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# 2018 CATALOG

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

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## MISSION STATEMENT

The mission of Paul Mitchell the School Green Bay, (herein referred to as “the school”) is to supply education that prepares graduates for the State of Wisconsin Board examination and prepares them to obtain careers in cosmetology arts and sciences using the latest instructional methods.

## EDUCATIONAL OBJECTIVES

Paul Mitchell The School Green Bay 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. The educational objectives of the school are:

- ① Educate individuals so they can succeed in the beauty industry
- ② Set the highest standards for students to meet the requirements of the State Cosmetology Board
- ③ Encourage students to develop a professional manner and personal code of ethics
- ④ Instill in our students the importance of continuing education to learn new techniques

## HISTORY

The school is located at 3450 S. Packerland Drive, De Pere, Wisconsin and opened its doors in 2010. The school comprises 14,000 square feet of floor space including 6000 square feet of classroom space, 3500 square feet of clinical space and 500 square feet of storage space. The school contains 58-mirrored stations, 8 shampoo bowls, 6 dryers, 4 pedicure and 4 manicure stations. A fully stocked dispensary is located on the premises as well.

## CORPORATE MEMBERS

Paul Mitchell The School Green Bay, a Paul Mitchell Partner School, is owned by Paulco, LLC. The company was formed in June 2005. It is an S-Corporation.

## LICENSURES

The School is licensed by the State of Wisconsin, Department of Regulation and Licensing, 1400 E Washington Ave, Madison, WI, 53703, 608-266-2112 and accredited by NACCAS, 3015 Colvin Street, Alexandria, VA 22314, 703-600-7600.

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

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

The curriculum involves 1550 hours to satisfy Wisconsin State requirements. The course includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance & hygiene, personal motivation & development, retail skills, client record keeping, business ethics, as well as sanitation, state laws & regulations, salon-type administration, and job interviewing.

*\* Students are prepared to be entry level cosmetologist.*

**Barbering: SOC 39.5011.00, CIP Code 12.0402:**

The curriculum involves 1000 hours to satisfy Wisconsin state requirements. The program includes extensive instruction and practical experience in men’s cutting, color, texture, men’s grooming, customer service, personal appearance and hygiene, personal motivation and development, retail (Take Home) skills, guest record-keeping, and business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

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

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

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

**ADVISORY COMMITTEE**

The school has an advisory committee that meets once a year to provide feedback on issues of relevance to the school. These issues include educational programs, facilities, supplies and equipment, completion, licensure and placement rates, and student support services.

**ORIENTATION**

The first day of class is when orientation takes place. A tour of the school and its facilities, along with the evacuation procedures are covered during this day . We will review policy, rules and regulations, release statements, course outline, career statistics and a registration statement.

**HOURS OF OPERATION**

The following are the hours of operation at Paul Mitchell the School Green Bay:

Monday	9:00 am – 4:30 pm
Tuesday	9:00 am – 4:30 pm
Wednesday	9:00 am – 4:30 pm
Optional:	5:00 pm – 8:00 pm
Thursday	9:00 am – 4:30 pm
Optional:	5:00 pm - 8:00 pm
Friday	9:00 am – 4:30 pm

**RECRUITMENT POLICY**

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

**VACCINATION POLICY**

Paul Mitchell The School Green Bay does not require a student to have immunizations / vaccinations to enroll in our school.

## ADMISSIONS PROCEDURES

Classes begin approximately every 7 weeks for cosmetology and/or Barbering and, as class size permits, for instructor programs. Please see the admissions office for a current calendar of starting and ending dates. An appointment can be made for a personal interview and tour of the school.

Requirements for admission to Paul Mitchell The School Green Bay include:

- ① A completed application form.
- ② A \$50 non-refundable fee for processing
- ③ A standard high school diploma\*, high school transcripts\*\*, or High School Equivalency certificate or official High School Equivalency test scores.
- ④ A copy of your driver's license or birth certificate

\* 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 certificate 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 you have a disability and need an academic accommodation, please notify the school's ADA Compliance Coordinator as soon as possible so the school can review your request. If you are interested in attending our school and you do not have a high school diploma or high school equivalency certificate, please contact our admissions office for a list of high school equivalency programs located near the school.

A copy of the school's ADA Policy and Request for Accommodations form may be found on the school's website or from the school's Admissions Leader.

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

## **APPLICANTS WITH NON-IMMIGRANT VISAS**

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.

## **TRANSFER POLICY**

Applicants for transfer are considered on an individual basis. Paul Mitchell The School Green Bay may, at its discretion, refuse transfer students if its admission requirements cannot be met and the student cannot provide valid transcripts of previous education. We will not recruit transfer students. Transcripts of former education will be reviewed prior to entrance being accepted. Tuition will be pro-rated based on review of transcripts. Transfer hours that are accepted are counted as completed for the purpose of determining when the allowable maximum time frame has been exhausted and satisfactory progress review is based on the actual remaining contracted hours at the institution.

Fees regarding transfer students are based on acquired knowledge in comparison to the Academy's curricula, rather than just hours previously acquired from other cosmetology schools. Student transcripts are provided to former students for a fee of \$10.00.

## **STATE LICENSING DISCLAIMER**

The state may refuse to grant a license if a student has been convicted of a crime; committed any act involving dishonesty, fraud, or deceit; or committed any act that, if committed by a licensee of the business or profession in question, would be grounds for the Wisconsin Department of Regulation and Licensing to deny licensure. The Wisconsin Department of Regulation and 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 Green Bay is not responsible for students denied licensure.

## **STUDENT EXPECTATIONS**

Students are required to be able to stand for lengthy periods of time, operate shears, hair dryers and brushes, mix chemicals and communicate with their guests. The school will work with each applicant on an individual basis to determine if the basic abilities can be accommodated.



## FINANCIAL AID

Financial aid is available to those that qualify. Currently, the school provides financial assistance for the cosmetology and barbering programs through the Department of Education and payment plans. If students have questions about financial aid from the Department of Education, they can contact the department at [www.nslsds.ed.gov](http://www.nslsds.ed.gov) or 1-800-4-FED-AID.

## COST OF ATTENDANCE

The Department of Education requires Paul Mitchell The School Green Bay to determine the cost of attendance for the cosmetology and barbering programs. The current cost of attendance is as follows:

### COSMETOLOGY

Attendance Component	Off Campus with Parent and No Dependents	Off Campus with No Dependents	Off Campus with Dependent
Tuition (In State and Out of State)	\$15,000	\$15,000	\$15,000
Books and Supplies	\$3,200	\$3,200	\$3,200
Room and Board	\$0	\$9,480	\$9,480
Transportation	\$3,000	\$3,000	\$3,000
Dependent Child Care (per dependent)	\$0	\$0	\$4,440
Expenses for Student With Disabilities	Case by Case Basis	Case by Case Basis	Case by Case Basis
<b>TOTAL</b>	<b>\$21,200</b>	<b>\$30,680</b>	<b>\$35,120</b>

### BARBERING

Attendance Component	Off Campus with Parent and No Dependents	Off Campus with No Dependents	Off Campus with Dependent
Tuition (In State and Out of State)	\$9,000	\$9,000	\$9,000
Books and Supplies	\$3,250	\$3,250	\$3,250
Room and Board	\$0	\$6,320	\$6,320
Transportation	\$2,000	\$2,000	\$2,000
Dependent Child Care (per dependent)	\$0	\$0	\$2,960
Expenses for Student With Disabilities	Case by Case Basis	Case by Case Basis	Case by Case Basis
<b>TOTAL</b>	<b>\$14,250</b>	<b>\$20,570</b>	<b>\$23,530</b>

## **COST OF TUITION AND SUPPLIES**

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

### **TUITION – Cosmetology**

Tuition	\$15,000.00
Application Fee ( <i>nonrefundable</i> )	50.00 ( <i>\$10 for Veterans</i> )
Kit, Equipment, Textbook, Supplies ( <i>nonrefundable</i> )	<u>2,750.00</u> ( <i>due 10 days prior to class</i> )
<b>TOTAL COSTS</b>	<b>\$17,800.00</b>

### **TUITION – Cosmetology with Ipad**

Tuition	\$15,000.00
Application Fee ( <i>nonrefundable</i> )	50.00 ( <i>\$10 for Veterans</i> )
Kit, Equipment, Textbook, Supplies ( <i>nonrefundable</i> )	<u>3,250.00</u> ( <i>due 10 days prior to class</i> )
<b>TOTAL COSTS</b>	<b>\$18,300.00</b>

### **TUITION – Barbering**

Tuition	\$9,000.00
Application Fee ( <i>nonrefundable</i> )	50.00 ( <i>\$10 for Veterans</i> )
Kit, Equipment, Textbook, Supplies ( <i>nonrefundable</i> )	<u>2,750.00</u> ( <i>due 10 days prior to class</i> )
<b>TOTAL COSTS</b>	<b>\$11,550.00</b>

### **TUITION – Barbering with Ipad**

Tuition	\$9,000.00
Application Fee ( <i>nonrefundable</i> )	50.00 ( <i>\$10 for Veterans</i> )
Kit, Equipment, Textbook, Supplies ( <i>nonrefundable</i> )	<u>3,250.00</u> ( <i>due 10 days prior to class</i> )
<b>TOTAL COSTS</b>	<b>\$12,300.00</b>

Please contact the school's Financial Aid Leader for payment options. The school accepts cash, credit card, and personal check payments. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs. Any remaining funds available for the student will be paid to the student only at which time the course costs have been paid in full.

*Financial aid available to those who qualify. WWW.FAFSA.gov, the school code is 008217.*

In extraordinary circumstances, the school may adjust tuition and kit fees for students that transfer from a school that has suddenly closed without notice.

## 2018 CLASS STARTING DATES

<b>Cosmetology</b>	
<b>DAY SCHOOL:</b>	February 5, March 19, April 30, June 11, August 13, September 24, November 5, December 17

<b>Barbering</b>	
<b>DAY SCHOOL:</b>	June 11, Dec 17

## VERIFICATION POLICY AND C CODES

The Department of Education randomly selects financial aid awards for verification . If you are selected you will receive a written request from the school listing the necessary documentation you must provide. Failure to provide the documentation to the school within 14 days of receipt of the letter will result in the processing of your financial aid will cease and you will not be admitted to school until it is resolved. In addition, the school may verify information if it believes there has been incorrect data entered. The Department of Education will assign a "C" code on a student's record based on his or her eligibility conditions. Some of the reasons include, but are not limited to; selective service, DHS, social security citizenship status, student's social security number match, veterans affairs status match, responses to question 23, drug convictions, default on prior student loans and other NSLDS issues such as any overpayment on any Title IV grant programs.

## ENTRANCE AND EXIT COUNSELING

All first time borrowers of FFEL and Direct Loan programs will receive counseling to explain how the master promissory note works, emphasize the importance of repaying the loan, describe the consequences of default, and show students sample monthly repayment amounts based on their program of study at school. Counseling occurs at two times – prior to starting at the institution and prior to graduation from the school.

## SCHOOL GOVERNING BODY

The school is governed by a management team that consists of the Owner, Director, Operations Leader, Education Leader, and the Admissions Leader. The school is regulated by the State of Wisconsin Department of Safety and Professional Services, PO Box 8935, Madison, WI, 53705, 608-261-7083.

## ACADEMIC YEAR

An academic year is defined as 26 weeks or 900 clock hours.

## PROFESSIONAL JUDGMENT AND OVERRIDES

The school uses professional judgment in circumstances that warrant its use. These instances are determined on a case-by-case basis. Overrides are not used.

## EXTRA INSTITUTIONAL CHARGES

During the student's time at Paul Mitchell The School Green Bay, the student is allowed to miss 10% (155/100) of the total hours of the course before having to pay overtime. The student will be charged an additional \$9.00 for each hour needed to complete the course of training.

## DRUG AND ALCOHOL POLICY

As required by the Department of Education, Paul Mitchell The School Green Bay is a drug and alcohol free school . Employees or students engaged in the following unlawful activities will be immediately terminated from the school and may be subject to prosecution. The unlawful activities include but are not limited to: Possessing, using or distributing an illegally controlled substance on school grounds. The State of Wisconsin defines this as cocaine, crack, heroin, PCP, amphetamine, methcathinone, methamphetamine, LSD, Psilocin, THC (the chemical in Marijuana).

OFFENSE	PENALTY
Consuming alcoholic beverages while on school grounds.	Termination from school.
Distribution or delivery of any controlled substance or controlled substance under s.961.41 Stats.	Applicable maximum term of imprisonment may be increased by 5.
Distribution, delivery of or possession with intent to deliver cocaine, crack, heroin, PCP, LSD, Psilocin, amphetamine, methamphetamine, methcathinone, THC	Maximum term of imprisonment Applicable to distribution of particular substances may be increased by 5 years.
Any Schedule I or II controlled substances or ketamine.	Additional penalty of 100 hours of community service work must be imposed on offender.
Distribution or delivery of an imitation controlled substance.	Class I felony.
Acquiring or obtaining a controlled substance by misrepresentation, fraud, forgery, deception or subterfuge.	Class H felony.

Any employee or student found to have performed an unlawful activity related to drugs or alcohol could also face sanctions from the State of Wisconsin.

The school does not pay for drug treatment for its employees or students, but will recommend employees and students wishing to receive drug or alcohol counseling to one of the following agencies:

Al.Anon 920 .430 .1420	Alcoholics Anonymous 920 .432 .2600	Bellin Health 920 .498 .8600	Libertas 920 .433 .3500
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There are many health Risks related to the use of drugs and alcohol. Specifically they include:

ALCOHOL	DRUG
High Blood Pressure	Heart Attacks
Weight Gain	Respiratory Failure
Depressed Immune System	Comas
Liver Disease	Tremors
Alcohol Posioning	Seizures
Heart or Respiratory Failure	Depression
Death	Death

For the period of September 1, 2011 through September 1, 2013 there were no drug or alcohol related violations or fatalities that occurred on the school's campus and the school has imposed no sanctions.

### **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)).

### **REPAYMENT OF FINANCIAL AID**

Should a student no longer attend the school due to graduation, termination or dropping, the school will notify the Department of Education that the student is no longer in school. The Department of Education will contact the student regarding loans and repayment procedures. Students are expected to pay any funds given to them by the Department of Education whether or not they completed the program.

Students having trouble paying their loans should contact the Department of Education at 1-800-878-0979 or [www.dl.ed.gov](http://www.dl.ed.gov). At the discretion of the Department of Education, students may get a deferment that allows you to temporarily stop making payments on your loan. If you do not qualify for a deferment, the Department may grant you a forbearance that allows you to temporarily stop making payments on your loan, make smaller payments or extend the time to make payments. All of this is at the discretion of the Department of Education and the school cannot make any changes.

## FEDERAL RETURN OF TITLE IV FUNDS POLICY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- ① Repays the overpayment in full to the school;
- ② Enters into a repayment agreement with the school in accordance with repayment arrangements satisfactory to the school; or
- ③ Signs a repayment agreement with the Department, which will include terms that permit a student to repay the overpayment while maintain his or her eligibility for Title IV, HEA program funds.

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

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

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

- ① The student chooses to enter into a repayment agreement with the Department.
- ② The student who owes an overpayment is ineligible for Title IV HEA program funds.

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

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

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

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

Monetary amounts should be in dollars and cents (rounded to the nearest penny).  
 When calculating percentages, round to three decimal places. (for example, .4496 = .449 = 44.9%)

### STEP 1: Student's Title IV Aid Information

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

### STEP 2: Percentage of Title IV Aid Earned

Last Day Attended:

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

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

Hours scheduled to complete / Total hour in period

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

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

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

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

Box H                      Box G                      Box I

### STEP 4: Title IV Aid to be Disbursed or Returned

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

#### J. Post-withdrawal disbursement

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

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

Box I                      Box E                      Box J

#### K. Title IV aid to be returned

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

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

Box E                      Box I                      Box K



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

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

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

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

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

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

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

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

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

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

0.00 - 0.00 = 0.00  
Box K Box O Box Q

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

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

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

These outstanding loans consist either of loan funds that student has earned, or unearned loan funds that the school is not responsible for repaying, or both; and they are repaid to the loan holders according to the terms of the borrower's promissory note.  
 6,727.00 - 0.00 = 6,727.00  
Box B Box P Box R

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

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

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

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

**U. Title IV grant**  
 From the initial amount of unearned Title IV aid due from the student (Box S) subtract the amount of loans to be repaid by the student (Box T).  
 0.00 - 0.00 = 0.00  
Box S Box T Box U

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

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

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

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

**Title IV Grant Programs:**

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	

## REFUND POLICY

The following refund policy applies to the student when:

- ① An applicant is not accepted by the school. This applicant shall be entitled to a refund of all monies paid to the school minus the application fee.
- ② A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/ her contract and demands his/her money back in writing, within three business days of the signing of the enrollment contract. In this case all monies collected by the school shall be refunded. This policy applies regardless of whether or not the student has actually started training.
- ③ A student who cancels his/her contract after three business days of signing the contract but prior to entering classes. In this case, he/she shall be entitled to a refund of all monies paid to the school less an application fee of \$50.00.
- ④ A student notifies the institution of his/her withdrawal in writing.
- ⑤ A student on an approved leave of absence notifies the school that he/she will not be returning. That date of withdrawal shall be the earlier of the date of expiration of the leave of absence or the date the student notifies the institution that the student will not be returning.
- ⑥ A student is expelled by the institution.
- ⑦ For official cancellations as defined in 2, 3, 4, or 5, the cancellation date will be determined by the postmark on written notification, or the date said information is delivered to the school director/ owner in person.
- ⑧ Any monies due a student who officially withdraws from the institution shall be refunded within 30 days of official cancellation or withdrawal or by a determination by the institution that the student has withdrawn without notifying the institution.
- ⑨ Unofficial withdrawals are monitored at a minimum monthly and a determination is made to withdraw a student who has been absent from school for 10 consecutive days. The point of withdrawal will be the last date of attendance.
- ⑩ When situations of mitigating circumstances are in evidence such as serious illness or a disabling accident or death in the immediate family, the school will make a settlement, which is reasonable and fair to both parties.
- ⑪ All extra costs, such as books, equipment, graduation fees, application/evaluation fee, rentals and other such charges are not considered in the tuition adjust computation if the charges are itemized separately in the enrollment contract. Monies paid for supplies and equipment are non-refundable after three days of signing the enrollment contract. Unused equipment may be returned for a full refund.
- ⑫ For students who terminate prior to completion, an administration fee in the amount of \$100.00 will be assessed.
- ⑬ For students who have received Title IV financial assistance, the federal Return of Title IV funds calculation will be completed first and applicable funds returned . Returned funds will be reduced from the payments received on behalf of the student before applying the institutional refund policy to determine whether the student is owed a refund or if a balance is owed to the institution.

- 14 If a course is canceled 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.
- 15 If the school closes permanently and no longer offers instruction after a student enrolled, the school will provide a pro rata refund of tuition to the student.
- 16 The school shall provide a full refund of all monies paid (less a non-refundable application fee of no more than \$10 if either (i) the student was accepted for enrollment but was unqualified for entrance or (ii) the student's enrollment was procured as the result of any written or oral misrepresentation made by the school or its agents.

Please note that any balances not paid to the school within 90 days of termination will be sent to a collection agency. The school utilizes Transworld Systems, 2235 Mercury Way #275, Santa Rosa, California, 95407, and 888-446-4733. Transworld will reference only Paul Mitchell The School Green Bay in reference for all monies owed.

The following refund distribution is used for all institutional charges and is mandated by the State of Wisconsin: All refunds are based on scheduled hours.

Percentage of Time Enrolled to Total Time in Academic Year	Amount of Total Tuition Owed to or Retained by the School
0.01% - 4.9%	20% +100
5% - 9.9%	30% + 100
10% - 14.9%	40% +100
15% - 24.9%	45%+ 100
25% - 49.5%	70% +100
50% and over	100%

### VETERAN'S ASSISTANCE

When a veteran or other eligible student fails or ceases to attend classes, withdraws or is discontinued from class attendance before completion, the school will refund a pro-rata portion of all charges that the length of the completed portion of the course bears to the total length of the course. The exact prorating will be determined by the ratio of the number of hours of instruction completed by the student to the total number of hours in the total course. The non-refundable portion of the application fee will not exceed \$10.00.

## **SURETY BOND**

Paul Mitchell The School Green Bay has a surety bond to ensure it can meet financial and economic considerations. The conditions of the bond are:

- ① provide indemnification to any student or enrollee of the school or specialty school or the parent or guardian or sponsor of such as student or enrollee who suffers any loss or damage result of the following:
  - fraud or misrepresentation by the school
  - violation of any state administrative rule, statute or school policy relating to the licensing or operation of the school
  - a student or enrollee’s inability to complete the course or courses of instruction due to the schools failure to perform its contractual obligations to the student or enrollee
- ② a student or enrollee being refused a tuition refund in which he/she is entitled.
  - If a student needs to make a claim against the surety bond. The claim can be made by contacting:
    - IMT Insurance Company
    - 4445 Corporate Drive, West Des Moines, IA 50266

## **HOLIDAYS**

Exempt holidays during the school year are:

New Year’s Eve and Day  
The Monday after Easter Sunday  
Memorial Day  
The week of July 4th  
Labor Day  
Thanksgiving Day and the following Friday  
Christmas Eve and Christmas Day

If a holiday occurs on a Saturday or Sunday, the school will observe the holiday on either the preceding Friday or following Monday. Unexpected closures and snow days will be announced on local radio stations. If you travel and the area school is closed due to weather and roads are considered to be unsafe to drive this will be considered an excused absence. You will still be expected to call in and let the school know that you will not be in attendance for the day.

## **TIMELY WARNINGS AND EMERGENCY NOTIFICATION**

There may be times when the school is forced to close due to weather or other unforeseen circumstances. If the school is forced to close, it will be announced on local television and radio stations. There will also be a notice posted on the school web site.

## **CONSTITUTION DAY POLICY**

On September 17, or the preceding Monday if the day falls on a Saturday or Sunday, the school will hold an observance of Constitution day. This holiday recognizes the adoption of the United States Constitution and those who have become US Citizens. In 2004 a law was established that mandates that all publicly funded educational institutions provide educational programming on the history of the American Constitution. The observance will be a video explaining the Constitution.

## **SMOKING**

Paul Mitchell The School Green Bay is a smoke-free campus. Students and staff may smoke in their cars as long as they take appropriate measures to keep the grounds clean and themselves looking and smelling presentable for close contact with their guests and staff.

## **CLASSROOM SIZE**

The maximum student to teacher ratio will be 20:1.

## COSMETOLOGY COURSE OVERVIEW

### Course Hours: 1550 clock hours

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

- ① **Pre-clinical Classroom Instruction:** The first 175 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- ② **Clinic Classroom Learning Experience:** The remaining 1375 hours are allocated to 1012 hours spent in the clinic classroom area where practical experience is gained and 328 for preparation of the State Board Exam and classroom work in cutting, color, texture and spa.

## COSMETOLOGY COURSE OUTLINE

Your time at Paul Mitchell The School Green Bay for the cosmetology program will be divided into six (6) designations:

- ① **Core Curriculum:** A 175-hour orientation, known as the Core program, instills the basic fundamentals. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core curriculum prior to attending regularly scheduled daily classes in cutting, coloring, permanent waving, and chemical texture services.
- ② **Protégé Experience:** Your experience as a Protégé produces a smooth transition from Core future professional to Adaptive future professional. You spend 35 hours as a Protégé preparing you for the clinic classroom experience.
- ③ **Clinic Classroom Learning Experience:** Your clinic classroom time from 210 to 1550 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 210 to 1550 hours is divided into six (6) areas: cutting, coloring, texture, makeup, skin, and nails. Each area has an instructor who conducts the different specialty classes each week;—Classroom Learning Experiences may also include retail, motivation, self improvement, professional development, and attendance education which may be conducted by an instructor, non-licensed staff member or guest artist.
- ⑤ **Adaptive Curriculum:** From 210 to 900 hours you will enter a new phase of specialty classroom workshops coupled with challenging practical services that will continue to build you into a beauty industry professional.
- ⑥ **Creative Curriculum:** You will spend your last 650 hours at Paul Mitchell The School Green Bay in “high gear” by dressing, acting and working like a true beauty 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.

## BARBERING COURSE OVERVIEW

### Course Hours: 1000 clock hours

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

- ① **Pre-clinical Classroom Instruction:** The first 245 hours are devoted to classroom workshops where students learn design principles, technical information, and professional practices.
- ② **Clinic Classroom Learning Experience:** The remaining 755 hours are spent in the clinic classroom area where practical experience is gained.

## BARBERING PROGRAM COURSE OUTLINE

Your time at Paul Mitchell The School Green Bay for the Barbering program will be divided into three designations:

- ① **Core Curriculum:** A 245-hour introduction, 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 advancing to within the program.
- ② **Protégé Learning Experience:** Your experience as a Protégé produces a smooth transition from Core student to Adaptive student. You spend 35 hours as a Protégé preparing you for the clinic classroom experience.
- ③ **Clinic Classroom Learning Experience:** Your clinic classroom time from 280 to 1000 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.

## STATE OF WISCONSIN REQUIREMENTS

### Cosmetology

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

Subject		Theory Hours	Practical Hours
I.	Hygiene, grooming and personal development.	10	0
II.	Bacteriology, sterilization and sanitation.	20	20
III.	Tools, equipment and implements (identification and usage).	3	9
IV.	Haircutting, hair tapering (clipper-cuts), razor cutting,hairstyling, curling, thermal waving, finger-waving, roller setting, pincurl placement, blow-drying, shampoos, scalp and hair treatments, conditioning, reconditioning, hair analysis, and care of hairpieces, wigs and wefts, tools, equipment and implements (identification and usage)	140	450
V.	Hair straightening, hair relaxing, thermal hair straightening, blow-outs, permanents, hair coloring, tinting, bleaching and chemistry, tools, equipment and implements (identification and usage)	185	392
VI.	Shaving, beard and mustache shaping, trimming, superfluous hair removal, waxing, facials, facial massages, facial makeup, eyelashes, light therapy, basic principles of electricity, and introduction to electrology, tools, equipment and implements (identification and usage)	35	60
VII.	Manicuring, including nail enhancement, tools, equipment and implements (identification and usage).	10	25
VIII.	Anatomy and physiology of the hair, skin and nails and disorders of the hair, skin, scalp and nails.	50	0
IX.	Product knowledge, product use and sales, preparing and consulting with customer for services.	45	0
X.	Laws, rules, professional ethics and history of barbering and cosmetology.	18	0
XI.	Individual student needs, industry trends and electives(e.g. recordkeeping, mathematics, communications, human relations, public relations, first aid, etc.).	40	75
	Hours may include structured visits conducted by the school outside of the classroom at one or more barbering and cosmetology establishments.		
<b>TOTAL HOURS</b>		<b>556</b>	<b>1031</b>

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



**COSMETOLOGY CURRICULUM:**

<b>Textbook:</b>	Milady's Textbook and Theory Workbook					
<b>Additional Materials:</b>	Paul Mitchell Advanced Education Cutting DVD and Workbook, Color DVD and Workbook, Texture DVD, Connecting to My Future					
<b>Course Description:</b>	Basic principles of cosmetology that will prepare students for State Board exams and gain employment upon completion.					
<b>Course Goals/ Objectives:</b>	Provide the learner with an understanding of basic cosmetology principles including, but not limited to; sanitation, hair and scalp analysis, cutting, color, texture, hair removal, nails, facial and individual student needs.					
<b>Instructional Methods:</b>	Lectures, demonstrations, visual aids and textbooks combined with assignments and practice on clinical customers.					
<b>Grading:</b>	<p>Grading is done monthly at which time theory and practical must be at satisfactory levels. Tests are given after each chapter and students are evaluated on both theory and practical work using the following grading scale:</p> <p><b>Theory Tests and Practical Worksheets:</b></p> <table border="1" style="margin-left: 20px;"> <tr> <td>100% = Excellent</td> </tr> <tr> <td>99-90% = Good</td> </tr> <tr> <td>89 – 80% = Passing</td> </tr> <tr> <td>79 or below = Unsatisfactory</td> </tr> </table>	100% = Excellent	99-90% = Good	89 – 80% = Passing	79 or below = Unsatisfactory	
100% = Excellent						
99-90% = Good						
89 – 80% = Passing						
79 or below = Unsatisfactory						
<b>Student Material:</b>	<p>Each student is responsible to bring to class:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>1. 2 spiral notebooks at least 100 pages</td> </tr> <tr> <td>2. 5x7 note card holder</td> </tr> <tr> <td>3. A supply of colored markers</td> </tr> <tr> <td>4. Pens and Pencils</td> </tr> <tr> <td>5. 2 Folders</td> </tr> </table>	1. 2 spiral notebooks at least 100 pages	2. 5x7 note card holder	3. A supply of colored markers	4. Pens and Pencils	5. 2 Folders
1. 2 spiral notebooks at least 100 pages						
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5. 2 Folders						

## COSMETOLOGY COURSE OUTLINE — THEORY

<b>Week</b>	<b>Day</b>	<b>Topic</b>	<b>Hours</b>
Week 1	Day One	Orientation	7
		History of Cosmetology	1
		Tools	3
		Individual Student Needs	3
	Day Two	<b>Anatomy/Hair Styling</b>	7
	Day Three	<b>Hair Styling</b>	7
	Day Four	<b>Hair Styling</b>	7
	Day Five	<b>Sterilization/Sanitation</b>	7
Week 2	Day One	<b>Hair Coloring</b>	7
	Day Two	<b>Hair Coloring</b>	7
	Day Three	<b>Hair Coloring</b>	7
	Day Four	<b>Hair Coloring</b>	7
	Day Five	<b>Hair Coloring</b>	7
Week 3	Day One	<b>Perming</b>	7
	Day Two	<b>Perming</b>	7
	Day Three	<b>Perming</b>	7
	Day Four	<b>Perming</b>	7
	Day Five	<b>Perming</b>	7
Week 4	Day One	<b>Hair Cutting</b>	7
	Day Two	<b>Hair Cutting</b>	7
	Day Three	<b>Hair Cutting</b>	7
	Day Four	<b>Hair Cutting</b>	7
	Day Five	<b>Hair Cutting</b>	7
Week 5	Day One	<b>Manicures</b>	7
	Day Two	<b>Pedicures</b>	7
	Day Three	<b>Facials</b>	7
	Day Four	<b>Treatments</b>	7
	Day Five	<b>Waxing</b>	7
Week 6	Day One	<b>Written Test</b>	7
	Day Two	<b>Practical Test</b>	7
	Day Three	<b>Protégé</b>	7
	Day Four	<b>Protégé</b>	7
	Day Five	<b>Protégé</b>	7

**Weeks 7 – 22**

Monday – Thursday:

Morning – Clinic Floor from 9:00 – 12:30

Afternoon – Specialist Class (Theory, Cutting, Color, Texture, Spa) 1:00 – 4:30

Friday

Clinic Floor 9:00 – 4:30 with a 30 minute lunch

**Weeks 23 – 35**

Monday – Thursday:

Morning – Specialist Class (Final Phase, Cutting, Color, Texture, Spa) 9:00 – 12:00

Afternoon – Clinic Floor from 12:30 – 4:30

Friday

Clinic Floor 9:00 – 4:30 with a 30 minute lunch

**Weeks 36 to Completion**

Monday – Friday

Clinic Floor 9:00 – 4:30 with a 30 minute lunch

## STATE OF WISCONSIN REQUIREMENTS

### Barbering

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

Subject		Theory Hours	Practical Hours
I.	Hygiene, grooming and personal development.	5	0
II.	Bacteriology, sterilization and sanitation.	15	10
III.	Tools, equipment and implements	3	10
IV.	Haircutting, hair tapering (clipper-cuts), razor cutting, hairstyling, curling, thermal waving, finger-waving, roller setting, pincer placement, blow-drying, shampoos, scalp and hair treatments, conditioning, reconditioning, hair analysis, and care of hairpieces, wigs and wefts	100	400
V.	Hair straightening, hair relaxing, thermal hair straightening, blow-outs, permanents, hair coloring, tinting, bleaching and chemistry	87	250
VI.	Shaving, beard and mustache shaping, trimming, superfluous hair removal, waxing, facials, facial massages, facial makeup, eyelashes, light therapy, basic principles of electricity, and introduction to electrology	20	30
VII.	Anatomy and physiology of the hair, skin and nails and disorders of the hair, skin, scalp and nails .	15	0
VIII.	Product knowledge, product use and sales, preparing and consulting with customer for services.	15	0
IX.	Laws, rules, professional ethics and history of barbering and cosmetology.	18	0
X.	Individual student needs, industry trends and electives(e.g. recordkeeping, mathematics, communications, human relations, public relations, first aid, etc.).	10	12
<b>TOTAL HOURS</b>		<b>288</b>	<b>712</b>

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

## BARBERING CURRICULUM:

<b>Textbook:</b>	Milady's Textbook, Workbook and ExamWorkbook					
<b>Additional Materials:</b>	Paul Mitchell Men's Cutting DVD and Workbook					
<b>Course Description:</b>	Basic principles of barbering that will prepare students for State Board exams and gain employment upon completion.					
<b>Course Goals/ Objectives:</b>	Provide the learner with an understanding of basic barbering principles including, but not limited to; sanitation, hair and scalp analysis, cutting, color, anatomy, product knowledge, laws, rules and individual student needs.					
<b>Instructional Methods:</b>	Lectures, demonstrations, visual aids and textbooks combined with assignments and practice on clinical customers.					
<b>Grading:</b>	<p>Grading is done monthly at which time theory and practical must be at satisfactory levels. Tests are given after each chapter and students are evaluated on both theory and practical work using the following grading scale:</p> <p><b>Theory Tests and Practical Worksheets:</b></p> <table border="1"> <tr> <td>100% = Excellent</td> </tr> <tr> <td>99-90% = Good</td> </tr> <tr> <td>89 – 80% = Passing</td> </tr> <tr> <td>79 or below = Unsatisfactory</td> </tr> </table>	100% = Excellent	99-90% = Good	89 – 80% = Passing	79 or below = Unsatisfactory	
100% = Excellent						
99-90% = Good						
89 – 80% = Passing						
79 or below = Unsatisfactory						
<b>Student Material:</b>	<p>Each student is responsible to bring to class:</p> <table border="1"> <tr> <td>1. 2 spiral notebooks at least 100 pages</td> </tr> <tr> <td>2. 5x7 note card holder</td> </tr> <tr> <td>3. A supply of colored markers</td> </tr> <tr> <td>4. Pens and Pencils</td> </tr> <tr> <td>5. 2 Folders</td> </tr> </table>	1. 2 spiral notebooks at least 100 pages	2. 5x7 note card holder	3. A supply of colored markers	4. Pens and Pencils	5. 2 Folders
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4. Pens and Pencils						
5. 2 Folders						

## BARBERING COURSE OUTLINE — THEORY

Week	Day	Topic	Hours	
Week 1	Day One	Orientation	7	
		History of Barbering	1	
		Tools	3	
		Individual Student Needs	3	
		Day Two	<b>Anatomy</b>	7
	Day Three	<b>Anatomy</b>	7	
	Day Four	<b>Anatomy/Bacteria</b>	7	
		Anatomy	1	
		Bacteria	6	
	Day Five	<b>Sterilization/Sanitation</b>	7	
Week 2	Day One	<b>Sanitation/Hygiene</b>	7	
		Sanitation	2	
		Hygiene	5	
		Day Two	<b>Shampoo and Style</b>	7
		Day Three	<b>Conditioning and Blow Drying</b>	7
	Day Four	<b>Pincurls and Fingerwaves</b>	7	
	Day Five	<b>Roller Sets and Thermal Curls</b>	7	
Week 3	Day One	<b>Hair Cutting</b>	7	
	Day Two	<b>Hair Cutting</b>	7	
	Day Three	<b>Hair Cutting</b>	7	
	Day Four	<b>Hair Cutting</b>	7	
	Day Five	<b>Hair Cutting</b>	7	
Week 4	Day One	<b>Clipper Cuts/Tapering</b>	7	
	Day Two	<b>Clipper Cuts/Tapering</b>	7	
	Day Three	<b>Razor Cuts/Tapering</b>	7	
	Day Four	<b>Razor Cuts/Tapering</b>	7	
	Day Five	<b>Wigs and Wefts</b>	7	
Week 5	Day One	<b>Chemistry</b>	7	
	Day Two	<b>Straightening</b>	7	
	Day Three	<b>Relaxing</b>	7	
	Day Four	<b>Blow Outs</b>	7	
	Day Five	<b>Thermal Hair Straightening</b>	7	
Week 6	Day One	<b>Color/Tinting/Bleaching</b>	7	
	Day Two	<b>Color/Tinting/Bleaching</b>	7	
	Day Three	<b>Color/Tinting/Bleaching</b>	7	
	Day Four	<b>Color/Tinting/Bleaching</b>	7	
	Day Five	<b>Color/Tinting/Bleaching</b>	7	
Week 7	Day One	<b>Perms</b>	7	

	Day Two	Perms	7
	Day Three	Perms/Electricity	7
		Perms	3
		Electricity	4
	Day Four	Shaving	7
	Day Five	Facials	7
<b>Week 8</b>	Day One	Guest Consultation	7
	Day Two	Product Knowledge/Use	7
	Day Three	Professional Ethics	7
	Day Four	Review	7
		Haircutting	2
		Shaving	2
		Product Knowledge	1
	Day Five	Individual Student Needs	7

### Barbering Course Outline- Practical

**Weeks 9-28:** Practical hours are earned by completing services on guests on the clinic classroom and completing predesigned practical skills worksheets that meet the requirements by the state of Wisconsin for practical hours.

Week	Day	Topic	Hours
	Day One	State of Wisconsin Laws/ Rules	7
<b>Week 29</b>	Day Two	State Board Testing Rules	7
	Day Three	Barbering Review	7
	Day Four	Mock Prep	7
	Day Five	Mock Board Exam	7

### COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student's 1550-hour course:

- ① **Students must receive 80% or higher on each weekly theory exam.** Test scores are posted the Tuesday following the Friday that the test is given. Students must receive a 80% or higher grade on all tests given.
- ② **210-hour CORE Orientation Practical skill evaluation test.**
- ③ **775-hour Technical Evaluation:** (There is not a required time frame for students to complete services. The information is for the student's use.)
- ④ **1550-hour written test:** The written covers an overview of all theory instruction, Wisconsin State Law, and other items covered on the State Cosmetology exam.
- ⑤ **Monthly clinic practical worksheets:** Students must complete all clinic practical worksheets.

## BARBERING PROGRAM TESTING AND GRADING PROCEDURE

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

- 1 **Students must receive 70% or higher on each weekly theory exam.** Test scores are posted the Tuesday following the Friday that the test is given. Students must receive a 70% or higher grade on all tests given.
- 2 **245-hour CORE Orientation Practical skill evaluation test.**
- 3 **500-hour Technical Evaluation:** (There is not a required time frame for students to complete services. The information is for the student's use.)
- 4 **1000-hour written test:** The written covers an overview of all theory instruction, Wisconsin State Law, and other items covered on the State Barbering exam.
- 5 **Monthly clinic practical worksheets:** Students must complete all clinic practical worksheets.

## MEASURABLE PERFORMANCE OBJECTIVES

- 1 Complete the required number of clock hours of training.
- 2 Achieve and receive passing grades on all practical graduation requirements and projects to include examinations, both practical and theoretical.
- 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.
- 6 Be aware of MSDS binder located in dispensary.

## REQUIREMENTS OF THE INDUSTRY

Students interested in pursuing a career in cosmetology 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.



## **GRADUATION REQUIREMENTS**

Students must pass all written and practical exams with a cumulative average of 80% or higher. Students must pass a mock practical and written exam with a score of 80% or higher. Students must complete the required hours for each course. All monies owed must be paid in full one month prior to graduation. Upon meeting these requirements, students will receive a diploma along with an online account for the State Board Exam.

## **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 educators, platform artists and salon management.

Although Paul Mitchell The School Green Bay ***does not guarantee employment upon graduation***, Paul Mitchell The School Green Bay does maintain an aggressive job placement program and will inform students of job openings and opportunities. Paul Mitchell The School Green Bay coordinates placement programs with local and national salons through sending out surveys, posting job opportunities on the job information board, posting job openings on the school's Facebook page, and inviting salon owners and guest artists to teach and guest speak at Paul Mitchell The School Green Bay.

## **PLACEMENT ASSISTANCE**

Paul Mitchell The School Green Bay cannot guarantee employment. However, we do assist students whenever possible in obtaining employment by posting job opportunities on the school bulletin board. In addition, Paul Mitchell The School Green Bay works with area Paul Mitchell Signature Salons on notification of graduates.

## STUDENT KIT – Cosmetology

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

<p><b>COMBS</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell Metal Pick Teasing, 109</li> <li>1 Paul Mitchell White Comb, 408</li> <li>1 Paul Mitchell Red Cutting Comb, 416</li> <li>1 Paul Mitchell Teal Carving, 424</li> <li>1 Paul Mitchell Black Metal Tail, 429</li> <li>1 Paul Mitchell Black Rat Tail, 814</li> <li>1 Paul Mitchell Detangler Comb</li> </ul> <p><b>BRUSHES</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell Paddle Plastic 427</li> <li>1 Paul Mitchell Scalp Brush</li> <li>1 Paul Mitchell Styling Plastic 407</li> <li>1 Paul Mitchell Sculpting Plastic 413</li> <li>1 Paul Mitchell Express Ion Round® - Large</li> <li>1 Paul Mitchell Express Ion Round® - Small</li> </ul>	<p><b>CAPES</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell All Purpose Cape</li> <li>1 Paul Mitchell Cutting Cape</li> </ul> <p><b>ACCESSORIES</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell Metal Clips (10 pack)</li> <li>1 Paul Mitchell Rolling Metal Case</li> <li>1 Paul Mitchell Water Bottle</li> </ul> <p><b>TOOLS</b></p> <ul style="list-style-type: none"> <li>1 Female Mannequin</li> <li>1 Male Mannequin with Beard</li> <li>1 Andis Clipper &amp; Andis Trimmer Set</li> <li>1 Paul Mitchell Classic Razor</li> <li>1 Express Ion Dry+® (Plus) 125V</li> <li>1 Paul Mitchell 3/4" Marcel Curling Iron</li> <li>1 Paul Mitchell Manicure Set</li> <li>1 Express Ion Smooth® + (Plus) 120v</li> <li>1 Paul Mitchell Scissor 6.0"</li> <li>1 Paul Mitchell Scissor 5.5"</li> <li>1 Paul Mitchell Texturizer 6.0"</li> <li>1 Paul Mitchell Scissor Case</li> <li>1 Paul Mitchell Tripod</li> <li>1 Ultimate Face Make Up Kit</li> </ul>	<p><b>STUDENT EDUCATION MATERIALS</b></p> <ul style="list-style-type: none"> <li>1 The Men's Cutting System DVD</li> <li>1 The Cutting System DVD</li> <li>1 The Cutting Book</li> <li>1 The Coloring Book</li> <li>1 The Color Systems DVD</li> <li>1 The Skill Cards</li> <li>1 Connecting to My Future Book</li> <li>1 Be Nice (Or Else!) Book</li> <li>1 Plugged In Membership includes Master Audio Club subscription (while enrolled)</li> <li>1 Mini-Color Swatch Book</li> <li>3 Product Brochures</li> <li>1 Dollar Camp</li> <li>1 State Board Kit</li> <li>1 Ipad (optional purchase)</li> </ul>
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*\*Two (2) doll heads received with student kit. Remaining three (3) doll heads received during program.*

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

<p><b>TEXTBOOKS</b></p> <ul style="list-style-type: none"> <li>1 <i>Milady's Standard Cosmetology 2012 Textbook</i>; ISBN-13: 9781439059302 (Hardcover), \$114.95</li> <li>1 <i>Milady's Standard Cosmetology 2012 Coursemate</i>; ISBN-13: 9781133281566, \$159.95</li> </ul>
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## STUDENT KIT – Barbering

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

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

<p><b>COMBS</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell Black Metal Tail, 429</li> <li>1 Paul Mitchell White Comb, 408</li> <li>1 Paul Mitchell Red Cutting Comb, 416</li> <li>1 Paul Mitchell Teal Carving, 424</li> <li>1 Paul Mitchell Black Metal Tail, 429</li> <li>1 Paul Mitchell Black Rat Tail, 814</li> <li>1 Paul Mitchell Detangler Comb</li> <li>1 Paul Mitchell Clipper Comb</li> <li>1 Paul Mitchell Taper Comb</li> </ul> <p><b>BRUSHES</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell Paddle Plastic 427</li> <li>1 Paul Mitchell Scalp Brush</li> <li>1 Paul Mitchell Styling Plastic 407</li> <li>1 Paul Mitchell Sculpting Plastic 413</li> <li>1 Paul Mitchell Express Ion Round® - Large</li> <li>1 Paul Mitchell Express Ion Round® - Small</li> </ul>	<p><b>CAPES</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell All Purpose Cape</li> <li>1 Paul Mitchell Cutting Cape</li> </ul> <p><b>ACCESSORIES</b></p> <ul style="list-style-type: none"> <li>1 Paul Mitchell Metal Clips (10 pack)</li> <li>1 Paul Mitchell Rolling Metal Case</li> <li>1 Paul Mitchell Water Bottle</li> <li>1 Paul Mitchell Neck Duster</li> <li>1 Paul Mitchell Bamboo Barber Brush</li> </ul> <p><b>TOOLS</b></p> <ul style="list-style-type: none"> <li>1 Female Mannequin</li> <li>1 Male Mannequin with Beard</li> <li>1 Andis Clipper &amp; Andis Trimmer Set</li> <li>1 Paul Mitchell Classic Razor</li> <li>1 Paul Mitchell Barber Razor</li> <li>1 Express Ion Dry+® (Plus) 125V</li> <li>1 Paul Mitchell Scissor 6.0"</li> <li>1 Paul Mitchell Scissor 5.5"</li> <li>1 Paul Mitchell Texturizer 6.0"</li> <li>1 Paul Mitchell Scissor Case</li> <li>1 Paul Mitchell Tripod</li> <li>1 Paul Mitchell 3/4" Marcel Curling Iron</li> </ul>	<p><b>STUDENT EDUCATION MATERIALS</b></p> <ul style="list-style-type: none"> <li>1 The Men's Cutting System DVD</li> <li>1 The Cutting System DVD</li> <li>1 The Cutting Book</li> <li>1 The Coloring Book</li> <li>1 The Color Systems DVD</li> <li>1 The Skill Cards</li> <li>1 Connecting to My Future Book</li> <li>1 Be Nice (Or Else!) Book</li> <li>1 Plugged In Membership includes Master Audio Club subscription (while enrolled)</li> <li>1 Mini-Color Swatch Book</li> <li>3 Product Brochures</li> <li>1 Ipad (optional purchase)</li> </ul>
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Textbooks listed below are included in the Paul Mitchell Kit at a discounted price to the student. For veterans or eligible person, the cost of the "Textbook and Supplies" may not be paid by the VA; the Veteran or eligible person will be responsible for payment.

<p><b>TEXTBOOKS</b></p> <ul style="list-style-type: none"> <li>1 <i>Milady's Standard Professional Barbering, 5th Ed. Textbook</i> (hardcover) ISBN-13: 9781435497153, \$132.95</li> <li>1 <i>Milady's Standard Professional Barbering, 5th Ed. Student Workbook</i>; ISBN-13: 9781435497139, \$62.95</li> </ul>
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## **THE FUTURE PROFESSIONAL**

### **ORIENTATION**

On the initial day of class, students will be advised on the policy, rules, regulations, and course outline of the program. In addition, they will be given a tour of the facility with evacuation procedures.

### **COURSE REQUIREMENTS**

Upon completion of these courses, the student will receive a diploma and will be prepared to make an application to the State of Wisconsin Examination. Upon passing the exam, the student (after appropriate State fees) will receive a license and be ready to begin work in their chosen field. Hours may include structured visits conducted by the school outside of the classroom at one or more barbering and cosmetology establishments.

### **COSMETOLOGY PRACTITIONER**

The student will attend for 1550 clock hours and will study theory and practical application of all phases of cosmetology including, but not limited to hair styling, hair cutting, hair coloring, permanent waving, thermal straightening, and other electives. Students will also be trained in hand and nail care, facial, pedicures and salon management. Students can become stylists, Learning Leaders (with further education), educators for different companies or manufactures . They can also assist, write or consult for books and magazines.

Entry Level Occupations Available upon Program Completion: May be employed as hairdressers, the general duties may include shampooing, cutting, permanent waving, and hairstyling for men, women and children. Cosmetologists may also give scalp treatments, facials, makeup applications and eyebrow shaping. Duties may also include manicuring and artificial nails. They may also clean and style wigs.

Physical Demands: Students must be able to stand for up to 7 hours per day. Students must be dexterous enough to operate hair shears. Students must be able to understand and read English.

### **BARBER PRACTITIONER**

The student will attend for 1000 clock hours and will study theory and practical application of all phases of barbering including, but not limited to hair styling, hair cutting, hair coloring, permanent waving and other electives. Students will also be trained in straight-razor shaving and salon management.

Entry Level Occupations Available upon Program Completion: May be employed as hairdressers, the general duties may include shampooing, cutting, permanent waving, and hairstyling for men, women and children.

Physical Demands: Students must be able to stand for up to 7 hours per day. Students must be dexterous enough to operate hair shears. Students must be able to understand and read English.

### **ASSIGNMENT AND TESTING POLICY**

If you miss a class due to an excused or unexcused absence, the student is responsible for finding out which tests or assignments were missed. All tests and assignments must be completed within one week of absence or if you scored less than 80%. Please speak to the Theory Specialist to schedule the test. If you do not complete testing within one week, you will receive a 0 (zero). You will still be required to complete the test as this is a State of Wisconsin requirement, even though you will not receive a score.

## **HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY**

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

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

Such conduct or communication has the purpose or effect of substantially interfering with an individual's work or school performance and creates an intimidating, hostile, or offensive work or school environment. Harassment, intimidation, bullying and discrimination can interfere and limit a person's ability to participate in or benefit from the services, activities, or opportunities offered by the Paul Mitchell School. Administration will take prompt, equitable, and remedial action on all reports and complaints that come to the attention of school personnel, either formally or informally. Allegations of criminal misconduct will be reported to the appropriate law enforcement agency. Engaging in harassment, intimidation, bullying or discrimination will result in appropriate discipline or other appropriate sanctions against offending students, staff, or contractors. Anyone engaging in these behaviors on school property or at school activities will have their access to school property and activities restricted or revoked, as appropriate.

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

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

## STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

Paul Mitchell The School Green Bay 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 Green Bay prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and Paul Mitchell The School Green Bay has jurisdiction over Title IX complaints.

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

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

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

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

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

## Complaint/Grievance Procedure

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

If you believe that you have experienced or witnessed harassment or sexual violence, notify your Learning Leader, supervisor, Paul Mitchell The School Green Bay 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 Green Bay 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 Green Bay Owner if the complaint involves an employee. In order to facilitate the investigation, your complaint should include details of the incident or incidents, names of the individuals involved and names of any witnesses. A sex discrimination complaint should be filed within 180 days from the date of the alleged discriminatory incident. Upon receiving any report of discrimination, including harassment, regardless of the filing date or when the school receives notice, the school will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the student, and on others, if appropriate. All documentation pertaining to the complaint/grievance will be confidential. The complaint/grievance once received will be maintained in the student's and/or employee's permanent file, which has limited staff access, this includes verbal complaints.

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

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

<b>Title IX Coordinator:</b> Brittney Marit 3450 S. Packerland Drive DePere, WI 54324 Aday@greenbay.paulmitchell.edu 920-336-8888	<b>School Owner: (for complaints involving employees)</b> Steve Paul 3450 S. Packerland Drive DePere, WI 54324 spaul@greenbay.paulmitchell.edu 920-336-8888
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Paul Mitchell The School Green Bay 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 Green Bay's grievance procedures operate.

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

## Investigation of Complaints

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

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

### **Retaliation Prohibited**

Paul Mitchell The School Green Bay 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 Green Bay 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 Green Bay 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 Green Bay 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 Green Bay 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/>.

## STUDENT RIGHT TO KNOW INFORMATION

Based on 2016 data, the following represent the rates for retention, completion, licensure and employment:

<b>Graduation</b>	Percentage of first time students who graduated within 150% of "Normal Time" to complete the program = 68.92% cosmetology 71.43% barber
<b>Employment</b>	Percentage of graduates who obtained employment in the beauty industry = 82.35% cosmetology 100% barber
<b>Licensure Rate</b>	Percentage of graduates who passed the State of Wisconsin Theory and Practical Licensing Exam = 81.68% cosmetology 100% barber

## MEDIAN LOAN DEBT

The Median Title IV Loan Debt for students attending is:

2011-2012 - \$8200

2012-2013 - \$9528

2013-2014 - \$9833

## **SAFETY REQUIREMENTS**

Paul Mitchell The School Green Bay focuses on teaching students the proper sanitation of implement and hands, proper draping of clients, disorders of hair, skin and nails in order to recognize conditions that can and cannot be treated in a school or a salon. Students learn how to take care of blood waste, work with water and electrical items and what to do if exposed to lice or any diseases. Students learn the fastest and safest way to leave the building in case of an emergency or fire. MSDS sheets are available in the Learning Leader office for all the products used in this school. The students are made aware and taught how to read them.

## **CLASSROOM CONDUCT**

Students are expected to come to class prepared for assignments and should not waste time looking for pencils, papers or other supplies. Students must bring all items issued in their kits each day. Any student who abuses equipment or building in any way will be expected to pay for repairs. Any student found stealing supplies or equipment will be expelled.

## **MAKEUP WORK**

Students must complete all required assignments and tests. To accommodate students, makeup test days and worksheet periods are scheduled and students must complete makeup theory test within 1 week of the test being administered in theory class.

## **MAKEUP HOURS**

Students cannot go over 48 hours per week. All makeup hours will need to be approved by the Education Leader or the Future Professional Advisor. Students must complete a Future Professional Make-Up Request Form indicating the date, time, activity completed, and the name of the Learning Leader who supervised the make-up time.

## **ATTENDANCE**

Attendance is extremely important throughout the course. During the student's time at Paul Mitchell The School Green Bay, the student is allowed to miss 10% of the total hours of the course before having to pay overtime. The student will be charged an additional \$9 .00 for each hour needed to complete the course of training. Additional hours, not to exceed 48 hours in a week, will be available through clinic floor activities, fundraising, school sponsored events and community events for those students who wish to accelerate their program or make up hours missed.

Students who are absent from school for 10 days and have not called the school will be considered dropped but the student may appeal the decision.

Friday attendance and the day before a scheduled holiday is mandatory. All missed days must be approved by the Education Leader or Financial Aid Leader. Students must complete a leave of absence request no later than 24 hours in advance and are encouraged to give as much advance notice as possible. If a student has a guest scheduled, the request will not be authorized except in the event of a medical appointment that cannot be rescheduled. Medical appointments will only be excused for ½ a day unless a note states otherwise. Students who miss more than 2 consecutive days due to personal illness or illness of a child will be required to supply a doctor's note prior to returning to school.

Paul Mitchell Green Bay utilizes a Hand Vascular Pattern Recognition (HVPR) time clock for tracking student hours. It is the responsibility of the student to make sure they are punching in and out correctly on a daily basis to get credit for the hours attended. Staff will not correct mistakes made by the student during their punch ins and outs. There is an instructional sheet hanging by each time clock to assure they know what buttons to punch and when.

### **TARDY POLICY**

If a student is not going to be in attendance for that day and has not submitted a leave of absence request, the student needs to call and speak to a staff person by 8:45 am. The absence will be written up as excused. If the student does not call or fails to be at school by 9:00 am (according to the hand-scanners on the wall), the student will not be allowed in the school and the absence will be written up as unexcused. Students who are habitually tardy or absent may receive additional disciplinary measures by the Education Leader. The official time will be kept on the hand scanners the student clocks in on.

### **SATISFACTORY ACADEMIC PROGRESS POLICY**

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

### **ATTENDANCE PROGRESS**

A student is expected to maintain a 70% cumulative attendance level in order to be considered making satisfactory progress.

### **ACADEMIC PROGRESS**

The following factors will be measured to determine academic progress:

1. Theory Work (tests, grades, homework)
2. Practical Work

### **THEORY AND PRACTICAL GRADING SCALE**

Students must maintain a cumulative overall average of 80% (theory and practical work) in order to be making academic satisfactory progress.

The following grading scale will be used:

100%	Excellent
99-90%	Good
89-80%	Passing
79 or below	Unsatisfactory

## **DETERMINATION OF STATUS**

Grades of theory tests and practical work are used to evaluate the student's academic progress along with the student's attendance. Evaluation of progress will be done by the Future Professional Advisor at 450, 900 and 1225 actual hours for cosmetology students and 450 and 900 actual hours for barber students.

Students with a minimum of 80% cumulative GPA and 70% cumulative attendance at the evaluation are considered to be making satisfactory progress until the next scheduled evaluation.

Evaluation of satisfactory progress for the determination of awarding Title IV Financial aid will be conducted by the Financial Aid Leader each month.

Note: Students must maintain satisfactory progress in order to continue eligibility for any financial aid funds and continued enrollment in the school. Students must complete the program within 150% of the length of the program based on 100% attendance of clock hours completed.

## **WARNING AND PROBATION**

Students whose evaluation shows a cumulative GPA lower than 80% or a cumulative attendance rate less than 70% will first be placed on warning. The student will be notified on their SAP that "You are being placed on warning. You have from (Hour 1) to (Hour 2) to either raise your cumulative GPA to 80%, raise your attendance to 70% or both." During warning, students are considered to be making satisfactory progress and financial aid funds will be disbursed to eligible students.

At the end of the financial aid warning period, the student's progress will be re-evaluated. If the student's evaluation shows a cumulative GPA lower than 80% and/or a cumulative attendance rate less than 70%, the student prevailed upon appeal of negative progress prior to probation, standards can be met by the end of the period, or a plan is done to meet the standards in the maximum time frame, the student will be placed on probation and are no longer eligible to receive federal financial aid. The student will receive the following notification if this occurs. "You are currently on probation. This means you are no longer eligible to receive federal financial aid. If you would like to appeal this decision, please see the appeal process as outlined in the catalog you received." If the student does not appeal and is unable to make tuition payments they will be terminated from the school. Students may re-establish satisfactory progress and Title IV aid by meeting minimum attendance and academic requirements by the end of either period (warning or probation).

## **REINSTATEMENT OF FINANCIAL AID for those who qualify**

If applicable, Title IV financial aid will be reinstated to qualified students who have prevailed upon appeal or who have reestablished satisfactory progress by meeting the minimum cumulative attendance and academic requirements.

## **INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS**

Students returning from a leave of absence must return to school in the same satisfactory progress status they had prior to their departure. A leave of absence will extend the student's contract period and maximum time frame to complete by the same number of days as the Leave of Absence. Students who withdraw prior to completion of the course and wish to re-enroll must first meet with the school Director. The school will consider readmittance on an individual basis. Students who are readmitted to the school will return at the same academic progress level as when they left.

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

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

## **NONCREDIT, REMEDIAL COURSES, REPETITIONS**

Noncredit, remedial courses, and repetitions do not apply to the institution. Therefore they have no effect upon the school's satisfactory academic progress standards.

## **LEAVE OF ABSENCE**

A student may be granted a leave of absence for either a medical issue or a court order. A student who has been granted a medical leave of absence for either situation must provide a written letter from a physician for the medical leave or a written court order for the absence prior to taking the leave. The leave must be for a minimum of one week and a maximum of 12 weeks. Medical leave in excess of 12 weeks will not be granted.

Students returning from a leave of absence must return to school in the same satisfactory progress status they had prior to their departure. A leave of absence will extend the student's contract period and maximum time frame to complete by the same number of days as the Leave of Absence. Students who do not return from a leave of absence will be considered dropped.

## **TRANSFER HOURS**

With regards to Satisfactory Academic Progress, a student's transfer hours will be counted as both attempted and earned hours for the purpose of determining maximum allowable time frame has been exhausted.

## **WITHDRAWALS**

In order to withdraw from school, the student must notify the Future Professional Advisor, Financial Aid Leader or the Director of the school. The school will note the date of withdrawal for the purpose of determining the refund of financial aid. Notification of withdrawal can be in person, telephone, e-mail or postal mail.

Any student who withdraws from his or her contracted course will have a notice placed in his or her student files as to the date and progress at the point of withdrawal. A student making satisfactory progress at the point of withdrawal may apply for re-enrollment within six months and will begin their coursework at the point of withdrawal. Students who apply for re-enrollment after six months will be determined on an individual basis. The student will be considered to be making satisfactory progress from the point of withdrawal.

A student who was not at a satisfactory level at the point of withdrawing from Paul Mitchell the School Green Bay may apply for re-enrollment within 6 months and will begin their coursework at the point of withdrawal, but will be placed on a 30-day financial aid and satisfactory progress warning period. Students who apply for reenrollment after 6 months must begin the program again.

Any student that withdraws from the program will be charged a \$100 withdrawal fee. Future financial aid funds cannot be used to pay a prior balance.

Students who do not attend school for 10 consecutive school days and do not notify the school are considered withdrawn on the 11th consecutive day. Students do have the right to appeal this decision.

The school determines the withdrawal date as the last date the student attended and all clock hours scheduled up to that point are used to determine the institutional charges and refund owed or due.

## **APPEALS**

Students who are terminated from the school or placed on financial aid probation after failing to achieve satisfactory progress requirements and choosing not make cash payments may appeal this determination. The student must submit a written appeal to the Future Professional Advisor, along with any supporting documentation (death of a relative, injury, illness, or other reasonable circumstances), reasons why the decision to terminate should be reversed, and a request for a re-evaluation of progress. The Future Professional Advisor must receive this appeal within ten (10) business days of the date of termination or date when placed on financial aid suspension. Should a student fail to appeal this decision, the decision to terminate or remain on financial aid suspension will stand. If a student appeals, an appeal hearing will take place within five (5) days of receipt of the written appeal. This hearing will be attended by the student, parents/guardian (if student is a dependent minor), the Future Professional Advisor, and the Owner. A decision on the student's appeal will be made within three (3) business days by the Future Professional Advisor will be communicated to the student in writing. This decision is final. Should a student prevail on his or her appeal and be determined to be making satisfactory progress, the student will be automatically re-entered into the course and, if applicable, financial aid funds will be reinstated to eligible students. Students may re-establish satisfactory academic progress and Title IV aid, as applicable, by meeting minimum attendance and/or academic requirements by the end of the warning or probation period.

## **STUDENT-TEACHER MEETINGS**

Special emphasis will be given to individual student progress. Personal interviews, conferences and discussions are part of the regular agenda to keep the student closely informed of his/her progress. If the student is a minor, the parent or guardian will be expected to attend these meetings.

## **WRITE UPS**

If any rules or regulations are broken, any staff member can give a disciplinary action. Disciplinary actions are designed to help minimize disruption in the school and the learning process. All disciplinary actions are reported to the Education Leader who may choose to meet with the student based on the severity or frequency of the write ups.

## **SUSPENSION**

Suspension from school may occur for the following reasons:

- ① Suspension from school may occur for the following reasons:
- ② Lack of correct dress code
- ③ 3 Write Ups by a Learning Leader
- ④ Leaving school without permission
- ⑤ Giving false information regarding another student
- ⑥ Failure to call in when absent
- ⑦ Unfinished singles or late clinic worksheets
- ⑧ Behind in theory attendance or tests
- ⑨ Starting a guest without a consultation with a Learning Leader
- ⑩ Refusing a guest
- ⑪ Missing a mandatory Friday without prior approval

Suspension can range from 1 day up to 3 days. Students who receive 5 suspensions will be suspended for 30-days. On the 6th suspension the student will be terminated from the school.

Suspension can range from 1 day up to 3 days. Students who receive 5 suspensions will be suspended for 30 days. On the 6th suspension the student will be terminated from the school.

## **TERMINATION**

Students may be terminated for the following reasons and given no warning:

- ① Drug and/or alcohol use while at school
- ② Clocking in/out for another student
- ③ Cheating or stealing
- ④ Gross Insubordination to a staff member or fellow future professional
- ⑤ Failure to make tuition payments
- ⑥ Making discriminatory remarks regarding the sex, race, religion, color, sexual orientation, ethnic origin or national origin of a staff or student
- ⑦ Threatening statements made towards staff or students
- ⑧ Falsifying information on any school, state or federal documents



## **TERMINATION POLICY**

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

## **STUDENT SERVICES**

Paul Mitchell The School Green Bay does NOT provide housing, transportation, childcare or counseling services. However, information concerning resources in the area is available at the school office. The school does provide academic assistance to all students to help ensure satisfactory progress throughout the program. The school also monitors all grades, attendance and leaves each month. Students concerns can be handled in the school office whenever time is permitting or before or after school hours.

The School will 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 person responsible for implementing these responsibilities at Paul Mitchell The School Green Bay is Lori Paul, ADA Compliance Coordinator, 2000 Silvernail Road, Pewaukee, WI, 53072. Students are required to notify the school of any accommodations prior to beginning their class and will need to provide appropriate documentation from qualified professionals.

## **TELEPHONE AND CELL PHONES**

The telephone in the school is to be used for business only. Students are not to receive or place calls on this phone except in the event of an emergency. Cell phones are NOT permitted in the classroom or clinic floor. Cell phones may only be used in the student lounge. If a cell phone is found with the student in class or on the clinic floor, it will be confiscated by the Learning Leader and returned to the student at the end of the day.

## **CLASSROOM PARTICIPATION**

Students are expected to come to class prepared for assignments and should not waste time looking for pencils, paper, or other supplies. Students must bring all items issued in their kits each day. Any student who abuses the equipment or building in any way will be expected to pay for repairs. Any student who loses the items provided in their initial kit will be expected to replace them at the student's expense. Any student found stealing supplies or equipment will be expelled with no chance to appeal.

## **PROFESSIONAL IMAGE**

All Future Professionals must adhere to the following professional dress code while in attendance:

- ① Future Professionals may wear black or gray in any combination.
- ② Phase Two Future Professionals may wear black , gray, or white in any combination.
- ③ A minimal print in clothing is acceptable if it is a black and white print.
- ④ Clothing should be professional and clean.
- ⑤ Shoes should be black, professional, practical, and comfortable.
- ⑥ Hair should be styled prior to arriving at the school.
- ⑦ Any cosmetics should be applied prior to arriving at the school.
- ⑧ The following is a list of acceptable dress:
  - a. Jeans or clothing made of jean material if they are black or gray in color. Any rips or tears must fall below the fingertips, when standing up.
  - b. Sleeveless tops.
  - c. Sweatshirts, printed T-shirts, hooded sweatshirts and/or jackets with the Paul Mitchell logo or the school logo may be worn.
  - d. Stylish hats, scarves, and stylish head wraps.
  - e. Shorts and/or skirts that fall below the fingertips.
- ⑨ Tights or leggings should be worn with skirts or dresses that fall above the knees for all Future Professionals.
- ⑩ Name tag — as provided by the school. All Future Professionals are required to wear a name tag while in attendance.

**All barbering Future Professionals must adhere to the following professional dress code while in attendance:**

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

**The following is a list of unacceptable dress for all Future Professionals in attendance:**

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

**Future Professionals who fail to comply with the Future Professional dress code may be coached and may receive an advisory.**

### **SANITATION AND PERSONAL SERVICE**

Students must keep workstations and classroom areas clean, sanitary, and clutter free at all times. Workstations will be subject to random station checks . Students must clean their stations, including the floor, after each service. Hair must be swept up immediately after a service is completed, before blow drying. Workstations must be cleaned at the end of the day, prior to clocking out for the day. 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. Have at least an 80% attendance level/Have an 80% Theory Grade/Have at least an 80% Practical Grade/Have a 100% Worksheet Completion Grade.
- b. Be scheduled off the service books by the Service Desk. The Service Desk will determine who will perform the services.
- c. If a service guest comes in and the service desk personnel needs the student giving the personal service or the student receiving it to take care of the guest, then the students must reschedule their personal service and complete the assigned service guest appointment.
- d. Services can not interfere with classroom scheduled time.

## **COMMUNICATION GUIDELINES AND PROFESSIONAL CONDUCT**

- ① Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, student lounge, or clinic floor area. Students are not allowed behind the service desk unless asked to do so. This includes phone, till or appointment book.
- 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 classroom or clinic floor. Cell phones may only be used in the student lounge. If a cell phone is found with the student in class or on the clinic floor the cell phone will be taken away from the student until the end of the day.
- ④ Students may not visit with another student who is servicing a client.
- ⑤ Students may not gather around the reception desk, reception area, or offices.
- ⑥ Food, drinks, and water bottles are allowed only in the lunchroom.
- ⑦ Paul Mitchell The School Green Bay is a smoke-free campus.
- ⑧ Stealing or taking school or another's personal property is unacceptable and grounds for termination.

## **PRIVACY STATEMENT AND REVIEW OF RECORDS**

Student records are kept by the school. Students and parents/guardians may review their student file upon written request to the Education Leader or Admissions Leader, who will supervise the review of the file. No information regarding a student's school record will be released without a release statement from the student (or parent or guardian if a minor) to any third party. The school does not publish or sell any information for the student such as name, address, phone number, e-mail, date and place of birth, field of study, dates of attendance, degrees or awards, date of graduation, or information from previous schools.

For Veterans, the school will maintain for a minimum of 3 years progress records for all MGI B students and surrender those records to proper authorities upon request.

Note: Accrediting agencies and government representatives may access files without their expressed permission.

## **STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY**

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

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

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

### **General Release of Information**

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

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

### **FERPA Disclosures to Parents**

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

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

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

### **Release of Information to Regulatory Agencies**

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

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

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

### **Record Maintenance**

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

### **Amendment to Student Records**

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

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

## **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**

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### **❶ Accommodation Procedures for Students with Disabilities**

**Non-Discrimination Policy** — It is the policy of Paul Mitchell The School Green Bay 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 Green Bay 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 Green Bay. This applies to all students and applicants for admission to The School. Paul Mitchell The School Green Bay will provide reasonable accommodations to students with disabilities.

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

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

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

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

## The School's Responsibilities to Students with Disabilities

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

The person responsible for implementing these responsibilities at Paul Mitchell The School Green Bay/s Campus is: Angela Day, ADA Compliance Coordinator; 3450 S. Packerland Drive, DePere, WI 54324, 920-336-8888; [aday@greenbay.paulmitchell.edu](mailto:aday@greenbay.paulmitchell.edu).

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

### Procedures for Students and The School

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

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

The documentation of disability is kept at all times in a locked, private file at The School. To protect privacy, direct access to this documentation is by written consent only. The ADA Compliance Coordinator will determine what information needs to be shared with Paul Mitchell The School Green Bay 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 and the School Director 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 and the School Director 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 and the School Director 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 and/or the School Director or owner 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 Lori Paul, Owner; 3450 S. Packerland Drive, DePere, WI 54324, 920-336-8888; [lpaul@greenbay.paulmitchell.edu](mailto:lpaul@greenbay.paulmitchell.edu) The student must explain his/her reasons for disagreeing with the Coordinator's decision, or explain how the student's accommodation is not being implemented, and submit any relevant documentation.

Within five calendar days of receiving a student's appeal the Owner 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 Owner 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 Owner will determine whether the accommodation is being fully implemented, and if it is not, ensure that the accommodation is implemented. The Owner will inform the student of the decision in writing no later than fourteen days after receiving the student's appeal.

### **Training and Mediation Responsibilities of the ADA Compliance Coordinator**

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

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

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

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

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

Paul Mitchell The School Green Bay 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 Lori Paul, owner at 3450 S. Packerland Drive, DePere, WI 54324, 920-336-8888; [lpaul@greenbay.paulmitchell.edu](mailto:lpaul@greenbay.paulmitchell.edu).

**Investigation of the Complaint** — When the Owner receives a written complaint, the Owner 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 Owner will discuss the allegations in the complaint with the student, and obtain any needed additional information from the student. The Owner will obtain from the student the names of any persons the student believes will have relevant information. The Owner will gather all information necessary to determine what took place. To do so, the Owner 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 Owner will interview persons that the student stated may have relevant information. The Owner will gather any relevant documents such as emails, student work or instructor's records. During the investigation, the Owner 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 Owner 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 Owner 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 Owner at the conclusion of the investigation, and the reasons the Owner reached that determination. If the Owner 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 Owner, 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 Steve Paul; Owner; 3450 S. Packerland Drive, DePere, WI 54324, 920-336-8888; [spaul@greenbay.paulmitchell.edu](mailto:spaul@greenbay.paulmitchell.edu). The appeal must state the specific reasons that the student disagrees with the decision. Appeals must be filed no later than thirty days after the student receives the written decision from the Owner.

The Owner will review all the information provided by the student in the appeal, the decision by the Owner, the interview records made by the Owner/Director and the documents gathered by the Owner. 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 GRIEVANCE PROCEDURES

If a student has a complaint concerning any school matters, he/she should first discuss it with the Learning Leader where the complaint occurred. If the student does not receive a satisfactory response, he/she can then discuss it with the Future Professional Advisor who will document the complaint on the Challenges and Grievances log and whose decision is final. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contact the Accrediting Commission or the State of Wisconsin.

<b>Please direct accrediting issues to:</b>	<b>Please direct State issues to</b>
NACCAS 3015 Colvin Street Alexandria, VA 22314 703-600-7600	Department of Regulation and Licensing Barbering and Cosmetology Examining Board 1400 E Washington Ave Madison, WI 53708 608-266-2112

## COPYRIGHT MATERIAL POLICY

All material in this program is, unless otherwise stated, the property of Paul Mitchell The School Green Bay. 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 Green Bay 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.

## **ALCOHOL AND DRUG-FREE EDUCATIONAL FACILITY POLICY**

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

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

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

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

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

## STUDENT 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 requests 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-based and non-need based loans.

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

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

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

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

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

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

## SOCIAL NETWORKING POLICY

Paul Mitchell The School Green Bay 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 The School Green Bay's culture.

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



## **OTHER RULES AND REGULATIONS**

All rules are subject to change without prior notice as Learning Leaders see fit to run this school efficiently and effectively. All rules are also in addition to those already listed in this catalog.

1. Keep voices low on the clinic floor. No swearing or being disrespectful
2. Students shall not help or assist or demonstrate any practical or theoretical skills to another student unless asked to do so by a Learning Leader.
3. All visitors will remain at the front desk unless receiving a service. Visitors are not to go any farther than the break area.
4. All stations will remain neat and orderly and will be subject to station checks at Learning Leaders discretion. No items should be left at the station at the end of the day.
5. Kit checks will be done randomly. Any missing equipment or broken equipment will need to be replaced immediately.
6. Do not go behind the front desk unless asked to do so. This includes the phone, till or appointment book.
7. Students will not take lunch or break until instructed to do so. All breaks or lunches need to be in the student lounge or outside.
8. Smoking is not allowed in the school. Please do not throw cigarette butts on the ground.
9. No cell phone use is allowed in the building except on breaks in the lunchroom or by the lockers.
10. No fixing your own hair or nails unless you are on a break or lunch or after getting a Learning leader's permission.
11. No products such as hair spray, nail polish, etc., are to leave the clinic floor
12. All equipment shall be picked up and put away before lunch and before leaving for the day. Any equipment left out will be picked up by the Learning Leader and put into the Learning Leader office and you may be assessed a fee to get it back.
13. Coats, books and bags should be put in proper place as to not be in the way of school functioning. We are not responsible for lost or stolen items. Leave money and valuables in your locked car or at home.
14. Clients come first. If you have an appointment coming in, be ready as your client should not have to wait for you to set up.
15. Watch your conversations with your client. Talk about hair and skin care needs. Do not converse with other students when working on a client.
16. No food is allowed on the clinic floor. No gum chewing is allowed on the clinic floor. 17. Clean up the lunch area when you are done.
18. Please respect others privacy. Never interrupt or stand around when others are having a conversation.
19. Do not adjust thermostats. Leave them where they are set or speak to a Learning Leader about the temperature.
20. Do not touch the radio.
21. Students are not allowed in the Learning Leader or Directors office without supervision.
22. Students cannot clock in for another student.
23. All homework and assignments are to be complete and turned in when due. If not, you will clock out and may receive a write-up.
24. If you feel a student or client's health or safety is at jeopardy, please notify a Learning Leader immediately. Personal conflicts should be handled by the persons involved.

25. If you need help, ask a Learning Leader. They will be more than happy to help you when they get a chance.
26. Please respect the Learning Leader's time and ability.
27. If you are asked by a Learning Leader to do a task, it should be done immediately, not when you feel like doing it.
28. Cleanups are done by the students assigned to them. The service and dispense leader for the afternoon is responsible for making sure the tasks get completed.
29. Be a team player.
30. Please don't take criticism the wrong way. It is meant to educate you.
31. Aprons are to be worn at all times on the clinic floor.
32. Only use manikin products on the manikins
33. If a student fails to come to school and has a guest scheduled in the morning, the student will be suspended from the clinic floor after the third incidence. The student will be assigned to work on a mannequin head until attendance improves as determined by the Future Professional Advisor.
34. If a student has a guest on the clinic floor they must remain with the guest until the service is completed and the guest has left the school.
35. Break times are on the following schedule – mornings from 10:15 –10:30 a.m. and afternoons from 3:00 – 3:15 p.m. and evenings from 6:00 - 6:15 p.m.

## PERFORMANCE STATISTICS/JOB OUTLOOK

Paul Mitchell The School Green Bay is accredited by the National Accrediting Commission of Career Arts and Sciences (NACCAS) and recognized by the U.S. Department of Education. Each agency requires schools to provide important information regarding outcome rates in the areas of completion, placement, and licensure; however, each agency requires that we provide outcome rates differently.

NACCAS requires schools to list the outcome rates for each main campus and all additional campuses as a whole. In this case, Paul Mitchell The School Green Bay is the only campus. The U.S. Department of Education requires outcome rates be provided based upon the individual location. Outcome rates have also been provided for the individual school you are interested in attending. If you have any questions regarding our outcome rates, please see our admissions team for assistance.

Paul Mitchell The School Green Bay performance statistics for the calendar year 2016:

<b>Graduation</b>	<b>Placement</b>	<b>Licensure</b>
<b>69.13%</b>	<b>83.90%</b>	<b>83%</b>

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.

## DEFAULT RATE

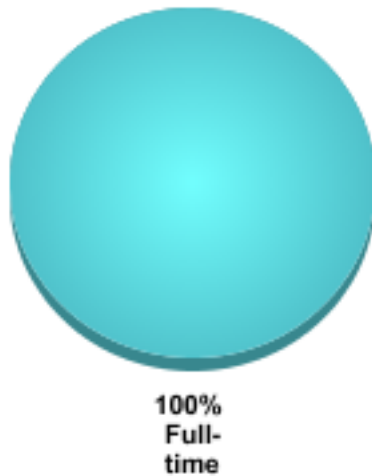
The current student loan default rate at the school is 13.7% based on data through 2015.

## STUDENT BODY DIVERSITY

The below information can be found at <http://nces.ed.gov/collegenavigator> and is specific to Paul Mitchell The School Green Bay's student diversity concerning gender, ethnicity, full or part time students, retention rates and those students that received Federal Pell Grants.

FALL 2016

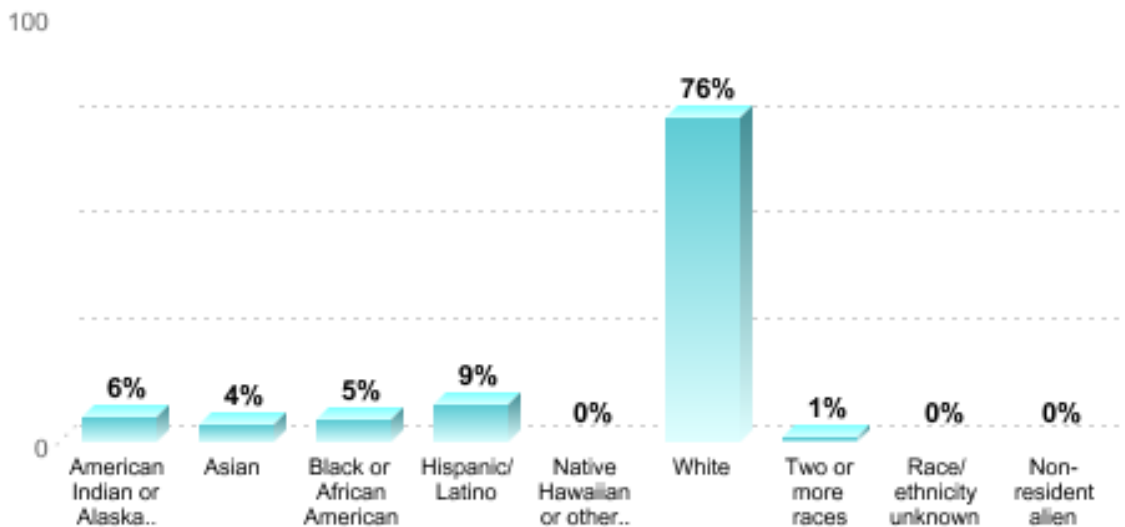
### ATTENDANCE STATUS



### STUDENT GENDER



## STUDENT RACE/ETHNICITY

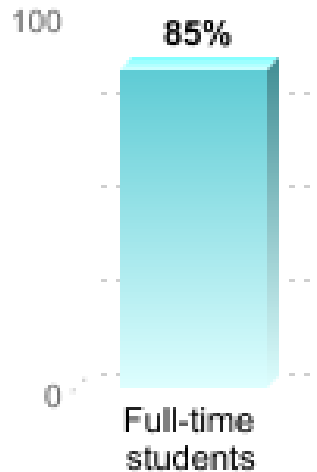


## RETENTION AND GRADUATION RATES

### First-to-second Year Retention Rates

Retention rates measure the percentage of first-time student who return to the institution to continue their studies the following fall.

### RETENTION RATES FOR FIRST-TIME STUDENTS



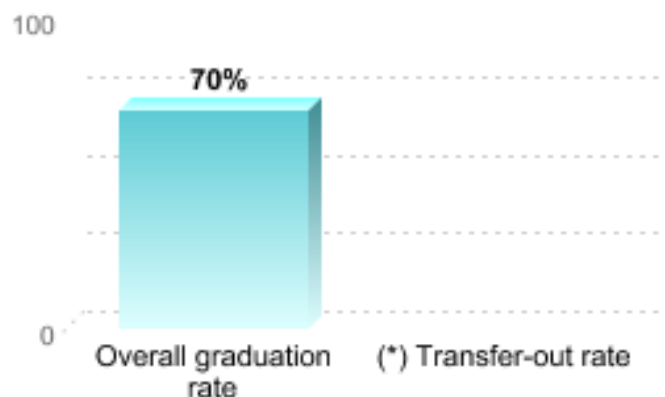
### Percentage of Students Who Began Their Studies in Fall 2015 and Returned in Fall 2016

#### Overall Graduation Rate and Transfer-Out Rate

The overall graduation rate is also known as the “Student Right to Know” or IPEDS graduation rate. It tracks the progress of students who began their studies as full-time, first-time degree- or certificate-seeking students to see if they complete a degree or other award such as a certificate within 150% of “normal time” for completing the program in which they are enrolled. Some institutions also report a transfer-out rate, which is the percentage of the full-time, first-time students who transferred to another institution.

Note that not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate.

### OVERALL GRADUATION AND TRANSFER-OUT RATES FOR STUDENTS WHO BEGAN THEIR STUDIES IN 2013-14

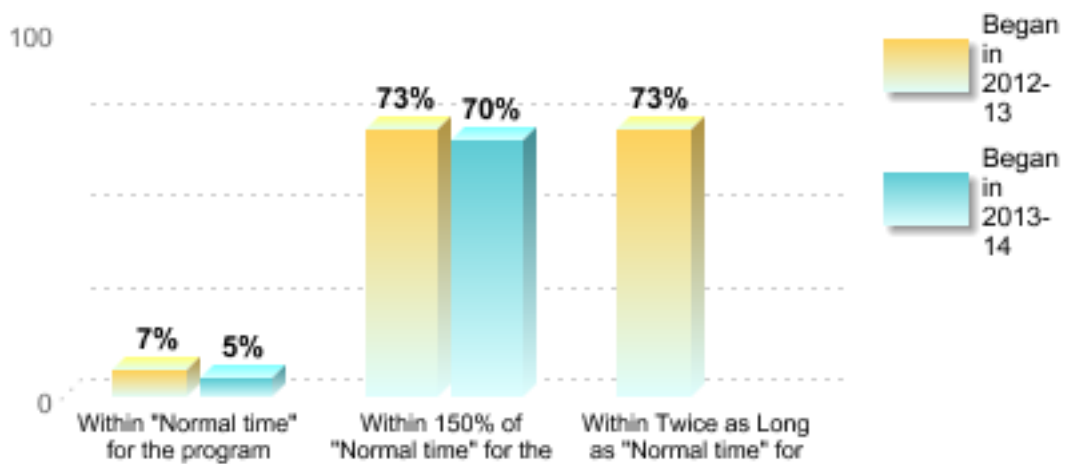


### Percentage of Full-time, First-Time Students Who Graduated or Transferred Out Within 150% of “Normal Time” to Completion for Their Program

## GRADUATION RATES BY TIME TO COMPLETION

Graduation rates can be measured over different lengths of time. "Normal time" is the typical amount of time it takes full-time students to complete their program. For example, the "normal" amount of time for many associate's degree programs is 2 years. Not all students complete within the normal time, so graduation rates are measured by other lengths of time as well, including "150% of normal time" (e.g., 3 years for a 2-year program) and "200% of normal time," or twice as long as the normal time (e.g., 4 years for a 2-year program).

## GRADUATION RATES FOR STUDENTS WHO BEGAN THEIR PROGRAM IN 2012-13 OR 2013-14, BY TIME TO COMPLETION



## FINANCIAL AID

Undergraduate Student Financial Aid, 2015-2016

### Full-time Beginning Undergraduate Students

- Beginning students are those who are entering postsecondary education for the first time.

TYPE OF AID	NUMBER RECEIVING AID	PERCENT RECEIVING AID	TOTAL AMOUNT OF AID RECEIVED	AVERAGE AMOUNT OF AID RECEIVED
Any student financial aid <sup>1</sup>	57	93%	---	---
Grant or scholarship aid	47	77%	\$235,144	\$5,003
Federal grants	47	77%	\$235,144	\$5,003
Pell grants	47	77%	\$226,966	\$4,829
Other federal grants	17	28%	\$8,178	481
State/local government grant or scholarships	0	0%	\$0	—
Institutional grants or scholarships	0	0%	\$0	—
Student loan aid	57	93%	\$534,979	\$9,386
Federal student loans	57	93%	\$534,979	\$9,386
Other student loans	0	0%	\$0	—

- 1 Includes students receiving Federal work study aid and aid from other sources not listed above.

### All Undergraduate Students

TYPE OF AID	NUMBER RECEIVING AID	PERCENT RECEIVING AID	TOTAL AMOUNT OF AID RECEIVED	AVERAGE AMOUNT OF AID RECEIVED
Grant or scholarship aid <sup>1</sup>	97	52%	\$449,526	\$4,634
Pell grants	97	52%	\$438,348	\$4,519
Federal student loans	118	64%	\$1,102,536	\$9,344

- 1 Grant or scholarship aid includes aid received, from the federal government, state or local government, the institution, and other sources known by the institution.
- For more information on Student Financial Assistance Programs or to apply for financial aid via the web, visit Federal Student Aid

## **SCHOOL ADMINISTRATION AS OF JULY 2018**

### **Education Leader** – Patty Tomasko

Patty has been a licensed cosmetologist for over 30 years and an instructor for 15 years. She develops the curriculum and directs the Learning Leader Team.

### **Owner/Dean** – Steve Paul

Steve has been in the professional beauty industry for over 12 years. As Owner, he is responsible for working directly with students to insure the curriculum is followed and that students are receiving the appropriate state required information.

### **Operations and Financial Aid Leader** – Britt Marit

Britt has been in the beauty industry for over 7 years and is responsible for financial aid and insuring that each student understands the financial aid process. She has been certified in Title IV funding.

## **FACULTY**

### **Learning Leaders**

The school employs the following individuals to guide and lead the learning experience:

Nicole Carlson

Lindi Kamps

Joan Alexander

Kaylin Schultz

Stacy Knapp

### **SUBSTITUTE LEARNING LEADERS**

Because of the current staffing level, existing staff are used for substitution due to vacation, illness, etc.

### **STAFF MEETINGS**

At least twice a year, staff will meet to review various industry and institution changes in policies or procedures. In addition, instructors receive at least 12 hours of continuing education which includes a minimum of 4 hours of teaching methodology.