only).

Students who are late or cannot attend school must contact Paul Mitchell The School Lombard's absent line (630) 396-2620 immediately. Day students must call in by 9:30 AM; night students must call in by 5:30 PM.

- ⑪ Students must request time off from school from the Future Professional Advisor.
- ⑫ Full-time students are required to be in attendance 35 hours per week, a minimum of seven (7) hours per day. Part-time Night and Part-time Day students are required to be in attendance 22.5 hours per week, a minimum of 4.5 hours per day. 3-Day students are required to be in attendance 30 hours per week, a minimum of 10 hours per day. Holidays such as Thanksgiving, Christmas, and New Year's Day will be set according to the calendar each year. Students cannot bank hours. (Part-time Day program and 3-Day program are Paul Mitchell the School Chicago only).
- ⑬ Lunches and breaks are scheduled for all students. All full time day students will take 30 minutes for lunch between 12:00 noon and 1:30 PM. Students should communicate with their instructor if they have not had lunch by 1:30 PM. Part-time night students and Part-time day students will take a 20 minute break. 3-day students will take 30 minutes for lunch between 12:00 noon and 1:30 PM, with a 15 minute break in the morning and in the evening. (Part-time Day program and 3-Day program are Paul Mitchell the School Chicago only).
- ⑭ Documentation of time: Students may not leave the school premises during regular hours without permission.
 - a. Students who leave school premises or those who leave early must document their time by clocking out on the time clock, signing the sign-out sheet, and having the Future Professional Advisor book them out.
 - b. Day students and 3-day students must clock out on the time clock for lunch for 30 minutes every day. Students will not receive credit for the time if they fail to clock in/out for lunch. (3-Day program are Paul Mitchell the School Chicago only)
 - c. Students have twenty-four (24) hours or one (1) school day to request adjustments to their time clock punches; after twenty-four (24) hours, no time clock adjustment will be made.
- ⑮ Students may not clock in or out for another student.
- ⑯ Students must keep a record of all services each day on the "service tracking sheet," which must be completed daily and turned in with each worksheet.

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

- ❶ Core and Phase One students must wear all black.
- ❷ Phase Two and Cosmetology Teacher students must wear black or white in any combination.
- ❸ Clothing must be professional, clean, and free of stains and tears.
- ❹ Shoes must be SOLID black (including the sole), professional, clean, and comfortable. The student's entire foot must be covered.
- ❺ Hair must be clean and styled prior to arriving at school. Ponytails are not acceptable, in any form.
- ❻ Cosmetics must be applied prior to arriving at school, using trend-appropriate makeup techniques.
- ❼ Dresses, shorts, and skirts must fall no higher than 3 inches above the top of the knee.
- ❽ The following is a list of unacceptable dress:
 - a. Foot thongs, Crocs, jelly shoes and sandals (no open toe or open heel shoes)
 - b. Jeans or clothing made of jeans material
 - c. Tank or sleeveless tops
 - d. Sweatpants, sweatshirts and yoga pants
 - e. Printed T-shirts other than those with a PAUL MITCHELL logo; acceptable T-shirts must be clean and professional, and you must dress them up
 - f. Hats, visors, bandanas, caps, headbands, hair accessories, or beanies
 - g. Spandex or biking shorts
 - h. Hooded sweatshirts, jackets, or tops
 - i. Leggings as pants
- ❾ Students who fail to comply with the professional dress code will be asked to leave and return with appropriate attire.

Sanitation and Personal Services

- ❶ Students must keep workstations and classroom areas clean, sanitary, and clutter-free at all times.
- ❷ Students must clean their stations, including the floor, after each service. They must also clean the area they are working at each day prior to leaving.
- ❸ Hair must be swept up immediately after a service is completed, before blow-drying.
- ❹ Workstations must be cleaned at the end of the day, prior to clocking out for the day.
- ❺ Students may have their hair or other services done Wednesday and Thursday. To receive a service, students must do the following prior to starting the service:
 - a. Notify an instructor.
 - b. Be scheduled off the service books by the service desk team.
 - c. Pay for service supplies including perms, color, bleaches, rinses, conditioning, treatments, manicures, nails, etc.
 - d. If a service guest comes in and the service desk personnel needs the student giving the personal service or the student receiving it to take care of the guest, then the students must reschedule their personal service and complete the assigned service guest appointment.
 - e. Personal services are considered rewards and scheduled for students who are up to date with all projects, tests, and worksheets. School assignments and successful learning are the priority.

Communication Guidelines and Professional Conduct

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

Visitors Policy: The term visitor applies to anyone who is not entering the school to receive a service. All visitors must enter through the guest entrance. Except in cases of emergency, visitors are required to make appointments in order to minimize disruptions of the education program. As required by law, all visitors must sign in and out. Students are not permitted to bring visitors into the buildings during the school day without the approval of the appropriate administrator, unless this person is a service guest in which they must enter through the guest entrance. Persons violating this regulation will be requested to leave the building immediately. Persons entering the school without proper authorization will be considered trespassers and may be subject to police action.

- 2 Only emergency calls are permitted on the business phone. Please keep your calls to three (3) minutes or less.
- 3 Cell phones are not permitted in the classroom or on the clinic classroom.
- 4 Students may not visit with another student who is servicing a client.
- 5 Students may not gather around the reception desk, reception area, or offices.
- 6 Food, drinks, and water bottles are allowed only in the lunchroom.
- 7 Both Paul Mitchell The School Chicago and Paul Mitchell The School Lombard are smoke-free campuses.
- 8 Stealing or taking school property or another's personal property is unacceptable and may lead to termination.
- 9 iPods and MP3 players are not allowed in the classroom or on the clinic classroom.

Late payments

If a student fails to make a scheduled tuition payment, the student will 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.

Learning Participation Guidelines

- ❶ Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable.
- ❷ Students will be expected to maintain an average of 75 percent on all theory exams and assignments.
- ❸ Students may not be released from required theory class to take a service guest.
- ❹ Only service desk personnel may schedule or change guest service appointments.
- ❺ All services must be checked and the service ticket initialed by an instructor.
- ❻ Students are expected to be continuously working on school-related projects or assignments. Reading or exam preparation should be done during scheduled times.
- ❼ Students will receive clock hours during the times they fully participate in their learning experience.
- ❽ When students are not scheduled with service reservations or are not scheduled to attend theory or a specialty class, they may focus on the following:
 - a. Completion of worksheets
 - b. Completion of all tallies
 - c. Performing a service on another student
- ❾ Students must comply with school personnel and instructor's assignments and requests as required by the curriculum and student guidelines and rules.
- ❿ Students may not perform hair, skin, or nail services outside of school unless authorized to do so by school administration. Conducting unauthorized hair, skin, or nail services outside of school will be reported to the state board and may result in your inability to receive a professional license.
- ⓫ Students are responsible for their own equipment and may use a station drawer only while working at that station. All equipment, tools, and personal items must be secured in their assigned locker. Paul Mitchell The School Chicago and Paul Mitchell The School Lombard are not responsible for any lost or stolen articles.
- ⓬ Parking is allowed in assigned parking areas only or cars may be towed at the owner's expense.
- ⓭ All worksheets are due upon reaching the specified hours on each worksheet.
- ⓮ If a student fails to complete a worksheet in entirety, the student will be placed on the Back on Track list and will remain on the list until the student has completed the worksheet
- ⓯ Milady Theory: Students will not be allowed in theory once the door is closed. The student will not receive theory credit during this time. If a student 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 student will be allowed to enter to receive credit for the remaining scheduled time in theory. Theory is a class required to graduate. Refer to the graduation requirements.

COACHING AND CORRECTIVE ACTION

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

The following actions may be inspected for noncompliance:

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

Corrective Action Steps

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

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

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

POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

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

❶ **Accommodation Procedures for Students with Disabilities**

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

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

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

The phrase *mental impairment* means any mental or psychological disorder, including but not limited to, mental retardation, organic brain syndrome, emotional or mental illness, specific learning disabilities, post-traumatic stress disorder, depression and bipolar 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 Chicago Campus is: Tara Amedio; ADA Compliance Coordinator; 1225 S. Halsted Street, Chicago, IL 60607; (312) 733-9285; taraj@chicago.paulmitchell.edu.

The person responsible for implementing these responsibilities at Paul Mitchell The School Lombard Campus is: Erin Cowan; ADA Compliance Coordinator; 106 Yorktown Center, Lombard, IL 60148; (630) 691-1111; erinc@lombard.paulmitchell.edu.

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

Procedures for Students and The School

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

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

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

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

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

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

Here are some examples:

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

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

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

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

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

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

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

Appeals by Students

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

When a student attending Paul Mitchell The School Chicago wishes to file an appeal, the student must notify Steve Cowan, James (Jim) Salerno, or Tara Amedio; School Directors; 1225 S. Halsted Street, Chicago, IL 60607; (312) 733-9285; stevec@chicago.paulmitchell.edu or jims@chicago.paulmitchell.edu or taraj@chicago.paulmitchell.edu.

When a student attending Paul Mitchell The School Lombard wishes to file an appeal, the student must notify Steve Cowan, James (Jim) Salerno, or Erin Cowan; School Directors; 106 Yorktown Center, Lombard, IL 60148; (630) 691-1111; stevec@chicago.paulmitchell.edu or jims@chicago.paulmitchell.edu or erinc@lombard.paulmitchell.edu.

The student must explain his/her reasons for disagreeing with the Coordinator's decision, or explain how the student's accommodation is not being implemented, and submit any relevant documentation.

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

When a student appeals a decision made by the Coordinator, the School Director will determine whether the Coordinator's decision should be revised or remain the same. If the decision is revised, the School 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 School Director will determine whether the accommodation is being fully implemented, and if it is not, ensure that the accommodation is implemented. The School 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 Chicago and Paul Mitchell The School Lombard are 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 e-mails, 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 Tara Amedio; School Director; 1225 S. Halsted Street, Chicago, IL 60607; (312) 733-9285; taraj@chicago.paulmitchell.edu

OR the complaint must be sent to Erin Cowan; School Director; 106 Yorktown Center, Lombard, IL 60148; (630) 691-1111; erinc@lombard.paulmitchell.edu

Investigation of the Complaint — When the School Director receives a written complaint, the School 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 School Director will discuss the allegations in the complaint with the student, and obtain any needed additional information from the student. The School Director will obtain from the student the names of any persons the student believes will have relevant information. The School Director will gather all information necessary to determine what took place. To do so, the School 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 School Director will interview persons that the student stated may have relevant information. The School Director will gather any relevant documents such as e-mails, student work, or instructor's records. During the investigation, the School 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 School 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 School 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 School Director at the conclusion of the investigation, and the reasons the School Director reached that determination. If the School 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 School 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 Tara Amedio; School Director; 1225 S. Halsted Street, Chicago, IL 60607; (312) 733-9285; taraj@chicago.paulmitchell.edu.

OR the appeal must be written and sent to Erin Cowan; School Director; 106 Yorktown Center, Lombard, IL 60148; (630) 691-1111; erinc@lombard.paulmitchell.edu.

The appeal must state the specific reasons that the student disagrees with the decision. Appeals must be filed no later than thirty days after the student receives the written decision from the School Director.

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

U.S. Department of Education

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

The OCR National Headquarters is located at:

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

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

STUDENT CONSUMER INFORMATION

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

This section compiled by the financial aid office staff attempts to meet the requirements.

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

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

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

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

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 noncitizen 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.

STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

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

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard's anti-harassment policy applies to all persons involved in the operation of Paul Mitchell The School Chicago and Paul Mitchell The School Lombard, and prohibits unlawful harassment by any employee of Paul Mitchell The School Chicago and Paul Mitchell The School Lombard, as well as students, customers, third parties, vendors or anyone who does business with Paul Mitchell The School Chicago and Paul Mitchell The School Lombard. 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 Chicago and Paul Mitchell The School Lombard does business engages in unlawful harassment or discrimination, Paul Mitchell The School Chicago 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 Chicago and Paul Mitchell The School Lombard, 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 Chicago and Paul Mitchell The School Lombard's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to Paul Mitchell The School Chicago and Paul Mitchell The School Lombard community through publications, Paul Mitchell The School Chicago and Paul Mitchell The School Lombard website, new employee orientations, student orientations, and other appropriate channels of communication. Paul Mitchell The School Chicago and Paul Mitchell The School Lombard will provide training to key staff members to enable Paul Mitchell The School Chicago and Paul Mitchell The School Lombard to handle any allegations of discrimination and harassment, including sexual harassment or sexual violence, promptly and effectively. Paul Mitchell The School Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard Owner if the complaint involves an employee. In order to facilitate the investigation, your complaint should include details of the incident or incidents, names of the individuals involved and names of any witnesses. A sex discrimination complaint should be filed within 180 days from the date of the alleged discriminatory incident. Upon receiving any report of discrimination, including harassment, regardless of the filing date or when the school receives notice, the school will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the student, and on others, if appropriate. All documentation pertaining to the complaint/grievance will be confidential. The complaint/grievance once received will be maintained in the student's and/or employee's permanent file, which has limited staff access, this includes verbal complaints.

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

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

Title IX Coordinator: Tara Amedio - Director 1225 S. Halsted St. Chicago, IL 60607 taraj@chicago.paulmitchell.edu 312-733-9285	School Owner: (for complaints involving employees) Steve Cowan 1225 S. Halsted St. Chicago, IL 60607 stevec@chicago.paulmitchell.edu 312-733-9285
Title IX Coordinator: Erin Cowan - Director 106 Yorktown Center Lombard, IL 60148 erinc@lombard.paulmitchell.edu 630-691-1111	School Owner: (for complaints involving employees) Steve Cowan 106 Yorktown Center Lombard, IL 60148 stevec@chicago.paulmitchell.edu 630-691-1111

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard's grievance procedures operate. Because complaints can also be filed with the School Owner, these employees also receive training on Paul Mitchell The School Chicago and Paul Mitchell The School Lombard's grievance procedures.

Investigation of Complaints

In response to all complaints, Paul Mitchell The School Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard took to eliminate the hostile environment, if Paul Mitchell The School Chicago and Paul Mitchell The School Lombard found one to exist, and prevent recurrence.

During the investigation, Paul Mitchell The School Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard will take steps to prevent the recurrence of any harassment or discrimination. Any employee determined by Paul Mitchell The School Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard's disciplinary process. To the extent that an employee or contract worker is not satisfied with Paul Mitchell The School Chicago and Paul Mitchell The School Lombard'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 Chicago and Paul Mitchell The School Lombard should make appropriate referrals to law enforcement. Paul Mitchell The School Chicago and Paul Mitchell The School Lombard will also notify complainants of the right to proceed with a criminal investigation and a Title IX complaint simultaneously.

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

Retaliation Prohibited

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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 Chicago and Paul Mitchell The School Lombard 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/>.

SEXUAL HARASSMENT POLICY

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

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

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

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

Sexual harassment may include but is not limited to:

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

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

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

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

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

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard are 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, is the property of Paul Mitchell The School Chicago and Paul Mitchell The School Lombard. 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 Chicago and Paul Mitchell The School Lombard, 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 for both academic and everyday pursuits. Along with these benefits come responsibilities. One of the most critical is conforming to the copyright laws governing music, movies, games, and software over the Internet. You must have the consent of the copyright holder to make copies.

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

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

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

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

SOCIAL NETWORKING POLICY

Paul Mitchell The School respects the rights of students to use social media during their personal time. Social media includes all forms of publicly accessible communications which include, but are not limited to, written and verbal communications (including podcast and video uploads) and all forms of electronic communication including discussion groups, forums, newsgroups, e-mail distribution, blog postings, and or social networking sites (such as Facebook, MySpace, Twitter, You Tube, Friendster, Instagram, Snapchat and any form of social media) . 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:

Illinois Department of Financial and Professional Regulation

320 West Washington
3rd Floor
Springfield, IL 62786
(217) 785-0800

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

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

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 the departments of cosmetology arts and sciences and massage therapy.

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

The campus crime report is provided to the each student prior to enrollment. The campus crime statistics are updated annually (each 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 grievance in written form. The grievance must be submitted within five (5) calendar days of the date the grievance occurred. The grievance may include any supporting documentation.

The grievance will then be referred to the school's management team, which consists of the School Campus Director, Education Leader, Admissions Leader, Operations Leader, and Financial Aid Leader. The school's management team will receive and attempt to resolve each grievance within fifteen (15) calendar days of receiving the written grievance. If additional information is required, a letter requesting the additional information will be sent to the student. If no further information is needed, the school's management team will determine a resolution and notify the student in writing within three (3) calendar days of the steps taken to correct the grievance or an explanation as to why no action was required.

Paul Mitchell The School Chicago and Paul Mitchell The School Lombard will maintain records of the grievance and response in accordance with the published record retention policy.

Upon request, the school will provide its annual Campus Security Safety Policy and Fire Safety Report, or a prospective student or prospective employee can visit the school's website at:

chicago.paulmitchell.edu/info/links

lombard.paulmitchell.edu/info/links

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Generally, schools must have written permission from the eligible student to release any information from a student's education record. The Family Educational Rights and Privacy Act will be available upon request.

CHICAGO CAMPUS ADMINISTRATION AS OF SEPTEMBER 2017

School Owners: U.P. Academy of Hair Design, Inc. (Steve and Terri Cowan / James and Tina Salerno)

School Directors: Steve Cowan, Jim Salerno, and Tara Amedio

Regional Admissions Leader: Cathy Cunico

Admissions Team: Krista Uppstad and Chelsea Migler

Marketing and Placement Leader: Ashley Cox

Financial Aid Leaders: Vanessa Shamon and Jazmin Colón

Guest Service Leader: Maggie Walsh

Education Leader: Megan Horner

Future Professional Advisor: Natalie Dalcamo

The Admissions and Financial Aid teams are responsible for the enrollment of the school.

School Faculty:

Vanessa Acosta: Learning Leader – Full Time

Aveda Institute Chicago Graduate: Cosmetology Certificate

John Amico School of Hair Design: Cosmetology Instructor Certificate

Licensed Cosmetology Instructor

License # 012.008813 Exp: 09/2018

Vanessa is one of the Clinic Classroom Leaders at Paul Mitchell the School Chicago.

Marco Castro: Learning Leader - Full Time

Paul Mitchell the School Tinley Park Graduate - Cosmetology Certificate

Larry's Barber College - Barber Certificate and Barber Instructor Certificate

Licensed Barber Instructor

License# 007.000647 Exp: 07/2017

Marco helps lead the Clinic Classroom at Paul Mitchell the School Chicago and specializes in Barbering.

Meghan Durkin: Learning Leader – Full Time

Aveda Institute Chicago Graduate: Cosmetology Certificate

Tricoci University of Beauty Culture- Chicago NW: Cosmetology Instructor Certificate

Licensed Cosmetology Instructor

License# 012.008762 Exp: 09/2018

Meghan is one of the Clinic Classroom Leaders at Paul Mitchell the School Chicago.

Christian Gaytan: Learning Leader - Part Time

Paul Mitchell the School Bradley Graduate - Cosmetology Certificate and Cosmetology Instructor Certificate

Licensed Cosmetology Instructor
License#:012.007314 Exp: 09/2018

Christian is one of the Cutting Specialists and Clinic Classroom Leaders at Paul Mitchell the School Chicago and teaches cutting class as a part of the Cosmetology program. He is also a part of Paul Mitchell Advanced Academy Team in Cutting.

Natalie Herrera: Learning Leader - Full Time

Paul Mitchell the School Chicago Graduate - Cosmetology Certificate and Cosmetology Instructor Certificate

Licensed Cosmetology Instructor
License#: 012.007808 Exp: 09/2018

Natalie is one of the Core Leaders and Clinic Classroom Leaders at Paul Mitchell the School Chicago. Natalie teaches the core program as a part of the Cosmetology program.

Megan Horner: Education Leader - Full Time

Paul Mitchell the School Chicago Graduate - Cosmetology Certificate and Cosmetology Instructor Certificate.

Licensed Cosmetology Instructor
License# 012.009630 Exp: 09/2018

Megan is the Education Leader at Paul Mitchell the School Chicago. Megan leads, inspects, and coaches the education team to ensure the curriculum is followed for the Cosmetology program.

Liza Kelly: Learning Leader - Full Time

Paul Mitchell the School Chicago Graduate - Cosmetology Certificate and Cosmetology Instructor Certificate.

Licensed Cosmetology Instructor
License# 012.008433 Exp: 09/2018

Liza is one of the Theory Leaders, Final Phase Leaders, Core Leaders, and Clinic Classroom Leaders at Paul Mitchell the School Chicago and teaches theory and final phase class as a part of the Cosmetology program.

Alia Lucero: Learning Leader - Full Time

Urban Academy Graduate – Cosmetology Certificate and Cosmetology Instructor Certificate

Licensed Cosmetology Instructor
License# 012.008758 Exp: 09/2018

Alia is one of the Theory and Final Phase Leaders and Clinic Classroom Leaders at Paul Mitchell the School Chicago and teaches theory and final phase as a part of the Cosmetology program.

Christian Meng: Learning Leader - Full Time

Hary S Truman College Graduate – Cosmetology Instructor Certificate

Licensed Cosmetology Instructor

License# 012.008759 Exp: 09/2018

Christian is one of the Clinic Classroom Leaders at Paul Mitchell the School Chicago.

Isabel Sandoval: Learning Leader - Full Time

Paul Mitchell the School Chicago Graduate - Cosmetology Certificate and Cosmetology Instructor Certificate.

Licensed Cosmetology Instructor

License#012.008679 Exp: 09/2018

Isabel is one of the Makeup Specialists and Clinic Classroom Leaders at Paul Mitchell the School Chicago. Isabel teaches makeup class as a part of the Cosmetology program.

Tangela Thomas: Learning Leader - Full Time

Pivot Point Academy Graduate - Cosmetology Instructor Certificate.

Licensed Cosmetology Instructor

License# 012.008140 Exp: 09/2018

Tangela is one of the Core Specialists at Paul Mitchell the School Chicago. Tangela teaches Core class as a part of the Cosmetology program.

Larisa Thompson: Learning Leader - Full Time

G Skin and Beauty Institute Graduate - Cosmetology Instructor Certificate

Licensed Cosmetology Instructor

License# 012.008287 Exp: 09/2018

Larisa is one of the Texture Specialists, Cutting Specialists, and Clinic Classroom Leaders at Paul Mitchell the School Chicago. Larisa teaches texture and cutting class as a part of the Cosmetology program.

Katie Ziebell: Learning Leader - Full Time

Paul Mitchell the School Tinley Park Graduate - Cosmetology Certificate and Cosmetology Instructor Certificate

Licensed Cosmetology Instructor

License# 012.007500 Exp: 09/2018

Katie is one of the Texture Specialists and Clinic Classroom Leader at Paul Mitchell the School Chicago. Katie teaches texture class as a part of the Cosmetology program.

Edwin Zanoletti - Learning Leader - Full Time

Excel Beauty Academy Merrillville Graduate - Cosmetology Instructor Certificate

Licensed Cosmetology Instructor

License #: 012.008327 Exp: 09/2018

Edwin is the day school Phase Two Clinic Classroom Specialist as well as one of the Cutting Specialists at Paul Mitchell the School Chicago and teaches cutting class as a part of the Cosmetology program.

LOMBARD CAMPUS ADMINISTRATION AS OF SEPTEMBER 2017

School Owners: U.P. Academy of Hair Design, Inc. (Steve and Terri Cowan / James and Tina Salerno)

School Directors: Steve Cowan, Jim Salerno, and Erin Cowan

Regional Admissions Leader: Cathy Cunico

Admissions Team: Candice Sarno-Kowal

Marketing and Placement Leader: Jackie Bush

Financial Aid Leader: Cheri Bradica and Elena Flores

Operations Leader: Elena Flores

Guest Service Leader: Katie Kathro

Future Professional Advisor: Dayna Locaciato

Education Leader: Kate Sullivan

Regional Compliance and Logistics: Megan Mochel

The Admissions and Financial Aid teams are responsible for the enrollment of the school.

School Faculty:

Cecilia Vasquez: Learning Leader - Full Time

Paul Mitchell the School Chicago Graduate - Cosmetology Certificate and Cosmetology Instructor Certificate.

Licensed Cosmetology Instructor
License# 012.008076 Exp: 09/2018

Cecilia is one of the Color Specialists and Makeup Specialists who teaches color and makeup classes as a part of the Cosmetology program. Cecilia also is one of the Phase Two Clinic Classroom Specialists at Paul Mitchell the School Lombard.

Corie Woods: Learning Leader - Full Time

Professional's Choice Hair Design Academy Graduate - Cosmetology Certificate
Empire Beauty School Graduate - Cosmetology Instructor Certificate

Licensed Cosmetology Instructor
License#012.007598 Exp: 09/2018

Corie is the Final Phase Leader and one of the Texture Specialists, and Clinic Classroom Leaders at Paul Mitchell the School Lombard. Corie teaches final phase, and texture class as a part of the Cosmetology program.

Danielle Woods: Learning Leader - Full Time

Regency Beauty Institute Graduate - Cosmetology Certificate
Empire Beauty School Graduate - Cosmetology Instructor Certificate

Licensed Cosmetology Instructor
License#012.008462 Exp: 09/2018

Danielle is one of the Core Specialists and Clinic Classroom Leaders at Paul Michell the School Lombard. Danielle teaches the core program as a part of the Cosmetology program.

Brooke Malinowski: Learning Leader - Full Time

Pivot Point Academy Graduate - Cosmetology Certificate
Paul Mitchell the School Lombard - Cosmetology Instructor Certificate

Licensed Cosmetology Instructor
License#012.008472 Exp: 09/2018

Brooke is one of the Makeup Specialists and Clinic Classroom Leaders at Paul Mitchell the School Lombard. Brooke teaches makeup class as a part of the Cosmetology program.

Christine Morin: Learning Leader Part Time

Paul Mitchell the School Tinley Park Graduate – Cosmetology Certificate
Paul Mitchell the School Lombard Graduate – Cosmetology Instructor Certificate

Licensed Cosmetology Instructor
License # 012.008390 Exp: 09/2018

Christine is one of the Clinic Classroom Leaders at Paul Mitchell the School Lombard

Mandy Colabuono: Learning Leader - Full Time

Empire Beauty School Graduate - Cosmetology Certificate and Cosmetology Instructor Certificate

Licensed Cosmetology Instructor
License# 012.008130 Exp: 09/2018

Mandy is one of the Color Specialists, and Clinic Classroom Leaders at Paul Mitchell the School Lombard. Mandy teaches color class as a part of the Cosmetology program.

Katherine Autry: Learning Leader - Full Time

Pivot Point Academy Graduate - Cosmetology Certificate.
Empire Beauty School Graduate - Cosmetology Instructor Certificate.

Licensed Cosmetology Instructor
License#012.008193 Exp: 09/2018

Katherine is one of the Cutting Specialists and Clinic Classroom Leaders at Paul Mitchell the School Lombard and teaches cutting class as a part of the Cosmetology program.

Kelly Thomas: Learning Leader - Full Time

Paul Mitchell the School Lombard Graduate - Cosmetology Certificate and Cosmetology Instructor Certificate

Licensed Cosmetology Instructor
License#012.008667 Exp: 09/2018

Kelly is the Theory Leader and Clinic Classroom Leaders at Paul Mitchell the School Lombard. Kelly teaches Theory as a part of the Cosmetology program.

Ivelisse Lopez: Learning Leader - Part Time

Empire Beauty School Graduate - Cosmetology Certificate

Tricoci University of Beauty Culture Graduate - Cosmetology Instructor Certificate

Licensed Cosmetology Instructor

License#012.008395 Exp: 09/2018

Ivelisse is one of the Core Specialists and Clinic Classroom Leaders at Paul Mitchell the School Lombard. Ivelisse teaches the core program as a part of the Cosmetology program.

Marco Castro: Learning Leader - Full Time

Paul Mitchell the School Tinley Park Graduate - Cosmetology Certificate

Larry's Barber College - Barber Certificate and Barber Instructor Certificate

Licensed Barber Instructor

License# 007.000647 Exp: 07/2017

Marco helps lead the Clinic Classroom at Paul Mitchell the School Lombard and specializes in Barbering.

Kate Sullivan: Education Leader - Full Time

Trend Setters College of Cosmetology School a Paul Mitchell Partner School Graduate – Cosmetology Instructor Certificate

Licensed Cosmetology Instructor

License# 012.006910 Exp: 09/2018

Kate is the Education Leader at Paul Mitchell the School Chicago. Kate leads, inspects, and coaches the education team to ensure the curriculum is followed for the Cosmetology program.