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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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*Policies may change due to regulatory updates

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PHILOSOPHY

Paul Mitchell The School Portland seeks to train all students to their highest potential, and to provide our students with focused instruction, while channeling creative energies and talents in a positive and supportive learning environment.

MISSION STATEMENT

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

Paul Mitchell The School Portland has a stated philosophy and mission. Our mission is to provide basic, quality instruction in the necessary theory and practical skills a student will need to master in order to enter the cosmetology profession. We endeavor to train our students in a manner that enhances the development of self-confidence through knowledge, hands-on experience, and repetitive practice.

In order to achieve these goals, we believe in providing our students with:

- A quality curriculum, in compliance with all stated curriculum guidelines and requirements.
- An experienced and knowledgeable instructional staff.
- A clean and safe learning environment.

Our educational and training objective is to provide our students with the training they will need to master entry level skills and speed training, technical training, and the professional attitudes and insights necessary for a successful career in the cosmetology industry.

SCHOOL FACILITIES

Paul Mitchell The School Portland's facility is approximately 18,000 square feet. The site is divided into an upper, lower and basement levels. The lower level consists of a clinic floor equipped with 70 styling stations and hydraulic styling chairs, manicure and pedicure area, facial area, reception area, dispensary, product store and restrooms. The upper level consists of three large classrooms, lockers, student lunch room, staff office; these levels are accessible by stairwell and elevator. The training facility is equipped with a complete video system, a large video library, in addition to numerous audio programs and equipment designed to enable students to practice, review lessons, or fine-tune their skills.

Paul Mitchell the school Portland is handicapped accessible at street level. The upper level of the school is handicapped accessible. The facility has a working elevator that goes from the basement to the 2nd floor. The institution has 5 restrooms. 3 large gender specific restrooms each have wheelchair accessible stalls with accessible sinks. The other restroom is located on the main clinic floor area and is non-gender specific and is wheelchair accessible.

All offices and classrooms are wheelchair accessible.

OFFICE HOURS

Administrative and Financial Aid Office — Hours are 9:30 a.m. to 5:00 p.m. Tuesday through Saturday or by special appointment. Call (503) 222-7687 for details.

ADMINISTRATION/OWNERSHIP

Global Educational Systems Company dba Paul Mitchell The School Portland, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC.

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

Barbering, 1350 hours: Standard Occupational Classification (SOC) 39-5011.00, Classification of Instructional Programs (CIP) Code 12.0402.00:

The curriculum involves 1350 hours to satisfy Oregon state requirements. The course includes extensive instruction and practical experience in basic barbering, hair cutting, hair styling, shaving, skin and scalp care; safety, sanitation and hygiene and career development requirements. This course does not include chemical services such as hair coloring or permanent waving requirements.

Esthetics, 500 hours: Standard Occupational Classification (SOC) 39-5094.00, Classification of Instructional Programs (CIP) Code 12.0409.00:

The curriculum involves 500 hours to satisfy Oregon state requirements. The course includes extensive instruction and practical experience in basic massage, facial treatments, skin care and skin disorders, cosmetic products and application, removal of unwanted hair from the lower limbs, body wraps treatments; safety and sanitation and hygiene and career development requirements.

Hair Design, 1700 hours: Standard Occupational Classification (SOC) 39.5012.00, Classification of Instructional Programs (CIP) Code 12.0407:

The curriculum involves 1700 hours to satisfy Oregon state requirements. The course includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

Nail Technology, 600 hours: Standard Occupational Classification (SOC) 39-5092.00, Classification of Instructional Programs (CIP) Code 12.0410.00:

The curriculum involves 600 hours to satisfy Oregon state requirements. The course includes extensive instruction and practical experience in basic manicure, pedicure, hand and foot massage, artificial nails and tips; safety, sanitation and hygiene, and career development requirements.

Esthetics / Nail Technology, 850 hours: Standard Occupational Classification (SOC) 39-5094.00 / 39-5092.00, Classification of Instructional Programs (CIP) Code 12.0499:

The curriculum involves 850 hours to satisfy Oregon state requirements. The course includes extensive instruction and practical experience in esthetics skills, impeccable health and safety judgments, proper sanitation habits, business skills, communication skills and professionalism necessary to secure a job in Esthetics or a related field.

Hair Design / Esthetics, 1950 hours: Standard Occupational Classification (SOC) 39.5012.00 / 39-5094.00, Classification of Instructional Programs (CIP) Code 12.0499:

The curriculum involves 1950 hours to satisfy Oregon state requirements. The course includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, esthetics.

Hair Design / Esthetics / Nail Technology, 2300 hours: Standard Occupational Classification (SOC) 39-5012.00, Classification of Instructional Programs (CIP) Code 12.0401:

The curriculum involves 2300 hours to satisfy Oregon state requirements. The course includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing, esthetics, and nail technology.

Hair Design / Nail Technology, 2050 hours: Standard Occupational Classification (SOC) 39-5012.00 / 39-5092.00, Classification of Instructional Programs (CIP) Code 12.0499:

The curriculum involves 2050 hours to satisfy Oregon state requirements. The course includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing and nail technology.

Cadet Teacher Training: (SOC 25-1194.00, CIP code 13.1399)

This program is by invitation only.

The curriculum involves 1000 hours for student instructors to satisfy Oregon state requirements. The course educates prospective cosmetology teachers to address the needs of students in the classroom and the clinic floor. Prospective teachers learn to utilize a system of forward-focused thinking and front-end coaching. By learning the methods of teaching cosmetology, the prospective teachers learn to engage students in the learning process and stimulate the discovery process with visuals, music, and/or hands-on activities. **Students are prepared to be entry level instructors.*

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

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

PARKING AND PUBLIC TRANSPORTATION

Students must abide by local (city and/or landlord) parking rules, which are announced during orientation. Paul Mitchell The School Portland will not be responsible for parking violations and/or towing fees. The school is conveniently located within one block of the MAX train and Tri-Met bus lines (www.trimet.org).

NONDISCRIMINATION

Paul Mitchell The School Portland, 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, Marquita Goldsby, in person or by calling (503) 222-7687, or by mail at 234 SW Broadway, Portland, OR 97205 immediately so appropriate action can be taken.

"Any person unlawfully discriminated against, as described in ORS 345-240, may file a complaint under ORS 659A.820 with the Commissioner of the Bureau of Labor and Industries and the school's policies governing employees will be enforced in situations where instructional staff or other school personnel have been found to have engaged in discriminatory behavior."

STATE LICENSING DISCLAIMER

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

EDUCATION GOALS

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

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

ADMISSION REQUIREMENTS

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

ADMISSION PROCEDURE

- 1 **Complete an Application Form:** Complete and submit the application form to the school prior to registration. All forms may be obtained by requesting them from Paul Mitchell The School Portland.
- 2 **Submit a Application Fee:** Action will not be taken on admission or any student loan application until a non-refundable application fee of \$50.00 is received. Please submit the fee in the form of a check or money order, payable to Paul Mitchell The School Portland. This fee is not included in the cost of tuition and must be paid in full prior to or on the student's orientation day. Any student, whose check is returned to the school for non-sufficient funds, closed account, or any other reason, will be charged a \$35.00 fee for each time a check is returned. In extraordinary circumstances, the school may waive the application fee for students that transfer from a school that has suddenly closed without notice.
- 3 **Submit One (1) Photo:** The photo ID should be a driver's license or a recent head and shoulder shot of the prospective student from an ID card.
- 4 **Entrance Essay or Collage:** The student may write an essay or create a collage that shares the applicant's accomplishments and career goals.
- 5 **Personal Interview:** Applicant must complete a personal interview with the admission's Team prior to registration.
- 6 **Proof of age:** The applicant must be 18 years of age to enroll. The applicant must provide proof of identity and age in the form of their social security card and a current state-issued driver's license or identification card for retention in the students permanent record.

- ⑦ **Provide Verification Documents:** Copies of a standard high school diploma*, high school transcripts**, an academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit towards a bachelor's degree or High School Equivalency diploma or official High School Equivalency diploma test scores.

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

****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.

If the applicant is not a citizen of the United States, the applicant must provide a copy of both the front and back of their Alien Registration Card for verification with the United States Department of Justice, Immigration and Naturalization Service. Foreign students must also provide a copy of their Student Visa (both the front and back) in order to enroll.

- ⑧ **Agency Sponsorship:** If the prospective student is anticipating Agency Sponsorship, a letter or voucher that guarantees payment must be provided. If the prospective student is anticipating the receipt of Private Student/Career Loan Funds, that prospective student must complete all forms and applications in a timely manner and provide all documents requested by the school.
- ⑨ **Instructor Program:** Students enrolling in the Cadet Teacher Training program must provide a copy of a valid and current cosmetology license prior to enrollment.

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

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

Paul Mitchell The School Portland does accept re-entry students. *Please see the school re-entry policy for specific requirements.*

APPLICANTS WITH NON-IMMIGRANT VISAS

Applicants with non-immigrant visas include those with work visas, students, visitors and foreign government officials. An applicant with a non-immigrant visa is not eligible for FSA funds unless they have a Form I-94 with one of the endorsements given in the eligible document section. Non-immigrant visas include, but are not limited to, the F-1, F-2 or M-1 Student Visa, NATO Visa, B-1 or B-2 Visitors Visa, J-1 or J-2 Exchange Visitors Visa, H series or L series. Someone who has only a "Notice of Approval to Apply for Permanent Residence" cannot receive FSA funds.

In addition to the above documents, non-immigrant applicants must provide documentation to show that they are permitted to be enrolled in a post-secondary school in the United States. Please see the Financial Aid Officer to determine if you qualify for any type of Title IV financial aid. Please note that students who are studying under a student visa (I-20) are not eligible to receive financial aid. Those students studying under a student visa at a school approved by SEVIS must attend the full-time schedule and can only attend the program for a period not to exceed 12 months. This school location is not SEVIS approved.

ACCEPTANCE

After a prospect has completed the 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 student receives written notification of acceptance or denial within two (2) weeks from the date of the application form. Note: All applicants must go through the entire application process and only signs the enrollment agreement only after having been accepted (detailed in the enrollment application) which includes re-entry students (withdrawals) and transfer students. ***If a student is denied acceptance they may reapply with in one year, following the same admissions procedures.***

REENTRY STUDENTS

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

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

Readmission is reserved to the sole discretion of Paul Mitchell The School Portland and may require special conditions. Students previously expelled from the school will not be considered for readmission.

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

TRANSFER STUDENTS

Paul Mitchell The School Portland will accept transfer hours from other schools based on an evaluation of the student's comprehension of the course material. The cost for transfer students per hour attended at Paul Mitchell The School Portland is listed in the chart below. Please note that this does not include the cost of the Paul Mitchell student kit. Paul Mitchell The School does not accept transfer hours in the cadet teacher training program.

Program	Total Hours Required	Cost per Clock Hour Needed	Maximum Hours Accepted	Minimum Hours Accepted
Barbering	1,350 hours	\$8.52	350 hours	100 hours
Esthetics	500 hours	\$10.45	100 hours	50 hours
Hair Design	1,700 hours	\$7.43	500 hours	150 hours
Nail Technology	600 hours	\$9.37	100 hours	50 hours
Esthetics / Nail Technology	850 hours	\$9.32	100 hours	50 hours
Hair Design / Esthetics	1,950 hours	\$7.11	500 hours	150 hours
Hair Design / Esthetics / Nail Technology	2,300 hours	\$6.58	1,000 hours	300 hours
Hair Design / Nail Technology	2,050 hours	\$6.83	1,000 hours	300 hours
Cadet Teacher Training	1,000 hours	\$0	0 hours	0 hours

Please note that students transferring to another school may not be able to transfer all the hours they earned at Paul Mitchell The School Portland; the number of transferable hours depends on the policy of the receiving school. Prior related education and/or experience of all veterans student will be reviewed and appropriate credit given.

TRANSFER STUDENTS – CREDIT FOR PRIOR TRAINING

Students seeking enrollment at Paul Mitchell The School Portland who have previously attended another post-secondary cosmetology school and desire credit for previously earned clock hours must request official academic transcripts from any school previously attended. Paul Mitchell The School Portland must receive the transcripts directly from the previous school(s) prior to the enrollment of the student.

Transfer students are advised:

- ▶ Upon receipt, the transcript(s) will be evaluated, appropriate credit granted, and the program length shortened proportionately. Institutional charges will be prorated based on the length of program left to complete.
- ▶ Paul Mitchell The School Portland will not accept "Safety and Sanitation" hours from schools which are out-of-state or out-of-country as they may conflict with current State of Oregon Safety and Sanitation laws, rules, and procedures.
- ▶ Paul Mitchell The School Portland will NOT accept previously earned training hours that are older than 10 years.

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 STUDENTS — IN-SCHOOL COURSES

Any student who wished to transfer to another program offered by this institution, while enrolled and in attendance, may do so providing a written request and a transfer fee in the amount of \$25.00 to the school. The student will be required to complete a new Enrollment Agreement. A student desiring a course transfer after more than five (5) days from the start date of their originally contracted course of study, will be charged an Administrative Course Transfer Fee in the amount of \$25.00. The course transfer fee must be paid by the student prior to transfer.

ENROLLMENT INFORMATION

- 1 **Enrollment periods:** Paul Mitchell The School Portland usually begins a new classes about every eight (8) weeks, depending upon space availability. Students will be allowed to enroll within one (1) day prior to the scheduled start date. Please refer to the Tuition and Registration Schedule supplement, start dates located in the catalog or contact Paul Mitchell The School Portland for exact starting dates.
- 2 **Enrollment size:** Paul Mitchell The School Portland generally maintains a student enrollment of approximately 250 students at any given time. Starting class sizes are limited to 20 “new” students.
- 3 **Holidays and school closures:** Paul Mitchell The School Portland allows the following holidays off: New Year’s Day, Memorial Day, Independence Day (July 4), Labor Day, Thanksgiving Day, Christmas Day, and closed on pre-announced staff and faculty in-service training days. Closures for staff training purposes are announced and posted for all students. These dates are determined according to the calendar each year. Additional holidays may be added to the schedule at the discretion of school administration. The school is open for business unless there is a declared State of Emergency. Unexpected closures and snow days will be reported via the schools website and/or Facebook page.

Emergency Closures – Snow, ice and inclement weather conditions, during which time the safety of students, staff and clients could be endangered may require emergency closure of the school. Emergency closures are announced over local radio and television stations prior to 7:00 a.m. and throughout the day. Should threatening weather conditions develop while in school is in progress, students may be dismissed early.

- 4 **Enrollment contract:** Paul Mitchell The School Portland clearly outlines the obligation of both the school and the student in the enrollment contract. A copy of the enrollment contract and information covering costs and payment plans will be furnished to the student before the beginning of class attendance.
- 5 **Payment schedule:** Paul Mitchell The School Portland offers a variety of monthly financial payment schedules. See Paul Mitchell The School Portland’s Admissions Leader or Financial Aid Leader for details.
- 6 **Submit a Registration Fee:** A student will not be enrolled until a registration fee of \$100.00 is received. Please submit the fee in the form of a check or money order, payable to Paul Mitchell The School Portland. This fee is not included in the cost of tuition and must be paid in full prior to or on the student’s orientation day. Any student, whose check is returned to the school for non-sufficient funds, closed account, or any other reason, will be charged a \$35.00 fee for each time a check is returned.

ORIENTATION DAY

Prior to beginning any program, Paul Mitchell The School Portland requires all students to attend an Orientation Day training. During Orientation Day, the institutional catalog, policies and procedures are reviewed and program curricula and requirements are explained.

ENGLISH LANGUAGE

Paul Mitchell The School Portland provides all instruction and training in the English language. All textbooks, videos, reference materials, training materials, product labels and institutional publications are provided in English.

COST OF TUITION AND SUPPLIES

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

TUITION – Barbering 1,350 hours

Tuition	\$11,500.00
Application Fee (<i>nonrefundable</i>)	50.00
Enrollment Fee	100.00
Kit and Supplies (<i>nonrefundable</i>)	1,500.00
Textbooks (<i>nonrefundable</i>)	450.00
TOTAL COSTS	\$13,600.00

TUITION – Esthetics 500 hours

Tuition	\$5,225.00
Application Fee (<i>nonrefundable</i>)	50.00
Enrollment Fee	100.00
Kit and Supplies (<i>nonrefundable</i>)	750.00
Textbooks (<i>nonrefundable</i>)	450.00
TOTAL COSTS	\$6,575.00

TUITION – Esthetics / Nail Technology 850 hours

Tuition	\$7,925.00
Application Fee (<i>nonrefundable</i>)	50.00
Enrollment Fee	100.00
Kit and Supplies (<i>nonrefundable</i>)	1,050.00
Textbooks (<i>nonrefundable</i>)	450.00
TOTAL COSTS	\$9,575.00

TUITION – Hair Design 1,700 hours

Tuition	\$12,625.00
Application Fee (<i>nonrefundable</i>)	50.00
Enrollment Fee	100.00
Kit and Supplies (<i>nonrefundable</i>)	1,500.00
Textbooks (<i>nonrefundable</i>)	450.00
TOTAL COSTS	\$14,725.00

TUITION – Nail Technology 600 hours

Tuition	\$5,625.00
Application Fee (<i>nonrefundable</i>)	50.00
Enrollment Fee	100.00
Kit and Supplies (<i>nonrefundable</i>)	500.00
Textbooks (<i>nonrefundable</i>)	450.00
TOTAL COSTS	\$6,725.00

TUITION – Hair Design / Esthetics 1,950 hours

Tuition	\$13,875.00
Application Fee (<i>nonrefundable</i>)	50.00
Enrollment Fee	100.00
Kit and Supplies (<i>nonrefundable</i>)	2,100.00
Textbooks (<i>nonrefundable</i>)	<u>450.00</u>
TOTAL COSTS	\$16,575.00

TUITION – Hair Design/Esthetics / Nail Technology 2,300 hours

Tuition	\$15,125.00
Application Fee (<i>nonrefundable</i>)	50.00
Enrollment Fee	100.00
Kit and Supplies (<i>nonrefundable</i>)	2,250.00
Textbooks (<i>nonrefundable</i>)	<u>450.00</u>
TOTAL COSTS	\$17,975.00

TUITION – Hair Design / Nail Technology 2,050 hours

Tuition	\$14,000.00
Application Fee (<i>nonrefundable</i>)	50.00
Enrollment Fee	100.00
Kit and Supplies (<i>nonrefundable</i>)	1,850.00
Textbooks (<i>nonrefundable</i>)	<u>450.00</u>
TOTAL COSTS	\$16,450.00

TUITION – Cadet Teacher Training 1000 hours

Tuition	\$7,950.00
Application Fee (<i>nonrefundable</i>)	50.00
Enrollment Fee	100.00
Kit and Supplies (<i>nonrefundable</i>)	150.00
Textbooks (<i>nonrefundable</i>)	<u>250.00</u>
TOTAL COSTS	\$8,500.00

Please contact the school's Financial Aid Leader for payment options. The school accepts cash, Major credit card such as VISA, MasterCard, and American Express, and personal check payments. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs.

****The school encourages students to put a 10% down payment upon enrollment as this will decrease the balance on the students account.***

Financial aid available to those who qualify.

FINANCING OPTIONS

Option #1:	<i>Pay in full at enrollment.</i>
Option #2:	<i>Pay in full by graduation at zero (0%) interest.</i> The program cost is divided into equal monthly payments over the average duration of attendance for your particular program. Your first payment is due 30 days from your start date and then each month thereafter until paid in full. Final payment must be made by graduation/end of attendance period for your program of study. Transcripts will not be released for state licensing until your tuition is paid in full or payments are current.
Option #3:	FAFSA – available for those who qualify. Apply online at www.fafsa.ed.gov Paul Mitchell The School Portland – Federal school code 016348

FEE WAIVERS

The school does not offer any fee waivers.

CONSTITUTION DAY

Paul Mitchell The School Portland 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 Oregon can be found at <http://www.dol.wa.gov>.

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

2017 CLASS START DATES

Barbering	
DAY SCHOOL:	Please see the Admissions Team for specific start dates
NIGHT SCHOOL:	Please see the Admissions Team for specific start dates
Esthetics	
DAY SCHOOL:	Please see the school's Admissions Team for specific start dates
NIGHT SCHOOL:	January 30, May 15, August 28
Hair Design	
DAY SCHOOL:	Please see the school's Admissions Team for specific start dates
NIGHT SCHOOL:	January 30, May 15, August 28
Nail Technology	
DAY SCHOOL:	Please see the school's Admissions Team for specific start dates
NIGHT SCHOOL:	March 20, July 10, October 23
Esthetics / Nail Technology	
DAY SCHOOL:	Please see the school's Admissions Team for specific start dates
NIGHT SCHOOL:	Please see the Admissions Team for specific start dates
Hair Design / Esthetics	
DAY SCHOOL:	Please see the school's Admissions Team for specific start dates
NIGHT SCHOOL:	Please see the Admissions Team for specific start dates
Hair Design / Esthetics / Nail Technology	
DAY SCHOOL:	Please see the school's Admissions Team for specific start dates
NIGHT SCHOOL:	Please see the Admissions Team for specific start dates
Hair Design / Nail Technology	
DAY SCHOOL:	Please see the school's Admissions Team for specific start dates
NIGHT SCHOOL:	Please see the Admissions Team for specific start dates
Cadet Teacher Training	
DAY AND NIGHT SCHOOL:	This program is by invitation only Please see the school's Admissions Team for specific start dates.

FULL-TIME WEEKLY SCHEDULES

All students are scheduled to attend no less than 27.5 clock hours per week. Under statutory definition all enrolled students are full-time students. The following full-time schedules are available to students. They may select one schedule, depending on how quickly he or she would like to complete the program.

27.5 scheduled clock hours per week	Start at 9:00 a.m. depart at 3:00 p.m.; 30 min. lunch; Tuesday – Saturday
32.5 scheduled clock hours per week	Start at 9:00 a.m. depart at 4:30 p.m.; 30 min. lunch; Tuesday – Saturday
35 scheduled clock hours per week	Start at 9:00 a.m. depart at 4:00 p.m.; 30 min. lunch; Tuesday – Saturday
37.5 scheduled clock hours per week	Start at 9:00 a.m. depart at 5:00 p.m.; 30 min. lunch; Tuesday – Saturday
20 scheduled clock hours per week	Start at 5:30 p.m. depart at 9:30 p.m.; Monday – Friday

Schedule Changes — Any student who wishes to change their weekly hour schedule may do so by providing a written request and payment of Schedule Change Fee in the amount of \$25.00 to the school. Changing weekly scheduled hours directly affects a student’s anticipated completion/graduation date. The schedule change fee is due at the time of request. A student is allowed two (2) schedule changes during enrollment. A student who is within 90 days of their scheduled graduation date is not allowed to change their schedule.

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 45 days, at which time the items become the property of Paul Mitchell The School Portland. The school is not responsible for lost, stolen or damaged items. A student is not allowed to store any type of hazardous material in their locker. The locker is property of the school.

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

TERMINATION POLICY

Paul Mitchell The School may terminate a student’s enrollment for immoral and/or improper conduct as outlined in the Future Professional Development Guidelines, 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.

BARBERING COURSE OVERVIEW

Course Hours: 1350 clock hours

The course is divided into three learning experiences.

- ① **Theory Classroom Instruction:** The first 100 hours are devoted to classroom workshops and demonstrations where students learn design principles, technical information, and professional practices.
- ② **Pre-clinical Classroom Instruction:** The second 205 hours are devoted to classroom workshops where students learn design principles, technical information, and are guided on professional practices.
- ③ **Clinic Learning Experience:** The remaining 1,045 hours are spent in the clinic classroom where practical experience is gained.

BARBERING COURSE OUTLINE

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

- ① **First Level — Core Curriculum:** A 305-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in basic barbering, hair cutting, hair styling, shaving, skin and scalp care; safety, sanitation & hygiene and career development requirements. This course does not include chemical services such as hair coloring or permanent waving requirements.
- ② **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 37.5 hours as a Protégé preparing you for the clinic classroom experience.
- ③ **Clinic Classroom Learning Experience:** Your clinic classroom time from 342.5 to 1,350 hours will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
- ④ **Classroom Learning Experience:** Your classroom time from 342.5 to 1,350 hours is focused on services including safety, sanitation and hygiene, and career development requirements. Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- ⑤ **Second Level — Adaptive Curriculum:** From 342.5 to 1,000 hours you will enter a new phase of elective classroom workshops coupled with challenging practical services designed to continue building you into a confident barber.
- ⑥ **Pending Graduate — Creative Curriculum:** You will spend your last 350 hours in Paul Mitchell The School Portland in “high gear” by dressing, acting, and working like a beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future salon career.

ESTHETICS COURSE OVERVIEW

Course Hours: 500 clock hours

The course is divided into three learning experiences.

- ① **Theory Classroom Instruction:** The first 45 hours are devoted to classroom workshops and demonstrations where students learn design principles, technical information, and professional practices.
- ② **Pre-clinical Classroom Instruction:** The second 67.5 hours are devoted to classroom workshops where students learn design principles, technical information, and are guided on professional practices.
- ③ **Clinic Learning Experience:** The remaining 387.5 hours are spent in the clinic classroom where practical experience is gained.

ESTHETICS COURSE OUTLINE

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

- ① **First Level — Core Curriculum:** A 112.5-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in basic massage, facial treatments, skin care and skin disorders, cosmetic products and application, removal of unwanted hair from lower limbs, body wrap treatments; safety, sanitation and hygiene and career development requirements.
- ② **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 37.5 hours as a Protégé preparing you for the clinic classroom experience.
- ③ **Clinic Classroom Learning Experience:** Your clinic time from 150 to 500 hours will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
- ④ **Classroom Learning Experience:** Your classroom time from 150 to 500 hours is focused on services including safety, sanitation and hygiene, and career development requirements. Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- ⑤ **Second Level — Adaptive Curriculum:** From 150 to 350 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a confident esthetician.
- ⑥ **Pending Graduate — Creative Curriculum:** You will spend your last 150 hours in Paul Mitchell The School Portland in “high gear” by dressing, acting, and working like a beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future salon career.

HAIR DESIGN COURSE OVERVIEW

Course Hours: 1,700 clock hours

The course is divided into three learning experiences.

- 1 **Theory Classroom Instruction:** The first 100 hours are devoted to classroom workshops and demonstrations where students learn design principles, technical information, and professional practices.
- 2 **Pre-clinical Classroom Instruction:** The second 205 hours are devoted to classroom workshops where students learn design principles, technical information, and are guided on professional practices.
- 3 **Clinic Learning Experience:** The remaining 1,357 hours are spent in the clinic classroom where practical experience is gained.

HAIR DESIGN COURSE OUTLINE

Your time at Paul Mitchell The School Portland for the hair design program will be divided into six designations:

- 1 **First Level — Core Curriculum:** A 305-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in basic hair care, shampoo, conditioning, cutting, coloring, permanent waving, chemical texture, guest services, safety/sanitation/hygiene and career development requirements.
- 2 **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 37.5 hours as a Protégé preparing you for the clinic classroom experience.
- 3 **Clinic Classroom Learning Experience:** Your clinic time from 342.5 to 1,700 hours will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
- 4 **Classroom Learning Experience:** Your classroom time from 306 to 1,700 hours is divided into cutting, coloring, texture and makeup. Each area has an instructor who conducts the different specialty classes each week. Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- 5 **Second Level — Adaptive Curriculum:** From 342.5 to 1,000 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a confident designer.
- 6 **Pending Graduate — Creative Curriculum:** You will spend your last 700 hours in Paul Mitchell The School Portland 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.

NAIL TECHNOLOGY COURSE OVERVIEW

Course Hours: 600 clock hours

The course is divided into three learning experiences.

- ① **Theory Classroom Instruction:** The first 100 hours are devoted to classroom workshops and demonstrations where students learn design principles, technical information, and professional practices.
- ② **Pre-clinical Classroom Instruction:** The second 205 hours are devoted to classroom workshops where students learn design principles, technical information, and are guided on professional practices.
- ③ **Clinic Learning Experience:** The remaining 295 hours are spent in the clinic area where practical experience is gained.

NAIL TECHNOLOGY COURSE OUTLINE

Your time at Paul Mitchell The School Portland for the nail technology program will be divided into six designations:

- ① **First Level — Core Curriculum:** A 112.5-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in basic manicure, pedicure, hand and foot massage, artificial nails and tips; safety, sanitation and hygiene, and career development requirements.
- ② **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 37.5 hours as a Protégé preparing you for the clinic classroom experience.
- ③ **Clinic Classroom Learning Experience:** Your clinic time from 150 to 600 hours will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
- ④ **Classroom Learning Experience:** Your classroom time from 150 to 600 hours is focused on services including the basic manicure, pedicure, hand and foot massage, artificial nails and tips; safety, sanitation and hygiene, and career development requirements. Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- ⑤ **Second Level — Adaptive Curriculum:** From 150 to 450 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a confident nail technician.
- ⑥ **Pending Graduate — Creative Curriculum:** You will spend your last 150 hours in Paul Mitchell The School Portland in “high gear” by dressing, acting, and working like a beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future salon career.

ESTHETICS / NAIL TECHNOLOGY (COMBINATION) COURSE OVERVIEW

Course Hours: 850 clock hours

- ① **Theory Classroom Instruction:** The first 45 hours are devoted to classroom workshops and demonstrations where students learn design principles, technical information, and professional practices.
- ② **Pre-clinical Classroom Instruction:** The second 180 hours are devoted to classroom workshops where students learn design principles, technical information, and are guided on professional practices.
- ③ **Clinic Learning Experience:** The remaining 625 hours are spent in the clinic classroom area where practical experience is gained.

ESTHETICS / NAIL TECHNOLOGY (COMBINATION) COURSE OUTLINE

- ① **First Level — Core Curriculum:** A 225-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in basic esthetics skills, business skill, communication skills, professionalism, nail technology; safety, sanitation and hygiene and career development requirements.
- ② **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 37.5 hours as a Protégé preparing you for the clinic classroom experience.
- ③ **Clinic Classroom Learning Experience:** Your clinic time from 262.5 to 850 hours will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
- ④ **Classroom Learning Experience:** Your classroom time from 262.5 to 850 hours is divided into makeup and nails. Each area has an instructor in the field who conducts the different specialty classes each week. Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- ⑤ **Second Level — Adaptive Curriculum:** From 262.5 to 600 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a confident nail technician and esthetician.
- ⑥ **Pending Graduate — Creative Curriculum:** You will spend your last 250 hours in Paul Mitchell The School Portland 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.

HAIR DESIGN / ESTHETICS (COMBINATION) COURSE OVERVIEW

Course Hours: 1950 clock hours

- ① **Theory Classroom Instruction:** The first 145 hours are devoted to classroom workshops and demonstrations where students learn design principles, technical information, and professional practices.
- ② **Pre-clinical Classroom Instruction:** The second 272.5 hours are devoted to classroom workshops where students learn design principles, technical information, and are guided on professional practices.
- ③ **Clinic Learning Experience:** The remaining 1,532.5 hours are spent in the clinic classroom area where practical experience is gained.

HAIR DESIGN / ESTHETICS (COMBINATION) COURSE OUTLINE

- ① **First Level — Core Curriculum:** A 417.5-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in basic hair cutting, coloring, perms, other chemical services; esthetics, nail technology; safety, sanitation and hygiene and career development requirements.
- ② **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 37.5 hours as a Protégé preparing you for the clinic classroom experience.
- ③ **Clinic Classroom Learning Experience:** Your clinic time from 455 to 1,950 hours will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
- ④ **Classroom Learning Experience:** Your classroom time from 455 to 1,950 hours is divided into five (5) areas: cutting, coloring, texture, makeup, and nails. Each area has an instructor in the field who conducts the different specialty classes each week. Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- ⑤ **Second Level — Adaptive Curriculum:** From 455 to 1,950 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a confident cosmetologist, hair stylist and esthetician.
- ⑥ **Pending Graduate — Creative Curriculum:** You will spend your last 950 hours in Paul Mitchell The School Portland 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.

HAIR DESIGN / ESTHETICS / NAIL TECHNOLOGY (COMBINATION) COURSE OVERVIEW

Course Hours: 2300 clock hours

- ① **Theory Classroom Instruction:** The first 195 hours are devoted to classroom workshops and demonstrations where students learn design principles, technical information, and professional practices.
- ② **Pre-clinical Classroom Instruction:** The second 292.5 hours are devoted to classroom workshops where students learn design principles, technical information, and are guided on professional practices.
- ③ **Clinic Learning Experience:** The remaining 1,812.5 hours are spent in the clinic classroom area where practical experience is gained.

HAIR DESIGN / ESTHETICS / NAIL TECHNOLOGY (COMBINATION) COURSE OUTLINE

- ① **First Level — Core Curriculum:** A 487.5-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in basic hair cutting, coloring, perms, other chemical services; esthetics, nail technology; safety, sanitation and hygiene and career development requirements.
- ② **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 37.5 hours as a Protégé preparing you for the clinic classroom experience.
- ③ **Clinic Classroom Learning Experience:** Your clinic time from 525 to 1,700 hours will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
- ④ **Classroom Learning Experience:** Your classroom time from 487.5 to 2,300 hours is divided into five (5) areas: cutting, coloring, texture, makeup, and nails. Each area has an instructor in the field who conducts the different specialty classes each week. Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- ⑤ **Second Level — Adaptive Curriculum:** From 525 to 1,000 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a confident cosmetologist, hair stylist, nail technician and esthetician.
- ⑥ **Pending Graduate — Creative Curriculum:** You will spend your last 1,300 hours in Paul Mitchell The School Portland in “high gear” by dressing, acting, and working like a beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future salon career.

HAIR DESIGN AND NAIL TECHNOLOGY (COMBINATION) COURSE OVERVIEW

Course Hours: 2050 clock hours

- ① **Theory Classroom Instruction:** The first 145 hours are devoted to classroom workshops and demonstrations where students learn design principles, technical information, and professional practices.
- ② **Pre-clinical Classroom Instruction:** The second 272.5 hours are devoted to classroom workshops where students learn design principles, technical information, and are guided on professional practices.
- ③ **Clinic Learning Experience:** The remaining 1,632 hours are spent in the clinic classroom where practical experience is gained.

HAIR DESIGN AND NAIL TECHNOLOGY (COMBINATION) COURSE OUTLINE

- ① **First Level — Core Curriculum:** A 417.5-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in basic hair cutting, coloring, perms, other chemical services; esthetics, nail technology; safety, sanitation and hygiene and career development requirements.
- ② **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 37.5 hours as a Protégé preparing you for the clinic classroom experience.
- ③ **Clinic Classroom Learning Experience:** Your clinic time from 455 to 2,050 hours will be guided with individual attention and group learning experiences using mini-classes, monthly worksheets, and periodic evaluations developed specifically for this monitoring progress. This is when you begin experiencing your clinic classroom education on paying clients in the clinic classroom area.
- ④ **Classroom Learning Experience:** Your classroom time from 455 to 2,050 hours is divided into five (5) areas: cutting, coloring, texture, makeup, and nails. Each area has an instructor in the field who conducts the different specialty classes each week. Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- ⑤ **Second Level — Adaptive Curriculum:** From 455 to 1,000 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building you into a confident cosmetologist, hair stylist, nail technician and esthetician.
- ⑥ **Pending Graduate — Creative Curriculum:** You will spend your last 1,050 hours in Paul Mitchell The School Portland in “high gear” by dressing, acting, and working like a beauty industry professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future salon career.

CADET TEACHER TRAINING COURSE OVERVIEW

Course Hours: 1000 clock hours

The Cadet Teacher Training course is divided into three designations: Observation Theory, Psychology and Methodology, and Student Teaching.

INSTRUCTOR COURSE OUTLINE

Your time in the Paul Mitchell The School Portland Cadet Teacher Training course will be divided into three designations:

- 1 **Observation Theory:** This section focuses on learning by observing classroom and clinic floor instruction.
- 2 **Psychology and Methodology:** These classes focus on the theory of teaching, using *Milady's Master Educator* textbook, including weekly tests.
- 3 **Student Teaching:** You will learn to write lesson plans and do actual teaching from your lesson plans. There will be a practical teaching evaluation of your teaching skills.

STATE OF OREGON REQUIREMENTS IN COURSES

Mandatory Curriculum Components — The state of Oregon requires all students enrolled in a cosmetology related training program to actually attend and successfully complete 150 clock hours in Safety, Sanitation & Hygiene and 100 clock hours in Career Development.

Oregon Higher Education Coordinating Commission's Office of Private Postsecondary Education and Website — Although the school publishes direct citations of the current private career school rules and curriculums that are published by the Oregon Department of Education this institution encourages students to access the Department's website at: www.ode.StateofOregon.or.us.

Safety, Sanitation and Hygiene	Clock Hours:
Dispensary	20
Hazardous Chemical Awareness	8
OSHA Regulation/MSDS Sheets	20
Oregon Law/Oregon Rules and Regulations	20
First Aid, Safety/Sanitation	8
Includes Decontamination & Infection Control and Bacteriology	74
Total Hours:	150

Career Development	Clock Hours:
Orientation	4
Debt Management	4
Professionalism	20
Salaries/Taxes	16
Setting Up A Business	10
Resume Preparation/Interview	6
Salon and Reception Operations	20
Advertising/Promotion	4
Time Management	4
Discretionary Hours	12
Total Hours:	100

Barbering — 1,300 Hours Practical Requirements

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

Course Description:	Hours
History of Barbering	5
Implements, Tools, and Equipment	25
Properties and Disorders of the Skin, Scalp & Hair	50
Draping, Shampooing, & Rinsing	50
Facial Massage and Treatments	10
Haircutting	580
Hairstyling	300
Shaving, Moustache and Treatments	10
Artificial Hair/ Hair Pieces	5
Electricity and Light Therapy	5
Chemistry	10
Anatomy & Physiology	10
Safety, Sanitation, and Hygiene	150
Career Development	90
TOTAL HOURS	1350

Required Practical Services:	Required		Required Practical Services:	Required
CORE Practical Exams	1		Clipper Cuts	25
Final Practical Exams	1		Razor Cuts	25
Various Practical Skills Tests	9		Men's Shaves	15
Shampoo	250		Men's Beard Trim	15
Conditioners & Rinses	200		Hairstyling	175
Scalp Treatment	20		Thermal Styles	75
Scalp Massage	15		Artificial Hair/ Hair Pieces	5
Facial Massage and Treatments	25		Braids	5
Haircutting	400		Safety & Sanitation	400

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

Esthetics — 500 Hours Practical Requirements

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

Course Description:	Hours
Massage	35
Facials	45
Facial Make Up	35
Skin Disorders	40
Hair Removal	15
Chemistry & Anatomy	30
Electricity & Light Therapy	5
Body Treatments	8
Discretionary	37
Safety, Sanitation and Hygiene	150
Career Development	100
TOTAL HOURS	500

Required Practical Services:	Required		Required Practical Services:	Required
CORE Practical Exam	1		Hair Removal	20
Final Practical Exam	1		Brow Arching	20
Various Practical Skills	7		Chemical Exfoliation	10
Facial Massage	15		Facial Treatments	15
Facials – Plain	25		Body Wrap/Treatments	3
Facials – Makeup	25		Safety & Sanitation	400

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

Hair Design — 1,700 Hours Practical Requirements

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

Course Description:	Hours
History of Hair Design	5
Properties of Hair and Scalp	50
Draping, Shampooing and Rinsing	50
Hair Cutting	400
Hair Styling – Finger Wave, Wet Sets, Thermal Styling, Straightening	450
Chemical Services – Permanent Waving, Hair Coloring, Chemical Hair Relaxing, Soft Curl Perm	350
Artistry of Artificial Hair & Pieces	10
Shaving, Trimming Beard	20
Chemistry	10
Anatomy and Physiology	10
Implements Tools, Equipment	25
Electricity and Light Therapy	5
Discretionary Hours	65
Safety, Sanitation and Hygiene	150
Career Development	100
TOTAL HOURS	1700

Required Practical Services:	Required		Required Practical Services:	Required
CORE Practical Exam	1		Perms	60
Final Practical Exam	1		Relaxers	5
Shampoo	75		Frosts	5
Conditioners	75		Tints	40
Scalp Treatments	25		Bleaches	10
Scalp Massage	15		Weaves	15
Haircutting – Shears	200		Wiggery/Hair Pieces	5
Clipper Cuts	25		Hair Color – Entire Head	10
Razor Cuts	25		Finger Waves	10
Men’s Shaves	5		Braids	5
Men’s Beard Trims	5		Updos	5
Hair Styles	200		Safety and Sanitation	400
Thermal Hair Styles	75			

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

Nail Technology — 600 Hours Practical Requirements

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

Course Description:	Hours
Manicuring	40
Pedicuring	40
Nail Wrap Systems	30
Nail Tips	20
Acrylic Nail Forms	50
Artificial Nail Removal	10
Artificial Nail Repairs	15
Artificial Nail Fills	20
Hand & Foot Massage	30
Nail Disorder & Diseases	20
Equipment, Implements, Cosmetics, Chemistry, Materials	15
Discretionary Hours	60
Safety, Sanitation & Hygiene	150
Career Development	100
TOTAL HOURS	600

Required Practical Services:	Required	Required Practical Services:	Required
CORE Practical Exam	1	Gels	5
Final Practical Exam	1	Nail Wrap Systems	5
Various Practical Skills Test	7	Acrylic Nail Forms	10
Manicuring	25	Artificial Nail Removal	5
Hot Oil Manicure	10	Artificial Nail Repairs	5
Pedicuring	25	Artificial Nail Fills	5
Hand & Foot Massage	50	Nail Art	5
Acrylic Nail Tips	15	Safety & Sanitation	400

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

Hair Design / Esthetics / Nail Technology — 2,300 Hours Practical Requirements

The 2300 Hair Design / Esthetics / Nail Technology course is a “combination” Program. The curriculum of this program is a combination of the non-repetitive units of the Hair Design 1450, Esthetics 250, and Nail Technology 350 curricula. The instructional program of Paul Mitchell The School Portland meets or exceeds these requirements:

Course Description:	Clock Hours:
Hair Design	1,450
Esthetics	250
Nail Technology	350
Safety, Sanitation & Hygiene	150
Career Development	100
Total Hours:	2300

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

Hair Design / Esthetics 1950 hours

The 1950 Hair Design / Esthetics course is a “combination” Program. The curriculum of this program is a combination of the non-repetitive units of the Hair Design 1450 and Esthetics 250 curricula. The instructional program of Paul Mitchell The School Portland meets or exceeds these requirements:

Course Description:	Clock Hours:
Hair Design	1,450
Esthetics	250
Safety, Sanitation & Hygiene	150
Career Development	100
Total Hours:	1950

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

Hair Design / Nail Technology — 2,050 Hours Practical Requirements

The 2050 Hair Design / Nail Technology course is a “combination” Program. The curriculum of this program is a combination of the non-repetitive units of the Hair Design 1450 and Nail Technology 350 curricula. The instructional program of Paul Mitchell The School Portland meets or exceeds these requirements:

Course Description:	Clock Hours:
Hair Design	1,450
Nail Technology	350
Safety, Sanitation & Hygiene	150
Career Development	100
Total Hours:	2050

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

Nail Technology / Esthetics 850 hours Practical Requirements

The 850 Nail Technology / Esthetics course is a “combination” Program. The curriculum of this program is a combination of the non-repetitive units of the Nail Technology 1450 and Esthetics 250 curricula. The instructional program of Paul Mitchell The School Portland meets or exceeds these requirements:

Course Description:	Clock Hours:
Nail Technology	350
Esthetics	250
Safety, Sanitation & Hygiene	150
Career Development	100
Total Hours:	850

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

Cadet Teacher Training 1000 hours Requirements

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

Course Description:	Clock Hours:
Course Orientation	50
Master Educator Course Instructional Skills	70
Learning Systems and Professional Development	65
Master Educator Classroom Learning	150
Milady Course Management System Introduction	150
Service Skills and Learning Leader Coaching	150
Master Educator Clinic Learning	65
Milady Course Management System Clinic Floor Learning	50
Communication, Coaching and Student Evaluation	150
Master Educator Performance Coaching and Student Evaluation	50
Milady Course Management System Introduction	50
Total Hours:	1000

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

TESTING AND GRADING PROCEDURE IN COURSES

Barbering: 1350-hour program

The following tests and grading procedures are incorporated during the student's 1350-hour course:

- 1 **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- 2 **305-hour orientation written and practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass this evaluation test on their second attempt, they may be asked to withdraw and re-enroll in the next Core class start date.
- 3 **Final exam 1 (approximately 1,150-hour written test):** This test covers an overview of all related barbering subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- 3 **Final exam 2 (approximately 1,150-hour written test):** The written exam covers an overview of all theory instruction, Oregon state law, and other items covered on the state nail exam. Students must receive a grade of 75% or higher on all final exams.
- 5 **Monthly practical worksheets:** Full-time students must complete nine (9) worksheets.

Esthetics: 500-hour program

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

- 1 **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- 2 **112.5-hour orientation written and practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass this evaluation test on their second attempt, they may be asked to withdraw and re-enroll in the next Core class start date.
- 3 **Final exam 1 (approximately 400-hour written test):** This test covers an overview of all related esthetics subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- 3 **Final exam 2 (approximately 400-hour written test):** The written exam covers an overview of all theory instruction, Oregon state law, and other items covered on the state nail exam. Students must receive a grade of 75% or higher on all final exams.
- 5 **Monthly practical worksheets:** Full-time students must complete four (4) worksheets.

Hair Design: 1700-hour program

The following tests and grading procedures are incorporated during the student's 1700-hour course:

- 1 **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- 2 **305-hour orientation written and practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass this evaluation test on their second attempt, they may be asked to withdraw and re-enroll in the next Core class start date.
- 3 **Final exam 1 (approximately 1,500-hour written test):** This test covers an overview of all related hair design subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- 3 **Final exam 2 (approximately 1,500-hour written test):** The written exam covers an overview of all theory instruction, Oregon state law, and other items covered on the state hair design exam. Students must receive a grade of 75% or higher on all final exams.
- 5 **Monthly practical worksheets:** Full-time students must complete twelve (12) worksheets.

Nail Technology: 600-hour program

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

- ① **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- ② **112.5-hour orientation written and practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass this evaluation test on their second attempt, they may be asked to withdraw and re-enroll in the next Core class start date.
- ③ **Final exam 1 (approximately 500-hour written test):** This test covers an overview of all related nail technology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- ③ **Final exam 2 (approximately 500-hour written test):** The written exam covers an overview of all theory instruction, Oregon state law, and other items covered on the state nail exam. Students must receive a grade of 75% or higher on all final exams.
- ⑤ **Monthly practical worksheets:** Full-time students must complete four (4) worksheets.

Esthetics / Nail Technology: 850-hour program

The following tests and grading procedures are incorporated during the student's 850-hour course:

- ① **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- ② **225-hour orientation written and practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass this evaluation test on their second attempt, they may be asked to withdraw and re-enroll in the next Core class start date.
- ③ **Final exam 1 (approximately 700-hour written test):** This test covers an overview of all related esthetics / nail technology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- ③ **Final exam 2 (approximately 700-hour written test):** The written exam covers an overview of all theory instruction, Oregon state law, and other items covered on the state nail exam. Students must receive a grade of 75% or higher on all final exams.
- ⑤ **Monthly practical worksheets:** Full-time students must complete six (6) worksheets.

Hair Design / Esthetics: 1950-hour program

The following tests and grading procedures are incorporated during the student's 1950-hour course:

- ① **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- ② **417.5-hour orientation written and practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass this evaluation test on their second attempt, they may be asked to withdraw and re-enroll in the next Core class start date.
- ③ **Final exam 1 (approximately 1,750-hour written test):** This test covers an overview of all related hair design / esthetics subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- ③ **Final exam 2 (approximately 1,750-hour written test):** The written exam covers an overview of all theory instruction, Oregon state law, and other items covered on the state nail exam. Students must receive a grade of 75% or higher on all final exams.
- ⑤ **Monthly practical worksheets:** Full-time students must complete thirteen (13) worksheets.

Hair Design / Esthetics / Nail Technology 2300-hour program

The following tests and grading procedures are incorporated during the student's 2300-hour course:

- 1 **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- 2 **487.5-hour orientation written and practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass this evaluation test on their second attempt, they may be asked to withdraw and re-enroll in the next Core class start date.
- 3 **Final exam 1 (approximately 2,100-hour written test):** This test covers an overview of all related hair design / esthetics / nail technology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- 3 **Final exam 2 (approximately 2,100-hour written test):** The written exam covers an overview of all theory instruction, Oregon state law, and other items covered on the state nail exam. Students must receive a grade of 75% or higher on all final exams.
- 5 **Monthly practical worksheets:** Full-time students must complete fifteen (15) worksheets.

Hair Design / Nail Technology: 2,050-hour program

The following tests and grading procedures are incorporated during the student's 2050-hour course:

- 1 **Weekly theory exams:** Students must receive a grade of 75% or higher on each weekly theory exam.
- 2 **417.5-hour orientation written and practical skills evaluation test:** Students must receive a grade of 75% or higher. If a student fails to pass this evaluation test on their second attempt, they may be asked to withdraw and re-enroll in the next Core class start date.
- 3 **Final exam 1 (approximately 1,850-hour written test):** This test covers an overview of all related hair design / nail technology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 75% or higher on all final exams.
- 3 **Final exam 2 (approximately 1,850-hour written test):** The written exam covers an overview of all theory instruction, Oregon state law, and other items covered on the state nail exam. Students must receive a grade of 75% or higher on all final exams.
- 5 **Monthly practical worksheets:** Full-time students must complete fourteen (14) worksheets.

CADET TEACHER TRAINING PROGRAM TESTING AND GRADING PROCEDURE

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

- 1 Students must receive a grade of 75% or higher on each theory exam. Theory exams cover a review of *Milady's Master Educator Student Course Book*.

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.

SAFETY AND HEALTH CONSIDERATIONS

A hair stylist, barber, or esthetician must possess hand-to-eye coordination and leg mobility in order to move about while performing services. Clients are shampooed by their stylist at the shampoo bowl, then moved and seated in an adjustable hydraulic styling chair. The stylist moves around the client as the service is performed. Persons unable to stand for long periods of time, or having limited mobility would have difficulty using regular shampoo bowls and hydraulic chairs. Manicuring and the application of artificial nails do not require standing or mobility. Clients are seated for the entire manicure or artificial nail application. Facial Technology (Skin Care) does not require a great deal of physical mobility, however; hand and finger strength is required for the massage portion of a facial skin service. Facial clients generally recline on an adjustable facial chair with the skin technologist seated at the client's head. Makeup, cosmetic applications, and brow shaping are performed while the client is seated and the cosmetology professional is in a standing position.

Hazardous Chemicals — On a daily basis, students and cosmetology professionals handle and store hazardous chemical solutions and products, which could burn the skin and scalp, damage hair, or produce dangerous fumes if not properly used, mixed, and stored. If a student is, or becomes pregnant at the time of enrollment, or while attending training the school will require a written release from a student's physician before a student is allowed to begin or continue their cosmetology training. *(This policy is intended to protect both the student and student's unborn child.)*

Allergic Reactions — The products, chemicals, and solutions routinely used by students and cosmetology professionals may cause allergic reactions. Students are instructed to follow all manufacturers' instructions to wear disposable gloves, and to protect their clothing by wearing their lab coats during ALL chemical operations. Should any type of allergic reaction occur, a student is required to immediately notify a staff member.

Feet and Legs — In order to work in the cosmetology profession, all students and cosmetology professionals must have the use of their feet and legs. In the future work environment, a cosmetology professional is expected to stand for long hours, while performing services. In order to protect from any type of "career-ending" injury or permanent damage to feet and legs, students are advised to wear closed-toed shoes with socks, with non-skid soles, that have a reasonable heel height. Students and cosmetology professionals work on concrete or linoleum floors, and on a daily basis they lift volume containers of shampoos and other products off shelves. In order to support the feet and legs, and protect them from falls, slipping, or other injuries students must wear appropriate footwear.

Skin and Clothing — Students and cosmetology professionals handle products and chemical disinfectants that can burn skin, enter the body, and damage clothing. To protect, prevent, and minimize the damage that can be caused by chemical spills, splashes, and to promote general cleanliness, students are required to wear protective lab jackets and to protect clients with protective aprons.

Physical Contact — Students and cosmetology professionals maintain close body contact with clients. During the performance of a service skin and hair cells pass from the client to the student. A student may encounter a parasite or a contagious disease. A student may be exposed to human blood, or other bodily fluids. Students are instructed to wear disposable gloves and their lab coats with the public, and to follow all safety procedures to ensure that a disease or parasite cannot infect the student or additional persons.

Electrical Appliances — Electrical appliances such as blow dryers and curling irons are used near sink and water areas. These appliances must be properly cared for and maintained so that an electrical shock is not produced. Students are not allowed to use any appliance with a frayed or "taped" cord. All electrical appliances must be plugged into grounded outlets. Electrical cords cannot be stretched across aisle.

ENFORCEMENT OF PUBLIC HEALTH LAWS

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

Paul Mitchell The School Portland has the reasonable expectation that all students will dutifully and earnestly apply themselves to learning the health laws of Oregon and on a daily basis will practice and demonstrate their knowledge of these rules and accept their professional vanguards and enforcers of public health laws. Employees are expected to demonstrate and apply these standards and laws at all times.

Oregon Department of Health, Board of Barbers, and Hairdresser Website — Although each student receives copies of the current health and safety rules published by the Oregon Department of Health directly from the school, this institution encourages students to access the Department's website at:

<http://www.oregon.gov/OHLA/COS/index.shtml>

Or by entering: "Oregon Health Cosmetology" into your browser once the website is reached, simply click on "Laws and Regulations." Students will find this website is a valuable professional resource which provides updates to laws and rules affecting cosmetology, and information regarding forms, license fees, license testing, and additional information for students and professionals.

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 Portland keeps a file of information about housing in the surrounding areas.
- ② **Advising:** Students are provided with academic advising and additional assistance as necessary. If referral to professional assistance is necessary, the school maintains a record of such referral. Information and advice on any financial assistance are accessible to students. Paul Mitchell The School Portland also gives advice and information to students on these subjects:
 - a. Regulations governing licensure to practice, including reciprocity among jurisdictions.
 - b. Employment opportunities within their field of study.
 - c. Opportunities for continuing education following graduation.

ALUMNI PROGRAM

To help insure that all Paul Mitchell The School Portland graduates are able to successfully take the state exam, if the graduate has not passed their examination, at no additional cost, he or she will receive mentoring using our Placement Preparedness Assessment.

INSTRUCTOR AND STAFF CONTACT WITH STUDENTS

In order to provide a high level of professional and impartial service to our students, staff and faculty members are not allowed to have personal contact, friendships, socialize, e-mail correspondence, or any other sort of relationship, beyond the instructor-student relationship with any student during the entire period of the student's enrollment. A staff or faculty member's contact with an enrolled student is limited to; contact during the scheduled training day, and reasonable contact when supervising students at shows or off site trainings.

Due to very real liability concerns, staff and faculty members are not allowed to travel in the same vehicle with students, whether to train or to a show or continuing education class. Additionally, Staff and faculty members are not allowed to:

- ▶ Visit a student's home or residence nor, to have any type of contact outside of the school that a reasonable person could determine was of any type of personal nature.
- ▶ Invite students to their home or personal living area.
- ▶ Ride in a student's vehicle or to have students in their vehicle.
- ▶ Attend or participate in parties, functions, or any other type of activity not related to the business of this school with a student or a group of students
- ▶ Take a cigarette, lunch, or any other type of break with a student, or a group of students.
- ▶ To otherwise "hang-out" with students while involved in activities not related to the business of this school.
- ▶ Staff or faculty members are not allowed to date or become romantically or sexually involved with a student. This school considers any relationship of this nature to be predatory.

In the instance of a pre-existing relationship the school will review the relationship and any potential for infringement of professional standards on a case-by-case basis; however, in the instance of a pre-existing relationship the staff member is not allowed to grade tests, post test scores, determine satisfactory progress, or to disburse student assistance to a student with whom a pre-existing relationship exists. All students have the right to be treated in a professional manner. Staff and faculty fraternization with students severely compromises this value.

This policy is published and provided to all students so that a student does not misinterpret the professional distance that this school insists its employees provide to all students.

GRADUATION REQUIREMENTS IN COURSES

- 1 Receive the required number of clock hours of training.
- 2 Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations.
- 3 For a student to meet state requirements, all practical worksheets must be completed in its entirety.
- 4 Satisfactorily pass final written and practical exams.
- 5 Complete the required theory hours.
- 6 The student's final academic standing must be in compliance with the school's satisfactory academic progress policy.
- 7 Complete an Exit Interview.
- 8 Pay all tuition cost or make satisfactory arrangements for payment of all monies owed to the school.
- 9 Upon graduation the student will receive a certificate of completion.

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

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

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

Additional Official Transcripts — A student must make all requests for additional transcripts in writing and pay a \$25.00 transcript fee. Within 10 days of receipt of the written request, an official transcript will be forwarded to the student, provided the student's account is paid in full, and the \$25.00 transcript fee has been paid. A student is advised to refrain from opening the sealed envelope sent by the school.

GRADUATION, PLACEMENT, AND JOB OPPORTUNITIES

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

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

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

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 TEXTBOOKS AND KITS

Students are advised to refrain from loaning any part of their kit or textbooks. The school is not responsible for items that are lost or stolen. Published kit lists herein are subject to change. Kits are upgraded on a regular basis and certain items or manufacturer brands may be substituted depending upon manufacturer changes. In instances such as this, a similar item of comparable value is part of the kit.

Right to Independent Purchase of Kit and Textbooks on First Day: Any student who desires to independently purchase their kit or textbook from a vendor other than Paul Mitchell The School Portland has the right to do so. A kit list will be provided and issued to any student wishing to independently purchase a kit.

STUDENT KIT – Barbering Program

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 program kit:

BRUSHES	ACCESSORIES	STUDENT EDUCATION MATERIALS
1 Large Round Boar Brush 1 Large Round Thermal Brush 1 Medium Round Boar Brush 1 Medium Round Thermal Brush 1 Paul Mitchell 407 Styling Brush 1 Paul Mitchell 413 Sculpting Brush 1 Paul Mitchell 427 Paddle Brush 2 Paul Mitchell Color Tint Brushes 1 Small Round Boar Brush 1 X-Large Round Thermal Brush 1 Scalp Brush	4 Skinny Clips 6 Paul Mitchell Black Clips 1 Chemical Cape 1 Cutting Apron 1 Paul Mitchell Aluminum Spray Bottle 1 Black Handheld Mirror 1 Cutting Apron 1 Paul Mitchell Black Carry Bag 12 Black and White Butterfly Clips 1 Metal Paul Mitchell Case with Logo	1 Cutting System 1 Cutting Book 1 Men's Cutting System 1 Color System 1 The Coloring Book 1 Skill Card Book 1 Paul Mitchell Product Guide Workbook 1 Connecting to My Future Book 1 Be Nice (Or Else!) Book 1 Multiple Intelligence (MI) Letter 1 Service Experience Menu 1 Plugged In Apron 1 The Color Paper Swatch Chart 1 PM Shines Paper Swatch Chart 1 Blonding Brochure 1 Shines XG Paper Swatch Chart
COMBS	TOOLS	
1 Paul Mitchell 424 Teal Comb 1 Paul Mitchell 416 Red Comb 1 Metal Pick Teasing Comb 1 Metal Rat Tail Comb 1 Paul Mitchell Detangler Comb 1 Rat Tail Comb 6 Standard Cutting Combs 1 Taper Comb 1 Paul Mitchell 408 Black Comb 1 Clipper 132 Comb 1 Champion C16 Comb 1 Champion C28 Comb 1 YS Park 335 Red Comb 1 YS Park 337 Grey Comb 1 YS Park 339 White Comb	1 Classic Razor 1 Paul Mitchell Tripod 1 Paul Mitchell 1.25 Smoothing Iron 1 Paul Mitchell 6" Scissor/Thinner with Case 4 Mannequin Heads 1 Paul Mitchell Clipper/Thinner 1 Paul Mitchell Ionic 1000 Blow Dryer 1 5.5" Mannequin Scissors 1 Paul Mitchell 3/4 M 1000 Curling Iron	
	TEXTBOOKS	
	<i>Milady's Standard Professional Barbering Textbook</i> ISBN 1-9781435497153, \$225.00 <i>Milady's Standard Professional Barbering Theory Workbook</i> ISBN: 1-9781435497139, \$112.50 <i>Milady's Standard Professional Barbering Exam Review</i> ISBN: 1-9781435497122, \$112.50	

STUDENT KIT – COMBINATION PROGRAMS

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 items listed here are contained in the Paul Mitchell kits for the combination programs: Hair Design / Esthetics / Nail Technology, Hair Design / Esthetics and Nail Technology / Esthetics.

STUDENT KIT – Esthetics Program

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 esthetics program kit:

<ul style="list-style-type: none"> 1 Black Make-up Bag 1 HD Basic Foundation Palette (6 shades) 1 Concealer Palette (6 shades) 1 Smokey Eye Color Palette (12 shades) 1 Cheek Color Palette (6 shades) 1 Dual Lip & Cheek Palette (6 shades) 1 Powder Zero 1 Powder Bronze 1 Pro Brush Set (8 brushes) 4 Eye Pencils (Onyx, Taupe, Pure, Brown) 1 Lip Pencil (Naked) 1 Gel Liner (Black) 1 Primer 1 Mascara (Black) 1 Metal Spatula & Mixing Palette 1 Tweezers 1 Scissors 1 Sharpener 1 Lip Gloss (Naked) 	<p>TEXTBOOKS</p> <p><i>Milady's Standard Esthetics Textbook</i> ISBN 1-1113-0689-3, \$225.00</p> <p><i>Milady's Standard Esthetics Student Workbook</i> ISBN: 1-1113-0692-3, \$112.50</p> <p><i>Milady's Standard Esthetics Exam Review</i> ISBN: 1-1113-0691-5, \$112.50</p>
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Program: Esthetics; Esthetics / Nail Technology; Hair Design / Esthetics; Hair Design / Esthetics / Nail Technology

*Only the stand-alone Esthetics program includes the Repechage student kit.

I have received the items listed on this page.

Student Name (Print) _____ Date _____

Student Name (Sign) _____ Date _____

STUDENT KIT – Hair Design Program

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 hair design program kit:

<p>BRUSHES</p> <ul style="list-style-type: none"> 1 Large Round Boar Brush 1 Large Round Thermal Brush 1 Medium Round Boar Brush 1 Medium Round Thermal Brush 1 Paul Mitchell 407 Styling Brush 1 Paul Mitchell 413 Sculpting Brush 1 Paul Mitchell 427 Paddle Brush 2 Paul Mitchell Color Tint Brushes 1 Small Round Boar Brush 1 X-Large Round Thermal Brush 1 Scalp Brush <p>COMBS</p> <ul style="list-style-type: none"> 1 Paul Mitchell 424 Teal Comb 1 Paul Mitchell 416 Red Comb 1 Metal Pick Teasing Comb 1 Metal Rat Tail Comb 1 Paul Mitchell Detangler Comb 1 Rat Tail Comb 6 Standard Cutting Combs 1 Taper Comb 1 Paul Mitchell 408 Black Comb 1 Clipper 132 Comb 1 Champion C16 Comb 1 Champion C28 Comb 1 YS Park 335 Red Comb 1 YS Park 337 Grey Comb 1 YS Park 339 White Comb 	<p>ACCESSORIES</p> <ul style="list-style-type: none"> 4 Skinny Clips 6 Paul Mitchell Black Clips 1 Chemical Cape 1 Cutting Apron 1 Paul Mitchell Aluminum Spray Bottle 1 Black Handheld Mirror 1 Cutting Apron 1 Paul Mitchell Black Carry Bag 12 Black and White Butterfly Clips 1 Metal Paul Mitchell Case with Logo <p>TOOLS</p> <ul style="list-style-type: none"> 1 Classic Razor 1 Paul Mitchell Tripod 1 Paul Mitchell 1.25 Smoothing Iron 1 Paul Mitchell 6" Scissor/Thinner with Case 4 Mannequin Heads 1 Paul Mitchell Clipper/Thinner 1 Paul Mitchell Ionic 1000 Blow Dryer 1 5.5" Mannequin Scissors 1 Paul Mitchell 3/4 M 1000 Curling Iron 	<p>TEXTBOOKS</p> <ul style="list-style-type: none"> <i>Milady's Standard Cosmetology Textbook</i> ISBN 1-4390-5929-2 (Soft) \$155.75 <i>Milady's Standard Cosmetology Theory Workbook</i> ISBN: 1-4390-5923-3, \$101.75 <i>Milady's Standard Cosmetology Exam Review</i> ISBN: 1-4390-5921-7, \$90.75 <i>Milady's Standard Cosmetology Practical Workbook</i> ISBN: 1-4390-5922-5, \$101.75
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Program: Hair Design; Hair Design / Esthetics; Hair Design / Nail Technology; Hair Design / Esthetics / Nail Technology

I have received the items listed on this page.

Student Name (Print) _____ Date _____

Student Name (Sign) _____ Date _____

STUDENT KIT – Nail Technology Program

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 nail technology program kit:

<ul style="list-style-type: none"> 1 Nail Bag 1 Tip Tray Case 1 Bottle (8 oz.) 70% Alcohol 1 Bottle (8 oz.) Cuticle Softener 1 (3.4 oz.) Clear Acrylic Powder 1 (3.4 oz.) White Acrylic Powder 1 Small Spray Bottle 1 Face Mask 3 Glue Sticks 1 German Kolinsky #10 Acrylic Brush 2 Orangewood Sticks 3 Sheets of Pre-Cut Silk Fingers 1 Two-Way Buffer 1 Nail Scrub Brush 3 Dappen Dishes 3 Dappen Dish Lids 1 (.5 oz.) Out-The-Door Top Coat 1 (.5 oz.) Hong Kong Girl Light Top Coat 1 ½-Jaw Cuticle Nipper 1 Large Nail Clipper 1 Spray Nozzle 1 (.5 oz.) Builder Resin 1 Extender Nozzle 1 Softeze Nail Buffer 1 (1200 pcs.) 12-Color Rhinestones 	<ul style="list-style-type: none"> 1 Deluxe Practice Hand Tips (0–10) (50 tips per number) 1 Bottle (8 oz.) Lotion 1 Bottle (8 oz.) Liquid Monomer 1 (3.4 oz.) Pink/Clear Mix Acrylic Powder 1 (.5 oz.) bottle of Nail Primer 1 Finger Bowl 1 Pack Toe Separators 1 Gel Brush 1 French Tip Brush with Marbling Tool 15 Competitive Edge Nails Forms 2 Abrasive Files 2 Medium Grit Buffers 1 Pedicure Paddle 1 Tip and Acrylic Clipper 1 (.5 oz.) Base Coat 1 (.5 oz.) Hong Kong Girl Intense Top Coat 6 (.5 oz.) Nail Polishes 1 Pair Fabric Scissors 1 (1oz.) Spray Activator 1 (.5 oz.) Bottle Resin 1 Yard of Self-Adhesive Fiberglass 1 (20 pack) Timeless Natural Tips 1 Bottle of Cuticle Oil 1 Nail Art Wheel <p>TEXTBOOKS</p> <ul style="list-style-type: none"> <i>Milady's Standard Nail Technology Textbook</i> ISBN 1-4354-9768-6 (Soft) \$187.65 <i>Milady's Standard Nail Technology Student Workbook</i> ISBN: 1-4354-9764-3, \$162.35 <i>Milady's Standard Nail Technology Exam Review</i> ISBN: 1-4354-9763-5 \$100.00
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Program: Nail Technology; Esthetics / Nail Technology; Hair Design / Nail Technology; Hair Design, Esthetics and Nail Technology

I have received the items listed on this page.

Student Name (Print) _____ Date _____

Student Name (Sign) _____ Date _____

STUDENT KIT – Cadet Teacher Training Program

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 stationary supplies. *Textbook and educational materials may be purchased separately, which may discount kit costs.*

1 *Milady's Master Educator Student Course Book, 3rd Edition*; ISBN-13: 9781133693697, \$161.50
1 *Milady's Master Educator Exam Review, 3rd Edition*; ISBN-13: 9781133776598, \$48.50

I have received the items listed on this page.

Student Name (Print) _____ Date _____

Student Name (Sign) _____ Date _____

FEDERAL RETURN OF TITLE IV FUNDS POLICY

The school participates in federal financial aid. The 500 hour esthetics 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: Social Security #:
 Date of school's determination that student withdrew:
 Period used for calculation (check one): 1st Payment Period Period of Enrollment

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

STEP 1: Students Title IV Aid Information

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

STEP 2: Percentage of Title IV Aid Earned

Last Day Attended:

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

/ =
Hours scheduled to complete / Total hour in period

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

H.

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

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

x =
Box H / Box G / Box I

STEP 4: Title IV Aid to be Disbursed or Returned

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

J. Post-withdrawal disbursement

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

- =
Box I / Box E / Box J

K. Title IV aid to be returned

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

- =
Box E / Box I / Box K

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

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
 $\frac{100.0\%}{\text{Box H}} - \frac{100.0\%}{\text{Box H}} = \frac{0.0\%}{\text{Box M}}$

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

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

STEP 6: Return of Funds by the School

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

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

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

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

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

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

STEP 8: Repayment of the Student's loans

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

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

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

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

STEP 9: Grant Funds to be Returned

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

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

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

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

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

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

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

STEP 10: Return of Grants Funds by the Student

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

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

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

INSTITUTIONAL REFUND/DROP POLICY

- ① Any monies due the applicant or student shall be refunded within 40 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
 - a. An applicant is not accepted by the school. This applicant shall be entitled to a refund of all monies paid to the school except the nonrefundable application fee of \$50.00.
 - b. A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/her contract and demands his/her money back in writing, within five (5) days of signing the enrollment contract. In this case all monies collected by the school shall be refunded except the nonrefundable application fee of \$50.00. This policy applies regardless of whether or not the student has actually started training.
 - c. A student who cancels his/her contract after five (5) days of signing the contract but prior to entering classes is entitled to a refund of all monies paid to the school less the nonrefundable application fee of \$50.00 and registration fee of \$100.00.
 - d. A student notifies the institution of his/her official withdrawal in writing.
 - e. A student is expelled by the institution.
 - f. For official cancellations as defined in paragraphs b, c, d, or e, the cancellation date will be determined by the postmark on written notification, or the date said information is delivered to the school administrator/owner in person.
 - g. Refund Priority Policy – Monies due are refunded in a priority manner, within 40 days of formal cancellation, withdrawal or termination as follows: scholarship, agency and student cash payment.
 - h. A student on an approved leave of absence notifies the school that he/she will not be returning. That date of withdrawal determination shall be the earlier of the date of the scheduled date of return from leave of absence or the date the student notifies the institution that the student will not be returning.
- ② Any monies due a student who unofficially withdraws from the institution shall be refunded within 40 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, enrollment fee, rentals, and other such charges, are not considered in the tuition adjustment computation if the charges are itemized separately in the enrollment contract. Monies paid for supplies and equipment are nonrefundable after five (5) days of signing the enrollment contract.
- ⑤ If a course is cancelled subsequent to a student's enrollment, and before instruction in the course has begun, the school shall either provide a full refund of all monies paid or provide completion of the course.
- 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 A school shall be considered in default of the enrollment agreement when a course or program is discontinued or canceled or the school closes prior to completion of contracted services. When a school is in default, student tuition may be refunded by the school on a pro rata basis. The pro rata refund shall be allowed only if the Superintendent determines that the school has made provision for students enrolled at the time of default to complete a comparable program at another institution. The provision for program completion shall be at no additional cost to the student in excess of the original contract with the defaulting school. If the school does not make such provision, a refund of all tuition and fees shall be made by the school to the students
- ⑨ A student' on a leave of absence date of withdrawal determination shall be the earlier of the scheduled date of return from the leave of absence or the date the student notifies the school that the student will not be returning.

Refund is based upon scheduled hours until the students last day of recorded attendance. If a student withdraws prior to completion of 50% of the contracted program, the student shall be entitled to a proration of the tuition charged and paid for such instructional program, less enrollment and termination fees, supply fees, and any other legitimate charges owed.

If a student withdraws upon the completion of 50% or more, of their scheduled contracted instructional program, the student shall be obligated for the cost of the entire instructional program, and shall not be considered entitled to a refund.

In calculating a pro-rata refund, for schools measuring the period of enrollment in clock hours; the amount the student will be charged is determined by dividing the total clock hours into the number of hours accrued according to the published class schedule as of the last recorded day of attendance by the student.

The **“Published Class Schedule”** (for the purpose of calculating tuition charges) means the period of time between the commencement of classes and the student’s last date of attendance as offered by the school and scheduled by the student, provided the student had maintained 100% attendance.

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% and under 50%	Actual Percentage
50% and over	100% of Institutional Charges

Credit for Kits and Textbooks when a Student Withdraws: This policy applies only in the instance that a student has purchased their kit and textbooks directly from the school. If a student retains their kit and textbooks at the time of their withdrawal these items will not be considered for credit to the students account:

- ① Any item that has not yet been received by the student will be automatically credited to the students account.
- ② The school reserves the right to determine the Health and Sanitary conditions of all items returned for account credit.
- ③ Textbooks are not returnable once a student has written inside.

The school reserves the right to refuse return of kit and textbooks, if the following conditions apply:

- ① More than 20 days have elapsed since the student’s last recorded day of attendance
- ② Equipment or kit items have been exposed to human blood
- ③ Product seals are broken, items are damaged, or equipment does not operate
- ④ The item or equipment is in a sort of condition which it could be safely utilized by the school
- ⑤ Completing and graduated students are not allowed to return their kit, equipment, or textbooks for account credit.

STUDENT FINANCIAL AID RELEASE

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

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

POLICY FOR VERIFICATION OF TITLE IV FUNDING

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

ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION

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

SPECIAL PROVISIONS FOR BOOKS AND SUPPLIES

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

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

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

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

PREFERRED LENDER LIST AND PRIVATE EDUCATION LOAN DISCLOSURES

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

MAKEUP WORK

Students must complete all required assignments and tests. To accommodate students, makeup test days and worksheet periods are scheduled. Students must complete makeup work at the scheduled time. Monthly makeup test dates are posted on the theory and school calendars.

SATISFACTORY ACADEMIC PROGRESS POLICY

Students enrolled in programs approved by NACCAS must meet formal standards that measure their satisfactory academic progress toward graduation. The Satisfactory Academic Progress policy is provided to all students prior to enrollment. The policy is consistently applied to all enrolled students. *Satisfactory Academic Progress Evaluations are maintained in the student file.*

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.*
- ❸ To determine whether a student meets the academic requirements for Satisfactory progress, theory and practical grades are weighed together at 33.33% to give a cumulative academic grade of 75% or higher.
- ❹ A minimum cumulative attendance of 75% 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/or who has not successfully completed at least a cumulative rate of attendance of 75% is not eligible for Title IV assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that resulted in a status of Financial Aid Probation.

COMPLETION OF COURSE WITHIN DESIGNATED PERIOD OF TIME

Full-time day students attend five (5) days (Tuesday through Saturday), 37.5 hours per week, from 9:00 AM to 5:00 PM; or five (5) days (Tuesday through Saturday), 35 hours per week, from 9:00 AM to 4:30 PM; or five (5) days (Tuesday through Saturday), 32.5 hours per week, from 9:00 AM to 4:00 PM; or five (5) days (Tuesday through Saturday), 27.5 hours per week, from 9:00 AM to 3:00 PM. Information regarding other course schedules is available upon inquiry.

The state of Oregon requires 1700 clock hours for the hair design course. Students are expected to complete the course in no more than 133% of the program length. If a student is never absent, he/she should complete the course attending 37.5 hours per week in 45.33 weeks; attending 35 hours per week in 48.57 weeks; attending 32.5 hours per week in 52.31 weeks; attending 27.5 hours per week in 61.82 weeks for a full-time student, and attending 20 hours per week in 85 weeks for a part-time student.

The state of Oregon requires 1350 clock hours for the barbering course. Students are expected to complete the course in no more than 133% of the program length. If a student is never absent, he/she should complete the course attending 37.5 hours per week in 36 weeks; attending 35 hours per week in 38.57 weeks; attending 32.5 hours per week in 41.54 weeks; attending 27.5 hours per week in 49.09 weeks for a full-time student, and attending 20 hours per week in 67.5 weeks for a part-time student.

The state of Oregon requires 500 clock hours for the esthetics course. Students are expected to complete the course in no more than 133% of the program length. If a student is never absent, he/she should complete the course attending 37.5 hours per week in 13.33 weeks; attending 35 hours per week in 14.29 weeks; attending 32.5 hours per week in 15.38 weeks; attending 27.5 hours per week in 18.18 weeks for a full-time student, and 20 hours per day in 25 weeks for a part-time student.

The state of Oregon requires 600 clock hours for the nail technology course. Students are expected to complete the course in no more than 133% of the program length. If a student is never absent, he/she should complete the course attending 37.5 hours per week in 16 weeks; attending 35 hours per week in 17.14 weeks; attending 32.5 hours per week in 18.46 weeks; attending 27.5 hours per week in 21.82 weeks for a full-time student, and attending 20 hours per week in 30 weeks for a part-time student.

The state of Oregon requires 2300 clock hours for the hair design / esthetics / nail technology course. Students are expected to complete the course in no more than 133% of the program length. If a student is never absent, he/she should complete the course attending 37.5 hours per week in 61.33 weeks; attending 35 hours per week in 65.71 weeks; attending 32.5 hours per week in 70.77 weeks; attending 27.5 hours per week in 83.64 weeks full-time student, and attending 20 hours per week in 115 weeks for part-time student.

The state of Oregon requires 1950 clock hours for the hair design / esthetics course. Students are expected to complete the course in no more than 133% of the program length. If a student is never absent, he/she should complete the course attending 37.5 hours per week in 52 weeks; attending 35 hours per week in 55.71 weeks; attending 32.5 hours per week in 60 weeks; attending 27.5 hours per week in 70.91 weeks full-time student, and attending 20 hours per week in 97.5 weeks for part-time student.

The state of Oregon requires 2050 clock hours for the hair design / nail technology course. Students are expected to complete the course in no more than 133% of the program length. If a student is never absent, he/she should complete the course attending 37.5 hours per week in 54.67 weeks; attending 35 hours per week in 58.57 weeks; attending 32.5 hours per week in 63.08 weeks; attending 27.5 hours per week in 74.55 weeks full-time student, and attending 20 hours per week in 102.5 weeks for part-time student.

The state of Oregon requires 850 clock hours for the esthetics / nail technology course. Students are expected to complete the course in no more than 133% of the program length. If a student is never absent, he/she should complete the course attending 37.5 hours per week in 22.67 weeks; attending 35 hours per week in 24.29 weeks; attending 32.5 hours per week in 26.15 weeks; attending 27.5 hours per week in 30.91 weeks full-time student, and attending 20 hours per week in 42.5 weeks for part-time student.

The state of Oregon requires 1000 clock hours for the cadet teacher training course. Students are expected to complete the course in no more than 133% of the program length. If a student is never absent, he/she should complete the course attending 37.5 hours per week in 26.67 weeks; attending 35 hours per week in 28.57 weeks; attending 32.5 hours per week in 30.77 weeks; and attending 27.5 hours per week in 36.36 weeks full-time student.

MAXIMUM TIME FRAME

Students must complete the educational program within the maximum time frame, which is based on attending at least 133% of the scheduled hours or a 75% attendance.

COURSE	CLOCK HOURS PER WEEK	LENGTH	MAXIMUM TIME FRAME
Barbering 1350-hours	27.5	49.09 Weeks	65.29 Weeks
	32.5	41.54 Weeks	55.25 Weeks
	35	38.57 Weeks	51.30 Weeks
	37.5	36 Weeks	47.88 Weeks
	20	67.5 Weeks	89.76 Weeks
Esthetics 500-hour	27.5	18.18 Weeks	24.18 Weeks
	32.5	15.38 Weeks	20.46 Weeks
	35	14.29 Weeks	19.01 Weeks
	37.5	13.33 Weeks	17.73 Weeks
	20	25 Weeks	33.25 Weeks
Hair Design 1700-hours	27.5	61.82 Weeks	82.22 Weeks
	32.5	52.31 Weeks	69.57 Weeks
	35	49.57 Weeks	64.60 Weeks
	37.5	45.33 Weeks	60.29 Weeks
	20	85 Weeks	113.05 Weeks
Nail Technology 600-hours	27.5	21.82 Weeks	29.02 Weeks
	32.5	18.46 Weeks	24.55 Weeks
	35	17.14 Weeks	22.80 Weeks
	37.5	16 Weeks	28.37 Weeks
	20	30 Weeks	39.9 Weeks
Esthetics / Nail Technology 850-hours	27.5	27.50 Weeks	36.58 Weeks
	32.5	26.15 Weeks	34.78 Weeks
	35	24.29 Weeks	32.34 Weeks
	37.5	22.67 Weeks	30.15 Weeks
	20	42.5 Weeks	56.53 Weeks
Hair Design / Esthetics 1950-hours	27.5	70.91 Weeks	94.31 Weeks
	32.5	60 Weeks	79.80 Weeks
	35	55.71 Weeks	74.09 Weeks
	37.5	52 Weeks	69.16 Weeks
	20	97.5 Weeks	129.68 Weeks
Hair Design / Esthetics / Nail Technology 2300-hours	27.5	83.64 Weeks	111.24 Weeks
	32.5	70.77 Weeks	94.12 Weeks
	35	65.71 Weeks	87.39 Weeks
	37.5	61.33 Weeks	81.57 Weeks
	20	115 Weeks	152.95 Weeks

Hair Design / Nail Technology 2050-hours	27.5	74.55 Weeks	99.15 Weeks
	32.5	63.08 Weeks	83.90 Weeks
	35	58.57 Weeks	77.90 Weeks
	37.5	54.67 Weeks	72.71 Weeks
	20	102.5 Weeks	136.33 Weeks
Cadet Teacher Training 1000-hours	27.5	36.36 Weeks	48.36 Weeks
	32.5	30.77 Weeks	40.92 Weeks
	35	28.57 Weeks	38 Weeks
	37.5	26.67 Weeks	35.46 Weeks

The maximum time frame allowed for transfer students who need less than full course requirements or part-time students will be determined based on 80% of the scheduled contracted hours. If any student enrolled fails to complete the program within the maximum time frame they will lose their eligibility for Title IV programs, if applicable, but they will be able to complete the program on a cash pay basis. Whether a student pays out of pocket or receives Title IV Financial aid all hours attempted and completes are considered part of the Satisfactory Academic Progress calculation. For students with a disability that appeal, the student's disability will be considered as a factor towards maintaining Satisfactory Academic Progress.

Paul Mitchell The School Portland is open for operations 40 hours each calendar week. In general terms, no student is scheduled to be in attendance in excess of 37.5 clock hours per week. Exceptions to the maximum 37.5 clock hours per week schedule are:

- A student who is completing institutionally-approved make-up or remedial clock hours, practical requirements or tests to meet Satisfactory Attendance Standards.
- A student needing to complete assignments or a client service of that day.

LEAVE OF ABSENCE, INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS

At its discretion, Paul Mitchell The School Portland will grant a student a leave of absence, which does not exceed 180 days in any 12 month-period. This school allows an institutionally-approved leave of absence under a formal policy. The request for a Leave of Absence must be made in advance, except in extraordinary circumstances such as a car accident, which allows no more than a 180-day leave of absence based upon medical, emergency, crisis or other personal mitigating situations. In order to receive an approved Leave of Absence, the student must request the leave according to the following policy and procedure utilizing this institution's standard leave form and the school must approve the request for a leave of absence in accordance with this published policy and procedure:

- ① The student must make a written request for the leave. If a student is unable to make the request in writing, their authorized representative such as a spouse or parent may make the written request.
- ② The written request must be approved by this institution.
- ③ Should the student require additional leave of absence time, and the 180 day time frame has not elapsed during the 12-month period, the student may apply for additional leave time; however, institutional policy clearly demands that the maximum allowable time frame of 180 days may not be exceeded within any 12-month period.
- ④ During the leave, the student shall not be considered withdrawn.
- ⑤ The leave does not involve any additional charges from the institution to the student. A leave of absence may extend the student's contract period and maximum time frame by the same number of days in the leave of absence.
- ⑥ This institution will approve the written leave request only in the instance of medical emergency, crisis or personal mitigating circumstances, which the student can document. In the instance of a medical condition written documentation from a Health Care Professional is required. In all other circumstances a written explanation from the student or the student's representative shall suffice.
- ⑦ The student or the student's guardian is required to utilize this institution's Leave of Absence form, when requesting the leave. This form must be signed and dated.

Upon return from a Leave of Absence the student will assume the same status and progress as held prior to the leave.

ABSENCES IN EXCESS OF 14 DAYS

If the student needs to take off more time than allotted in the contract or more than 14 consecutive calendar days, he/she must drop and reenroll when ready to return. Students who withdraw prior to completing the course of study and who wish to reenter will reenter at the same progress status as applicable at the time of withdrawal. Course incompletes, repetitions, and noncredit remedial courses have no effect upon the school's satisfactory progress standards.

EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT

Formal Satisfactory Progress Evaluations in attendance and academics will occur at the following intervals:

COURSE	HOURS	EVALUATIONS AT ACTUAL HOURS
Barbering	1350-hour	When students reach 450, 900 and 1125 <i>actual hours</i>
Esthetics	500-hours	When students reach 250 <i>actual hours</i>
Hair Design	1700-hour	When students reach 450, 900, and 1300 <i>actual hours</i>
Nail Technology	600-hours	When students reach 300 <i>actual hours</i>
Hair Design / Esthetics	1950-hours	When students reach 450, 900, 1350 and 1800 <i>actual hours</i>
Hair Design / Esthetics / Nail Technology	2300-hours	When students reach 450, 900, 1350 and 1800 <i>actual hours</i>
Hair Design + Nail Technology	2050-hour	When students reach 450, 900, 1350 and 1800 <i>actual hours</i>
Nail Technology + Esthetics	850-hour	When students reach 425 <i>actual hours</i>
Cadet Teacher Training	1000-hour	When students reach 450 and 900 <i>actual hours</i>

The first evaluation will occur no later than the midpoint of the academic year. The SAP evaluations are printed within 7 days of the student reaching the evaluation points. An academic year is a period of measurements determined by a school. Paul Mitchell The School Portland defines an academic year as 900 clock hours and 30 weeks of training. The following grading system is used to evaluate a student's academic ability:

- ❶ Examinations are given in all subjects.
- ❷ Grades and attendance (Satisfactory Academic Progress) records are reviewed and signed by the student and maintained in the student's financial file. The student may request to review their financial aid file from the Financial Aid Leader or the Director.
- ❸ In addition to earning a cumulative GPA of 75% throughout their contracted program, students must earn a GPA of 75% in each course that is part of their barbering program,.

The following grading scale is used for theory progress:

A = 95 – 100% <i>Excellent</i>	B = 94.9 – 89% <i>Good</i>	C = 88.9 – 82% <i>Average</i>	D = 81.9 – 75% <i>Below Average</i>	F = Below 74.9% <i>Failing</i>
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The following grading scale is used for practical and laboratory progress:

4 = 95 – 100% <i>Excellent</i>	3 = 94.9 – 89% <i>Good</i>	2 = 88.9 – 82% <i>Average</i>	1 = 81.9 – 75% <i>Below Average</i>	F = Below 74.9% <i>Failing</i>
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Required Core Testing — Prior to being allowed to lawfully perform services to members of the public in the school the student must take and pass both written and practical CORE examination. The time frame for these required Core tests are: Hair Design (160 clock hours); Barbering (100 clock hours); Nail Technology (40 clock hours); and Esthetics (40 clock hours).

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

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

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

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.

TRANSFER HOURS

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

WARNING

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

PROBATION

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

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

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

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

APPEAL PROCEDURE

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

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

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

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

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

TERMINATION APPEAL PROCEDURE

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

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

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

DISCIPLINARY ACTIONS

- ① **Verbal Warning** – Given to a student by a staff member and intended to warn a student that his or her performance or behavior is not acceptable. A note of the verbal warning may be made and placed in the student's permanent record.
- ② **Written Warning** – Given to a student when previous verbal warnings have failed. The student signs and receives a copy of the written warning. A written warning may be included on an advisement report. A copy is retained in the student's permanent record. This type of warning is intended to inform a student of unacceptable performance of behavior or performance problems. The student must sign the official probation notice and receives a copy.
- ③ **Official In-house Probation** – Given to a student when disciplinary action occurs only after all previous verbal and written warnings have failed. Any student placed on probation for failing to comply with the requirements listed on the Student Advisory Form may be placed on probation for a maximum period of five (5) days in which to correct the listed behavior or performance problems. The Probation Notice is reviewed with the student. The reasons for and conditions of the Probation are clearly listed. The student must sign the official probation notice and receives a copy. The original notice is retained as part of the student's permanent record.

A student on probation is expected to attend all scheduled clock hours of training. If the student has made significant advancement towards meeting the school's satisfactory compliance standard(s) and the school management can be reasonably certain that compliance can be achieved with 30 days, the school will extend probation for one 30-day progress period. Failure on the part of the students to meet published standards within this period may result in termination.

- ④ **Notice of Suspension** – Generally this type of disciplinary action is utilized based upon behavioral issues. However, this institution reserves the right to issue a notice of suspension, pending an investigation of the issues presented to the school. A student reviews and signs the notice of suspension with a staff member, and receives a copy. The reason for and terms of suspension are carefully listed on the notice. The original notice of suspension is retained in the student's permanent record. The length of all suspensions is five (5) training days. During the period of suspension the student does not accrue hours or practical operations. Suspended students are not allowed on school property, unless they have the prior consent of a staff member. Failure on the part of the student to resolve the issue related to the notice of suspension will lead to separation from the school.
- ⑤ **Termination** – This disciplinary action occurs when all other mechanisms and warnings have failed. A copy of the Termination notice is delivered to the student. The reasons for termination are clearly listed and an institutional earnings/refund calculation is attached. The notice advises the student they retain the right to appeal their termination.
- ⑥ **Immediate Expulsion** – 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.
- ⑦ **Appeal Process** – Any Student seeking to appeal an academic, administrative, or disciplinary action by this institution, must do so in writing within 10 business days. The student's written appeal must be delivered to the Administrative office.

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

Graduation
79%

Paul Mitchell The School Portland 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 RIGHT OF ACCESS AND RECORD RETENTION POLICY

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

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

Students (or parents or guardians, if the student is a dependent minor) are guaranteed access to their school records, with a staff member present, within 30 days from the date of the request. All requests should be made in writing and addressed to Paul Mitchell The School Portland Campus, attention: School Director; 234 S.W. Broadway, Portland, OR 97205; (503) 222-7687; admissions@paulmitchelltheschoolportland.com.

Copies of all records can be requested at \$0.25 per page.

General Release of Information

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

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

FERPA Disclosures to Parents

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

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

A school may disclose information from a student's education records to parents in the case of a health or safety emergency that involves the student, without needing the student's consent. A school may let parents of students under age 21 know when the student has violated any law or policy concerning the use or possession of alcohol or a controlled substance. A school official may share with parents information that is based on that official's personal knowledge or observation and that is not based on information contained in an education record.

Release of Information to Regulatory Agencies

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

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

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

Record Maintenance

All requests for releases of information are maintained in the student's file as long as the educational records themselves are kept. Student records are maintained for a minimum of six (6) years for withdrawal students; transcripts of graduates are kept indefinitely. *VA students records will be maintained for a minimum of twenty-five (25) years.*

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.

Solomon Act: Federal Law requires the school to release your name and personally identifiable information to the United States military for recruitment purposes. If you would like your name withheld, you must submit a written request to the Registrar's Office.

PERFORMANCE STATISTICS/JOB OUTLOOK

Paul Mitchell The School Portland 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. If you have any questions regarding our outcome rates, please see our Admissions Team for assistance.

Paul Mitchell The School Portland's performance statistics for the calendar year 2016 NACCAS rates:

Graduation	Licensure	Placement
61.31%	100.00%	66.02%

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:

- a. The graduate is deceased __0__
- b. The graduate is permanently disabled _0__
- c. The graduate is deployed for military service/duty __0__
- d. The graduate studied under a student visa and is ineligible for employment in the U.S. __0__
- e. 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.

The U.S. Bureau of Labor Statistics publishes information regarding the Hairdressing and Cosmetology profession at: <http://www.bls.gov/ooh/personal-care-and-service/barbers-hairdressers-and-cosmetologists.htm>. The current median wages for this field is \$22,770 a year. The job outlook for the period 2012 thru 2022 is a 13% job growth, while the average for all occupations is 11%.

OREGON DEPARTMENT OF EDUCATION RATES

Paul Mitchell The School Portland's **cosmetology** performance statistics for the calendar year 2015 Oregon Department of Education rates:

Completion	Licensure	Placement
61%	100%	75%

Paul Mitchell The School Portland's **hair design** performance statistics for the calendar year 2015 Oregon Department of Education rates:

Completion	Licensure	Placement
83%	100%	100%

Paul Mitchell The School Portland's **esthetics & nails** performance statistics for the calendar year 2015 Oregon Department of Education rates:

Completion	Licensure	Placement
83%	100%	60%

Paul Mitchell The School Portland's **esthetics** performance statistics for the calendar year 2015 Oregon Department of Education rates:

Completion	Licensure	Placement
86%	100%	58%

Paul Mitchell The School Portland's **nail technology** performance statistics for the calendar year 2015 Oregon Department of Education rates:

Completion	Licensure	Placement
100%	100%	100%

Paul Mitchell The School Portland's **hair design & esthetics** performance statistics for the calendar year 2015 Oregon Department of Education rates:

Completion	Licensure	Placement
100%	100%	100%

Paul Mitchell The School Portland's **hair design & nail technology** performance statistics for the calendar year 2015 Oregon Department of Education rates:

Completion	Licensure	Placement
N/A	N/A	N/A

Paul Mitchell The School Portland's **barbering** performance statistics for the calendar year 2015 Oregon Department of Education rates:

Completion	Licensure	Placement
<i>Barbering program had not starts for 2015</i>		

Paul Mitchell The School Portland's **hair design & esthetics & nail technology** performance statistics for the calendar year 2015 Oregon Department of Education rates:

Completion	Placement	Licensure
N/A	N/A	N/A

Paul Mitchell The School Portland's **cadet teacher training** performance statistics for the calendar year 2015 Oregon Department of Education rates:

Completion	Placement	Licensure
N/A	N/A	N/A

CAREER PATHS

Find yourself in a beautiful career! Training as a cosmetology professional opens wonderful career opportunities, and various career paths to students seeking to become members of the cosmetology industry.

Career Paths and Options — A student who is training at Paul Mitchell The School Portland has chosen a profession in which they will be able to use their creative, artistic, and interpersonal skills. The list of career opportunities available to a cosmetology professional is diverse! Some of the career options that a student might consider are: hair stylist, manicurist, facial technician, nail artist, salon or spa owner, salon or spa coordinator, makeup artist, hair colorist, fashion show stylist, barber, image consultant, salon sales consultant, photo and movie stylist, beauty product designer, beauty school owner, esthetician manufacturer sales representative, platform artist, beauty business consultant, tradeshow exhibitor, beauty care product distributor, beauty and personal care marketing, beauty or personal care magazine writer, artistic director, or beauty school instructor — just to name a few!

Training and a Career Path in the Cosmetology Industry — Deciding to enroll in a cosmetology training program and to pursue a career in the profession is an important decision! In addition to the money, time, and practice a student is required to invest in training, there are numerous additional considerations.

Management	Retailer, Franchise, Salon Owner, Wholesale Sales, Chain Salon Owner, Office Administrator, District/Regional Manager
Artistry	Makeup, Styling, Color, Nails, Platform Artistry, Competitive Stylist
Related Fields	Cosmetics, Product Research, Health and Beauty, Cruise Ship Salons, Modeling, Photography, Theatre
Education	Instructor, Researcher, Administrator, Director, Admissions, Owner

Cosmetology:

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. As an example, the average income for a licensed Cosmetologist, as reported by the Bureau of Labor Statistics in May 2013, ranges from \$17,010 to \$44,220. See Bureau of Labor Statistics website for further details. <http://www.bls.gov/oes/current/oes395012.htm#nat>

Barbering:

Career opportunities for Barbers include, but are not limited to, Barber, Hair Stylist, Color Stylist, Educator, Salon Owner or Manager, Product Trainer, Platform Artist, and many more. As an example, the average income for a licensed Barber, as reported by the Bureau of Labor Statistics in May 2015, ranges from \$17,620 to \$47,410. See Bureau of Labor Statistics website for further details.

<http://bls.gov/oed/current/oes395011.htm>

Esthetics:

Career opportunities for Estheticians include, but are not limited to, Makeup Artist, Spa Esthetician, Waxing Specialist, Educator, Product Representative or Trainer, Spa Owner or Manager, working as an Esthetician in a Dermatologist's or Plastic Surgeon's office, and many more. As an example, the average income for a licensed Esthetician, as reported by the Bureau of Labor Statistics in May 2013, ranges from \$17,480 to \$56,930. See Bureau of Labor Statistics website for further details.

<http://www.bls.gov/oes/current/oed395094.htm>

Nail Technology:

Career opportunities for Nail Technician professionals include, but are not limited to, Manicurist/Pedicurist in a Podiatrist's office, Spa/Salon Manicurist, and Front Desk. As an example, the average income for a licensed Nail Technician professional, as reported by the Bureau of Labor Statistics in May 2013, ranges from \$16,700 to \$30,330. See Bureau of Labor Statistics website for further details.

<http://www.bls.gov/oes/current/oes395092.htm>

Instructor:

Career opportunities for Instructors include, but are not limited to, Hair Stylist, Color Stylist, Educator, Salon Owner or Manager, Product Trainer, Platform Artist, and many more. As an example, the average income for a licensed instructor, as reported by the Bureau of Labor Statistics in May 2015, ranges from \$27,590 to \$88,910. See Bureau of Labor Statistics website for further details.

<http://bls.gov/oed/current/oes395011.htm>

PROGRAM INTEGRITY

Paul Mitchell The School Portland 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 **barbering** 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
77.78%	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 **hair design** program:

Placement rate	On-time graduation rate	Median Loan Debt
60.00%	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 **nail technology** 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/nail technology** program:

Placement rate	On-time graduation rate	Median Loan Debt
0.00%	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 **hair design/esthetics** program:

Placement rate	On-time graduation rate	Median Loan Debt
100.00%	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 **hair design/esthetics/nail technology** 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 **hair design/nail technology** 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 **cadet teacher training** 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: portland.paulmitchell.edu/programs.

STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

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

Attendance and Documentation of Time

- 1 The school records attendance in clock hours and gives appropriate attendance credit for all hours attended. Each clock hour is measured as 60 minutes during which time the student is engaged in an activity directly related to their training. The school does not add or deduct attendance hours as a penalty. Attendance is calculated using a computerized time clock and does not round hours. To ensure proper credit for clock hours, full-time students are required to clock in/out 4 times a day: when they arrive at school, when they leave for lunch, when they return from lunch, and when they leave at the end of the day. If a student fails to clock in or out for their schedule on the student 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.
- 2 The school is open from 9:00 a.m. to 5:00 p.m. for full-time students. The school is closed Sundays and Mondays. The daily program schedule is as follows:

Tuesday, Thursday, Friday	9:00 – 10:00 a.m.	Theory/Adaptive & Creative
Tuesday, Thursday, Friday	10:15 a.m. – 5:00 p.m.	Clinic Classroom Operations
Tuesday – Saturday	9:00 a.m. – 5:00 p.m.	Core Classroom Curriculum
Wednesday	9:00 a.m. – 12:00 p.m.	Guest Artist / Specialty Class
Saturday	Clinic Classroom – all day	Adaptive/Creative

All students are scheduled to attend no less than 27.5 clock hours per week. Under statutory definition all enrolled students are full-time students. The following full-time schedules are available to students. They may select one schedule, depending on how quickly he or she would like to complete the program.

27.5 scheduled clock hours per week	Start at 9:00 a.m. depart at 3:00 p.m.; 30 min. lunch; Tuesday – Saturday
32.5 scheduled clock hours per week	Start at 9:00 a.m. depart at 4:30 p.m.; 30 min. lunch; Tuesday – Saturday
35 scheduled clock hours per week	Start at 9:00 a.m. depart at 4:00 p.m.; 30 min. lunch; Tuesday – Saturday
37.5 scheduled clock hours per week	Start at 9:00 a.m. depart at 5:00 p.m.; 30 min. lunch; Tuesday – Saturday

- 3 All courses require continuous attendance.
- 4 The prescribed attendance schedule must be maintained each week. Alternate schedules are available to those students who qualify.

- 5 Students must be on time, as tardiness inhibits the learning process. Students who are late for theory class may not enter the classroom and will not receive theory credit. They may “clock in” and will be assigned special projects or assignments pertaining to their course of study. Students who are late for a specialty class or a guest artist class may attend the class, but must be accompanied into the classroom by an instructor. Students are never excused from mandatory theory class to work in the clinic.
- 6 During the enrollment contract period, Applicant must maintain a 90% attendance average each month in order to complete the program within the Scheduled program length. The Applicant may use the allowed 10% of his/her scheduled hours for vacation, doctor appointments, illness, etc. If the Applicant must attend additional Program hours beyond his/her maximum Scheduled Program length due to attendance problems or to complete academic graduation requirements, the applicant will be charged an additional \$5.00 for each hour scheduled to complete after the Scheduled Program length is reached.

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

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

- 7 Students who are late or cannot attend school must contact the school and talk to the school service desk immediately. Day students must call in by 8:30 AM.
- 8 Students attend Core the first 6 weeks (210 clock hours) of enrollment. During this time the student must maintain a monthly attendance of 90%. If at the conclusion of the month, the student's progress report is not 90% attendance, the student may be dropped from the program and asked to re-enroll in the next class start date.
- 9 Students must request time off from school from the Education Leader.
- 10 Students are required to be in attendance a minimum of five (5) days a week; 37.5 hours per week; 35 hours per week; 32.5 hours per week; or 27.5 hours per week for a full-time schedule; Holidays such as Thanksgiving, Christmas, and New Year's Day will be set according to the calendar each year. Students cannot bank hours and attend over the contract hours of 37.5, 35, 32.5, or 27.5 hours per week to make up for missing hours. If a student will miss hours during the week, arrangements must be made with the Future Professional Advisor to make up those hours within the same week, or the hours missed will count against the hours allowed to miss and overtime charges can occur.
- 11 Lunches and breaks are scheduled for all students. Students will take 30 minutes for lunch between 12:00 p.m. and 1:30 p.m., if possible, according to their booking. Students should communicate with their instructor if they have not had lunch by 1:30 p.m. The 30-minute student lunch period may not be credited towards or counted as accrued training hours. Students are not allowed to intentionally skip lunch in order to receive clock hours. Students are required to clock-out (swipe their timecard) at the beginning of their lunch period and to clock-in (swipe the timecard) upon return. In addition to swiping your time card you must also sign in and out at the service desk. This supports the Service Coordinator with assigning students accordingly to service clients. In the instance that a student fails to clock in or clock out for lunch, the time record must be annotated and signed by a staff member who can assert personal knowledge the student was on or off the clock during the specific time period.

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

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

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

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

- 1 Students under 1000 hours must wear all black. Students that have clocked over 1000 hours may wear black and white in any combination.
- 2 A lab coat, lab jacket or aprons must be worn at all times when a student is in the school. The lab coat or lab jackets must be of washable material and completely cover the armpits and chest. Lab aprons must be of washable material. If a student is wearing a lab apron, their armpits, shoulders, and waist area must be completely covered by a garment..
- 3 A minimal print in clothing is acceptable only if it is a black and white print.
- 4 Clothing must be professional, clean, and free of stains and tears.
- 5 Footwear, shoes and socks must be professional and designed to protect the student's feet. Lower black heels and non-skid soles are recommended. Footwear must be professional in appearance. Clean and solid color black or white tennis-style shoes are allowed. Open toe shoes maybe worn during March 1st through September 30th. (Wear at your own risk. A closed toe shoe provides more protection to the foot
- 6 Hair must be clean and styled prior to arriving at school.
- 7 Cosmetics must be applied prior to arriving at school, using trend-appropriate makeup techniques.
- 8 The following is a list of **UNACCEPTABLE** dress:
 - a. Tennis or gym shoes other than those listed above
 - b. Shower thongs
 - c. Jeans or clothing made of jean or denim material – this includes vests, skirts, pants and or any jean-like material. If a scheduled free dress day or free dress coupon is presented, jean clothing may be worn
 - c. Tank or sleeveless tops
 - d. No exercise clothes, sweatpants, sweatsuits or leggings/spandex can be worn by themselves. A skirt or shorts must be worn over the top.
 - e. Printed T-shirts other than those with a PAUL MITCHELL logo

- f. Short skirts that fall above fingertips; skirts and shorts cannot be more than 3 inches above the knee. No short shorts unless they are worn with opaque (non-see-through) black leggings.
 - g. Hats, visors, bandanas, ball caps, beanies, or truck style hats are not allowed upon entrance into the building
 - h. Hooded sweatshirts, jackets, or tops, unless Paul Mitchell gear
- 9 Disposal plastic gloves must be worn during chemical applications and procedures.
 - 10 No bare skin is to be shown on the shoulders, back, belly, midriff, derriere, upper thighs, upper chest cleavage or underarm area. Underwear cannot be exposed or displayed above or below shirts, pants or skirts.
 - 11 Hip-hugger or low-waisted pants and skirts cannot expose a student's derriere, thong or underwear at any time, specifically when the student bends over or sits down.
 - 12 Lingerie style or see-through clothing is not allowed. No spaghetti-strap tops. All shirts must have sleeves that completely cover the armpit area.
 - 13 Students must always look professional, clean, neat and maintain personal hygiene.
 - 14 Students who fail to comply with the professional dress code will be asked to leave and return with appropriate attire.
 - 15 Colored attire is permitted on First "Tuesday" of every month, or scheduled designated "Casual for a Cause" day, a \$5.00 donation to Student Council is required to participate.

Sanitation and Personal Services

- 1 Students must keep workstations and classroom areas clean, sanitary, and clutter free at all times.
- 2 Students must clean their stations, including the floor, after each service.
- 3 Hair must be swept up immediately after a service is completed, before blow drying.
- 4 Workstations must be cleaned at the end of the day, prior to clocking out for the day.
- 5 Equipment and supplies must be off the floor in the area surrounding the station, with the exception of a student's roll about cart or kit.
- 6 Nothing is allowed on a student's mirror. The mirror must be clean and clear of all dust, drips, etc.
- 7 High grade disinfectant must comply with Oregon health laws. The disinfectant must be clean, with no dirt, dust or particles and must not be cloudy.
- 8 Station shelves and cabinets may not contain any type of flammable/combustible product.
- 9 Station shelves and cabinets may not contain or be used to store any type of product that requires an MSDS sheet. These products are maintained in the dispensary area.
- 10 The school owns the workstations and implements regularly scheduled station inspections to ensure that all applicable health and safety laws are being followed by all students. These inspections occur with or without the student present.
- 11 Students may have their hair or other services done Tuesday through Thursday. To receive a service, students must do the following prior to starting the service:
 - a. Notify an instructor
 - b. Be scheduled off the service books by a Learning Leader
 - c. Pay for service supplies including perms, tints, bleaches, rinses, conditioning, treatments, manicures, nails, etc.
 - d. Personal services are considered rewards and scheduled for students who are up to date with all projects, tests, and worksheets. School assignments and successful learning are the priority.

Communication Guidelines and Professional Conduct

- 1 Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, student lounge, or clinic classroom area.
- 2 Only emergency calls are permitted on the business phone. Students may use the student phones for a limited time. Please keep your calls to three (3) minutes or less.
- 3 Cell phones are not permitted in the school.
- 4 Students may not visit with another student who is servicing a client.
- 5 Students may not gather around the reception desk, reception area, or offices.
- 6 Food, drinks, and water bottles are allowed only in the lunchroom. A drink is only allowed if it is in a covered, spill-proof and unbreakable container. No glass containers for drinks.
- 7 Paul Mitchell The School Portland is a smoke-free campus.
- 8 Stealing or taking school or another's personal property is unacceptable.

Learning Participation Guidelines

- 1 Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable.
- 2 Students will be expected to maintain an average of 75% on all theory tests and assignments.
- 3 Students may not be released from required theory class to take a client.
- 4 Only desk personnel may schedule or change client service appointments.
- 5 All services must be checked and the service ticket initialed by an instructor.
- 6 Students are expected to be continuously working on school-related projects, assignments, reading, or test preparation during school hours.
- 7 Students will receive clock hours during the times they fully participate in their learning experience.
- 8 When students are not scheduled with service appointments or are not scheduled to attend theory or a specialty class, they may focus on the following:
 - a. Completion of monthly worksheets
 - b. Completion of theory review worksheets
 - c. Performing a service on another student
 - d. Listening to or reading school resource center materials, including educational videos, audiotapes, and books
- 9 Students must comply with school personnel and instructor's assignments and requests as required by the curriculum and student guidelines and rules.
- 10 Students may not perform hair, skin, or nail services outside of school unless authorized to do so by school administration. Conducting unauthorized hair, skin, or nail services outside of school will be reported to the state board and may result in your inability to receive a professional license.
- 11 Students are responsible for their own equipment and may use a station drawer only while working at that station. All equipment, tools, and personal items must be secured in their assigned locker. Paul Mitchell The School Portland is not responsible for any lost or stolen articles.
- 12 All worksheets are due on the assigned day of each month by the end of school.
- 13 If a student fails to pass the Core written and/or practical exam on their second attempt, they may be asked to withdraw from the program and re-start in the next class start date.

- 14 Theory: Students will not be allowed in Theory once the door is closed. The student will not receive theory credit during this time. If a student chooses to leave Theory class for any reason he/she will not be allowed to return to Theory. 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.

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:

- 1 **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 receive a coaching session when they do not comply with guidelines.
- 2 **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.
- 3 **Sanitation and Personal Service Procedures:** Sanitation and personal service procedures have been established to comply with state laws and to provide a safe and clean service environment. Students may be clocked out and released for the day when they do not follow sanitation and personal service procedures.
- 4 **Communication Guidelines and Professional Conduct:** It is the school's responsibility to provide a learning environment that is professional, positive, and conducive to learning. Staff and 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 a coaching session or termination.
- 5 **Learning Participation Guidelines:** The learning participation guidelines have been established to provide a creative, fun, interactive, and collaborative learning environment that empowers students to act as "future salon industry 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 receive a coaching session or be terminated.

Corrective Action Steps

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

When monitoring students for unofficial withdrawals, the school is required to count any days that a student was out of school on suspension as a part of the 14 consecutive 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.

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.

PAUL MITCHELL THE SCHOOL POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

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

❶ **Accommodation Procedures for Students with Disabilities**

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

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

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

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

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

The School's Responsibilities to Students with Disabilities

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

The person responsible for implementing these responsibilities at Paul Mitchell The School Portland Campus is: Marquita Goldsby; ADA Compliance Coordinator; 234 S.W. Broadway, Portland, OR 97205; (503) 222-7687; marquita@pmtsportland.com.

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

Procedures for Students and The School

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

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

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

Student requests for accommodations and interactive discussion with ADA Compliance Coordinator

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

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

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

Here are some examples:

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

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

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

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

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

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

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

Appeals by Students

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

When a student wishes to file an appeal, the student must notify Marquita Goldsby; Director; 234 S.W. Broadway, Portland, OR 97205; (503) 222-7687; marquita@pmtsportland.com. The student must explain his/her reasons for disagreeing with the Coordinator's decision, or explain how the student's accommodation is not being implemented, and submit any relevant documentation.

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

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

When a student files an appeal on the basis that an approved accommodation is not being implemented, the Director will determine whether the accommodation is being fully implemented, and if it is not, ensure that the accommodation is implemented.

The Director will inform the student of the decision in writing no later than fourteen days after receiving the student's appeal.

Training and Mediation Responsibilities of the ADA Compliance Coordinator

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

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

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

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

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

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

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

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

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

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

The complaint must be sent to Marquita Goldsby; Director; 234 S.W. Broadway, Portland, OR 97205; (503) 222-7687; marquita@pmtsportland.com.

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

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

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

Appeals by Students — If the student who filed the complaint disagrees with the decision made by the Director, or disagrees with the remedial action specified, the student may appeal the decision to The School Owner. The appeal must be written and sent to Marquita Goldsby; Director; 234 S.W. Broadway, Portland, OR 97205; (503) 222-7687; marquita@pmtsportland.com. The appeal must state the specific reasons that the student disagrees with the decision. Appeals must be filed no later than thirty days after the student receives the written decision from the Director.

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

U.S. Department of Education

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

The OCR National Headquarters is located at:

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

Telephone: (800) 421-3481

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

Email: OCR@ed.gov

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

STUDENT CONSUMER INFORMATION

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

This section compiled by the Financial Aid office staff attempts to meet the requirements.

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

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

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

Cost of Attendance – Expected Family Contribution (EFC) = Financial Need

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

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

All financial aid is awarded to students that qualify meeting the following criteria:

- 1 Citizen or permanent noncitizen alien recipient codes that are eligible are 1- 151, 1-55 1, and 1-94.
- 2 Criteria making a student Ineligible codes include F-1, F-2, J-1, and J-2, students that are in Federal Loan default, grant over payment, or male students that meet the Selective Service registration criteria, but are not registered.

STATE OF OREGON BOARD EXAMINATION

Qualifying for the State of Oregon Board Examination — To obtain an Oregon license /certificate the applicant shall complete all clock hours and pass all tests administered in an approved program, at a school approved by the Oregon Department of Education. If you are currently on probation or parole, please provide a letter from your parole or probation officer stating that you are not currently on any restrictions that would prevent you from entering into this career. Submit this letter to the Oregon Health Licensing Office.

Examination Information — The Oregon Board of Cosmetology administers a computerized examination at its office in Salem, OR. The examination is divided into several categories such as safety and sanitation, barbering, hair design, manicuring, and esthetics. Each section of the examination is scored separately. A student must pass with a 75% or higher to receive a license.

State of Oregon board examination questions are based upon Milady Standard Textbook and review book question, Oregon Administrative Rules, and industry standards. All sections of the examination test the student knowledge of:

- | | |
|---|--|
| ① Basic principles of safety and sanitation | ⑤ Safe chemical use and storage |
| ② Licensure requirements as in OAR Ch 817 | ⑥ Practical applications and procedures |
| ③ Sanitation rules as in OAR Ch 817 | ⑦ Equipment, tools, implements, articles |
| ④ Standard practice (Workers Comp & OSHA) | ⑧ Chemistry |

Employment Referral and Assistance — Paul Mitchell The School Portland does not guarantee any student employment. The school makes every effort to assist graduates in finding suitable employment related to training.

ANTI-DRUG, CONTROLLED SUBSTANCE AND ALCOHOL ABUSE POLICY

Paul Mitchell The School Portland insists upon the maintenance of a training and work environment that is drug and alcohol free. For this reason the school has adopted and strictly enforces a policy that provides a zero tolerance level for any illegal drugs, controlled substances, non-prescribed drugs and alcohol while on school property or while representing the school.

This institution has a strong commitment to provide a safe and healthy environment to all students, staff members, clients and the community. The school accepts its role in and responsibility to the larger community and expects all students and staff members to reflect this standard while within the school. The presence and use of illegal drugs, non-prescribed drugs, controlled substances and alcohol is deemed inconsistent with institutional values and objectives.

- Persons under the influence of all drugs or alcohol while in attendance at this school, pose a substantial risk and hazard to all persons in the building.
- A person with illegal drugs or controlled substances in their possession while on school property or while representing this institution will be immediately terminated with cause, and prosecuted to the fullest extent of the law. The school will contact local law enforcement and provide all statements and appearances necessary for prosecution.

This institution will automatically terminate a student or employee who is under the influence of drugs or alcohol, or in possession of an illegal or non-prescribed controlled substance, during training. Pursuant to the provisions of the American's with Disabilities Act, that student will not be allowed to return to training until such time as they are enrolled in a certified rehabilitation program, and provide proof of on-going or completed rehabilitation to the school.

In the instance that a staff member or student has a prescription for a controlled substance, such as pain-killing drugs or medical marijuana, this institution insists that these substances do not enter and are not present on school premises. Any staff member or student with a lawful prescription for these substances must take care of their health needs and store their prescription substances at their residence.

Should the situation arise that any staff member or student in possession of any controlled substance or alcohol while on school property – whether or not that person has a prescription, Paul Mitchell the school Portland will contact local law enforcement and give permission to the responding authority to SEARCH the person(s) locker and any other possessions located on institutional property.

Students and staff are reminded that in the State of Oregon it is a crime for any person to give, or otherwise distribute medication to another person. This includes, but is not limited to, the distribution of prescribed medical marijuana, pain pills, allergy medication, and all other prescribed medications.

In the instance that any person has shared or otherwise distributed prescription medication with another person, this institution will contact local law enforcement and vigorously prosecute the person or groups of people who have any involvement in distributing prescription substances while at this institution.

Community assistance is available. This School will provide a confidential referral to any student requesting assistance to a local health care agency. Paul Mitchell the school Portland's attempt to maintain an environment that is supportive to any person who is recovering from an addiction to a controlled substance or alcohol; however, the school will not allow any student to compromise the health and safety of, or endanger members of the academic community.

Any person seeking professional assistance in recovery is encouraged to contact the following professional organizations. Rehabilitation referral and treatment is confidential.

A-1 Call Answer	Alcohol & Drug Hotline	Oregon Human Development	CODA
1.800.511.9225	1.800.923.help (4357)	1.503.640.5223	1.503.642.0312

SCHOOL SAFETY AND SECURITY

Paul Mitchell The School Portland does not employ a private security force. In the event of any threatening criminal situation, all students and staff members are directed to move themselves to a safe area, if possible, and telephone 911 for emergency assistance as soon as it is safe to do so. Do not attempt to be a hero. The Portland Police Department is the law enforcement agency authorized by jurisdiction to respond to calls and critical emergencies at this institution. Students and staff members are expected to render reasonable assistance and cooperation with all responding law enforcement and emergency responders, including the provision of eyewitness statements if requested. This institution, its student body and all staff members shall cooperate fully with local law enforcement in both the immediate and timely reporting of any criminal activity occurring on institutional property. This institution will report all violations of State of Oregon underage drinking laws, and use or possession of illegal drugs or controlled substances occurring on institutional property immediately and directly to the Portland Police Department.

The designated person to advise of criminal acts is Marquita Goldsby, Director.

Paul Mitchell The School Portland is private property. Access to the facility is limited to students, staff, patrons and persons conducting legitimate business with the school. Trespassers and loitering will not be tolerated. Security of the facility is maintained through controlled entry via the front door, institutional security and procedures and personal safety tips. Crime and sex offense prevention tips are reviewed during the orientation day.

Immediate Termination — Any person who enters school property while in possession of illegal drugs, controlled substances, alcohol or weapon of any kind will be immediately terminated with cause. There are no exceptions to this policy. The incident will be reported to law enforcement and the offender will be prosecuted. The offender will be legally restrained from reentering the facility.

First Aid, Emergency and Evacuation — Should a first aid, emergency or evacuation situation occur, all students and staff are expected to follow the reasonable requests of an institutional representative or professional Emergency Medical Technician (EMT).

- 🕒 **First-Aid** – All students are advised of the location of the First Aid Kit and supplies on Orientation Day.
- 🕒 **Evacuation Routes** – Routes are posted in all areas on the clinic floor.
- 🕒 **Medical Emergency** – Students and staff are instructed to dial 911.
- 🕒 **Emergency Assistance** – Do not administer emergency medical Assistance unless you are qualified to do so.
- 🕒 **Fire** – Students and staff are instructed to dial 911 to request emergency medical assistance and to immediately evacuate the building.
- 🕒 **Earthquake** – Students and staff are instructed to remain inside the building and to place themselves under desks or other secure areas. Do not leave the building for a period of less than 30 minutes after all shaking has ceased.
- 🕒 **Criminal Incident** – Do not be a hero! Students and staff are instructed to dial 911 when it's safe to do so.

SEXUAL HARASSMENT POLICY

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

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

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

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

Sexual harassment may include but is not limited to:

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

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

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

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

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

STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

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

Paul Mitchell The School Portland's anti-harassment policy applies to all persons involved in the operation of Paul Mitchell The School Portland, and prohibits unlawful harassment by any employee of Paul Mitchell The School Portland, as well as students, customers, third parties, vendors or anyone who does business with Paul Mitchell The School Portland. 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 Portland does business engages in unlawful harassment or discrimination, Paul Mitchell The School Portland 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 Portland, 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 Portland's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to Paul Mitchell The School Portland community through publications, Paul Mitchell The School Portland website, new employee orientations, student orientations, and other appropriate channels of communication. Paul Mitchell The School Portland will provide training to key staff members to enable Paul Mitchell The School Portland to handle any allegations of discrimination and harassment, including sexual harassment or sexual violence, promptly and effectively. Paul Mitchell The School Portland 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 Portland provides such as:

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

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

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

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

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

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

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

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

Prohibited Conduct

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

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

Unlawful harassment or discrimination may include racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons based on race, national origin, age, disability, marital status, sex or other legally protected categories.

Sexual harassment is conduct based on sex, whether directed towards a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", practical jokes, jokes about or displays of obscene printed or visual material, questions about sexual fantasies, preferences or history, and physical contact such as patting, pinching, or intentionally brushing against another person's body.

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

Complaint/Grievance Procedure

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

If you believe that you have experienced or witnessed harassment or sexual violence, notify your Learning Leader, supervisor, Paul Mitchell The School Portland 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 Portland 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 Portland 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: Marquita Goldsby- Director 234 S.W. Broadway Portland, OR 97205 marquita@pmtsportland.com 503-222-7687	School Owner: <i>(for complaints involving employees)</i> John DeJoria Jr. 234 S.W. Broadway Portland, OR 97205 503-222-7687
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Paul Mitchell The School Portland 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 Portland's grievance procedures operate. Because complaints can also be filed with the School Owner, these employees also receive training on Paul Mitchell The School Portland's grievance procedures.

Investigation of Complaints

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

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

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

Retaliation Prohibited

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

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

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

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

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

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

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

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

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

SOCIAL NETWORKING POLICY

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

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

REGULATORY AND ACCREDITATION AGENCIES

The following institutions license and regulate our institution:

State of Oregon

Higher Education Coordinating Commission's Office of Private Postsecondary Education

255 Capitol Street NE, Third Floor

Salem, OR 97310

Phone: (503) 947-5751 • Fax: (503) 378-8395

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

3015 Colvin Street

Alexandria, VA 22314

Phone: (703) 600-7600 • Fax: (703) 379-2200

United States Department of Education

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

Oregon Health Licensing Agency (OHLA)

700 Summer St. NE, Suite 320, Salem OR 97301-1287

(503) 378-8667

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

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

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

GRIEVANCE POLICY

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

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

Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail, students may contact:

Higher Education Coordinating Commission
255 Capitol Street NE
Salem, OR 93710

After consultation with appropriate staff and if the complaint alleges a violation of Oregon Revised Statutes 345.010 to 345.470 or standards of the Oregon Administrative Rules 715-045-0001 through 715-045-0210, the commission's executive director will begin the complaint investigation process as defined in OAR 715-045-0023, Appeals and Complaints.

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

SCHOOL ADMINISTRATION AS OF MARCH 2016

Owner: Global Educational Systems Company

President and CEO: John Paul DeJoria II

Director: Marquita Goldsby

Director Of Education: Marquita Goldsby

Future Professional Advisor: Heidi Torrison

Operations Facility Coordinator: Kris Martin

Operations Coordinator: Mariana Mauleon

Admissions Leaders: Kathleen O'Neill, Ella Aguilar, Ashley Nelson

Financial Aid Leader: Jessica Clydesdale

Operations Facility Coordinator/Student Records: Macy Grayson

Administrative Assistant: Karen Watson, Lorin Arendt, Brittany Goldsby

Take Home/Service Desk Coordinators: Brianna Readye, Carly Caldwell, Emerson Burbank

Learning Leaders: Kristen Newman, Elise Howard, Sherrie Harden, Traci Boettcher, Kayla Ewing, Jason Brown and Heidi Torrison

Substitute Instructors: Marquita Goldsby, Mark Rosales

School Faculty:

John Paul DeJoria II, President and CEO: Mr. DeJoria is responsible for the administration and operational oversight of Paul Mitchell the school Portland, in order to ensure that the school is run in an ethical, professional, and businesslike manner.

Marquita Goldsby, Director: Ms. Goldsby supervises the daily operations of the entire school and all staff members. A part of their duties include, but are not limited to overseeing of admissions, education, student services, student records, and student financial assistance. Ms. Goldsby performs additional duties as assigned by the President and CEO.

Ella Aguilar, and Kathleen O'Neill, Admissions Leaders: Kathleen and Ella perform overall supervisory and administrative duties and functions as the "right-hand, eyes, and ears" of the executive staff. This is a position of enforcement and on-site, daily review to ensure that all health and safety, educational, personnel, student training and recordkeeping requirements are satisfied and compliant in a uniform, consistent and even-handed manner. Admissions Leaders supervise the written intake of all student questions and requests, schedules, staff meetings and records the notes from those meetings. Admissions Leaders supervise the student admission process, schedules tours, and interviews prospective students. Admissions Leaders are not licensed cosmetology instructors.

Marquita Goldsby, Director Of Education: Ms. Goldsby coordinates and reviews all matters relevant to the educational curriculum, safety and sanitation and the overall implementation of the U.S. Department of Education rules and regulations. Marquita is also responsible for the day-to-day supervision of faculty and student training, daily monitoring of classroom and practical lessons, daily oversight of the clinic floor and front desk, ensuring that required tests are given to students and that the grades are accurately reported, ensuring that monthly progress reports are issued to all students, student advisements, and discipline, and performs additional duties as assigned by the Director and President/CEO.

Learning Leaders: Learning Leaders are responsible for the daily theory and practical training of students. Duties are inclusive of, but not limited to the preparation of lesson plans, theory instruction, theory testing and grading, practical instruction, practical testing and grading, supervision of the clinic floor and additional duties as assigned by Director of Education and the School Director.

Mariana Mauleon, Operations Coordinator: Mariana has years of organization development, advertising and business management experience. She brings years of valuable experience along with her bubbly personality and the kind and gentle way she engages with the Future Professionals. Mariana is a great asset to the Paul Mitchell family. She shares the task of maintaining the student financial records as well as required reporting, including but not limited to data input and posting, and additional duties as assigned by the Director or President/CEO.

Kris Martin, Operations Facility Coordinator/Student Records: Kris is a part of the Operations division. He has worked in the business industry for more than 10 years. His expertise and training in research, communications and office management is a great asset for our school. He has the task of maintaining the facility, assisting with the maintenance of the student financial files and supporting the director. Kris is a great addition to the team.

Lorin Arendt and Karen Watson, Administrative Assistant: Karen and Lorin are a wonderful part of our team. They have been with the company for many years. They both share the responsibilities of supporting the Operations division. They are responsible for data entry in the Operations Department, assisting the Admissions Leader when needed, filling in at the reception desk, and any additional duties as assigned by the Director.

Emmerson Burbank, Brianna Readye, and Carly Caldwell, Take Home/Service Desk Coordinator: Our service desk team comes with loads of experience in sales. They are responsible for the overall run of the retail store and service desk. They have great customer service skills and are also responsible for making reservations for the guests and filling in at the reception desk as needed. The service desk team also performs additional duties as assigned by the Director and CEO.

Heidi Torrison, Future Professional Advisor: "If you want something in your life that you've never had, you'll have to do something that you've never done." During Heidi's 17-year journey with the beauty industry, she has experienced the most fulfilling environment at Paul Mitchell Schools! She has been part of the incredible Paul Mitchell family for the past three years. Now advancing her career as an educator with Paul Mitchell The School Portland, Heidi serves as Learning Leader Advisor. She spends each day motivating staff to be the best that they can be through continued education and team-building exercises. She motivates Future Professionals each day by contributing to their growth and understanding of their personal journey. She is excited to continue developing as an education professional and looks forward to influencing many more future graduates.

Jessica Clydesdale, Financial Aid Leader: Jessica joined our staff in 2014 as our Financial Aid leader. She has over 9 years of experience in the financial aid division and is a wonderful addition to our team.

All staff instructors are recognized, certified and licensed as both practitioners and instructors in their fields of practice by the state of Oregon. All instructors are required to attend additional classes, workshops, seminars and professional conferences in order to ensure their quality as industry experts as well as trained instructors. All instructors assist in the student salon areas as well as classroom supervision. Our instructors must complete 30 clock hours of advanced training every three years in order to maintain their instructor licenses.

Oregon law requires "Each career school shall display its license in a prominent place." ORS 345.030 (5)

STUDENT ACKNOWLEDGEMENT FORM (STUDENT COPY)

This institutional catalog and student handbook has been prepared for your information and understanding of the policies, philosophies and practices and benefits of Paul Mitchell The School Portland. Please read it carefully. Upon completion of your review of this handbook, sign the statement below, and return it to your Learning Leader Advisor. The "Future Professional Copy" of this acknowledgment is for your records, the "Paul Mitchell The School Portland Institutional Copy" shall be retained in your Paul Mitchell The School Portland permanent record.

I, _____, have received and read a copy of the Paul Mitchell The School Portland. This institutional catalog and student handbook outlines the goals, policies, benefits and expectations of Paul Mitchell The School Portland, as well as my responsibilities as a student.

I have familiarized myself with the contents of this handbook. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in the Paul Mitchell the school Portland Institutional Catalogue and Student Handbook provided to me by Paul Mitchell The School Portland. I understand this handbook is not intended to cover every situation which may arise during my enrollment, but is simply a general guide to the goals, policies, practices, benefits and expectations of Paul Mitchell The School Portland.

I understand that the Paul Mitchell The School Portland institutional catalog and student handbook is not a contract of enrollment and should not be deemed as such.

Revised _____ (date); Volume _____

Future Professional Name _____

(Future Professional Signature) _____ Date: _____

STUDENT ACKNOWLEDGEMENT FORM (SCHOOL COPY)

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Revised _____ (date); Volume _____

Future Professional Name _____

(Future Professional Signature) _____ Date: _____