

Catalog

Paul Mitchell The School Green Bay

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Date of Publication: **April 22, 2014**

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

Director signature: _____

Lori Paul

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THE SCHOOL

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 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:

- ❶ educate individuals so they can succeed in the beauty industry
- ❷ set the highest standards for students to meet the requirements of the State Cosmetology Board
- ❸ encourage students to develop a professional manner and personal code of ethics
- ❹ 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 a single member LLC with Stephen Paul as sole owner.

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, 4401 Ford Ave., Suite 1300, Alexandria, VA 22302, 703-600-7600.

Faculty

Education Leader – Joan Alexander

Joan 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.

Director – Lori Paul

Lori has been in the professional beauty industry for 4 years as Brand Manager for Paul Mitchell System Inc., at Aerial Company, Inc. As Director she 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 – Bill Krah

Bill has been in the beauty industry for over 10 years and is responsible for financial aid and insuring that each student understands the financial aid process. He has been certified in Title IV funding.

Service Desk Leader – Angela Day

Angela has been working in the cosmetology education industry since 2004 and is responsible for implementing the service desk and scheduling systems. She also teaches product knowledge classes and manages the Take Home Team which specializes in sales, branding and merchandising.

Admissions Leader – Amy Vieth

Amy holds a Bachelor's Degree in History from the University of Wisconsin-Green Bay. She is responsible for recruiting new Future Professionals, running the admissions department, job placement and is also in charge of the Design Team, a team which sponsors events in the community to benefit student enrollment.

Learning Leaders

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

Nicole Carlson	Lindi Kamps	Emily Radzins
Samantha Campbell Wierer	Starr McAllister	Patty Tomasko

Substitute Learning Leaders

Because of the current staffing level, existing staff are used for substitution due to vacation, illness, etc. Current substitute Learning Leaders include: Kelly Ninneman.

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 and a tour of the school and its facilities, along with the evacuation procedures. 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 a.m. – 4:30 p.m.
Tuesday	9:00 a.m. – 4:30 p.m.
Wednesday	9:00 a.m. – 4:30 p.m.
Thursday	9:00 a.m. – 4:30 p.m.
Friday	9:00 a.m. – 4:30 p.m.

Admissions Procedures

Classes begin approximate every 8 weeks for cosmetology and as class size permits for manicuring, skin and 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 photocopy of your high-school diploma, official transcripts showing completion of education, or GED certificate
- ④ A copy of your driver's license or birth certificate

The school is in Compliance with Title IX of the Education Amendments of 1972 to the extent that no person shall on the basis of sex, race, religion, color, ethnic origin or national origin be excluded from participation in or denied the benefits of any education program or activity. The school also does not discriminate against a qualified person with a disability in regards to application, acceptance, grading, advancement, training, discipline, graduation or any other aspect related to a students participation in the education program. This applies to all students and applicants for admissions to the School. The School will also provide reasonable accommodations for students with disabilities.

Vaccination Policy

The school does not require any vaccinations to be able to attend the school.

Students Expectations

Students are required to be able to stand for lengthy periods of time, operate shears, hairdryers, 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.

Industry Requirements

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.

Financial Aid

Financial aid is available to those that qualify. Currently, the school provides financial assistance for the cosmetology program 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 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 program. The current cost of attendance is as follows:

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)	\$14,500	\$14,500	\$14,500
Books and Supplies	\$3,500	\$3,500	\$3,500
Room and Board	\$0	\$10,000	\$10,000
Transportation	\$2,100	\$2,100	\$2,100
Dependent Child Care (per dependent)	\$0	\$0	\$10,400
Expenses for Student With Disabilities	<i>Case by Case Basis</i>	<i>Case by Case Basis</i>	<i>Case by Case Basis</i>
TOTAL	\$20,100	\$30,100	\$40,500

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 the initial contract signed and the day 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, Learning Leader Advisor and Admissions Leader. The school is regulated by the State of Wisconsin Department of Regulation and Licensing, 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 does not use professional judgment in determining financial aid. Overrides are not used.

Drug and Alcohol Policy

As required by the Department of Education, Paul Mitchell the School Green Bay – A Paul Mitchell Partner School 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:

- ❶ 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.	
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 years
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 Poisoning	▶ 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)).

Classroom Size

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

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:

- ▶ 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
- ▶ 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 Years Eve and Day	Independence Day	Thanksgiving Day and the following Friday
Memorial Day	Labor Day	Christmas Eve and 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.

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.

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. 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.

Recruitment Policy

Paul Mitchell the School Green Bay staff and future professionals do not recruit prospective students attending or planning on attending from other cosmetology schools.

Constitution Day Policy

On September 17, or the preceding Monday if the day falls on a Saturday or Sunday, the school will hold and 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.

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.

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.

Smoking

As of September 9, 2013, 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.

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 is not responsible for students denied licensure.

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 1800 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. Most students who leave the school can expect to earn \$25,000 per year when working full time in the industry.

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.

Harassment, Intimidation, Bullying and Discrimination Policy

PAUL MITCHELL THE SCHOOL 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.

Student Right To Know Information

Based on 2012-2013 data, the following represent the rates for retention, completion, licensure and employment:

Retention	Percentage of students who started in fall 2012 and returned winter 2013 = 89%
Graduation	Percentage of first time students who graduated within 150% of "Normal Time" to complete the program = 61% By Gender: Male = 100% and Female = 89% By Ethnicity: White = 100%
Employment	Percentage of graduates who obtained employment in the cosmetology industry = 84.9%
Licensure Rate	100%

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.

Graduation Requirements

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

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 8 hours per day or 50 hours per week. All makeup hours will need to be approved by the Education Leader.

Attendance

Attendance is extremely important throughout the course. During the students time at Paul Mitchell the School Green Bay, the student is allowed to miss 5% 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 are only allowed to miss 3 days (21 hours) while attending the CORE portion. If a student misses more than 3 days, they may be subject to repeating CORE again.

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, Future Professional Advisor or Director. 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.

Additional hours will be available through clinic floor activities, fundraising, and community events for those students who wish to accelerate their program or make up hours missed.

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 staffperson by 8:45am. The absence will be written up as excused. If the student does not call or fails to be at school by 9:00am, 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.

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.

Interruptions, Course Incompletes, and Withdrawals

Students who withdraw prior to completing the course of study and who wish to reenter will first need to meet with the School Director who will determine if the student can reenter the program. Students who currently owe the school a balance from prior education must repay the balance prior to being able to enter. Reentry is at the sole discretion of the school. If a student reenters, they will reenter at the same progress status as applicable at the time of withdrawal. Course incompletes, repetitions, and noncredit remedial courses have no effect upon the school's satisfactory progress standards.

Satisfactory Progress and Report Cards

Each student will receive a satisfactory progress report at each scheduled award period (450, 900, 1350 and 1800 hours).

Satisfactory progress is determined at 2 levels – attendance and academic progress.

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:

- Theory Work (tests, grades, homework)
- 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 and report cards will be done by the Learning Leader Advisor each quarter. Students not receiving financial aid will receive their progress reports from the Learning Leader Advisor each quarter.

Satisfactory = Students with a minimum of 80% cumulative GPA and 70% cumulative attendance. Students meeting minimum requirements at evaluation will be 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.

Unsatisfactory Progress

Students whose evaluation shows a cumulative GPA lower than 80% or a cumulative attendance rate less than 70% will first be placed on financial aid warning. The student will be notified on their SAP that *"You are being placed on financial aid 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 financial aid 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 will be placed on financial aid suspension and is no longer eligible to receive federal financial aid. The student will receive the following notification if this occurs. *"You are currently on financial aid suspension. 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 is unable to make tuition payments they will be terminated from the school.

Appeals

Students who are terminated from the school or placed on financial aid suspension after failing to achieve satisfactory progress requirements may appeal this determination. The student must submit a written appeal to the Education Leader, along with any supporting documentation, reasons why the decision to terminate should be reversed, and a request for a re-evaluation of progress. The Education Leader must receive this appeal within five (5) 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 Education Leader, and the Owner.

A decision on the student's appeal will be made within three (3) business days by the Education Leader and 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.

Withdrawals

In order to withdraw from school, the student must notify the Learning Leader 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 one year will need to begin the program over. 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 warning period. Students who apply for re-enrollment after 6 months must begin the program again.

Any student that withdraws from the program will be charged a \$100 withdrawal fee. A student wishing to re-enroll will be charged a \$100 re-enrollment fee. Any previous balance the student had with the school must be satisfied prior to enrollment. 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.

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. The school has an open door policy based on the students needs.

Write Ups

If any rules or regulations are broken, the Learning Leader can give a disciplinary action. Disciplinary actions are designed to help minimize disruption in the school and the learning process.

Suspension

Suspension from school may occur for the following reasons:

- 🕒 Lack of correct dress code
- 🕒 3 Write Ups by a Learning Leader
- 🕒 Leaving school without permission
- 🕒 Giving false information regarding another student
- 🕒 Failure to call in when absent
- 🕒 Unfinished singles or late clinic worksheets
- 🕒 Behind in theory attendance or tests
- 🕒 Starting a guest without a consultation with a Learning Leader
- 🕒 Refusing a guest
- 🕒 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.

Termination:

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

- 🕒 Drug and/or alcohol use while at school
- 🕒 Clocking in/out for another student
- 🕒 Cheating or stealing
- 🕒 Gross Insubordination to a staff member or fellow future professional
- 🕒 Failure to Make tuition payments
- 🕒 Threatening statements made towards staff or students.
- 🕒 Falsifying information on any school, state or federal documents.

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 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 Amy Vieth, ADA Compliance Coordinator, 3450 S Packerland Drive, DePere, WI, 54115. 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.

Student Diversity

As of September 1, 2013, 100% of the students enrolled where full time. 95% of the students were female and 5% were male. The ethnicity is not known. 75% of the students received Federal Pell Grants. 88% of the students received Federal Student Loans.

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. 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.

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.

Return of Title IV Funds

The Federal Return of Title IV Funds formula dictates the amount of Federal Title IV aid that must be returned to the federal government or the lending institution by the school and/or the student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws on or before (the 60% point in time) completion of 60% of the payment period.

The federal formula requires a Return of Title IV aid if the student received federal financial assistance in the form of Stafford Loans, Pell Grants, or Plus loans and withdraws on or before completing 60% of the payment period. The percentage of Title IV aid earned is equal to the percentage of the payment period that was completed as of the withdrawal date if this occurs on or before (the 60% point of time) completion of 60% of the hours in the payment period. The percentage that has not been earned is calculated by determining the complement of the percentage earned (e.g. if 40% was earned, 60% was unearned). The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was or could have been disbursed as of the withdrawal date. The percentage of the payment period completed is calculated by dividing the total number of clock hours completed in the payment period by the number of completed clock hours in the payment period as of the withdrawal date. The school is responsible to return any funds that were dispersed to the school during the payment period but were not earned by the school.

A student who withdraws prior to completion of 60% of the payment period may be required to repay some of the federal funds that were received for the payment period. The R2T4 included with the Institutional Refund will outline any charges the student must return to the Department of Education.

The following Title IV refund distribution is used for all Federal Title IV aid that must be returned to the federal government or the lending institution by the school and/or the student:

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

All refunded Title IV funds that are due to the Department of Education by the school are made within 45 days of the date the school determined the student withdrew.

The following is one example of an R2T4 Process:

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

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

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

STEP 1: Students Title IV Aid Information

Title IV Grant Programs:

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

Amount Disbursed	Amount that Could Have Been Disbursed
2,775.00	
A. 2,775.00 (sub-total)	C. 0.00 (sub-total)

E. Total Title IV Aid
Disbursed for
the Period
 A. 2,775.00
 + B. 6,727.00
 = E. 9,502.00

F. Total Title IV
grant aid disbursed and
that could have been
disbursed for the period
 A. 2,775.00
 + C. 0.00
 = F. 2,775.00

Title IV Loan Programs:

6. Unsubsidized FDLP / FFELP
7. Subsidized FDLP / FFELP
8. Perkins Loan
9. PLUS FDLP / FFELP (Grad Student)
10. PLUS FDLP / FFELP (Parent)

Net Amount Disbursed	Net Amount that Could Have Been Disbursed
2,985.00	
1,742.00	
2,000.00	
B. 6,727.00 (sub-total)	D. 0.00 (sub-total)

G. Total Title IV aid
disbursed and aid that
could have been disbursed
for the period
 A. 2,775.00
 B. 6,727.00
 C. 0.00
 + D. 0.00
 = G. 9,502.00

STEP 2: Percentage of Title IV Aid Earned

Last Day Attended: 12/30/11

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

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

Hours scheduled to complete Total hour in period

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

H. 100.0%

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

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

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

Box H Box G Box I

STEP 4: Title IV Aid to be Disbursed or Returned

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

J. Post-withdrawal disbursement

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

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

Box I Box E Box J

K. Title IV aid to be returned

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

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

Box E Box I Box K

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

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

M. Percentage of unearned Title IV aid

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

N. Amount of unearned charges

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

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

O. Amount of school to return

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

O. 0.00

STEP 6: Return of Funds by the School

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

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

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

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

0.00	-	0.00	=	0.00
Box K		Box O		Box Q

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

STEP 8: Repayment of the Student's loans

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

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

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

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

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

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

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

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

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

T. Amount of Title IV grant protection

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

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

U. Title IV grant

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

0.00	-	0.00	=	0.00
Box S		Box T		Box U

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

If not, go to step 10.

STEP 10: Return of Grants Funds by the Student

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

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

Title IV Grant Programs:

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

Amount to Return

0.00

Refund Policy

The following refund policy applies to the student when:

- ❶ 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.
- ❷ 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.
- ❸ 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
- ❹ A student notifies the institution of his/her withdrawal in writing.
- ❺ 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.
- ❻ A student is expelled by the institution.

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. 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. 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.

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.

All extra costs, such as books, equipment, graduation fees, application/evaluation fee, rentals and other such charges are not considered in the tuition adjustment computation if the charges are itemized separately in the enrollment contract. Monies paid for supplies and equipment are non-refundable after three days of signing the enrollment contract. Unused equipment may be returned for a full refund.

For students who terminate prior to completion, an administration fee in the amount of \$100.00 will be assessed.

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.

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.

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.

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, 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.

Professional Image

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

- ❶ Core students must wear all black.
- ❷ Phase One and Phase Two students must wear black or white in any combination.
- ❸ Students may wear black shirts with jeans on Fridays.
- ❹ A minimal print in clothing is acceptable only if it is a black and white print.
- ❺ Clothing must be professional, clean, and free of stains and tears.
- ❻ Shoes should be black, closed toed, professional, and comfortable for all students.
- ❼ Hair must be clean and styled prior to arriving at school. Ponytails are not acceptable.
- ❽ Cosmetics must be applied prior to arriving at school, using trend-appropriate makeup techniques.
- ❾ The following is a list of unacceptable dress:
 - a. Tennis shoes, gym shoes, foot thongs, Crocs, or beach sandals
 - b. Jeans or clothing made of jeans material
 - c. Tank or sleeveless tops
 - d. Sweatpants, yoga pants, wind pants and hooded sweatshirts
 - e. Printed T-shirts other than those with a PAUL MITCHELL logo; acceptable T-shirts must be clean and professional, and you must dress them up
 - f. Short skirts that fall above fingertips
 - g. Hats, visors, bandanas, caps, or beanies
 - h. Shorts, spandex or biking shorts

*Students who fail to comply with the professional dress code will be required to wear a black smock.

Sanitation and Personal Services

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

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:

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

Communication Guidelines and Professional Conduct

- ❶ Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, student lounge, or clinic floor area. Students are not allowed behind the service desk unless asked to do so. This includes phone, till or appointment book.
- ❷ 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.
- ❸ 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.
- ❹ Students may not visit with another student who is servicing a client.
- ❺ Students may not gather around the reception desk, reception area, or offices.
- ❻ Food, drinks, and water bottles are allowed only in the lunchroom.
- ❼ PAUL MITCHELL THE SCHOOL is a smoke-free campus.
- ❽ Stealing or taking school or another's personal property is unacceptable.

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.

Student Right of Access and Record Retention Policy

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

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

Students (or parents or guardians, if the student is a dependent minor) are guaranteed access to their school records, with a staff member present, within 45 days from the date of the request. Copies of all records can be requested at \$0.20 per page.

Policies and Procedures for Students with Disabilities

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

❶ Accommodation Procedures for Students with Disabilities

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

Definition of an Individual with a Disability — *An individual with a disability* is a person who has a physical or mental impairment which substantially limits one or more major life activities of the individual. These persons are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Individuals with a record of such an impairment and individuals who are regarded as having such 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 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 oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also includes major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

The School's Responsibilities to Students with Disabilities

The School must provide *academic adjustments*, *auxiliary aids* and *reasonable accommodations* to students with disabilities, that are necessary to ensure students are not denied the benefits of, or excluded from participation in, The School's program. The School must make modifications to its academic requirements that are necessary to ensure that the requirements do not discriminate against students with disabilities. The School must ensure that it provides physical access to students with disabilities. It is also the responsibility of Paul Mitchell The School to permit students with disabilities to use service dogs on each campus. The person responsible for implementing these responsibilities at Paul Mitchell The School Green Bay Campus is: Amy Vieth; ADA Compliance Coordinator; 3450 S. Packerland Drive, De Pere, WI 54115; (920) 336-8888; admissions@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. This documentation may be the student's existing medical records, or reports created by the student's medical provider or an appropriate professional who conducts an assessment of the student. It may be documentation from the student's past educational records such as reports from teachers or school psychologists, or records that show the student's educational history, disability assessment, and the accommodations the student previously received. It may be records from the state department of rehabilitation or the U.S. Department of Veterans Affairs. Documentation should be current and relevant, but that does not mean that a recent report or record is needed in all cases. Some disabilities are stable lifelong conditions and historic documentation will be sufficient. Some disabilities are readily apparent and observable and thus little or no documentation will be needed. The documentation of disability is kept at all times in a locked, private file at The School. To protect privacy, direct access to this documentation is by written consent only. The ADA Compliance Coordinator will determine what information needs to be shared with Paul Mitchell The School staff and Learning Leaders, on an "as needed basis," in order to facilitate academic accommodations or other services.

Student requests for accommodations and interactive discussion with ADA Compliance

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

The student and the ADA Compliance Coordinator will discuss how the student's impairment impacts the student, how the student expects the impairment to impact the student in The School's program, the types of accommodations the student has previously received (if any), and the accommodations being requested by the student from The School. The Coordinator and the student should discuss accommodations needed during all phases of the program (Core, Adaptive and Creative), and for classroom instruction, skills based instruction and skills practice. The documentation (or observation) must show the nature of the student's disability and how it limits a major life activity. The accommodations requested by the student should be related to these limitations. There are no pre-set accommodations for specific disabilities. Instead, the Coordinator and the student must discuss and determine what the student's limitations are, and how they can be accommodated.

Here are some examples:

- ❶ 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.
- ❷ 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.
- ❸ 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.
- ❹ 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.
- ❺ 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.
- ❻ A student with diabetes may need periodic breaks to check his or her blood sugar level.

Decision about accommodations, and ensuring implementation of accommodations — The ADA Compliance Coordinator will decide the accommodations to be provided to the student. The Coordinator will consider any past accommodations that have been effective for the student, and will give primary consideration to the type of accommodation requested by the student. Alternate accommodations may be provided if there is an alternative accommodation that would be equally effective for the student. The Coordinator will make a decision no later than two weeks after the student states the request for an accommodation. If the student does not submit documentation of a disability at the time the student requests an accommodation, the Coordinator will make a decision no later than two weeks after the student provides the documentation. The Coordinator will list the approved accommodations in writing and provide this to the student. The Coordinator will inform the appropriate Learning Leaders and school staff of the accommodations they are responsible for providing to the student, how to provide the accommodations, and when to provide the accommodations. The Coordinator will keep a written record of these contacts about the student's accommodations. The Coordinator will verify that the accommodations are being implemented for the student through direct observation, report by the student, and/or documentation from The School staff. If the student informs the Coordinator that an accommodation is not being fully implemented, the Coordinator will immediately intervene with relevant staff members to ensure the accommodation is provided to the student. After accommodations have been approved for a student, the Coordinator will make an appointment with the student for a time when the student's program is expected to change. The purpose of the appointment is to determine whether the student's accommodations should be changed when the student's program phase changes, or the type of instruction changes.

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

Appeals by Students

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

When a student wishes to file an appeal, the student must notify Lori Paul; Director; 3450 S. Packerland Drive, De Pere, WI 54115; (920) 336-8888; 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 Director will meet with the student and the Coordinator to discuss the issues presented by the student's appeal. If appropriate, the Director will also discuss the issues with other School staff members. When a student appeals a decision made by the Coordinator, the Director will determine whether the Coordinator's decision should be revised or remain the same. If the decision is revised, the Director will ensure that the revised decision is implemented.

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

Training and Mediation Responsibilities of the ADA Compliance Coordinator

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

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

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

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

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

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

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

- ❶ An instructor or other students refer to the student in a derogatory way related to the student's disability.
- ❷ An instructor generally refers to students with particular types of disability in a derogatory way.
- ❸ Other students refuse to work with the student because the student is disabled.
- ❹ A School staff member refuses to provide a service to the student that the staff member provides to other students.
- ❺ A school staff member takes a negative action toward the student after the student asked for accommodations for a disability.
- ❻ 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.
- ❼ 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; Director; 3450 S. Packerland Drive, De Pere, WI 54115; (920) 336-8888; lpaul@greenbay.paulmitchell.edu.

Investigation of the Complaint — When the Director receives a written complaint, the Director will immediately begin an objective investigation. The School has the right to contract with an independent investigator to conduct any investigation. Within seven days, the Director will discuss the allegations in the complaint with the student, and obtain any needed additional information from the student. The Director will obtain from the student the names of any persons the student believes will have relevant information. The Director will gather all information necessary to determine what took place. To do so, the Director will interview any School staff members or students who engaged in the actions or may have witnessed the actions that the student is complaining about. The Director will interview persons that the student stated may have relevant information. The Director will gather any relevant documents such as emails, student work or instructor's records. During the investigation, the Director will disclose the complaint, and confidential information about the student, only to the extent necessary to investigate the allegations of the complaint. After reviewing all the evidence gathered, the Director will determine whether the student was treated differently from other students based on disability; or whether the student was harassed based on disability; or whether the student was retaliated against because the student advocated on the basis of disability; or whether the student was denied an accommodation that The School should have provided to the student.

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

Appeals by Students — If the student who filed the complaint disagrees with the decision made by the Director, or disagrees with the remedial action specified, the student may appeal the decision to The School Owner. The appeal must be written and sent to Name of Owner, Address, Telephone Number; Email address. The appeal must state the specific reasons that the student disagrees with the decision. Appeals must be filed no later than thirty days after the student receives the written decision from the Director. The Owner will review all the information provided by the student in the appeal, the decision by the Director, the interview records made by the Director and the documents gathered by the Director. The Owner will issue a written decision to the student within fourteen days after receiving the student's appeal. The Owner will determine whether the decision should be revised or remain the same. If the Owner determines that the decision should be revised, the Owner will ensure that any necessary changes in the remedies are implemented.

U.S. Department of Education

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

U.S. Department of Education, Office for Civil Rights
 Lyndon Baines Johnson Department of Education Bldg
 400 Maryland Avenue, SW, Washington, DC 20202-1100
 Telephone: (800) 421-3481 • Fax: (202) 453-6012; TDD: (877) 521-2172 • Email: OCR@ed.gov
 OCR has regional offices located throughout the country. To find the office for our state, you can check the OCR website at: <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>, or call the telephone number above.

Student 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 Learning Leader 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.

Please direct accrediting issues to:	Please direct State issues to:
NACCAS 4401 Ford Ave Suite 1300 Alexandria, VA 22302 703-600-7600	Department of Regulation and Licensing Barbering and Cosmetology Examining Board 1400 E Washington Ave Madison, WI 53708 608-266-2112

Copyrighted Material

All material in this program is, unless otherwise stated, the property of Paul Mitchell The School. 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 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; or restitution or community service.

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.

- 🕒 Keep voices low on the clinic floor. No swearing or being disrespectful
- 🕒 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.
- 🕒 All visitors will remain at the front desk unless receiving a service. Visitors are not to go any farther than the break area.
- 🕒 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.
- 🕒 Kit checks will be done randomly. Any missing equipment or broken equipment will need to be replaced immediately.
- 🕒 Do not go behind the front desk unless asked to do so. This includes the phone, till or appointment book.
- 🕒 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.
- 🕒 Smoking is not allowed in the school. There is a designated smoking area behind the school. Please do not throw cigarette butts on the ground.
- 🕒 No cell phones are allowed in the building.
- 🕒 No fixing your own hair or nails unless you are on a break or lunch or after getting a Learning Leaders permission.
- 🕒 No products such as hairspray, nail polish, etc., are to leave the clinic floor
- 🕒 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.
- 🕒 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.
- 🕒 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.
- 🕒 Watch your conversations with your client. Talk about hair and skin care needs. Do not converse with other students when working on a client.
- 🕒 No food is allowed on the clinic floor. No gum chewing is allowed on the clinic floor.
- 🕒 Clean up the lunch area when you are done.
- 🕒 Please respect others privacy. Never interrupt or stand around when others are having a conversation.
- 🕒 Do not adjust thermostats. Leave them where they are set or speak to a Learning Leader about the temperature.

- 🕒 Do not touch the radio.
- 🕒 Students are not allowed in the Learning Leader or Directors office.
- 🕒 Students cannot punch in for another student.
- 🕒 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.
- 🕒 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.
- 🕒 If you need help, ask a Learning Leader. They will be more than happy to help you when they get a chance.
- 🕒 Please respect the Learning Leader's time and ability.
- 🕒 If you are asked by a Learning Leader to do a task, it should be done immediately, not when you feel like doing it.
- 🕒 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.
- 🕒 Be a team player.
- 🕒 Please don't take criticism the wrong way. It is meant to educate you.
- 🕒 Aprons are to be worn at all times on the clinic floor.
- 🕒 Only use manikin products on the manikins
- 🕒 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 Learning Leader Advisor.
- 🕒 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.
- 🕒 Break times are on the following schedule – mornings from 10:15 –10:30 a.m. and afternoons from 3:00 – 3:15 p.m.

Cosmetology Practitioner Program Course Outline

Your time at PAUL MITCHELL THE SCHOOL for the cosmetology program will be divided into six designations:

- ① **Core Curriculum:** A 175-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 70 hours as a Protégé preparing you for the clinic experience.
- ③ **Clinic Learning Experience:** Your clinic time from 245 to 1800 hours will be guided with individual attention and group learning experiences using workshops, monthly worksheets, and periodic tests developed specifically for this monitoring progress. This is when you begin working on paying clients in the clinic floor area.
- ④ **Classroom Learning Experience:** Your classroom time from 245 to 1800 hours is divided into five (5) areas: cutting, coloring, texture, makeup, and nails. Each area has a specialist in the field who conducts the different elective classes once a week; these may include guest artists, retail, motivation, self-improvement, nail artistry, makeup, etc.
- ⑤ **Adaptive Curriculum:** From 245 to 900 hours you will enter a new phase of elective classroom workshops coupled with challenging practical services designed to continue building you into a confident designer.

- ⑥ **Creative Curriculum:** You will spend your last 900 hours in PAUL MITCHELL THE SCHOOL in “high gear” by dressing, acting, and working like a true professional. You will use your own artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare yourself for your future salon career.

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 and has not additional 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 campus performance statistics for the calendar year 2012:

Completion	Licensure	Placement
61.01%	100%	84.85%

According to the 2008-2009 Occupational Outlook Handbook published by the U.S. Department of Labor, overall employment of barbers and cosmetologist is expected to grow 14 percent which is considered faster than the average for all occupations through the years 2016 because of increasing population and the growing demand for cosmetology services. Opportunities will be better for those licensed to provide a broad range of services. Additional information is available at www.naccas.org.

Program Integrity

PAUL MITCHELL THE SCHOOL is accredited by NACCAS and uses its calculation for student placement based on each program offered. For the most recent annual reporting period, NACCAS shows the following data for the cosmetology practitioner program:

Placement Rate	On-Time Graduation Rate	Median Loan Debt
84.85%	82%	2010-2011 Title IV = \$7,000 Private = 0, Inst = 0 2011-2012 Title IV = \$12,000 Private = 0, Inst = 0 2012-2013 Title IV = \$12,000 Private = 0, Inst = 0

Default Rate

The current student loan default rate at the school is 10.7% based on data through 2011.

THE CURRICULUM

Education Goals:

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

Cosmetology Practitioner Curriculum:

Textbook:	Milady's Textbook, Practical Workbook and Theory Workbook
Additional Materials:	Paul Mitchell Advanced Education Cutting DVD and Workbook, Color DVD and Workbook, Texture DVD, Connecting to My Future
Course Description:	Basic principles of cosmetology that will prepare students for State Board exams and gain employment upon completion.
Course Goals/Objectives:	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.
Instructional Methods:	Lectures, demonstrations, visual aids and textbooks combined with assignments and practice on clinical customers.
Grading:	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: Theory Tests: 100% = Excellent 99-90% = Good 89 – 80% = Passing 79 or below = Unsatisfactory Theory Papers/Presentations: Pass or Fail Practical: Pass or Fail
Student Material:	Each student is responsible to bring to class: ● 2 spiral notebooks at least 100 pages ● 5x7 note card holder ● A supply of colored markers ● Pens and Pencils ● 2 Folders

State of Wisconsin Requirements: Cosmetology Practitioner

The instructional program of PAUL MITCHELL THE SCHOOL 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.	150	450
V.	Hair straightening, hair relaxing, thermal hair straightening, blow-outs, permanents, hair coloring, tinting, bleaching and chemistry.	190	400
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.	35	60
VII.	Manicuring, including nail enhancement.	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.).	117	188
<i>Hours may include structured visits conducted by the school outside of the classroom at one or more barbering and cosmetology establishments.</i>			
TOTAL HOURS		648	1152

Practitioner Tuition

Application	\$50.00	(non refundable)
Books and Kit	\$3,500.00	(due 10 days prior to class)
Tuition	\$14,500.00	

Financial Aid is available to those that qualify. Payment plans can be arranged with the Financial Aid office.

Extra Instructional Charges

During the student's time at Paul Mitchell the School Green Bay, the student is allowed to miss 5% (90) 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.

Barbering Curriculum:

Textbook:	Milady's Textbook, Workbook and Exam Workbook
Additional Materials:	Paul Mitchell Men's Cutting DVD and Workbook
Course Description:	Basic principles of barbering that will prepare students for State Board exams and gain employment upon completion.
Course Goals/ Objectives:	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.
Instructional Methods:	Lectures, demonstrations, visual aids and textbooks combined with assignments and practice on clinical customers.
Grading:	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: Theory Tests: 100% = Excellent 99-90% = Good 89 – 80% = Passing 79 or below = Unsatisfactory Theory Papers/Presentations: Pass or Fail Practical: Pass or Fail
Student Material:	Each student is responsible to bring to class: ● 2 spiral notebooks at least 100 pages ● 5x7 note card holder ● A supply of colored markers ● Pens and Pencils ● 2 Folders

State of Wisconsin Requirements: Barbering

The instructional program of PAUL MITCHELL THE SCHOOL 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, razor cutting, hairstyling, curling, thermal waving, finger waving, roller setting, pincurl placement, blow drying, shampoo, scalp and hair treatment, conditioning, reconditioning, hair analysis, 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, men's facial, facial massages and electricity	20	30
VII.	Anatomy and physiology of the hair, skin and disorders of the hair, skin, scalp	15	0
VIII.	Product knowledge, product use and sales, preparing and consulting with customer for services	15	0
IX.	Laws, rules, ethics, and history of barbering	18	0
X.	Individual student needs, industry trends and electives such as record keeping, math, communications, HR and public relations and first aid	10	12
TOTAL HOURS		648	1152

Barbering Tuition

Application	\$50.00	(non refundable)
Books and Kit	\$2,500.00	(due 10 days prior to class)
Tuition	\$8,100.00	

Financial Aid is available to those that qualify. Payment plans can be arranged with the Financial Aid office.

Extra Instructional Charges

During the student's time at Paul Mitchell the School Green Bay, the student is allowed to miss 5% (90) 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.

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	Anatomy	7
	Day Three	Anatomy	7
	Day Four	Anatomy/Bacteria	7
		Anatomy	1
		Bacteria	6
	Day Five	Sterilization/Sanitation	7
Week 2	Day One	Sanitation/Hygiene	7
		Sanitation	2
		Hygiene/Grooming	5
	Day Two	Shampoo and Style	7
	Day Three	Conditioning and Blow Drying	7
	Day Four	Pincurls and Fingerwaves	7
	Day Five	Roller Sets and Thermal Curls	7
Week 3	Day One	Haircutting	7
	Day Two	Haircutting	7
	Day Three	Haircutting	7
	Day Four	Haircutting	7
	Day Five	Haircutting	7
Week 4	Day One	Clipper Cuts/Tapering	7
	Day Two	Clipper Cuts/Tapering	7
	Day Three	Razor Cuts/Tapering	7
	Day Four	Razor Cuts/Tapering	7
	Day Five	Wigs and Wefts	7
Week 5	Day One	Chemistry	7
	Day Two	Straightening	7
	Day Three	Relaxing	7
	Day Four	Blow Outs	7
	Day Five	Thermal Hair Straightening	7
Week 6	Day One	Color/Tinting/Bleaching	7
	Day Two	Color/Tinting/Bleaching	7
	Day Three	Color/Tinting/Bleaching	7
	Day Four	Color/Tinting/Bleaching	7
	Day Five	Color/Tinting/Bleaching	7

Week 7	Day One	Perms	7
	Day Two	Perms	7
	Day Three	Perms/Electricity	7
		Perms	3
		Electricity	4
	Day Four	Shaving	7
	Day Five	Facials	7
Week 8	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 floor and completing predesigned worksheets that meet the requirements by the State of Wisconsin for practical hours.

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

THE BENEFITS

Under the direction of Mark Gross; CEO, NACCAS recently commissioned Dr. Lawrence Rudner of the University of Maryland to independently conduct a new 2003 study of cosmetology job demand within professional salons and salon chains.

Since 1990, this NACCAS Job Demand Survey research has provided the only qualitative research data available on cosmetology careers, earnings potential, employment options and the moving trends of our licensed salon and spa professionals. This new research has become the largest and most comprehensive salon industry survey to ever validate future salon industry trends by analyzing both the current and the future needs for cosmetologists as well as their excellent job opportunities here in the United States. The research involved 6,177 salons responding to a national random sample of all salons stratified to represent every state and region in the country. These surveys asked salon owners to report on the previous 2002-year as well as their plans for the future.

Key Survey Findings: In January 2003, there were 30,082 professionals employed in Wisconsin's 5,651 beauty salons, day spas, skincare salons, nail salons and barbershops for our current population of 5,363,675 Wisconsin residents. The typical salon in our state is a small full service salon with 5 workstations. Wisconsin salon owners report an average of 171 clients per week. The salon industry in Wisconsin is a job-seekers market today, with over 56% of the s

alon owners reporting at least one or two job openings available immediately.

67% of Wisconsin salon owners classify their businesses as a 'full-service salon', 16% as a haircutting salon, and 6% as a barbershop. Nationally, 59.4% of salons are classified as 'full service', while 17.9% are haircutting only salons, 4.5% are barbershops, 4.3% are nail salons and 4% are day spas. 51% of Wisconsin salon professionals work full-time, 35% are part-time (20 to 35 hours) and 14% are low time with less than 20 hours worked per week. Nationally, 57% of salon employees now work full-time, 33% are part time and 10% are low-time or less than 20 hours per week. The average income for a salon professional in Wisconsin and in America today is \$30,000 to \$50,000 per year. The exciting news is that salon-earning power keeps improving!

The Wisconsin Challenge! The future success of our professional salons, cosmetology schools and the entire beauty industry here in Wisconsin is now at stake. This new 'NACCAS Job Demand Survey' statistically solidifies the positive aspects of careers in cosmetology! Our newest NACCAS national Job Demand Survey information proves once again the extreme shortage of professional hairstylists; nail technicians and estheticians here in Wisconsin.

Class Calendar

Program	Practitioner / Cosmetology	
Classes Start	Jan 6, 2014 February 24, 2014 Apr 14, 2014 June 2, 2014	July 21, 2014 Sept 8, 2014 October 27, 2014 (Barbering only)
Days and Hours	Monday – Friday, 9:00 a.m. – 4:30 p.m.	
Application Fee	\$50	
Financial Aid Options	Available to those that qualify.	