

2018 CATALOG

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

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MISSION STATEMENT

Our Mission at Paul Mitchell The School Tinley Park is to stand for excellence. We believe that education is an adventure and that the learning experience needs to be fun. Future Professionals will be greeted by a facility and staff that are truly exceptional. Future Professionals will experience a positive learning environment throughout the school, where diversity is embraced and people come first.

We are committed to preparing our Future Professionals with a solid understanding of the arts and sciences of Cosmetology. We train our Future Professionals to do more than just pass the state board exam. We mentor them in achieving their goals on schedule combined with skills to succeed in the salon, the spa, in business, and life.

SCHOOL FACILITIES

Our cosmetology program offers the challenge of a very stimulating and rewarding career. Paul Mitchell The School Tinley Park is fully equipped to meet all of the demands of modern hair designing, while at the same time providing a high-tech atmosphere and attitude for progressive personal development. The facility includes student lounge and lockers, client reception and work areas, management offices, private classrooms, workstations, lockers and equipment.

Paul Mitchell The School Tinley Park has more than 14,817 square feet of floor space that meets all the specifications and requirements as set forth by the Department Financial and Professional Regulation of the State of Illinois. There are classrooms for theory and practical study along with a clinic laboratory with modern equipment and atmosphere.

Paul Mitchell The School Tinley Park is one level and has curbside wheelchair access on both entrances. Handicap stalls in both the men's and women's restrooms with accessible sinks. There is a drinking fountain that is handicap accessible. The hallways and doors are wide enough for wheel chairs. All tables accommodate wheel chairs.

ADMINISTRATION/OWNERSHIP

Trend Setters Inc., LLC dba Paul Mitchell The School Tinley Park, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC.

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

Cosmetology: Standard Occupational Classification (SOC 39-5012.00):

Classification of Instructional Programs (CIP 12.0401)

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

**Students will be prepared for an entry level cosmetologist position.*

Barber: SOC 39-5011; CIP Code 12.0402

The curriculum involves 1500 hours to satisfy State of Illinois state requirements. The program includes extensive instruction and practical experience in men's cutting, hair coloring, perming, men's grooming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, and business ethics, as well as sanitation, state laws and regulations, salon-type administration, and job interviewing.

**Students are prepared to be an entry level barber.*

Esthetics: SOC 39-5094.00, CIP Code 12.0409:

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

**Students will be prepared for an entry level esthetician position.*

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

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 is to assist with helping the student pass the cosmetology state board written and practical exams.

**Students will be prepared for an entry level cosmetologist position.*

Teacher Training: Standard Occupational Classification (SOC 25-1194.00, CIP Code 12.0413):

The curriculum involves 1000 hours to satisfy Illinois State requirements. The course includes extensive instructional experience in Professional Practices, Teaching Techniques, Communication, Coaching, Servicing, Salon Management, Student Teaching and Game Planning.

**Students will be prepared for an entry level cosmetologist instructor position.*

Barber Teacher Training: Standard Occupational Classification (SOC 25-1194.00, CIP Code 12.0413):

The curriculum involves 1000 hours to satisfy Illinois State requirements. The course includes extensive instructional experience in Professional Practices, Teaching Techniques, Communication, Coaching, Servicing, Salon Management, Student Teaching and Game Planning.

**Students will be prepared for an entry level barber teacher position.*

Barber Teacher Training: Standard Occupational Classification (SOC 25-1194.00, CIP Code 12.0413):

The curriculum involves 500 hours (3 years of experience) to satisfy Illinois State requirements. The course includes extensive instructional experience in Professional Practices, Teaching Techniques, Communication, Coaching, Servicing, Salon Management, Student Teaching and Game Planning.

**Students will be prepared for an entry level barber teacher position.*

Esthetics Teacher: Standard Occupational Classification (SOC 25-1194.00, CIP Code 12.0413):

The curriculum involves 750 hours to satisfy Illinois State requirements. The course includes extensive instructional experience in Professional Practices, Teaching Techniques, Communication, Coaching, Servicing, Salon Management, Student Teaching and Game Planning.

**Students will be prepared for an entry level esthetics teacher position.*

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

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

PARKING

Tinley Park Student's must abide by local (city and/or landlord) parking rules, which are announced during orientation. Paul Mitchell The School Tinley Park will not be responsible for parking violations and/or towing fees. Students must not park in the front parking lot or neighboring business. Students may park on the North or South side of the building.

NONDISCRIMINATION

Paul Mitchell The School Tinley Park, in its admission, instruction, and graduation policies and practices, does not discriminate on the basis of sex, race, religion, age, ethnic origin, color, disability, sexual orientation, or ancestry. The school does not allow or tolerate discrimination of any kind, bullying, harassment, or hazing of any sort. If any student or team member experiences or witnesses anyone being bullied, harassed, or hazed in any way, he or she is required to report the matter to the school's director Rene Kulacz in person or by calling (708) 478-6907, or by mail at 18454 West Creek Drive, Tinley Park, IL 60477 immediately so appropriate action can be taken.

ADMISSION REQUIREMENTS

Paul Mitchell The School Tinley Park admits as regular students those who are high school graduates, or holders of high school graduation equivalency certificates (GED). Paul Mitchell The School Tinley Park does not accept Ability-To-Benefit (ATB) students.

ADMISSIONS 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 the school.
- ❷ **Submit an Application Fee:** Action will not be taken on admission until a non-refundable application fee of \$100.00 is received. Please send the application fee in the form of a check or money order, payable to Paul Mitchell The School Tinley Park. This fee is not included in the cost of tuition. In extraordinary circumstances, the school may waive the application fee for students that transfer from a school that has suddenly closed without notice.
- ❸ **Submit Two (2) Photos:** The photos should be a recent head and shoulder shot of the applicant and passport size.
- ❹ **Personal Interview:** Applicant must complete a personal interview with the admission's Team prior to registration.
- ❺ **Provide Verification Documents:** Copies of your high school diploma, high school transcripts**, an academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit towards a bachelor's degree, or High School Equivalency diploma or official High School Equivalency diploma test scores. We are required to verify that your proof of education is from a valid high school or High School Equivalency diploma or official High School Equivalency diploma test scores, if it is determined that the diploma or High School Equivalency Certificate is not valid the applicant will be denied admission to the school.

* 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.

- ⑥ **Submit copy of your Driver's License or Birth Certificate:** The applicant should submit a copy of a current driver's license or birth certificate.
- ⑦ **Teacher Training Documents:** A student wishing to enroll in the teacher training program must meet the above requirements as well as provide proof of holding a valid and current Illinois cosmetology (practitioner's) license or submitted an application for licensure.
- ⑦ **Esthetics Teacher Documents:** A student wishing to enroll in the esthetics teacher program must meet the above requirements as well as provide proof of holding a valid and current Illinois esthetics (practitioner's) license or submitted an application for licensure.
- ⑧ **1000 Barber Teacher Training Documents:** A student wishing to enroll in the 1000 barber teacher training program must meet the above requirements as well as provide proof of holding a valid and current Illinois barber (practitioner's) license or submitted an application for licensure.
- ⑨ **500 Barber Teacher Training Documents:** A student wishing to enroll in the 500 hour barber teacher training program must meet the above requirements as well as provide proof of holding a valid and current Illinois barber (practitioner's) license and 3 years of experience.
- ⑩ **Refresher Course (Cosmetology only):** A student wishing to enroll in the refresher course must meet requirements one through six as well as submit proof that they failed the stateboard cosmetology examination three (3) times.

****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.

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

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

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

ACCEPTANCE

After a prospect has completed the enrollment application process, the enrollment team and director reviews each applicant and his or her required admissions materials including the written entrance essay and personal interview to determine acceptance. Upon the decision of the enrollment team and director, the applicant receives written notification of acceptance or denial. Note: All applicants must go through the entire enrollment application process (detailed in the enrollment application) which includes re-entry students (withdrawals) and transfer students.

REENTRY STUDENTS

- ❶ Outstanding tuition, fee, and overtime expenses must be paid in advance or the student must make satisfactory arrangements with the Financial Aid Leader.
- ❷ Previous tuition payments will be credited to the student's balance.
- ❸ Because tuition fees and costs are subject to change, reentering students will be contracted according to the current tuition costs and will be required to pay any additional fees if applicable.
- ❹ Pay a \$100 re entry 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 Tinley Park 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 they can meet the school's minimum attendance and academic requirements for Satisfactory Academic Progress. The student will then be evaluated for Satisfactory Academic Progress at the next scheduled evaluation period to determine their new status. Students who fail to meet the minimum attendance and academic requirements for that 30-day evaluation period may be terminated. Students who re-enter the program are placed in the same Satisfactory Academic Progress standing as when they left. If a reenrolling student has previously used all of their excused absences provided under their original contract, the student will not receive any additional time for excused absences under the new reenrollment contract.

Students who withdraw from the course are required to empty their student 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 the school.

TRANSFER STUDENTS

Paul Mitchell The School Tinley Park only accepts transfer students from another Paul Mitchell School.

Students wishing to transfer to Paul Mitchell The School Tinley Park must submit a notarized transcript listing the hours earned before hours will be accepted. Students wishing to transfer to Paul Mitchell The School Tinley Park from an out-of-state cosmetology school must provide verification from the appropriate licensing authority documenting that the out-of-state school is licensed in that state.

Paul Mitchell The School Tinley Park does not accept transfer students in the teacher training, esthetics teacher training program, 1000 and 500-hr barbering teacher training program, nail technician or the refresher course (Cosmetology only).

Students wishing to transfer to Paul Mitchell The School Tinley Park barbering program must submit a notarized transcript listing the hours earned before hours will be accepted. A maximum of 1000 hours will be accepted; all transfer students must attend a minimum of 500 hours at Paul Mitchell The School Tinley Park, to obtain the Paul Mitchell culture and educational program .

The cost for Paul Mitchell The School Tinley Park **barbering transfer students** is \$13.38 per hour, this does not include the cost of a complete and current Paul Mitchell student kit.

Paul Mitchell The School Tinley Park will accept transfer hours from other Paul Mitchell School based on a practical test given before contract signing. A kit inspection is required. If a transfer student does not have a complete Paul Mitchell student kit, a complete kit must be purchased from the school.

Transfer students must hold a 90% attendance rate and 90% GPA from the previous Paul Mitchell School for hours to be transferred. All hours will be accepted if transferring from another Paul Mitchell School, provided the above attendance and GPA rates are met.

Paul Mitchell The School Tinley Park **cosmetology transfer students** is \$13.38 per hour, and \$18.06 per hours for **esthetics transfer students**, this does not include the cost of a complete and current Paul Mitchell student kit.

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

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

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

TRANSFER BETWEEN BRADLEY AND TINLEY PARK CAMPUS'

A student may request a 1 (one) time transfer from one campus to another by completing a transfer of campus location form and must receive approval of transfer from the management team. The student must currently be meeting academic and attendance standards and be up to date on all practical and theory assessments at the current campus.

Students transferring from Paul Mitchell The School Tinley Park to Paul Mitchell The School Bradley current tuition fees and outstanding balances will transfer with the student to Paul Mitchell The School Bradley.

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 State Board of Cosmetology to deny licensure. The State Board of Cosmetology may deny licensure on the grounds that the applicant knowingly made a false statement of fact required to be revealed in the application for such license. Students who are not U.S. citizens or who do not have documented authority to work in the United States will not be eligible to apply to take the state licensure examination. Paul Mitchell The School Bradley and Paul Mitchell The School Tinley Park is not responsible for students denied licensure.

ENROLLMENT INFORMATION

- ❶ **Enrollment periods:** Paul Mitchell The School Tinley Park usually begins classes monthly. Please refer to the tuition and registration schedule supplement or contact the school for exact starting dates.
- ❷ **Holidays and school closures:** Paul Mitchell The School Tinley Park observes the following holidays: New Year's Day, the week of July 4, Thanksgiving, Christmas Eve through New Year's Day, Memorial Day and Labor Day. Extra days surrounded those holidays could be added. These dates are determined according to the calendar each year. Additional holidays may be added to the schedule at the discretion of school administration. The school is open for business unless there is a declared State of Emergency. In the event of inclement weather or school closings due to extenuating circumstances, students should call (708) 478-6907 or visit tinleypark.paulmitchell.edu. *Unexpected closures and snow days will be announced on our web sites and campus phones messages.*
- ❸ **Enrollment contract:** Paul Mitchell The School Tinley Park clearly outlines the obligation of both the school and the student in this contract. A copy of the enrollment contract and information covering costs and payment plans will be furnished to the student before the beginning of class attendance.
- ❹ **Payment schedule:** Paul Mitchell The School Tinley Park offers a variety of monthly financial payment schedules. See the Paul Mitchell The School Tinley Park's Financial Aid Leader for details.

EDUCATION GOALS

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

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

COST OF TUITION AND SUPPLIES

Because of inflationary cycles, and because equipment change must occasionally be made in order to remain current, Paul Mitchell The School Tinley Park reserves the right for the following tuition information is subject to change.

TUITION - Cosmetology (1,500)

Tuition	\$20,064.00
Kit, Equipment, Textbook, Supplies (<i>nonrefundable</i>)	3,165.00
Sales Tax (<i>nonrefundable</i>)	245.28
Application Fee (<i>nonrefundable</i>)	100.00
TOTAL COSTS	\$23,574.28

TUITION - Barber (1,500)

Tuition	\$20,064.00
Kit, Equipment, Textbook, Supplies (<i>nonrefundable</i>)	2,165.00
Sales Tax (<i>nonrefundable</i>)	167.78
Application Fee (<i>nonrefundable</i>)	100.00
TOTAL COSTS	\$22,496.78

TUITION – Esthetics (750 hours)

Tuition	\$13,550.00
Kit, Equipment, Textbook, Supplies (<i>nonrefundable</i>)	2,400.00
Sales Tax (<i>nonrefundable</i>)	186.00
Application Fee (<i>nonrefundable</i>)	100.00
TOTAL COSTS	\$16,236.00

TUITION – Refresher Course (Cosmetology only) (250 hours)

Tuition	\$4,000.00
Application Fee (<i>nonrefundable</i>)	<u>100.00</u>
TOTAL COSTS	\$4,100.00

TUITION – Teacher Training (1,000 hours) and Esthetics Teacher (750 hours)

Tuition	\$7,750.00
Books (<i>nonrefundable</i>)	700.00
Sales Tax on Books (<i>nonrefundable</i>)	54.25
Application Fee (<i>nonrefundable</i>)	<u>100.00</u>
TOTAL COSTS	\$8,604.25

TUITION – Barber Teacher Training (1,000 hours)

Tuition	\$7,850.00
Application Fee (<i>nonrefundable</i>)	<u>100.00</u>
TOTAL COSTS	\$7,950.00

TUITION – Barber Teacher Training (500 hours with 3 year of experience)

Tuition	\$7,850.00
Application Fee (<i>nonrefundable</i>)	<u>100.00</u>
TOTAL COSTS	\$7,950.00

A \$300.00 kit and Equipment Deposit and the \$100.00 application fee is REQUIRED PRIOR TO THE FIRST DAY OF CLASS.

The school may, at its option and without notice, prevent the student from attending class until the applicable unpaid balance is satisfied. The tuition may be paid by check, money order, credit card or through financial aid which is defined as assistance that the student has been or will be awarded from Federal, Institutional or other scholarship, grant or loan programs. Payments may be arranged with the school. Each student is given a receipt each time any type of payment is made. Awards of Title IV federal assistance received by a student will apply first to tuition owed and then to the student for education related expenses. All financial aid disbursements will be made in accordance with the federal regulations and guidelines. Paul Mitchell The School Tinley Park offers a variety of ways to pay for tuition; check and credit card. Our Financial Aid Officers will help assist students in finding the best payment option for the student and school to meet the cost requirements.

Financial aid is available to those who qualify.

SCHOLARSHIP/FEE WAIVER POLICY

Paul Mitchell The School Tinley Park offers limited scholarships to those who qualify. To determine eligibility for a full or partial scholarship, the applicant must complete a financial aid application and provide any other information requested. Scholarships are approved and awarded based on the individuals' need, ability to excel, personal desire, and interview results.

Paul Mitchell The School Tinley Park also offers a Michelle L. Bruckman Daymaker Scholarship for high school seniors applying for admission into the school or any applicant who has a mentor in the beauty industry who feels that the applicant would be an asset to the industry. The applicant must meet the requirements set forth in the scholarship to qualify. This scholarship will be applied directly toward tuition upon completion of program. The student must remain in satisfactory progress for the duration of the time enrolled in the program to remain eligible for the scholarship.

FUNDING ASSISTANCE AVAILABLE *for those that qualify*

- **PELL GRANTS:** Federal Pell Grants range in award amounts from a minimum of \$626.00 to approximately \$5,775.00 per academic year. The size of the award depends upon the actual cost of attendance at the institution. The student must meet the institutions satisfactory academic progress requirements in order to remain eligible for Pell Grant disbursements. Awards are primarily determined by the student's family income and size as well as the cost of attendance at the institution.
- **FEDERAL DIRECT STUDENT LOANS:** Future Professionals who demonstrate financial need and is enrolled at least half time in an eligible program may apply for a Student Loan. The borrowers' repayment begins six months after the student graduates, withdraws, or drops below half time enrollment status. Students that do not qualify for interest subsidies under this program or who qualify only for partial annual loan limits and need additional assistance may apply for an unsubsidized loan.
- **DORS:** Department Of Rehabilitation Services information is available in the financial aid office.
- **FINANCIAL AID FUTURE PROFESSIONALS IN VERIFICATION:** Students in verification need to submit the following items within 30 days of notice: Student's and parent's tax transcripts, Verification Worksheet (available in the Financial Aid office), Low Income statement, and any other supporting documents.

For more information regarding financial assistance, how to obtain application, etc., students should contact the financial aid office.

CONSTITUTION DAY

Paul Mitchell The School Tinley Park celebrates Constitution Day on or near September 17 of each year. For more information visit www.constitutionday.com

VOTER REGISTRATION

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

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

2018 CLASS START DATES

Cosmetology	
DAY SCHOOL:	January 24, April 4, June 13, August 8, September 26, November 7
NIGHT SCHOOL:	January 22, June 11, September 24

Barber	
DAY SCHOOL:	January 24, April 4, June 13, August 8, September 26, November 7
NIGHT SCHOOL:	January 22, June 11, September 24

Esthetics	
DAY SCHOOL:	January 24, April 18, August 22, November 7
NIGHT SCHOOL	April 17, November 6

Refresher Course (Cosmetology only)	
DAY AND NIGHT SCHOOL:	<i>Please see admissions leader for specific start dates.</i>

Teacher Training, Esthetics Teacher, and Barber Teacher Training (500/1000 hours)	
DAY AND NIGHT SCHOOL:	<i>Please see admissions leader for specific start dates.</i>

2018 GRADUATION DATES

March 30	June 29	September 28	November 7
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SCHEDULE CHANGE FOR BOTH LOCATIONS

During the course of enrollment if the student wishes to change their scheduled the student will be charge \$100.00 for each schedule change.

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 Tinley Park.

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

TERMINATION POLICY

Paul Mitchell The School Tinley Park may terminate a student's enrollment for immoral and/or improper conduct, receiving seven (7) coaching sessions, failing to comply with educational requirements, and/or the terms as agreed upon within the enrollment contract. For more information refer to the school Future Professional Advisory. The student will be charged an administrative termination fee of \$100.00. Any items left behind by the student will be stored for 60 days, at which time they become Paul Mitchell The School Tinley Park's property.

COSMETOLOGY COURSE OVERVIEW

Course Hours: 1500 clock hours

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

- ① **Pre-clinical Classroom Instruction:** The first 150 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- ② **Clinic Classroom Learning Experience:** The remaining 1350 hours are spent in the clinic area where practical experience is gained.

COSMETOLOGY COURSE OUTLINE

The program is divided into seven (7) designations:

- ① **Basic Training:** The first 150 hours of classroom instruction are in general theory and practical application in the following subject areas: tools and their use, shampoo, understanding chemicals and their use, types of hair, sanitation, hygiene, skin diseases and conditions, anatomy and physiology, electricity, ethics, nail technology and esthetics.
- ② **Practical Chemical Application/Hair Treatment:** 360 hours of instruction are a combination of classroom instruction and hands-on training in the following subject areas: chemical safety, permanent waving, hair coloring, tinting and bleaching, hair relaxing, hair and scalp conditioning, shampooing, toning and rinsing.
- ③ **Hair Styling/Hair Dressing:** 385 hours of instruction are in hair styling with a combination of classroom instruction and hands-on learning experiences in the following subject areas: cutting, thinning, shaping, trimming, application of electrical/mechanical equipment, curling, hair treatments and marcelling.
- ④ **Shop Management, Sanitation and Interpersonal Relations:** 200 hours of classroom instruction are in the following subject areas: labor law, workers' compensation, client relations, bookkeeping, marketing and merchandising, emergency first aid, right-to-know laws, pertinent state and local laws and rules, business ethics, sanitation, electrical devices, personal grooming and hygiene.
- ⑤ **Creative Curriculum:** During your last 250 hours you will spend your time at Paul Mitchell The School Tinley Park in "high gear" by dressing, acting and working like a true professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future beauty industry career.
- ⑥ **Esthetics:** A total of 75 hours of esthetics instruction are provided.
- ⑦ **Nail Technology:** A total of 45 hours of instruction in nail technology are provided.
- ⑧ **Electives:** A total of 35 hours in student electives are provided.

BARBER COURSE OVERVIEW

Course Hours: 1500 clock hours

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

- ① **Pre-clinical Classroom Instruction:** The first 300 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- ② **Clinic Classroom Learning Experience:** The remaining 1200 hours are spent in the clinic area where practical experience is gained.

BARBER COURSE OUTLINE

Your time at Paul Mitchell The School Tinley Park in the barber program will be divided into seven designations:

- ① **Core Curriculum:** An orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in cutting, coloring, permanent waving, and chemical texture services.
- ② **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. Your time spent as a Protégé prepares you for the clinic experience.
- ③ **Clinic Learning Experience:** Your clinic floor time will be guided with individual attention and group learning experiences using workshops, worksheets, and periodic tests developed specifically for this monitoring progress. This is when you begin working on paying clients in the clinic floor area.
- ④ **Classroom Learning Experience:** Your classroom time is divided into four (4) areas: cutting, coloring, texture, and shaving. Each area has a specialist in the field who conducts the different elective classes once a week; these may include guest artists, retail, motivation, self-improvement.
- ⑤ **Adaptive Curriculum:** During this part of the program you will enter a new phase of classroom workshops coupled with challenging practical services designed to continue building you into a confident designer.
- ⑥ **Creative Curriculum:** You will spend your second half of the program at Paul Mitchell The School Tinley Park in "high gear" by dressing, acting, and working like a true professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future salon career.
- ⑦ **Final Phase Curriculum:** You will spend your final portion understanding and preparing to take your state board practical and written exams. Classroom learning will help you to understand management and interpersonal skills, resume writing and interviewing, along with hands on practice on the clinic classroom.

ESTHETICS COURSE OVERVIEW

Course Hours: 750 clock hours

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

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

ESTHETICS COURSE OUTLINE

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

- ❶ **Core Curriculum:** This 190-hour time period is dedicated to exploring foundational knowledge and basic esthetics facial, hair removal, and makeup procedures. You will receive individual attention in practical workshops, and you will complete monthly worksheets and periodic tests throughout the course. This is an intense and exciting portion of your experience.
- ❷ **Clinic Learning Experience:** You will enter a new phase of elective classroom workshops coupled with challenging practical services that will continue to build you into a confident skin care therapist.
- ❸ **Classroom Learning Experience:** During this phase of your learning, you will be introduced to guest speakers, prescriptive selling, motivation, self-improvement, body treatments, and emerging technologies. You will use your own technical and therapeutic abilities, coupled with the assistance of Learning Leaders, to provide service to guests. You will make discoveries and learn relationship-building skills that will ensure your success in this exciting, diverse field.
- ❹ **Creative Curriculum:** You will dress, act, and work like a true professional. You will use your own technical and therapeutic abilities, coupled with the assistance of Paul Mitchell The School Tinley Park Learning Leaders, to prepare for your future beauty industry career.

REFRESHER COURSE (COSMETOLOGY ONLY) OVERVIEW

Course Hours: 250 clock hours

This course is designed to assist students who are required by the State of Illinois who have failed the state practical and written exam three (3) times, to gain additional hours of education in order to re-take the exam. The course is divided into two designations:

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

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

REFRESHER COURSE (COSMETOLOGY ONLY) OUTLINE

Your time in the Paul Mitchell The School Tinley Park refresher course will be divided into two designations:

- ❶ **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.
- ❷ **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.

TEACHER TRAINING COURSE OVERVIEW

Course Hours: 1000 clock hours

The course is divided into pre-clinical instruction and clinical service learning experiences. The primary purpose of the cosmetology instructor course is to train students in the basic manipulative skills, safety judgments, proper work habits and desirable attitudes and ethics necessary to pass the State Board examination and for competency in job entry level positions in instructing cosmetology or related fields.

TEACHER TRAINING COURSE OUTLINE

Your time in the Paul Mitchell The School Tinley Park teacher training course will be divided into two designations:

- ❶ **Psychology and Methodology:** These classes focus on the theory of teaching, using *Milady's Master Educator* textbook, including weekly tests.
- ❷ **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.
- ❸ **Objectives:** Upon completion of the course requirements, the determined graduate will be able to:
 - Project a positive attitude and a sense of personal integrity and self confidence.
 - Practice proper grooming and effective communications skills and visual poise.
 - Understand employer-employee relationships and respect the need to deliver worthy service for value received.
 - Perform the basic skills necessary for teaching including writing lesson plans, performing demonstrations, directing Future Professionals projects, using library resources and audio-visual aids, supervising lab floor operations.
 - Perform the basic analytical skills to determine proper makeup, hairstyle, wardrobe style and color application for the client's total image.
 - Apply the theory, technical information and related matter to assure sound judgments, decisions, and procedures.

To ensure continued career success, the graduate will continue to learn new and current information related to techniques, trends, fashions, and methods for career development in cosmetology and related fields.

- ❹ An approved school that intends to provide teacher training must utilize a teacher program that includes a minimum of 1000 clock hours or a 34 credit-hour equivalency (1 credit hour equals 30 clock hours) of instruction as noted below.
- ❺ 500 hours of Post-Graduate School Training that includes all subjects in the basic cosmetology curriculum in Section 1175.530, including theory and practice. Presentation of material must include the concepts that are intended to be taught and the skills to be acquired during the various phases of basic education.
- ❻ 20 hours of Educational Psychology that shall include, but not be limited to, topics in educational objectives, student characteristics and development, the learning process and an evaluation of learning that relates to teaching. These hours shall be waived on behalf of cosmetology teacher students who have completed a course in Educational Psychology at an accredited college or university.
- ❼ 20 hours of Teaching Methods (Theory) that shall include, but not be limited to, topics in individual differences in learning, lesson planning and design, lesson delivery, assessment of learning performance, classroom management, student motivation and classroom climate. These hours shall be waived on behalf of cosmetology teacher students who have completed a course in Teaching Methods-Secondary Level at an accredited college or university.

- ⑧ 150 hours of Application of Teaching Methods that include preparation and organization of subject matter to be presented on a unit by unit basis and presentation of subject matter through application of varied methods (lecture, demonstration, testing and assignments). Presentations must provide teaching objectives to be accomplished and correlate theoretical with practical application.
- ⑨ 50 hours of Business Methods that include inventory, record keeping, interviewing, supplies, the Illinois Barber, Cosmetology, Esthetics, and Nail Technology Act of 1985 and 68 Ill. Adm. Code 1175.
- ⑩ 260 hours of Student Teaching under the on-site supervision of an Illinois licensed teacher. The student teacher shall present theoretical and practical demonstrations to students in the basic curriculum.

BARBER TEACHER TRAINING COURSE OVERVIEW

Course Hours: 1000 clock hours

The course is divided into pre-clinical instruction and clinical service learning experiences. The primary purpose of the barber teacher training course is to train students in the basic manipulative skills, safety judgments, proper work habits and desirable attitudes and ethics necessary to pass the State Board examination and for competency in job entry level positions in instructing cosmetology or related fields.

BARBER TEACHER TRAINING COURSE OUTLINE

Your time in the Paul Mitchell The School Tinley Park barber teacher training course will be divided into three designations:

- ① **Psychology and Methodology:** These classes focus on the theory of teaching, using *Milady's Master Educator* textbook, including weekly tests.
- ② **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.
- ③ **Objectives:** Upon completion of the course requirements, the determined graduate will be able to:
 - Project a positive attitude and a sense of personal integrity and self confidence.
 - Practice proper grooming and effective communications skills and visual poise.
 - Understand employer-employee relationships and respect the need to deliver worthy service for value received.
 - Perform the basic skills necessary for teaching including writing lesson plans, performing demonstrations, directing Future Professionals projects, using library resources and audio-visual aids, supervising lab floor operations.
 - Perform the basic analytical skills to determine proper makeup, hairstyle, wardrobe style and color application for the client's total image.
 - Apply the theory, technical information and related matter to assure sound judgments, decisions, and procedures.

To ensure continued career success, the graduate will continue to learn new and current information related to techniques, trends, fashions, and methods for career development in cosmetology and related fields.

- ④ An approved school that intends to provide barber teacher training shall provide a curriculum that includes a minimum of 1000 clock hours or a 34 credit-hour equivalency (1 credit hour equals 30 clock hours) in the following areas:
 - Practice of barbering;
 - Theory of Barbering;
 - Methods of teaching; and
 - School Management
- ⑤ A minimum of 100 hours in each subject area shall be required for the 1000 clock hour barber teacher course. The remaining hours shall be at the discretion of the school as listed in the course outline.

BARBER TEACHER TRAINING COURSE OVERVIEW

Course Hours: 500 clock hours (3 years of experience)

The course is divided into pre-clinical instruction and clinical service learning experiences. The primary purpose of the barber teacher training course is to train students in the basic manipulative skills, safety judgments, proper work habits and desirable attitudes and ethics necessary to pass the State Board examination and for competency in job entry level positions in instructing cosmetology or related fields.

BARBER TEACHER TRAINING COURSE OUTLINE

Your time in the Paul Mitchell The School Tinley Park barber teacher training course will be divided into three designations:

- ① **Psychology and Methodology:** These classes focus on the theory of teaching, using *Milady's Master Educator* textbook, including weekly tests.
- ② **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.
- ③ **Objectives:** Upon completion of the course requirements, the determined graduate will be able to:
 - Project a positive attitude and a sense of personal integrity and self confidence.
 - Practice proper grooming and effective communications skills and visual poise.
 - Understand employer-employee relationships and respect the need to deliver worthy service for value received.
 - Perform the basic skills necessary for teaching including writing lesson plans, performing demonstrations, directing Future Professionals projects, using library resources and audio-visual aids, supervising lab floor operations.
 - Perform the basic analytical skills to determine proper makeup, hairstyle, wardrobe style and color application for the client's total image.
 - Apply the theory, technical information and related matter to assure sound judgments, decisions, and procedures.

To ensure continued career success, the graduate will continue to learn new and current information related to techniques, trends, fashions, and methods for career development in cosmetology and related fields.

- ④ An approved school that intends to provide barber teacher training shall provide a curriculum that includes a minimum of 1000 clock hours or a 34 credit-hour equivalency (1 credit hour equals 30 clock hours) in the following areas:
 - Practice of barbering;
 - Theory of Barbering;
 - Methods of teaching; and
 - School Management
- ⑤ The 500 clock hour barber teacher training course shall be based upon 3 years of practical experience as a barber and shall consist of a minimum of 50 hours in each of the subject areas. The remaining hours shall be at the discretion of the school as listed in the course outline.

ESTHETICS TEACHER COURSE OVERVIEW

Course Hours: 750 clock hours

The course is divided into pre-clinical instruction and clinical service learning experiences. The primary purpose of the cosmetology instructor course is to train students in the basic manipulative skills, safety judgments, proper work habits and desirable attitudes and ethics necessary to pass the State Board examination and for competency in job entry level positions in instructing cosmetology or related fields.

ESTHETICS TEACHER COURSE OUTLINE

Your time in the Paul Mitchell The School Tinley Park esthetics teacher course will be divided into two designations:

- ① **Psychology and Methodology:** These classes focus on the theory of teaching, using *Milady's Master Educator* textbook, including weekly tests.
- ② **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.
- ③ **Objectives:** Upon completion of the course requirements, the determined graduate will be able to:
 - Project a positive attitude and a sense of personal integrity and self confidence.
 - Practice proper grooming and effective communications skills and visual poise.
 - Understand employer-employee relationships and respect the need to deliver worthy service for value received.
 - Perform the basic skills necessary for teaching including writing lesson plans, performing demonstrations, directing Future Professionals projects, using library resources and audio-visual aids, supervising lab floor operations.
 - Perform the basic analytical skills to determine proper makeup, hairstyle, wardrobe style and color application for the client's total image.
 - Apply the theory, technical information and related matter to assure sound judgments, decisions, and procedures.

To ensure continued career success, the graduate will continue to learn new and current information related to techniques, trends, fashions, and methods for career development in cosmetology and related fields.

- ④ An approved school that intends to provide teacher training must utilize teacher curriculum that includes a program consisting program that includes a minimum of 750 clock hours or a 25 credit-hour equivalency (1 credit hour equals 30 clock hours) of instruction as noted below.
- ⑤ 250 hours of Post-Graduate School Training that includes all subjects in the basic esthetics curriculum in Section 1175.835, including theory and practice. Presentation of material must include the concepts that are intended to be taught and the skills to be acquired during the various phases of basic education.
- ⑥ 20 hours of Educational Psychology that shall include, but not be limited to, topics in educational objectives, student characteristics and development, the learning process and an evaluation of learning that relates to teaching. These hours shall be waived on behalf of esthetics teacher students who have completed a course in Educational Psychology at an accredited college or university.
- ⑦ 20 hours of Teaching Methods (Theory) that shall include, but not be limited to, topics in individual differences in learning, lesson planning and design, lesson delivery, assessment of learning performance, classroom management, student motivation and classroom climate. These hours shall be waived on behalf of cosmetology teacher students who have completed a course in Teaching Methods-Secondary Level at an accredited college or university.
- ⑧ 150 hours of Application of Teaching Methods that include preparation and organization of subject matter to be presented on a unit by unit basis and presentation of subject matter through application of varied methods (lecture, demonstration, testing and assignments). Presentations must provide teaching objectives to be accomplished and correlate theoretical with practical application.
- ⑨ 50 hours of Business Methods that include inventory, record keeping, interviewing, supplies, the Illinois Barber, Cosmetology, Esthetics, and Nail Technology Act of 1985 and 68 Ill. Adm. Code 1175.
- ⑩ 260 hours of Student Teaching under the on-site supervision of an Illinois licensed teacher. The student teacher shall present theoretical and practical demonstrations to students in the basic curriculum.

STATE OF ILLINOIS REQUIREMENTS

Cosmetology

The instructional program of Paul Mitchell The School Tinley Park 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

Subject	Practical Application	Theory Hours
V. Esthetics	10	75
VI. Nail Technology	10	45
VII. Electives		35
TOTAL HOURS	250	1100

In addition to the state requirements listed above, Paul Mitchell The School Tinley Park 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.*

Barber

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

Subject	Practical Application	Theory Hours
Barber History		20
Bacteriology/Infection Control and Safe Work Practices		40
Implements, tools and equipment		20
Anatomy, Physiology, and Chemistry		35
Electricity and Light Therapy		20
Properties, disorders, and treatments of skin, hair and scalp		60
Facial and Scalp Massage	50	10
Shaving and facial hair design	100	100
Haircutting and styling	250	50
Chemical texture services	75	50
Hair coloring and lightening	200	60
Barbershop management / State Laws and Rules		25
Additional Training	200	135
TOTAL HOURS	875	625

In addition to the state requirements listed above, Paul Mitchell The School Tinley Park 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.*

Esthetics – The instructional program of Paul Mitchell The School Tinley Park meets or exceeds these requirements:

Subject	Practical Application	Theory Hours
I. Basic Training Theory and Practical Application a) history of skin care b) personal hygiene and public health c) professional ethics d) sterilization and sanitation e) introduction to skin analysis and skin care and facial treatment SUBTOTAL		75
II. Scientific Concepts a) cells, metabolism and body systems b) bacteriology c) physiology and histology of the skin d) human anatomy e) chemistry - understanding chemicals and their use f) disorders of the skin and special esthetics procedures SUBTOTAL		150
III. Practices and Procedures a) non-therapeutic massage, excluding the scalp b) nutrition and health of skin c) skin analysis d) cleansing of skin e) mask therapy and facial treatments f) facial treatments without the aid of machines g) electricity, machines and apparatus h) facial treatments with aid of machines i) hair removal; including tweezer method, depilators, waxing and their use j) professional makeup techniques k) product knowledge as it relates to esthetics SUBTOTAL	270	230
IV. Business Practices a) Illinois Barber, Cosmetology, Esthetics and Nail Technician Act and Rules management. b) OSHA standards relating to chemical use SUBTOTAL		25
TOTAL HOURS	375	375

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

Refresher Course (Cosmetology only) (250 hours)

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

Subject	Practical Application	Theory Hours
Basic Training Theory and Practical Application	25	15
Shop Management, Sanitation, and Interpersonal Relations	25	15
Hair Styling/Hair Dressing	25	40
Practical Chemical Application/Hair Treatment	25	40
Esthetics	10	10
Nail Technology	10	10
TOTAL HOURS	120	130

Teacher Training (1000 hours) – The instructional program of Paul Mitchell The School Tinley Park meets or exceeds these requirements:

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

The course is divided into Postgraduate Training, Psychology and Methodology, and Student Teaching.

Barber Teacher Training (1000 hours) – The instructional program of Paul Mitchell The School Tinley Park meets or exceeds these requirements:

State Required Subjects	1000-Hour Program
Practice of Barbering	100
Theory of Barbering	100
Methods of Teaching	100
School Management	100
*School Required Subjects	
Learning Leaders Relationships	20
Developing a Program of Study	80
Educational Aids	40
Classroom Management	200
Dynamic Clinic	200
Evaluation & Testing	30
Miscellaneous	30
TOTAL HOURS	1000

*The school required subjects are at the discretion of the school.

Barber Teacher Training (500 hours with 3 years of experience) – The instructional program of Paul Mitchell The School Tinley Park meets or exceeds these requirements:

State Required Subjects	500-Hour Program
Practice of Barbering	50
Theory of Barbering	50
Methods of Teaching	50
School Management	50
*School Required Subjects	
Learning Leaders Relationships	10
Developing a Program of Study	40
Educational Aids	20
Classroom Management	100
Dynamic Clinic	100
Evaluation & Testing	15
Miscellaneous	15
TOTAL HOURS	500

*The school required subjects are at the discretion of the school.

Esthetics Teacher (750 hours) – The instructional program of Paul Mitchell The School Tinley Park meets or exceeds these requirements:

Subject	750-Hour Program
Postgraduate Training	250
Educational Psychology	20
Teaching Methods	20
Application of Teaching Methods	150
Business Methods	50
Additional Training	260
TOTAL HOURS	750

The course is divided into Postgraduate Training, Psychology and Methodology, and Student Teaching.

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 Core written and practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass these exams on their second attempt they may be asked to withdraw and re-enroll in the next Core class start date.
- ③ **Final exam 1 (approximately 750-hour written test):** This test covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 85% 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 85% or higher on all final exams.
- ⑤ **Monthly clinic practical worksheets:** Students must complete all monthly clinic practical worksheets.
- ⑥ **Practical skills test (mock state board):** Students must receive a 75% or higher grade on all final tests.

BARBER PROGRAM TESTING AND GRADING PROCEDURE

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

- 1 **Theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- 2 **CORE written and practical skills evaluation exams:** Students must receive a grade of 75% or higher.
- 3 **Final exam 1 (approximately 750-hour written exam):** This exam covers an overview of all related barbering subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- 4 **Final exam 2 (approximately 1500-hour written test):** The written exam covers an overview of all theory instruction, Illinois state law, and other items covered on the state barbering exam. Students must receive a grade of 75% or higher on all final exams.
- 5 **Clinic practical worksheets:** Students must complete all clinic practical

ESTHETICS PROGRAM TESTING AND GRADING PROCEDURE

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

- 1 **Weekly theory exams:** Student must receive a grade of 75% or higher on each weekly theory exam.
- 2 **Final written and practical:** The written test covers an overview of all theory instruction, Illinois state law, and other items covered on the state esthetics exam. Students must receive a grade of 85% or higher on all final exams.
- 4 **Monthly clinic practical worksheets:** Students must complete monthly clinic practical worksheets.

REFRESHER COURSE (COSMETOLOGY ONLY) TESTING AND GRADING PROCEDURES

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

- 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.
- 4 Monthly Practical Worksheets: Two (2).

TEACHER TRAINING PROGRAM TESTING AND GRADING PROCEDURE

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

- 1 **Weekly Theory Exams:** Students must receive 85% or higher on each weekly theory exam. Students must receive a 85% or higher grade on all tests given.
- 2 **500-hour skill evaluation test.**
- 3 **500-hour written exam:** (There is not a required time frame for students to complete services. The information is for the student's use.)
- 4 **1000-hour written exam:** This test is an overview of all related cosmetology subjects, i.e., anatomy, chemistry, etc. Law, and other items covered on the state cosmetology exam.
- 5 **Monthly clinic practical worksheets:** Student must complete monthly clinic practical worksheets.

BARBER TEACHER TRAINING PROGRAM TESTING AND GRADING PROCEDURE

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

- ① **Weekly Theory Exams:** Students must receive 85% or higher on each weekly theory exam. Students must receive a 85% or higher grade on all tests given.
- ② **500-hour skill evaluation test.**
- ③ **500-hour written exam:** (There is not a required time frame for students to complete services. The information is for the student's use.)
- ④ **1000-hour written exam:** This test is an overview of all related barbering subjects, i.e., anatomy, chemistry, etc. Law, and other items covered on the state barbering exam.

BARBER TEACHER TRAINING PROGRAM TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student's 500-hour course:

- ① **Weekly Theory Exams:** Students must receive 85% or higher on each weekly theory exam. Students must receive a 85% or higher grade on all tests given.
- ② **250-hour skill evaluation test.**
- ③ **250-hour written exam:** (There is not a required time frame for students to complete services. The information is for the student's use.)
- ④ **500-hour written exam:** This test is an overview of all related barbering subjects, i.e., anatomy, chemistry, etc. Law, and other items covered on the state barbering exam.

ESTHETICS TEACHER PROGRAM TESTING AND GRADING PROCEDURE

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

- ① **Weekly Theory Exams:** Students must receive 85% or higher on each weekly theory exam. Students must receive a 85% or higher grade on all tests given.
- ② **375-hour skill evaluation test.**
- ③ **375-hour written exam:** (There is not a required time frame for students to complete services. The information is for the student's use.)

**This program is only approved at the Tinley Park location.*

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 Tinley Park 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. The school also gives advice and information to students on these subjects:
 - A. Regulations governing licensure to practice, including reciprocity among jurisdictions.
 - B. Employment opportunities within the 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, *(if applicable)*.
- ③ For students to meet state requirements, all monthly clinic practical worksheets must be completed in its entirety.
- ④ Complete 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 cost or make satisfactory arrangements for payment of all debts owed to the school.
- ⑧ Upon graduation the student will receive a certification of completion.
- ⑨ Bring in a money order or certified check made out to CONTINENTAL TESTING SERVICE, INC. in the amount of the current test fee, for those that have not applied for and paid for the test online.. This fee is the cost for the application for the state licensing exam. All of the applications and fees can be performed online. Candidates must have a valid email address in order to apply for the test.

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.

A person is eligible to receive a license as a cosmetologist who submits proof that he/she is at least 16 years of age, has an education equivalent to the completion of high school, has completed the required clock hours in an approved school for the applicable course; paid the required fees, and has passed the examination conducted by the Illinois Dept. of Financial and Professional Regulation to determine his/her fitness to receive a license. A learning leader must be 18 years of age and meet the above requirements.

Cosmetologists in the state of Illinois must obtain at least 14 clock hours of continuing education in order to renew their license every odd number year. Teacher Training in the state of Illinois must obtain at least 24 clock hours of continuing education in order to renew their license every even number year.

Each student is entitled to receive (free of charge) from the school, one 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. Additional transcripts will cost \$15 per transcript.

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

GRADUATION, PLACEMENT, AND JOB OPPORTUNITIES

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

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

Paul Mitchell The School Tinley Park has placed students in the beauty industry as a hair stylist, Makeup Artist, Salon Owner, Esthetician, and Beauty Industry Instructor.

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.

STUDENT KIT – Cosmetology

A standard student kit is included in the total fee. Please note that students are responsible for the purchase of stationary supplies.

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

COMBS	ACCESSORIES	STUDENT EDUCATION MATERIALS
1 Paul Mitchell Black Metal Tail, 429 1 Paul Mitchell Black Rat Tail, 814 1 Paul Mitchell Pick Teasing, 109 1 Paul Mitchell Red Cutting Comb, 416 1 Paul Mitchell Teal Carving, 424 1 Paul Mitchell White Comb, 408 1 Paul Mitchell Detangler Comb	1 Paul Mitchell Metal Clips (pack 10) 1 Paul Mitchell Water Bottle 1 Paul Mitchell Rolling Metal Case TOOLS 1 Paul Mitchell 3/4" Marcel Curling Iron 1 Andis Clipper (US-1) & Trimmer (RT-1) (set packed into bag) 1 Paul Mitchell Manicure Set 2 Female Mannequin 1 Express Ion Smooth +(Plus) North America 120V 1 Paul Mitchell Classic Razor 1 Scissor Kit, 6.0" (R/L) 1 Texturizer, 5.5 (R/L) with Case 1 Paul Mitchell Tripod 1 Ultimate Face Makeup Kit	1 Cutting App 1 Men's Cutting System DVD 1 Color App 1 Makeup App 1 Texture System Cutting Cards 1 The Skill Cards 1 Paul Mitchell Professional Hair Color Pocket Guide 1 Connecting to My Future Book 1 Be Nice (Or Else!) Book 1 Plugged In membership (includes access to the MASTER Library)
BRUSHES		
1 Paul Mitchell Paddle Plastic 427 1 Paul Mitchell Scalp Brush 1 Paul Mitchell Sculpting Plastic 413 1 Paul Mitchell Styling Plastic 407 1 Paul Mitchell Express Ion Round -Large 1 Paul Mitchell Express Ion Round - Small		
CAPES		
1 Paul Mitchell All Purpose Cape 1 Paul Mitchell Cutting Cape		

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> 13th Ed. / MindTap ISBN-13: 99781305632028, \$249.95 1 <i>Milady's Standard Cosmetology</i> 13th Ed. / Theory Workbook ; ISBN-13: 9781285769545, \$52.95	1 <i>Milady's Standard Cosmetology</i> 13th Ed. / Exam Review ISBN-13: 9781285769554, \$38.95

STUDENT KIT – Barbering

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

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

COMBS	ACCESSORIES	STUDENT EDUCATION MATERIALS
1 Paul Mitchell Black Metal Tail, 429 1 Paul Mitchell Black Rat Tail, 814 1 Paul Mitchell Clipper Comb, 318 1 Paul Mitchell Taper Comb, 818 1 Paul Mitchell Red Cutting Comb, 416 1 Paul Mitchell Teal Carving, 424 1 Paul Mitchell White Comb, 408 1 Paul Mitchell Detangler Comb	1 Paul Mitchell Metal Clips (pack 10) 1 Paul Mitchell Water Bottle 1 Paul Mitchell Rolling Metal Case 1 Paul Mitchell Neck Duster 1 Paul Mitchell Bamboo Barber Brush	1 Cutting App 1 Men's Cutting System DVD 1 Color App 1 The Coloring Book 1 The Skill Cards 1 Paul Mitchell Product Guide Workbook 1 Connecting to My Future Book 1 Be Nice (Or Else!) Book 1 Plugged In membership (while enrolled) 1 Master Audio Club subscription (while enrolled) 1 The Color Paper Swatch Chart 1 PM Shines Paper Swatch Chart 1 Blonding Brochure 1 Shines XG Paper Swatch Chart
BRUSHES	TOOLS	
1 Paul Mitchell Paddle Plastic 427 1 Paul Mitchell Scalp Brush 1 Paul Mitchell Sculpting Plastic 413 1 Paul Mitchell Styling Plastic 407 1 Paul Mitchell Express Ion Round -Large 1 Paul Mitchell Express Ion Round - Small	1 Andis Clipper & Trimmer (set packed into bag) 1 Female Mannequin 1 Male Mannequin with Beard 1 Express Ion Dry +(Plus) North America 125V 1 Paul Mitchell Barber Razor 1 Paul Mitchell Scissor Case 1 Paul Mitchell 6.0" Scissors (R/L) 1 Paul Mitchell 6.0" Texturizer (R/L) 1 Paul Mitchell Tripod	
CAPES		
1 Paul Mitchell All Purpose Cape 1 Paul Mitchell Cutting Cape		

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

TEXTBOOKS	
1 <i>Milady's Standard Professional Barbering, 6th Ed. /Textbook</i> (hardcover) ISBN-13: 9781305100558, \$138.95 1 <i>Milady's Standard Professional Barbering, 5th Ed. / Student Workbook</i> ISBN-13: 9781305100664, \$66.95	1 <i>Milady's Standard Barbering, 6th Ed., / Exam Review</i> ISBN-13: 9781305100671, \$45.95 1 <i>Milady's Standard Barbering, 6th Ed., / MindTap</i> ISBN-13: 9781305664005, \$255.95

STUDENT KIT – Esthetics

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

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

PRODUCTS	ACCESSORIES	STUDENT EDUCATION MATERIALS
1 Daily Micro Foliant 2.6 oz 1 Ultra Calm Cleanser 16.9 oz 1 Active Moist 6.0 oz 1 Colloidal Masque Base 6.0 oz 1 Massage Cream 6 oz 1 Calming Botanical Mixer 4 oz 1 Solar Defense Booster 1.7 oz 1 Multi Active Toner 16.0 oz 1 MultiVitamin Power Recovery Masque 2.5 oz 1 Special Cleansing Gel 16.9 oz 1 PreCleanse 5.1 oz 1 Concealing Spot Treatment .33 oz 1 Scaling Fluid 8.0 oz 1 Post Extraction solution 8.0 oz 30 MultiVitamin Power Exfoliant Tubes 1 Exfoliant Accelerator 35 6 oz 1 Dermalogica Fan Masque Brush 1 OPTI-Firm Eye Treatment 1 4 Layer Facial Single Application	1 Facial Sponges (2pk.) 25 Face Mapping Sheets 1 Paul Mitchell Apron 1 Welcome Pack	1 <i>Dermalogica's Product Guide and Treatment Directory</i> 1 <i>Be Nice (Or Else!)</i> Book 1 <i>Connecting to My Future</i> Book 1 The Book 1 Professional Exfoliant Brochure 1 Makeup App 1 Black Carry Bag TEXTBOOKS 1 <i>Milady's Standard Esthetics Fundamentals, 11th Edition</i> Textbook, ISBN-13: 9781111306892 (Hardcover), \$141.95 1 <i>Milady's Standard Esthetics Fundamentals Student, Workbook</i> , ISBN-13: 9781111306915, \$78.95 1 <i>Milady's Standard Esthetics Fundamentals Exam Review</i> , ISBN-13: 9781111306922, \$51.95 1 Apple Ipad

STUDENT KIT – Teacher Training, Esthetics Teacher, and Barber Teacher Training

A student kit is included in the tuition fee. Please note that students are responsible for the purchase of stationary supplies.

1 <i>Milady's Master Educator Student Course Book, 3rd Edition</i> ; ISBN-13: 9781133693697, \$161.95 1 <i>Milady's Master Educator Exam Review, 3rd Edition</i> ; ISBN-13: 9781133776598, \$49.95 Notepaper and notebook Blue or black ink pen, highlighter, colored pencils/fine line markers Master padlock for locker

FEDERAL RETURN OF TITLE IV FUNDS POLICY

The school participates in federal financial aid. The 250 hour refresher program and 500 hour barber teacher training program are not eligible for Title IV funds. Please refer to the following refund policy for specific consumer information pursuant to the federal financial aid program.

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

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

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

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

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

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

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

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

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

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

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

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

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

Student's Name: John Doe Social Security #: 123-45-6789
 Date of school's determination that student withdrew: 1/6/11
 Period used for calculation (check one): ☒ 1st Payment Period ☐ Period of Enrollment

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

STEP 1: Students Title IV Aid Information

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

STEP 2: Percentage of Title IV Aid Earned

Last Day Attended: 12/30/11

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

$$\frac{271.00}{450.00} = 60.2\%$$

Hours scheduled to complete Total hour in period

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

H. 100.0%

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

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

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

Box H Box G Box I

STEP 4: Title IV Aid to be Disbursed or Returned

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

J. Post-withdrawal disbursement

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

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

Box I Box E Box J

K. Title IV aid to be returned

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

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

Box E Box I Box K

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

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

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

M. Percentage of unearned Title IV aid

100.0% - 100.0% = 0.0%
Box H Box M

N. Amount of unearned charges

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

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

O. Amount of school to return

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

O. 0.00

STEP 6: Return of Funds by the School

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

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

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

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

0.00 - 0.00 = 0.00
Box K Box O Box Q

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

STEP 8: Repayment of the Student's loans

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

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

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

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

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

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

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

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

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

T. Amount of Title IV grant protection

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

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

U. Title IV grant

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

0.00 - 0.00 = 0.00
Box S Box T Box U

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

If not, go to step 10.

STEP 10: Return of Grants Funds by the Student

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

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

Title IV Grant Programs:

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

Amount to Return

0.00

INSTITUTIONAL REFUND/DROP POLICY

For applicants who cancel enrollment a fair and equitable settlement will apply. The following policy will apply to all terminations for any reason, by either party, including student decision, course or program cancellation, or school closure.

- ① 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 \$100.00 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.
 - h. A student on an approved leave of absence notifies the school that he/she will not be returning. That date of withdrawal shall be the earlier of the date of expiration of the leave of absence or the date the student notifies the institution that the student will not be returning.
- ② 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.
- ③ When situations of mitigating circumstances are in evidence, such as serious illness, a disabling accident, or death in the immediate family, the school may make a settlement that is reasonable and fair to both parties.
- ④ All extra costs, such as books, equipment, 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.
- ⑤ If a course and/or program is cancelled subsequent to a student's enrollment, and before instruction in the course and/or program has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
- ⑥ If a course and/or program is cancelled and ceases to offer instruction after the student has enrolled and instruction has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.

- ⑦ A student's account may be sent to collections for nonpayment.
- ⑧ 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.

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

Percentage Length Scheduled to Complete to Total Length of Program or Course	Amount of Total Tuition Owed to the School
0.01% - 4.9%	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 Tinley Park does not guarantee the student loan process in any respect. A Federal Parent Plus loan requires a credit check and is based on the parent's credit. Pre-approval for a Parent Plus loan does not guarantee that the parent will receive a Federal Parent Plus loan. It is critical that the parent be able to pass a credit check when the loan is certified. The school has no control over the approval or decline of a parent's credit history. Nor does the school assume any responsibility for mistakes on any Department of Education financial aid forms. It is up to the student to make sure all forms are accurate and complete.

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

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)).

POLICY FOR VERIFICATION OF TITLE IV FUNDING

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

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.

MAKEUP WORK

Makeup hours are available to those students that are not more than 30 minutes late on makeup days. All students must make up hours in two-hour increments. It is the responsibility of all students to makeup theory and lab work missed.

To be eligible to makeup hours you must be in attendance your contracted schedule the week prior (29 hours for day school and 14.5 hours for night school), to be eligible for makeup hours.

Students may make up a test within two weeks of the test being administered in theory class. The Learning Leader will post the date the test retake must be completed by due to a failure or missed test. After this date the chapter test is considered closed and cannot be taken again. If the test was not made up a zero will be recorded. This could cause you to not make satisfactory progress which will affect your financial aid. If a failed test is retaken and results in a score higher than 75% a 75% will be recorded for the test. If a failed test results in a score lower than a 75% the highest grade will be recorded. Please ask your Future Professional Advisor if you need additional help with any test.

MAKEUP HOURS

Make-up hours are available to those students that are not more than 30 minutes late on make-up days. All students must make up hours in 2-hour increments. It is the responsibility of the student to make up theory and lab work missed.

Paul Mitchell The School Tinley Park's make-up days for Day Cosmetology/Esthetics students is Thursday 5:00 p.m. to 9:00 p.m.. Students must sign up at the service desk by Wednesday and make-up time for Night Cosmetology/Esthetics students is Thursday 3:30 p.m. to 5:30 p.m.. Students must sign up at the service desk by Saturday.

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 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.

QUANTITATIVE AND QUALITATIVE FACTORS

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

- ❶ A minimum cumulative theory grade level of 75% or higher.
- ❷ A minimum cumulative academic level of 75% or higher on practical worksheet completion.*
- ❷ A minimum cumulative academic level on all final exams of 85% or higher.*
- ❸ To determine whether a student meets the academic requirements for Satisfactory progress, theory and practical grades are averaged together to give a cumulative academic grade of 75% or higher.
- ❹ A minimum cumulative attendance of 67% of their scheduled hours**

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

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

A student who has not achieved the minimum cumulative GPA of 75% and 85% on all final exams and/or who has not successfully completed at least a cumulative rate of attendance of 67% is not eligible for Title IV assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that has resulted in status of probation.

COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME

Paul Mitchell The School Tinley Park's hours: Full-time day students attend four (4) days (Wednesday through Saturday), 30 hours per week, from 9:00 a.m. to 5:00 p.m. Part-time night school cosmetology students attend four (4) days (Monday and Thursday) from 5:30 p.m. to 10:00 p.m., 18 hours per week, part-time night school esthetics students attend three (3) days (Tuesday through Thursday), 13.5 hours per week, and Full-time barber students attend (4) days (Wednesday through Saturday). 30 hours per week from 9:00 a.m. to 5:00 p.m. Part-time night school barber student students attend five (5) days (Monday through Thursday from 5:30 p.m. to 10:00 p.m., 18 hours per week. Information regarding other course schedules may be available upon inquiry.

The state of Illinois requires 1500 clock hours for the **cosmetology course**. Students are expected to complete the course in no more than 150% of the program length. If a student is never absent, he/she should complete the course within 50 weeks for a full-time student and 83.33 weeks for a part-time student.

The state of Illinois requires 1500 clock hours for the **barber course**. Students are expected to complete the course in no more than 150% of the program length. If a student is never absent, he/she should complete the course within 50 weeks for full-time students and 83.33 weeks for a part-time students.

The state of Illinois requires 750 clock hours for the **esthetics course**. Students are expected to complete the course in no more than 150% of the program length. If a student is never absent, he/she should complete the course within 25 weeks for a full-time student and 48.39 weeks at the Bradley location and 55.55 weeks at the Tinley Park location for a part-time student and 55.56 weeks for part-time 3-day students for Paul Mitchell The School Tinley Park Location only.

The state of Illinois requires 1000 clock hours for the **teacher training** course. Students are expected to complete the course in no more than 150% of the program length. If a student is never absent, he/she should complete the course within 33.33 weeks for a full-time student and 64.52 weeks for a part-time student.

The state of Illinois requires 750 clock hours for the **esthetics teacher course**. Students are expected to complete the course in no more than 150% of the program length. If a student is never absent, he/she should complete the course within 25 weeks for a full-time student and 48.39 weeks for a part-time student.

The state of Illinois requires **250 hours for the refresher course**. Students are expected to complete the course in no more than 150 percent of the program length. If a student is never absent, he/she should complete the course within 8.33 weeks for full-time attendance.

The state of Illinois requires 1000 clock hours for the **barber teacher training** course. Students are expected to complete the course in no more than 150% of the program length. If a student is never absent, he/she should complete the course within 33.33 weeks for a full-time student and 64.52 weeks for a part-time student.

The state of Illinois requires 500 clock hours (3 years of experience) for the **barber teacher training** course. Students are expected to complete the course in no more than 150% of the program length. If a student is never absent, he/she should complete the course within 16.67 weeks for a full-time student and 27.78 weeks for a part-time student.

MAXIMUM TIME FRAME

Students must complete the educational program within the maximum time frame which is based on attending at least 67% of the scheduled hours.

COURSE	LENGTH	MAXIMUM TIME FRAME
Cosmetology – Full Time	50 weeks	75 weeks
Cosmetology – Part Time	83.33 weeks	125 weeks
Barber - Full Time	50 weeks	75 weeks
Barber - Part Time	83.33 Weeks	125 Weeks
Esthetics - Full Time	25 Weeks	37.5 weeks
Esthetics - Part Time (Bradley Location)	48.39 Weeks	72.59 weeks
Esthetics - Part Time (Tinley Park Location)	55.55 Weeks	83.33 Weeks
Nail Technician - Full Time	11.67 Weeks	17.50 weeks
Nail Technician - Part Time	22.58 Weeks	33.87 weeks
Teacher Training - Part Time	33.33 Weeks	50 weeks
Teacher Training - Full Time	64.52 Weeks	96.78 weeks
Barber Teacher Training (1000 hrs)- Full Time	33.33 Weeks	50 Weeks
Barber Teacher Training (1000 hrs)- Part Time	55.56 Weeks	83.34 Weeks
Barber Teacher Training (500 hrs) - Full Time	16.67 Weeks	25 Weeks
Barber Teacher Training (500 hrs) - Full Time	27.78 Weeks	41.67 Weeks
Esthetics Teacher - Full Time	25 Weeks	37.5 Weeks
Esthetics Teacher - Part Time	48.39 Weeks	72.59 Weeks
Refresher Course (Cosmetology only)- Full Time	8.33 Weeks	12.50 Weeks

Each course/program has been scheduled for completion within an allotted time frame. A grace period of approximately ten percent has been added to the calculated completion date for each program. It is not realistic to expect to receive an education for free. The school has reserved space, equipment, and licensed instructors for each student and course/program. If a student does not graduate within the contract period, additional training will be billed at the rate of \$200.00 per week, or any part thereof, payable in advance, until graduation. Students will not be allowed to clock in until applicable weekly payments are made.

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. Whether a student pays out of pocket or receives Title IV Financial aid all hours attempted and completes are considered part of the Satisfactory Academic Progress calculation.

LEAVE OF ABSENCE, INTERRUPTIONS, COURSE INCOMPLETES, WITHDRAWALS

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. Students may request one (1) medical Leave of Absence (LOA) during any 12-month period. A student must submit in advance in writing, unless circumstances prevent students from doing so, to the Future Professional Advisor. Leaves of Absence can be granted in cases of emergency or medical problems with doctor notification, which cause attendance to be impossible or impractical.

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

- ❶ Complete and sign the school's Leave of Absence Request Form in advance, unless unforeseen circumstances prevent the student from doing so.
- ❷ Must state the reason for the Leave of Absence (LOA) request
- ❸ Be approved by the Future Professional Advisor
- ❹ Must be in Satisfactory Progress.
- ❺ Leaves must be a minimum of 30 days and must not exceed a total of 180 days in a 12-month period.

A leave of absence will extend the student's contract period and maximum time frame by the same number of days taken in the leave of absence.

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

There will be no additional charges for a LOA. If the student fails to return or contact the School Financial Aid Leader on the documented return date, the Student will be considered to have withdrawn from school as of that date the student began the LOA.

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

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

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

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

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

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 drop and reenroll when ready to return. Students who withdraw prior to completing the course of study and who wish to reenter will reenter at the same progress status as applicable at the time of withdrawal.

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

Satisfactory Progress elements will be monitored monthly. Formal Satisfactory Progress Evaluations in both attendance and academics will occur when the cosmetology and barber student reaches 450 , 900, and 1200 *actual hours*, when a esthetic student and esthetics teacher reaches 375 *actual hours*; when a refresher course reaches 125 *actual hours*. In the teacher training and barber teacher training (1000 hours) program evaluations will occur 450 and 900 *actual hours* and In the teacher training program and 500 barber teacher training reaches 250 *actual hours*. At least one evaluation will occur prior to the mid-point to the academic year.

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

- ① Examinations are given in all subjects.
- ② Grades and attendance (Satisfactory Academic Progress) records are reviewed and signed by the student and maintained in the student's financial file. The 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 system of grading is to be used for the evaluation of a student's academic ability. Practical grade reports will be issued monthly to each student. Examinations are given in all subjects. Records are kept of grades and attendance.

The following grading scale is used for theory progress:

A = 94 – 100% B = 85 – 93% C = 75 – 84% Below 75% = Failing

The following grading scale is used for final exams progress:

A = 95 – 100% B = 90 – 94% C = 89 – 85% Below 85% = Failing

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

TRANSFER HOURS

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

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

Additionally, only students who have the ability to meet satisfactory academic progress policy standards by the end of the evaluation period may be placed on probation. Students placed on an academic plan must be able to meet requirements set forth in the academic plan by the end of the next evaluation period. 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, 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.

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

TERMINATION APPEAL PROCEDURE

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

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

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

STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY

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

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

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

Release of Information to Regulatory Agencies

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

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

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

Disclosures in Response to Subpoenas or Court Orders

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

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

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

Disclosures for Other Reasons

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

Directory Information

Paul Mitchell The School Bradley and Paul Mitchell The School Tinley Park does not publish "directory information" on any student.

Record Maintenance

All requests for releases of information are maintained in the student's file as long as the educational records themselves are kept. Student records are maintained for a minimum of 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.

TINLEY PARK PERFORMANCE STATISTICS/JOB OUTLOOK

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

Paul Mitchell The School Bradley and Paul Mitchell The School Tinley Park combined performance statistics for the calendar year 2016:

Graduation	Placement	Licensure
65.08%	63.93%	81.72%

Paul Mitchell The School Tinley Park performance statistics for the calendar year 2016:

Graduation	Placement	Licensure
68.64%	62.96%	73.33%

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

Graduation: Based on all students scheduled to graduate from the program in 2016. 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, 2017. A student in the licensure cohort may count as a "pass" if they pass all required portions of the examination prior to November 30, 2017.

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, 2017. Students may be excluded from the calculation if they fall into one of the categories listed. In 2016, 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.

TINLEY PARK PROGRAM INTEGRITY

Paul Mitchell The School Tinley Park 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
72.55%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 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
72.55%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

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

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

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

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

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

Placement rate	On-time graduation rate	Median Loan Debt
42.86%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

For the most recent annual reporting period, the school shows the following data for the 3-day part time, part time Tinley Park location **esthetics** program:

Placement rate	On-time graduation rate	Median Loan Debt
42.86%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

For the most recent annual reporting period, the school shows the following data for the full time **teacher training** program:

Placement rate	On-time graduation rate	Median Loan Debt
100%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

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

Placement rate	On-time graduation rate	Median Loan Debt
100%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

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

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

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

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

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

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

For the most recent annual reporting period, the school shows the following data for the full time **esthetics teacher training** program:

Placement rate	On-time graduation rate	Median Loan Debt
100%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

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

Placement rate	On-time graduation rate	Median Loan Debt
100%	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 N/A

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

Placement rate	On-time graduation rate	Median Loan Debt
N/A	N/A	2013–2014 N/A 2014–2015 N/A 2015–2016 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:

<http://paulmitchell.edu/tinleypark>.

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

Graduation
84%

Paul Mitchell The School Tinley Park must prepare the completion and graduation rate of its certificate- or degree-seeking, first-time, full-time undergraduate students each year. The rates will track the outcomes for students for whom 150% of the normal time for completion or graduation has elapsed. Normal time is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. These rates are generated from the school student record management system.

STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

The following are a list of guidelines that all students must commit to and follow during their enrollment at Paul Mitchell The School Tinley Park. The guidelines were established to assist in creating a safe, focused and enjoyable learning experience.

A. Attendance and Documentation of Time

- ❶ The school records attendance in clock hours and gives appropriate attendance credit for all hours attended or does not add or deduct attendance hours as a penalty. Attendance is calculated using a computerized time clock and does not round hours to nearest whole hour. Students who leave the school premises for any amount of time must clock out on the time clock regardless of how long they will be gone. If a student fails to clock in or out for their schedule on the student timeclock, 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.
- ❷ Paul Mitchell The School Tinley Park is open from 9:00 a.m. – 10:00 p.m. Monday through Thursday and 9:00 a.m. - 5:00 p.m on Friday and Saturdays. The class schedule is as follows:

Program	Weekly Hours	Schedule	Timeframe
Cosmetology Esthetics	Full-time: 30 hours/week	Wednesday – Saturday 9:00 a.m. – 5:00 p.m.	Program completed in approximately 12 months
Cosmetology Esthetics	Part-time: 18 hours/week	Monday - Thursday 5:30 p.m. – 10:00 p.m..	Program completed in approximately 21 months
Refresher Course (Cosmetology only)	Full-time: 30 hours/week	Wednesday – Saturday 9:00 a.m. – 5:00 p.m.	Program completed in approximately 8 weeks
Esthetics	Part-time 13.5 hours/ weeks	Tuesday - Thursday 5:30 p.m. – 10:00 p.m.	Program completed in approximately 14 months
Barber	Part-time 15.5 hours / week	Monday - Friday 5:30 p.m. - 10:00 p.m.	Program completed in approximately 24 months
Teacher Training, Esthetics Teacher, and Barber Teacher Training	Varies	Training schedule is set with the Education Leader	Completion is dependent on schedule. Clock hours are not earned if in attendance.

All courses require continuous attendance. While in the Core class, only three (3) days may be missed for day school and only six (6) days may be missed for night school. If more time is missed, you may be required to repeat the Core class.

- ❸ The prescribed attendance schedule must be maintained each week.

- ④ Students must be on time as it inhibits the learning process. They may “clock in” and could be assigned special projects or assignments pertaining to their course study. Students who are late for an elective cutting, coloring, perming, or special class may attend the class, but must be accompanied into the classroom by a Learning Leader. Students are never excused from mandatory theory class to work in the clinic.

All students must contact the school no later than 9:00 a.m. for day school and 5:30 p.m. for night school if they are going to be absent or late.

- ⑤ During the enrollment contract period, the student is allowed to miss 150 hours (cosmetology), 75 hours (esthetics and esthetics teacher); 100 hours (teacher training and barber teacher training), and 50 hours (barber teacher training) 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 \$200.00 per week for each week scheduled to completed after the contract ending date. The student may use the 150 hours (cosmetology), 75 hours (esthetics and esthetics teacher); 100 hours (teacher training and 1000-hr barber teacher training), and 50 hours (500-hr. barber teacher training) 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.

- ⑥ Students must request time off from school from the Education Leader.
- ⑦ Students are required to be in attendance a minimum of: 6 hours per day, 30 hours per week for the full-time schedule; 15.5 hours per week for part-time students. Holidays such as Thanksgiving, Christmas and New Year’s Day will be set according to the calendar each year.
- ⑧ Lunches and breaks are scheduled for all students. Day students will take a 30 minute lunch between 11:30 a.m. and 1:30 p.m., if possible, according to their booking. Students should communicate with their Learning Leader if they have not had lunch by 1:30 p.m.

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

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

- ⑨ Documentation of Time — Students may not leave the school premises during regular hours without the permission of a Learning Leader. Students who will be leaving the Paul Mitchell The School Tinley Park premises for more than 10 minutes or leaving early must document their time by:
 - a. Clocking out on the time clock.
 - b. Signing the sign-out sheet.
 - c. Having a Learning Leader book them out.

If it is less than 10 minutes, the student must sign out on the sign-out sheet. Day students must check out for lunch for 30 minutes every day. Students will not receive credit for the half hour if he/she fails to clock in/out for lunch.

- ⑩ Students may not clock in or out for another student.

- ⑪ Students may be suspended for failure to comply with Tinley Park rules or general policies, leaving the school without permission, failing to notify the Paul Mitchell The School Tinley Park regarding absences and tardiness, incomplete practical worksheets, failing to attend theory or maintain current theory tests, or insubordination.
- ⑫ Theory: Students will not be allowed in Theory once the door is closed. The student will not receive theory credit or clock hours during this time. If a student chooses to leave Theory class for any reason he/she will not be allowed to return to Theory. 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.

B. Professional Image - A professional image is a requirement for successful participation in school. All clothing must be clean and pressed at all times. We expect our students to be concerned with daily habits of good grooming and hygiene. Students who fail to comply with this professional dress code will be asked to leave and return with appropriate attire. Students must maintain the following professional dress code:

Blouses/shirts/tops/sweaters

- ① Must be black (Phase I and Barber)
- ② May be black and white (Phase II and team members)
- ③ Approved Paul Mitchell t-shirts are allowed. No other t-shirts are permitted.
- ④ May not be sleeveless. Sleeves must completely cover underarm area.
- ⑤ Tops must be long enough so no skin (stomach area) is showing.
- ⑥ Tops with hoods are not allowed.
- ⑦ No sweatshirts. Clothing must be professional, clean, and free of stains and tears.

Pants/skirts/dresses

- ① Must be black (Phase I)
- ② May be black and white (Phase II and team members)
- ③ No jeans or jeans material.
- ④ Skirts/dresses must be professional length.
- ⑤ No jogging suits, sweatpants or yoga pants.
- ⑥ No shorts.

Shoes

- ① Solid black.
- ② No open toes.
- ③ Open heels may be worn.

Underclothing

Female students must wear bras. This does not include t-shirts or camisoles as a substitute.

Hair

- ① Hair must be clean and styled prior to arriving at school.
- ② Hair care is to be done before arriving at school.
- ③ Long hair should be secured to avoid hanging in the clients face.
- ④ Hair ornaments should be in good taste. No bandannas or hats or wraps.

Makeup

- ❶ Cosmetics must be applied using trend appropriate make-up techniques for daytime.
- ❷ At times a Learning Leader may suggest some correction in application of makeup to enhance a student's appearance.
- ❸ Makeup application must be done before arriving at school.

From the first day of class through graduation and as one begins their career, professional appearance, poise and ability to perform technical applications will be judged by their appearance. It has been a proven theory that correct or proper dress has a psychological impact on people to whom we connect. Since most people enter this profession because they enjoy making people feel good about the way they look, it just as important to project themselves as the "professional" who has the ability to do just that. It would be impossible if the "professional" did not concern themselves with their own appearance.

Barber Professional Image:

All Barber Future Professionals must adhere to the following dress code:

- ❶ Must wear all Black
- ❷ Straight tie or bow tie
- ❸ Accessories may include belt, arm-garter, suspenders, socks or shoes can be any color
- ❹ Shoes, solid black dress shoes
- ❺ The following is a list of unacceptable dress:
 - a. Baseball hats, caps or beanies, tennis shoes, gym shoes, foot thongs, Crocs, or beach sandals

Female Barbers are required to wear the above dress code which can include a skirt or dress with tights or leggings

C. 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 station, including the floor, after each service.
- ❸ Hair must be swept up immediately after a service is completed, before blow-drying.
- ❹ Workstations must be cleaned at the end of the day prior to clocking out for the day.
- ❺ Students may have their hair or other services done Wednesdays and Thursday. To receive a service students must do the following prior to starting the service:
Notify a Learning Leader:
 - a. Be scheduled off the service books by a Learning Leader
 - b. Pay for service supplies for personal including perms, tints, bleaches, rinses, conditioning treatments, manicures, nails, etc.
 - c. Personal services must be rescheduled when the service desk personnel has a regularly schedule service client. Students must re-schedule their personal service and complete the service appointment assigned to them.
 - d. Personal services are considered rewards and scheduled for students who are up to date with all projects, tests and worksheets. Paul Mitchell The School assignments and successful learning are the priority.

D. Communication Guidelines and Professional Conduct

- ❶ Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, student lounge or clinic floor area.
- ❷ Only emergency calls are permitted on the business phone. Students may use their student phones for a limited time. Please keep your calls to 3 minutes.
- ❸ Cell phones are not permitted in the school.
- ❹ Students may not visit with another student who is servicing a client.
- ❺ Students may not gather around the reception desk, the reception area, or the offices.
- ❻ Food, drinks, or water bottles are allowed only in the lunchroom.
- ❼ Smoking is prohibited in the building or on the campus of Paul Mitchell The School.
- ❽ Stealing or taking school or another's personal property is unacceptable.

E. 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% on all theory tests and assignments.
- ❸ Students must take all appointments assigned to them. This includes last minute walk-ins.
- ❹ Students may not be released from required theory class to take a client.
- ❺ Only Desk Personnel may schedule or change client service appointments.
- ❻ All services must be checked and the service ticket initialed by an instructor.
- ❼ Students are expected to be continuously working on school related projects, assignments, reading or test preparation during school hours.
- ❽ Students will receive clock hours during the times they fully participate in their learning experience.
- ❾ When students are not scheduled with service appointments or are not scheduled to attend theory or an specialty class the following may be focused on:
 - Completion of monthly worksheets.
 - Completion theory review worksheets.
 - Performing a service on another student.
 - Listening or reading school resource center materials to include educational videos, audiotapes and books.
- ❿ Students must comply with Paul Mitchell The School personnel's and Learning Leader's assignments and requests as required by the curriculum and student guidelines and rules.
- ⓫ Students may not perform hair services outside of the school unless authorized to do so by Paul Mitchell The School Administration.
- ⓬ Students are responsible for his/her 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. The school is not responsible for any articles that are lost or stolen. The student is responsible to obtain a Master combination padlock (not a keyed lock) for the locker.
- ⓭ Parking is allowed in assigned parking areas only or cars may be towed at their own expense.

LATE PAYMENTS

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

LOCKER POLICY

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

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

Guidelines

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

COACHING AND CORRECTIVE ACTION

Part of 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 Tinley Park 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 Tinley Park 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 Tinley Park. This applies to all students and applicants for admission to The School. Paul Mitchell The School Tinley Park will provide reasonable accommodations to students with disabilities.

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

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

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

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

The School's Responsibilities to Students with Disabilities

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

The person responsible for implementing these responsibilities at Paul Mitchell The School Tinley Park Campus is: Betty Ilic; ADA Compliance Coordinator; 18454 South West Creek Drive, Tinley Park, IL 60477; (708) 478-6907; admissions@tinleypark.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. The documentation submitted must be within the last 12 months, if older than 12 months the student must provide current documentation from the appropriate professional.

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

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

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

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

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

Here are some examples:

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

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

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

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

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

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

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

Appeals by Students

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

When a student wishes to file an appeal, the student must notify Rene Kulacz, Tinley Park Campus Director; 18454 South West Creek Drive, Tinley Park, IL 60477; (708) 478-6907; rene@tinleypark.paulmitchell.edu.

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

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

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

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

Training and Mediation Responsibilities of the ADA Compliance Coordinator

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

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

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

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

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

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

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

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

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

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

The complaint must be sent to Rene Kulacz, Tinley Park Campus Director; 18454 South West Creek Drive,

Tinley Park, IL 60477; (708) 478-6907; rene@tinleypark.paulmitchell.edu.

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

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

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

Appeals by Students — If the student who filed the complaint disagrees with the decision made by the Director, or disagrees with the remedial action specified, the student may appeal the decision to The School Owner. The appeal must be written and sent to:

Lori Clark: Tinley Park Campus; 18454 South West Creek Drive, Tinley Park, IL 60477; (708) 478-6907; lori@bradley.paulmitchell.edu.

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

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

U.S. Department of Education

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

The OCR National Headquarters is located at:

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

Telephone: (800) 421-3481

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

*Email: **OCR@ed.gov***

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

STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

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

Paul Mitchell The School Tinley Park's anti-harassment policy applies to all persons involved in the operation of Paul Mitchell The School Tinley Park, and prohibits unlawful harassment by any employee of Paul Mitchell The School Tinley Park, as well as students, customers, third parties, vendors or anyone who does business with Paul Mitchell The School Tinley Park. 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 Tinley Park does business engages in unlawful harassment or discrimination, Paul Mitchell The School

Tinley Park 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 Tinley Park, 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 Tinley Park's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to Paul Mitchell The School Tinley Park community through publications, Paul Mitchell The School Tinley Park website, new employee orientations, student orientations, and other appropriate channels of communication. Paul Mitchell The School Tinley Park will provide training to key staff members to enable Paul Mitchell The School Tinley Park to handle any allegations of discrimination and harassment, including sexual harassment or sexual violence, promptly and effectively. Paul Mitchell The School Tinley Park 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 Tinley Park provides such as:

- ❶ Treat a person differently in determining whether he or she satisfies any requirement or condition for the provision of an aid, benefit, or service;
- ❷ Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- ❸ Deny any person an aid, benefit, or service
- ❹ Subject any person to separate or different rules of behavior, sanctions, or other treatment in providing an aid, benefit, or service
- ❺ 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;
- ❻ 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:

- ❶ submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment;
- ❷ 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
- ❸ 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 Tinley Park 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 Tinley Park 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 Tinley Park 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: Rene Kulacz- Director 18454 W. Creek Dr. Tinley Park, IL 60477 rene@tinleypark.paulmitchell.edu 708-478-6907	School Owner: (for complaints involving employees) Lori Clark 18454 W. Creek Dr. Tinley Park, IL 60477 lori@bradley.paulmitchell.edu 708-478-6907
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Paul Mitchell The School Tinley Park 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 Tinley Park's grievance procedures operate. Because complaints can also be filed with the School Owner, these employees also receive training on Paul Mitchell The School Tinley Park's grievance procedures.

Investigation of Complaints

In response to all complaints, Paul Mitchell The School Tinley Park's 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 Tinley Park 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 Tinley Park 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 Tinley Park 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 Tinley Park 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 Tinley Park took to eliminate the hostile environment, if Paul Mitchell The School Tinley Park found one to exist, and prevent recurrence.

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

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

Retaliation Prohibited

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

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

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

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

Sexual harassment may include but is not limited to:

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

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

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

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

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

STUDENT CONSUMER INFORMATION

Provisions of the Higher Education Amendment of 1976 require that effective July 1, 1977, each post-secondary institution which receives Federal Financial Aid funds must make certain student consumer information available to any enrolled or prospective student who request such information. This section compiled by the Financial Aid office staff attempts to meet the requirements.

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

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

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

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

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

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

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

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

ALCOHOL AND DRUG-FREE EDUCATIONAL FACILITY POLICY

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

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

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

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

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

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

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

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

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

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

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

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

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

COPYRIGHT MATERIAL POLICY

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

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

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

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

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

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

OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA)

The United States Department of Labor of Occupational Safety and Health Administration requires the school to advise its Future Professionals of the chemicals used in cosmetology and related training. During each unit of study, Future Professionals are advised of the various chemicals used and safe practices that apply. They also learn about the importance of safety in the work place and how to use and follow the Material Safety Data Sheets (MSDS) for chemicals used. In addition, a complete file containing material safety data sheets for the chemicals used at school is available in the administration office.

SOCIAL NETWORKING POLICY

Paul Mitchell The School Tinley Park 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, etc.) . Students are personally responsible for the content they publish on social networking sites. Students are expected to treat each other with fairness and respect, consistent with the Paul Mitchell Schools culture.

Paul Mitchell The School Tinley Park 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:

State of Illinois – Dept. of Financial and Professional Regulation

320 W. Washington, 3rd floor
Springfield, IL 62786
(217) 785-0800

U.S. Department of Education

400 Maryland Avenue, SW
Washington, D.C. 20202

National Accrediting Commission of Career Arts & Sciences (NACCAS)

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

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

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

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

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 Director, the Education Leader, the Admissions Leader, the Operations Leader, and the 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 will maintain records of the grievance and response in accordance with the published record retention policy.

Students should follow the above process; however, the student may, at any time, file a complaint with the school's accrediting agency, the U.S. Department of Education, Illinois Department of Professional Regulations (IDFPR) at <http://www.idfpr.com/ADMIN/Complaints.asp>.

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 schools website at:

<http://paulmitchell.edu/tinleypark/helpful.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.

TINLEY PARK SCHOOL ADMINISTRATION AS OF JANUARY 2018

Owners: Trend Setters Inc. with Lori Clark as CEO

Director / Compliance Leader: Rene Kulacz

Service Desk Leader: Kaelee Lang

Admissions Leaders: Betty Ilic

Financial Aid Leader: Gayle Bouck

Career Service Leader / Future Professional Advisor: Joan Rosecrants

Education Leader: Angelika Dado

Cosmetology Learning Leaders

Angie Dado - Education Leader - Full-time

Licensed Cosmetology Instructor

License # 120070906

Education leader full time. Angie also teaches speciality classes in texture as well as Paul Mitchell The School Tinley Park.

Erika Drammissi Licensed Cosmetology Instructor - Full-time

License#012008464

Cosmetology Core Learning Leader full time. Erika is the worksheet leader and final phase leader at Paul Mitchell The School Tinley Park.

Anna Cairo -Licensed Cosmetology Instructor - Full-time

License # 012008229

Day Theory Learning Leader and clinic floor classroom learning leader.

Joy Schmidt-Licensed Cosmetology Instructor - Full-time

License # 012007718

Clinic Classroom Learning Leader and Culture Specialist

Donita Mitchell- Licensed Cosmetology Instructor - Full Time

License # 012.008279

Clinic Floor Learning Leader and Esthetics Department

Travis Jennings - Licensed Cosmetology Instructor - Full Time

License # 012.007805

Cosmetology Day Core Learning Leader and Clinic Floor Learning Leader

Samantha Morrissey - Licensed Cosmetology Instructor - Full Time

License # 012.008832

Clinic Floor Learning Leader

Tamyco Metcalf - Licensed Cosmetology Instructor - Part Time

License # 012.008163

Cosmetology Learning Leader

Barbering Learning Leader

Ramiro Barajas -Licensed Barber Teacher - Part-time

Registered Barber.

License# 007000617

Teaches barbering curriculum and hands on to Barber class.

Esthetics Learning Leader

Cynthia Norkus -Licensed Esthetic Teacher - Part-time

License # 131010542

Teaches Esthetics class.