WE ARE **PAUL MITCHELL SCHOOLS**

2026 CATALOG

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MISSION STATEMENT

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

SCHOOL FACILITIES

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and, Paul Mitchell The School Dallas - Arlington is equipped to meet the demands of modern hair and skin care, while at the same time providing an atmosphere and attitude for progressive personal development. The facilities include a student lounge and lockers, restrooms, client reception and work areas, management offices, private classrooms, workstations, and equipment.

HOURS OF OPERATION

PAUL MITCHELL THE SCHOOL DALLAS

Monday - Thursday 9:30 AM to 10:00 PM
Friday 9:30 AM to 4:30 PM
Saturday 9:30 AM to 4:30 PM
Closed Sunday

PAUL MITCHELL THE SCHOOL DALLAS- SAN ANTONIO

Monday - Thursday 9:30 AM to 10:00 PM
Friday 9:30 AM to 4:30 PM
Saturday 9:30 AM to 4:30 PM
Closed Saturday & Sunday

PAUL MITCHELL THE SCHOOL DALLAS- ARLINGTON

Monday - Thursday 9:30 AM to 10:00 PM
Friday 9:30 AM to 4:30 PM
Saturday 9:30 AM to 4:30 PM
Closed Sunday

PARKING

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

ADMINISTRATION/OWNERSHIP

Turnage Beauty Institute, LLC, dba Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington are independently owned and operated franchisees of Paul Mitchell Advanced Education, LLC.

ADMINISTRATION

OWNERSHIP & GOVERNANCE

Turnage Beauty Institute, LLC
Governing Board Members:
Turnage Family Holdings, LP
John W. Turnage
Janet Turnage
Conor Turnage

President: John W. Turnage
Chief Financial Officer: Conor Turnage
Vice President: Conor Turnage
Member: Janet Turnage
Council on Occupational Education Chief Administrative Officer: John W. Turnage

INSTITUTIONAL ADMINISTRATION

Executive Director: Audra Turner
Executive Education Leader: Vannessa Torres
Executive Success Coach Advisor / HR Leader: Jessica Mosley
Director of Success Coach Advisors: Angela Alvey
Executive Director of Financial Aid and Compliance: Chandra Couch
Assistant Director of Financial Aid and Compliance: Angelica Guerrero
Administrative Assistant to Executive Director of Financial Aid & Compliance: Brittny Dallen
Compliance Leader: John McCown

DALLAS CAMPUS ADMINISTRATION

Admissions Leaders: Chassity Parker, Camron Redd and Susan Stein
Education Leader: Jessica Porcheddu
Placement Leader: Veronica Turner Erlich
Success Coach Advisor: Angela Alvey

COSMETOLOGY OPERATOR FULL-TIME INSTRUCTIONAL STAFF

Blanca Ames
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Dallas - Arlington

Chelsea Garcia
Licensed Cosmetologist Operator
Graduate of Regency Beauty Institute

Tiffene Grant
Licensed Esthetician
Graduate of SSL Skin Institute

Amy Hall
Licensed Cosmetologist Operator
Graduate of Dale Jackson Career Center

Amanda Murray
Licensed Cosmetologist Operator
Graduate of Ogle Beauty School

Jessica Porcheddu
Licensed Cosmetologist Operator | Licensed Class A Barber
Graduate of Paul Mitchell The School Dallas

Whitney Standridge
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Dallas

Audra Turner
Licensed Cosmetologist Operator
Graduate of Von Curtis Academy

Katherine Villalobos
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Dallas

COSMETOLOGY OPERATOR PART-TIME INSTRUCTIONAL STAFF

Bithiah Gonzalez
Licensed Cosmetologist Operator
Graduate of Regency Beauty Institute

Solina Seak
Licensed Cosmetologist Operator
Graduate of Vernon Kansas School of Cosmetology

Bryanna Stalling
Licensed Cosmetologist Operator
Graduate of Regency Beauty Institute

Gehrig Turner
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Dallas - Arlington

CLASS A BARBER FULL-TIME INSTRUCTIONAL STAFF

Michael Cherry
Licensed Class A Barber
Graduate of Old Town Barber College - Wichita, KS

Joshua Harris
Licensed Class A Barber
Graduate of Bladecraft Barber Academy

Patric Silva
Licensed Class A Barber
Graduate of Bladecraft Barber Academy

ESTHETICS FULL-TIME INSTRUCTIONAL STAFF

Shyevena Fields
Licensed Esthetician
Graduate of Central Oklahoma College

Sarah Phillips
Licensed Esthetician
Graduate of Salon Boutique Academy

Laura Ramirez
Licensed Cosmetologist Operator
Graduate of University of Cosmetology Arts and Science

Patricia Wilson
Licensed Cosmetologist Operator
Graduate of Ogle Cosmetology School

ESTHETICS PART-TIME INSTRUCTIONAL STAFF

Jasmine Mosley
Licensed Esthetician
Graduate of Paul Mitchell The School Costa Mesa

Veronica Turner Erlich
Licensed Esthetician
Graduate of Paul Mitchell The School Dallas

MANICURE 600 FULL-TIME INSTRUCTIONAL STAFF

Tiayikafinche (Tia) Bohanon
Licensed Manicurist
Graduate of Paul Mitchell The School Dallas - Arlington

Marissa Figueroa
Licensed Manicurist
Graduate of Paul Mitchell The School Dallas - Arlington

Sade Thompson
Licensed Cosmetologist Operator
Graduate of I.T.S.Academy of Beauty

SAN ANTONIO CAMPUS ADMINISTRATION

Admissions Leaders: Peyton Harp and Ashleigh Robinson
Campus Leader: Cynthia Flores
Barber Education Leader: Cynthia Flores
Cosmetology Education Leader / Clinic Floor Leader: Kayleigh Hite

Esthetics Education Leader: Carissa Nava
Placement Leader: Hannah Harp
Success Coach Advisor: Sharitza Vega

COSMETOLOGY OPERATOR FULL-TIME INSTRUCTIONAL STAFF

Sarah Bowden
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Dallas - San Antonio

Jerry Davis
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Cleveland

Christine Garza
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Dallas - San Antonio

Rosa Garza Ramirez
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Dallas - San Antonio

Kayleigh Hite
Licensed Cosmetologist Operator | Licensed Class A Barber
Graduate of Paul Mitchell The School Dallas - San Antonio

Norman Lopez
Licensed Cosmetologist Operator | Licensed Class A Barber
Graduate of Paul Mitchell The School Dallas - San Antonio

Kaylin Robinson
Licensed Cosmetologist Operator | Licensed Class A Barber
Graduate of Paul Mitchell The School Dallas - San Antonio

Vannessa Torres
Licensed Cosmetologist Operator
Graduate of Burbank High School

Andrew Tran
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Dallas - San Antonio

Adrian Zapata
Licensed Cosmetologist Operator
Graduate of Coastal Bend College

COSMETOLOGY OPERATOR PART-TIME INSTRUCTIONAL STAFF

Cynthia Flores
Licensed Cosmetologist Operator | Licensed Class A Barber
Graduate of Paul Mitchell The School Dallas - San Antonio

Leigha Gonzales
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Austin

CLASS A BARBER FULL-TIME INSTRUCTIONAL STAFF

Thomas Torres
Licensed Cosmetologist Operator | Licensed Class A Barber
Graduate of Shear Ego International for Barbering and Continental School Of Beauty for Cosmetology

CLASS A BARBER PART-TIME INSTRUCTIONAL STAFF

Edson Delgado
Licensed Cosmetologist Operator | Licensed Class A Barber
Graduate of Vogue College of Cosmetology and Paul Mitchell The School Dallas - San Antonio

Cynthia Flores
Licensed Cosmetologist Operator | Licensed Class A Barber
Graduate of Paul Mitchell The School Dallas - San Antonio

ESTHETICS FULL-TIME INSTRUCTIONAL STAFF

Melisa Alcaraz
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Dallas - San Antonio

Monalisa Escobedo
Licensed Esthetician
Graduate of Paul Mitchell The School Dallas - San Antonio

Carissa Nava
Licensed Esthetician
Graduate of Paul Mitchell The School Dallas - San Antonio

Cassie Perez
Licensed Esthetician
Graduate of Paul Mitchell The School Dallas - San Antonio

Tamara Thomas
Licensed Esthetician
Graduate of Milan Institute

MANICURE 600 FULL-TIME INSTRUCTIONAL STAFF

Whitney Garrett
Licensed Manicurist
Graduate of Milan Institute

Shaden Gonzales
Licensed Cosmetologist Operator | Licensed Esthetician
Graduate of Paul Mitchell The School Dallas - San Antonio

Amanda Paloma
Licensed Manicurist
Graduate of Western Beauty Institute

ARLINGTON CAMPUS ADMINISTRATION

Admissions Leaders: Breshia Parker, Lauryn Parker and Camron Redd
Education Leaders: Beverly Grace-Edwards and Megan Arrington
Barber Campus Leader & Education Leader: John Mosley
Placement Leader: Jazmyne Piggee
Success Coach Advisor: Tira Bronner

COSMETOLOGY OPERATOR FULL-TIME INSTRUCTIONAL STAFF

Brent Agee
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Dallas

Megan Arrington
Licensed Cosmetologist Operator
Graduate of Duvall's School of Cosmetology

Tira Bronner
Licensed Cosmetologist Operator
Graduate of Ogle Beauty School

Teresa Carnley
Licensed Cosmetologist Operator
Graduate of Fort Worth Beauty School

Alyssa Gallegos
Licensed Cosmetologist Operator
Graduate of Technical College of the Rockies

Beverly Grace-Edwards
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Dallas - Arlington

Adam Kirby
Licensed Cosmetologist Operator
Graduate of Ogle Beauty School

COSMETOLOGY OPERATOR PART-TIME INSTRUCTIONAL STAFF

Rachel Andring
Licensed Cosmetologist Operator
Graduate of Ogle Beauty School

Michelle Burks
Licensed Cosmetologist Operator

Graduate of I.T.S. Academy of Beauty

Morgan Eddlemon
Licensed Cosmetologist Operator
Graduate of John A Dubiski Career High School

Jennifer Gaston
Licensed Cosmetologist Operator | Licensed Class A Barber
Graduate of Paul Mitchell The School Dallas - Arlington

Autumn McKinney
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Rexburg

CLASS A BARBER FULL-TIME INSTRUCTIONAL STAFF

Sidney Bead
Licensed Class A Barber
Graduate of New Tyler Barber College

Veronica Garcia
Licensed Class A Barber
Graduate of Texas Barber College

Maria Juarez
Licensed Cosmetologist Operator | Licensed Class A Barber
Graduate of Paul Mitchell The School Dallas - Arlington

John Mosley
Licensed Class A Barber
Graduate of John Wesley Barber College

CLASS A BARBER PART-TIME INSTRUCTIONAL STAFF

Jennifer Gaston
Licensed Cosmetologist Operator | Licensed Class A Barber
Graduate of Paul Mitchell The School Dallas - Arlington

Joseph Vargas
Licensed Class A Barber
Graduate of Paul Mitchell The School Dallas - Arlington

ESTHETICS FULL-TIME INSTRUCTIONAL STAFF

Stephanie Watson
Licensed Cosmetologist Operator
Graduate of Trezevant Career & Technology Center

Jasmine Mosley
Licensed Esthetician
Graduate of Paul Mitchell The School Costa Mesa

ESTHETICS PART-TIME INSTRUCTIONAL STAFF

Rachel Andring
Licensed Cosmetologist Operator
Graduate of Ogle Beauty School

Veronica Turner Erlich
Licensed Esthetician
Graduate of Paul Mitchell The School Dallas

MANICURE 600 FULL-TIME INSTRUCTIONAL STAFF

Thelma Crockett
Licensed Cosmetologist Operator
Graduate of Dillard's Hair & Nail School

Alexis Jimenez
Licensed Cosmetologist Operator
Graduate of Ogle Beauty School

Miriam Hernandez
Licensed Cosmetologist Operator
Graduate of Arlington ISD Dan Dipert Career and Technical Center

MANICURE 600 PART-TIME INSTRUCTIONAL STAFF

Sara Hilton
Licensed Manicurist
Graduate of Beauty Models

Haley Marvel
Licensed Cosmetologist Operator
Graduate of Paul Mitchell The School Dallas - Arlington

POLICY CHANGES

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and, Paul Mitchell The School Dallas - Arlington reserves the right to change its rules, policies and procedures. The school will notify students of any policy changes in writing.

ADMISSIONS

ADMISSION REQUIREMENTS - HIGH SCHOOL EDUCATION AND EQUIVALENTS

To qualify for admission to Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio or Paul Mitchell The School Dallas - Arlington, a prospective student must demonstrate that they are academically prepared to be successful. A prospective student must be able to provide verifiable documentation to support that they have a high school diploma, recognized equivalency and/or those who are beyond the age of compulsory school attendance in the State where the institution is located prior to being accepted. To meet that requirement, prospective students must:

i. Have a high school diploma (this can be from a foreign school if it is equivalent to a U.S. high school diploma); or
ii. Have a recognized equivalent of a high school diploma, such as a general educational development (GED) certificate or other state sanctioned test or diploma-equivalency certificate like HiSet; or
iii. Have completed homeschooling at the secondary level as defined by state law; or
iv. Have completed secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive a credential for their education; or
v. Have successfully completed at least a 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution.

The school does not accept ability to benefit (ATB) students.

VERIFICATION AND VALIDATION PROCEDURES

If the school or the Department of Education has any reason to believe that the diploma is not valid or was not obtained from an entity that provides secondary school education, the school will proceed with the two-step validity process. The validity process requires:

i. The school will check with the high school to confirm the validity of the student's diploma by collecting documentation from the high school that confirms the validity of the high school diploma, including transcripts or other written descriptions of course requirements, or written and signed statements by principals or executive officers at the high school attesting to the rigor and quality of the coursework at the high school;

ii. If the high school is regulated or overseen by a state agency, Tribal agency, or Bureau of Indian Education, confirm with the relevant department or agency in the state in which the secondary school is located or obtain documentation from that agency that the secondary school is recognized or meets requirements established by that agency;

iii. If the Secretary has published a list of high schools that issued invalid high school diplomas, the school will confirm that the high school does not appear on that list.

A high school diploma is not valid if it:

i. Does not meet the applicable requirements established by the appropriate state agency, Tribal Agency, or Bureau of Indian Education in the state where the high school is located;

ii. Has been determined to be invalid by the Department of Education, the appropriate state agency in the state where the high school was located, or through a court proceeding; or

iii. Was obtained from an entity that requires little or no secondary instruction or coursework to obtain a high school diploma, including through a test that does not meet the requirements for a recognized equivalent of a high school diploma.

If the School is unable to determine validity of the high school diploma, state-recognized equivalency, or any other submitted documentation to fulfill the schools admissions high school education and equivalents requirement, then the prospective student will not be accepted to the school.

ADMISSION PROCEDURE

1. **Complete an Application for Admission:** Complete and submit the application for admission. The application for admission may be obtained from an admissions advisor.
2. **Pay the Registration Fee:** There is a registration fee of $100 for enrollment into the school. Please submit the fee, payable to Paul Mitchell The School Dallas, Paul Mitchell The School San Antonio, or Paul Mitchell The School Arlington, in the form of cash, check, money order, credit card, and for those that qualify, Title IV. The fee is a refundable fee and is not included in the cost of tuition. Students enrolling in a school Workshop do not pay a registration fee. The school may opt to waive the registration fee for students who transfer from a school that has closed without notice.
3. **Interview:** All applicants must complete an interview with an admission's advisor.
4. **Provide Proof of Identity:** Applicants are required to provide proof of identification as part of the application of admission process. The school will maintain a copy of the identification presented as part of the student's admission file.

   Acceptable forms of photo identification include:

   - Government-issued driver's license
   - Government-issued non-driver ID card
   - Government-issued passport
   - National identification card (Consulate, Permanent Resident Card, Immigrant Visa Card, Employment Authorization Card)
   - Tribal Photo ID (no photocopies accepted)
   - Government-issued military ID – Acceptable military IDs:
     - The Veteran Health Identification Card (VHIC)
     - Veteran Identification Card (VIC)
     - Personal Identity Verification Card (PIV)

     **Photocopying of military identification cards for the purpose of receiving federal benefits other than military-related benefits is not authorized and therefore is unacceptable proof of identification. For this reason, any other form of military ID cards is unacceptable.*

     Photo IDs must contain:

     i. Applicant Students Full Name
     ii. Contain a photograph of the applicant
     iii. Be an original document
     iv. Be Current and valid: expired documents are not acceptable
     v. Match the name used in the application
        a. If name has changed, supporting documentation including but not limited to marriage certificate, court approval documentation or related documents are required.

5. **High School or Equivalent Verification Documents:** Applicants must demonstrate that they meet the High School requirements. The school considers a high school diploma, high school transcripts, GED certificate, GED transcript or high school equivalency certificate valid if granted by a high school or agency/program accredited or recognized by a state department of education (e.g. The State of Texas Department of Education).

   A student's self-certification is not sufficient to validate a high school diploma or high school equivalency certificate or that they have completed secondary school through homeschooling as defined by state law.

If we determine that your diploma or high school equivalency diploma is not valid you will be denied admission to the school.

Applicants who have completed their high school requirements early, but the high school does not formally issue the high school diploma until a later time must submit a signed and dated statement by an official from the high school attesting that the student has completed all of the required coursework and has successfully passed any required proficiency examinations for the high school diploma. The statement must include the date when the actual high school diploma will be issued.

Students who are homeschooled must be able to demonstrate and document that they meet their states high school graduation requirements. Secondary school education at a homeschool is valid if their secondary school education was in a homeschool that state law treats as a home or private school (see https://hslda.org/legal for requirements for each state). Applicants who completed homeschooling must submit their high school transcripts for review and evaluation.

Applicants who received their high school diploma in another country are required to submit their high school transcripts to a foreign credentialing evaluation service.

Please note the document must be translated into English by a certified translator and accompanied by an evaluation of a credentialed evaluation service certifying it is equivalent to a U.S. high school diploma. We can accept credentials translated and evaluated by any agency under NACES. A list of approved agencies is located at NACES (National Association of Credential Evaluation Services) under: https://www.naces.org/members. We must receive a credential report directly from the evaluation services. Copies will not be accepted. Applicants are responsible for paying the costs of the translation and evaluation.

Applicants who have successfully completed at least a two-year college-level program that did not result in the awarding of an associate degree must submit college transcripts demonstrating successful completion of at least 60 semester or trimester credits hours or 72 quarter credit hours that is acceptable for full credit towards a bachelor's degree at an institution.

Applicants who have successfully completed an associate degree or bachelor's degree may show completion of the degree by providing the degree or transcripts.

Note that merely possessing a certificate of attendance and/or high school completion is not sufficient for a student to be Title IV aid eligible.

6. **Workshops**: Must be currently licensed, or working on completion of an esthetician or cosmetology license.

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio or Paul Mitchell The School Dallas - Arlington does not recruit students who are already enrolled in a similar program at another institution.

Admitted students who would like to request a reasonable accommodation under the Americans with Disabilities Act should contact the ADA Compliance Coordinator.

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio or Paul Mitchell The School Dallas - Arlington accepts re-entry students if they qualify. Please review the re-entry policy for specific requirements.

Once an applicant has completed the process to apply to the school, the admissions team and director reviews each applicant and their required application materials to determine if the applicant will be admitted.

The applicant will be notified of the decision in writing.

If the applicant is admitted, they will be notified of the next steps to enroll in their academic program.

Applicants who wish to appeal a denial decision must submit a written appeal to the Director. The Director will review the reasons for denial and may conduct a secondary interview or provide a written response within 30 days of receiving the appeal. Appeals will not be considered if the denial is based on failure to meet minimum education requirements or on the submission of false information during the admissions process.

Acceptance for enrollment is contingent upon the accepted student's continued demonstration of professional conduct and adherence to institutional standards. Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington reserves the right to rescind an offer of acceptance at its sole discretion prior to the student's class start date.

RE-ENTRY STUDENT POLICY

Students who are withdrawn from the school (officially or unofficially) and wish to re-enter, must follow these steps:

1. Outstanding tuition, fee(s) must be paid in advance or the student must make satisfactory arrangements with Financial Services. The student must have their financial plan in place prior to starting classes.
2. Previous tuition payments will be credited to the student's balance if applicable.
3. Because tuition fees and costs are subject to change, students who reenter after 180 days will be contracted according to the current tuition costs at the location they are enrolling in and will be required to pay any additional fees, if applicable.
4. Pay a $200.00 in fees and sign a new contract to complete remaining hours.
5. Depending on the circumstances surrounding a student's withdrawal, he/she may be required to attend an orientation prior to re-starting the program.

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

Re-entry is reserved to the sole discretion of Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington and may require special conditions.

Re-entering students will be placed on 30-day probation, during which time they must meet the school's Institutional Attendance Policy regarding minimum attendance. Students will also be evaluated for satisfactory Institutional Attendance progress at the next scheduled evaluation period to determine their new status. Students who fail to meet the minimum attendance and academic requirements for the 30-day probationary period may be terminated. Students who re-enter the program are placed in the same Satisfactory Academic Progress standing as when they left. Re-entering students who have previously used all the excused absences provided under their original contract will not receive any additional excused absences under the new re-entry enrollment agreement.

All students who wish to re-enter after 180 days from the last day of attendance may be contracted and re-entered as a transfer student as outlined in the catalog.

TRANSFER OF CREDIT/TRANSFER HOURS POLICY

GENERAL POLICY

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas – San Antonio, and Paul Mitchell The School Dallas – Arlington evaluate transfer hours from other institutions on a case-by-case basis. All transfer hours must be evaluated and approved prior to enrollment and execution of the enrollment agreement.

Transfer credit is not guaranteed and is awarded at the discretion of the institution based on verification, program comparability, curriculum alignment, and applicable state requirements. All transfer determinations are made consistently and equitably for all students.

TRANSFER EVALUATION REQUIREMENTS

• Students must notify Admissions during the application process if requesting transfer hours.
• Unofficial transcripts may be used for preliminary evaluation purposes.
• Official transcripts or verified state records are required prior to final acceptance of transfer hours.
• Additional documentation may be required to support evaluation.
• All transfer hours are subject to institutional evaluation to determine appropriateness and applicability to the program.

TRANSFER EVALUATION PROCESS

1. STATE-REPORTED HOURS (UP TO 100 CLOCK HOURS)

- Training hours officially reported and verified by the state licensing agency, totaling 100 clock hours or fewer, may be considered through a streamlined evaluation process.
- The Education Department will review state-reported hours to confirm program comparability and state alignment.

Outcome:

Up to 100 clock hours may be accepted in full or in part based on institutional review.

2. STATE-REPORTED HOURS (OVER 100 CLOCK HOURS)

- All requested for transfer hours exceeding 100 clock hours will be evaluated by the Education Department.

Process:

Evaluation includes review of:

- Program comparability
- Curriculum alignment
- State requirements

Practical and/or written assessments may be required to determine competency and appropriate placement.

Outcome:

Requested transfer hours may be accepted in full or in part based on evaluation.

3. TRANSFER HOURS BASED ON TRANSCRIPTS (NO STATE RECORD OR SUPPLEMENTAL HOURS)

Transcripts are reviewed by the Education Department.
Evaluation includes:

- Program comparability
- Curriculum alignment
- State requirements

Practical and/or written assessments may be required.

Outcome:

Requested transfer hours may be accepted in full or in part based on evaluation.

4. STUDENTS WITHOUT TRANSCRIPTS AND WITHOUT STATE-RECORDED HOURS

Process:
Requested transfer hours cannot be evaluated without verifiable documentation.
Students must choose one of the following:

- Obtain an official transcript or verified state record
- Enroll with no transfer hours (forfeit prior hours)
- Consider enrolling at another institution

Outcome:

No requested transfer hours will be accepted without verifiable documentation.

PROGRAM-SPECIFIC TRANSFER EVALUATION

Program-specific assessments may be used to evaluate competency and determine the number of transfer hours accepted.

COSMETOLOGY OPERATOR AND CLASS A BARBER

Students transferring from another institution may be required to complete both a practical and written evaluation.

• Practical Evaluation (minimum 70% passing score on selected criteria):

- State Board Sanitation and Disinfection
- Finger Wave with pin curls
- Color and lightener applications
- Permanent wave
- Chemical relaxer application
- Marcel iron work
- Haircut, style, and finish

• Written Evaluation (minimum 70% passing score)

Students who have completed a related licensed program (Cosmetology or Class A Barber) may receive up to 700 clock hours based on proof of licensure or official transcript..

ESTHETICS

• Practical Evaluation (minimum 70% passing score):

- State Board Sanitation and Disinfection
- Facial procedure including consultation and treatment
- Waxing application

• Written Evaluation (minimum 70% passing score)

MANICURE 600

• Practical Evaluation (minimum 70% passing score)

- State Board Sanitation and Disinfection

• Written Evaluation (minimum 70% passing score)

TRANSFER BETWEEN PAUL MITCHELL SCHOOLS

Students transferring from other Paul Mitchell Schools may not be required to complete an assessment. Final determination regarding the number of transfer hours accepted is at the discretion of campus education leadership.

TRANSFER BETWEEN PROGRAMS

Students are not permitted to transfer between programs within the institution. Students must withdraw and re-enroll in a new program. Prior credit may not be granted, except where applicable between Cosmetology and Class A Barber programs, subject to evaluation.

TUITION, PROGRAM LENGTH, AND SATISFCATORY ACADEMIC PROGRESS (SAP)

• Accepted transfer hours will reduce the number of hours the student is required to complete.
• Tuition will be adjusted based on the institution's per-hour tuition rate, where applicable.
• Transfer hours are counted as both attempted and completed hours for SAP purposes.
• SAP evaluation periods are based on contracted hours at the institution.

DOCUMENTATION AND RECORDKEEPING

All transfer evaluations will be documented in the student's academic file, including:

- Source of verification (transcript or state record)
- Evaluation criteria used
- Hours accepted and denied
- Rationale for the determination

APPEAL PROCESS

Students may appeal transfer of credit decisions in writing within ten (10) business days of notification. Appeals will be reviewed by the Education Department or designated academic committee. The decision of the appeal will be final and communicated in writing.

TRANSFERABILITY OF CREDIT

The transferability of hours earned at this institution is at the discretion of the receiving institution. Students are encouraged to confirm transferability prior to enrollment.

FINAL AUTHORITY

The institution maintains final authority on all transfer credit decisions in accordance with institutional policies, state regulations, and accreditor requirements.

STATE LICENSING DISCLAIMER AND REQUIREMENTS

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 the Texas Department of Licensing and Regulation ("TDLR") considers grounds to deny licensure. TDLR 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. It is the student's responsibility to contact TDLR and determine whether your criminal background will hinder your ability to become licensed in the state. Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington is not responsible for students denied licensure.

STATE LICENSING REQUIREMENTS

ISSUANCE OF INDIVIDUAL PRACTITIONER LICENSE.

The department shall issue an individual practitioner license to an applicant who:

(1) meets the applicable eligibility requirements;

(2) passes the applicable examination;

(3) pays the required fee;

(4) has not committed an act that constitutes a ground for denial of the license; and

(5) submits an application on a form prescribed by the department.

RENEWAL RULES.

(a) The commission by rule may establish requirements for the renewal of a license issued under this chapter, including continuing education requirements.

(b) The commission may establish separate requirements for:

(1) the initial renewal of a license; and

(2) subsequent renewals of a license.

(c) Before establishing continuing education requirements under this section, the commission must consider the potential impact of continuing education with respect to:

(1) identifying and assisting trafficked persons; and

(2) providing license holders with opportunities to acquire new skills.

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington's programs only lead to licensure within the State of Texas.

STATE BOARD EXAMINATION POLICY

The cost of the initial State Board written and practical examinations is included in the total tuition and fees. The school will cover the first attempt only for both the written and practical portions of the State Board examination.

If a student is required to retake either portion of the exam, any additional fees for subsequent attempts are the responsibility of the student. Students are encouraged to adequately prepare for both examinations to avoid additional testing costs.

All students must meet the eligibility requirements set forth by their respective state licensing agency in order to sit for the State Board examinations. These requirements may include, but are not limited to, age, education, documentation, training hours, moral character, and compliance with state laws and regulations. It is the student's responsibility to remain informed and compliant with the rules and regulations of the applicable state agency.

The school provides guidance and support in preparing for licensure; however, it does not guarantee a student's eligibility or approval by the state board. Requirements and approval processes vary by state and are subject to change without notice.

DISCLOSURE FOR PROGRAMS LEADING TO LICENSURE

The following programs offered at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington lead to licensure in the state of Texas: Cosmetology, Class A Barber, Cosmetology Operator to Class A Barber and Esthetics. We have compiled a list of all states that require licensure for the program you are interested in enrolling. We have identified whether the institution's program curriculum meets, does not meet, or a determination has not been made yet, for other state's individual state educational requirements for professional licensure. This information can be located on the school's paulmitchell.edu website, as well as you will receive a copy in the school's admissions packet, prior to touring the school.

Please note that the school you are planning on attending has only had their curriculum evaluated by the state that you are attending school in, which meets the state's requirements for licensure and practice. In determining whether your program of study is acceptable in another state, each state board reviews the number of clock hours you attended in your home state, the subject areas and practical experiences you completed, as a part of the process of determining what, if any, additional requirements you may have to meet in order to be licensed in their state. We encourage all graduates who are considering becoming licensed in another state to first take the licensure exam in their home state, which will make it easier to transfer into another state. If you are not licensed by your home state, the state you are considering getting licensed in may require you to take additional training to meet their state minimum hour requirements and/or take their state licensure exam. State boards do not evaluate the curriculum of schools located in other states, but do, in most cases, recognize training from other states in order to transfer their license.

If, at any time, the program you are enrolled in, ceases to meet the educational requirements for licensure in the state where the student is located, the school will provide written notice directly to the student in writing within 14 calendar days of making that determination.

SCHOOL HOLIDAYS AND CLOSURES

2026	**Date**
New Years Day	January 1

2026	Date
Martin Luther King Day	January 19
Spring Break	March 9-10 (San Antonio campus) March 16-17 (Dallas & Arlington campus)
Memorial Day	May 23-25
Juneteenth	June 19
Independence Day	July 4
Labor Day	September 5-7
Halloween	October 31 - night school only
Thanksgiving	November 26-29
Winter Break	December 24 -31
Staff Training	January 12, February 9, March 9, April 13, May 11, June 8, July 13, August 10, September 14, October 12, November 9, December 14

2027	Date
New Years Day	January 1
Martin Luther King Day	January 18
Spring Break	March 29-31 (Dallas campus) March 8-9 (San Antonio campus) March 15-16 (Arlington campus)
Memorial Day	May 29-31
Juneteenth	June 19
Independence Day	July 5 (observed)
Labor Day	September 4-6
Thanksgiving	November 25-28
Winter Break	December 24 -31
Staff Training	January 11, February 8, March 8, April 12, May 10, June 14, July 12, August 9, September 13, October 11, November 8, December 13

The school is open for business unless there is a declared State of Emergency. Unexpected closures and snow days will be announced through student online platforms, on local television, radio stations, and media platforms.

INCARCERATED APPLICANTS

A student is considered to be incarcerated if she/he is serving a criminal sentence in a federal, state or local penitentiary, prison, jail, reformatory, work farm, or similar correctional institution (whether it is operated by the government or a contractor). A student is not considered to be incarcerated if she/he is in a halfway house or home detention or is sentenced to serve only weekends. Our attendance policy specifies that all classes and practical studies are done at the school's physical location; therefore, incarcerated students are not eligible for admissions.

VETERANS CREDIT FOR PREVIOUS EDUCATION OR TRAINING

Students must report all education and training. The school must evaluate and grant credit, if appropriate, with the training time shortened, the tuition reduced proportionately, and the VA and student notified.

FUTURE PROFESSIONAL INFORMATION

CONSTITUTION DAY

Constitution Day was established by Congress in an effort to increase knowledge about the United States Constitution. The amendment, proposed by Senator Robert C. Byrd, was passed in December 2004, and requires all educational institutions to commemorate Constitution Day by offering education and programs each year on September 17 (or in the preceding or following week if the date falls on a Saturday, Sunday, or holiday).

Constitution Day commemorates September 17, 1787, the signing of the United States Constitution. The Constitution established America's national government and fundamental laws and guaranteed certain basic rights for its citizens.

Constitution Day also serves as a reminder to participate in the political process by exercising our right to vote.

The school celebrates Constitution Day with an event and promotes awareness of the U.S. Constitution and voter registration information to all present.

This year's Constitution Day will be celebrated Thursday, September 17, 2026.

To view an interactive version of the U.S. Constitution, go to the National Constitution Center at https://constitutioncenter.org/.

For more information about voting, go to voter resources at https://www.eac.gov/.

EDUCATION GOALS

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

1. To educate students to be professional, knowledgeable, and skilled in their field.
2. To promote the continuing educational growth of our faculty and students, using current teaching methods and techniques.
3. To teach courtesy and professionalism as the foundation for a successful career in their chosen field of study.
4. To prepare students to successfully pass the Texas state licensing exam for entry-level employment.

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.

ATTENDANCE AND DOCUMENTATION OF TIME

1. The school records attendance in clock hours and gives appropriately earned attendance credit for all hours attended and does not add or deduct attendance hours as a penalty. Attendance is calculated using an attendance

tracking app called Edular. It is the responsibility of the Future Professional to record their hours by checking in and out through the app. If a Future Professional fails to clock in or out for their schedule, the Future Professional will not receive hours.

It is the responsibility of the Future Professional to ensure that they are properly clocking in and out as required. If a Future Professional fails to clock in or out for their schedule on the Future Professional time-clock, the Future Professional will not receive hours for the time with missed time punches. To ensure proper credit for clock hours, Future Professionals are required to clock in or out at the following times:

- When they arrive at school,
- When they leave for lunch,
- When they return from lunch,
- When they leave at the end of the day;
- If a Future Professional leaves the premises for any reason, and
- If a Future Professional is taking a break, they are required to clock out.

According to the Texas Department of Licensing and Regulation (TDLR), the school cannot adjust a Future Professional's time clock activity. Future Professionals will only receive credit for written in adjustments if there is a time clock failure or other situation approved by the TDLR.

2. The school is open Monday - Friday from 9:15 AM to 5:15 PM for day Future Professionals, from 9:15 AM to 6:15 PM for Future Professionals on a 3- day schedule, from 7:45 AM to 3:15 PM for schedules including Saturday - Sunday, and 5:15 PM to 10:15 PM for night Future Professionals.
3. The Future Professional must attend school according to the schedule in the Future Professional's enrollment agreement. All programs require continuous attendance.
4. Future Professionals must be on time, as tardiness inhibits the learning process. Future Professionals who are late for any class must be accompanied into the classroom by a Learning Leader. Future Professionals are never excused from mandatory theory classes to work in the clinic classroom.
5. Attendance Expectation Generally: Future Professionals must maintain a 100% attendance average each month in order to complete the program by the expected/calculated completion date. The school attendance policy requires 80% to maintain satisfactory progress. Falling below this number means that the Future Professional may receive a coaching on the advisory form for their attendance.
6. CORE/Protege Attendance Expectation: Future Professionals attend Core/Protege during their first weeks of enrollment. If a Future Professional misses any time in Core, they are responsible for coordinating with their Learning Leader to obtain handouts, notes and assignments. During the period of Core a maximum of 21 unexcused absence hours may be missed. If the Future Professional missed more than 21 hours of Core, the Future Professional may be withdrawn from the program and may be required to re-enroll into the next Core start date they qualify for.
7. During the enrollment agreement period, students must maintain a 80% attendance average each month to complete the program within the scheduled program length. Students are allowed to miss 20% of their scheduled hours before being withdrawn from the program. A student will be dropped from the program once he/she meets their scheduled program length (defined below). If the student needs to complete remaining program hours in order to graduate, the student will be required to re-enroll in the program with a new contract and costs in order to complete their remaining hours.

Scheduled Program Length is defined as:

Scheduled Program Length	
Cosmetology: Hours in program = 1000 hours 20% absent hours = 200 hours Scheduled Program Length = 1200 hours	Class A Barber: Hours in program = 1000 hours 20% absent hours = 200 hours Scheduled Program Length = 1200 hours
Esthetics:	Cosmetology Operator to Class A Barber 300:

Scheduled Program Length	
Hours in program = 750 hours 20% absent hours = 150 hours Scheduled Program Length = 900 hours	Hours in program = 300 hours 20% absent hours = 60 hours Scheduled Program Length = 360 hours
Manicure 600: Hours in program = 600 hours 20% absent hours = 120 hours Scheduled Program Length = 720 hours	Class A Barber to Cosmetology Operator 300: Hours in program = 300 hours 20% absent hours = 60 hours Scheduled Program Length = 360 hours

8. Future Professionals are required to be in attendance and actively participating in their education. When a Future Professional is scheduled for attendance but not present, these will be reflected as absent hours. If a Future Professional does not clock in or out properly resulting in the hours not being counted, these will be reflected in the absent hours unless the missing time form and necessary documentation is provided as outlined in the catalog.
If a Future Professional is absent refer to the school make-up hour policy on how to make-up those hours. Please keep in mind make-up hours and policies are optional for the school to provide and may be changed.
Future Professionals will receive clock hours during the times they fully participate in their learning experience.
9. Vacation and Planned Time Away (e.g. medical appointments, outside commitments): Future Professionals must request planned time off from school from the Future Professional Advisor and the Financial Services Leader. The approval of any request does not mean that the Future Professional will continue to meet the attendance requirements.
10. Unplanned Absences or Tardiness: Future Professionals who are late or cannot attend school must contact the school and talk to the school service desk team immediately. Day Future Professionals must call in by 8:00 AM. Night Future Professionals must call in by 1:30 PM. The School will hold a commencement ceremony to honor graduating students - if said ceremony falls on a school day it will be considered an excused absence for students.
11. Lunches and breaks are scheduled for all Future Professional. All full-time Future Professional are required to take a 30-minute lunch break. Future Professional should communicate with their Learning Leader if they have not had lunch by 1:30 p.m. Part-time Future Professional will take a 10-minute break as scheduled by school administration.
12. Documentation of time: Future Professionals may not leave the school premises during regular hours without a Learning Leader's permission.

a. Future Professionals who leave the school premises or those who leave early must document their time by clocking out on the time clock, signing the sign-out sheet, and having a Learning Leader book them out.
b. Day Future Professionals must clock out on the time clock for lunch for 30 minutes every day. Future Professionals will not receive credit for the hour if they fail to clock in/out for lunch.

13. Future Professionals can not clock in or out for another Future Professional.
14. Future Professionals can not ask others to clock them in or out.
15. Future Professionals must keep a record of all services performed each day digitally via the Edular app.

EXCUSED ABSENCES

Future Professionals may submit documentation to have absences excused for valid reasons, such as a serious medical issue, the death of an immediate family member, or military service. Acceptable documentation includes a doctor's note, obituary or memorial announcement, or military service paperwork.

Future Professionals must notify their Future Professional Advisor in advance (or as soon as possible) if they will be absent for one of the approved reasons.

Please note: Regardless of documentation, students may not be absent for more than 14 calendar days or they may be subject to termination, per school policy.

Individuals with a verified disability requiring occasional absences as a reasonable accommodation should seek approval via the School's ADA Coordinator, Section 504/ADA Disability Accommodation & Grievance Policy located in this catalog.

INSTITUTIONAL ATTENDANCE POLICY

As mentioned in our Mission Statement Paul Mitchell The School is committed to providing a solid educational foundation to empower our team and we strongly believe that when people come first, success will follow. Part of this success hinges on the ability to commit fully to an employer and can handle the rigors that this industry demands. Attendance is a part of the excellence and success that the Beauty Industry Market looks for.

Paul Mitchell The School has a minimum attendance of 80%. This means future professionals can miss no more than 20% of their program's scheduled hours before being withdrawn from the program for failing to meet the contractual obligation to the school. Future Professionals are expected to utilize the 20% of their program's scheduled hours for normal challenges that come up in their lives; time off with family, sick time, unexpected personal challenges, etc.

Attendance is very important, especially at the very beginning of our programs, because this is where you are learning all the rules, there really is no way to "make up" hours that is as effective as being present during this extremely important time frame. Missing time here can have a severely detrimental impact on future skill development (see Core Guidelines contained in catalog).

Future Professionals are required to maintain a minimum Institutional Attendance of 80% for the program. Attendance will be posted into our computer system daily and recorded on each future professional's permanent record. Future Professionals are required to be on time and remain in school for the entire scheduled day. The Future Professional Advisor or a member of the Education Leadership team must approve ALL early dismissals.

Institutional Attendance Progress is checked as follows:

PROGRAM	SCHEDULED HOURS: CHECK POINT	SCHEDULED HOURS: CHECK POINT	SCHEDULED HOURS: CHECK POINT	SCHEDULED HOURS: CHECK POINT	SCHEDULED HOURS: CHECK POINT
Cosmetology Operator	200	400	600	800	1000
Esthetics	150	600			
Manicure 600	150	300	375	450	600
Class A Barber	200	400	600	800	1000

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

A Future Professional who is NOT maintaining at least a 80% attendance rate will be placed on Institutional Warning status until the next Institutional Check Point. A schedule will be created for the Future Professional to attend makeup hours to improve their attendance. Any Future Professional who does not significantly improve their attendance rate by the following Scheduled Institutional Check Point will be given the right to appeal and may be withdrawn from the program.

INSTITUTIONAL ATTENDANCE APPEAL POLICY

If a student has failed to make satisfactory Institutional Attendance on two consecutive check points the student may be withdrawn with a right to appeal. To appeal the negative determination the student must submit a written appeal to the Future Professional Advisor within five (5) business days of the determination. The student must include any supporting documentation that will support the reversal of the decision to withdraw the student. If the student fails to appeal, the decision to withdraw the student will stand.

VETERAN'S ATTENDANCE POLICY

Early departures, class cuts, tardiness, etc. for any portion of a class period will be counted as an unexcused absence. Students whose attendance falls below 70% will be terminated from their VA benefits due to unsatisfactory attendance.

To show that the case of unsatisfactory attendance has been removed, students must show good attendance (as defined) for one calendar month after being terminated for unsatisfactory attendance. After such time, the student may be recertified for VA education benefits.

The student's attendance record will be retained in the veteran's file for USDVA and SAA audit purposes.

ADMINISTRATIVE SCHEDULE CHANGE FEE

A student's first schedule change will be processed at no charge. Any subsequent student-initiated schedule change will be assessed a non-refundable $100 administrative fee, including transfers between standard day, night, and Flex Barber schedules. This includes any schedule adjustment to or from a Flex schedule. The fee is charged only when the schedule change results in a tuition difference and is applied consistently to all applicable student requests.

This fee covers administrative processing associated with revising the student's enrollment contract and financial aid records.

The fee applies only to Cosmetology Operator, Class A Barber, and Esthetic students.

LOCKER POLICY

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

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

GUIDELINES

1. Lockers will be issued to all students during Core. A locker number will be provided during Core. Assigned lockers may not be traded or changed unless approved by the school's administration.
2. Locker assignments are valid from the beginning of enrollment until the day of graduation or withdrawal. At that time, all locker contents must be removed. After that time, any lockers that have not yet been vacated will be emptied, and the contents stored for 30 days, at which time they become the property of the school.
3. Lockers are for individual use only and are not to be shared. Locker content is the sole responsibility of the registered occupant of the locker. To reduce the risk of theft, students are encouraged to keep their lockers locked. Students should not store money, wallets, jewelry, credit or debit cards, or any other personal item of high value.
4. The school is not in any way responsible for a locker's contents or liable for the loss of or damage to items stored in lockers. Students are required to maintain their locker's interior and exterior in a clean, neat and undamaged condition. Marking, defacing or graffiti on lockers is not acceptable.
5. No person shall store in a locker: weapons of any kind, explosives, prohibited drugs, illegal or illicit items or substances or other items deemed by the school to be harmful, offensive or inappropriate.
6. The school may in its sole discretion carry out or authorize searches/inspections for any reason. The following is a partial listing of examples of when The school will exercise its discretion without notice:
    a. Locker abandonment.

b. Suspected contents that may be illegal, illicit or deemed by the school to be harmful, offensive or inappropriate.
c. At the request of or generally in cooperation with law enforcement authorities.
d. Investigative purposes related to suspected or alleged criminal, illegal, or inappropriate activities.
e. Risk to the general good of the school.
f. Risk to the general good of the student or student population.
g. Unregistered locker.
h. Physical damage to or defacing of the locker.
i. Odors (spoiled/rancid food, garbage or smelly contents).
j. Locker maintenance.

7. The school works with the local law enforcement authorities and maintains the right in the school's sole discretion to allow law enforcement to carry out specific and random searches/inspections of locker contents. Such searches/inspections may be carried out with or without notice to or in the presence of the locker's occupant. Such police activity may include but is not limited to: random drug or weapon searches of lockers, backpacks, book bags, brief cases, containers, jackets and winter coats.

MAKE-UP WORK

Students must complete all required assignments and tests. To accommodate students, makeup test days and worksheet periods are scheduled. Students must complete makeup work at the scheduled time. See Future Professional Advisor, Theory Leader or Education Leader for makeup test dates.

MEASURABLE PERFORMANCE OBJECTIVES

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

SAFETY PRECAUTIONS FOR THE BEAUTY INDUSTRY

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

1. Protect clients' clothing by appropriately draping them.
2. Ask clients to remove any jewelry, hair accessories, glasses, etc.
3. Keep any and all chemicals away from the eyes. In case of eye contact with chemicals, follow the directions listed in the Material Safety Data Sheet (MSDS).
4. Wear gloves when dealing with chemicals.
5. Remember that anything containing chemically active ingredients must be used carefully to avoid injury to you and your client.

FUTURE PROFESSIONAL DEVELOPMENT GUIDELINES

All Future Professionals must commit to and follow the Future Professional Development Guidelines during their enrollment in school. These guidelines were established to assist in creating a safe, focused, and enjoyable learning experience. Failure to follow these guidelines may result in a coaching under the Future Professional Advisory Policy and may result in termination without prior warning.

SANITATION REQUIREMENTS

1. Future Professionals must keep themselves, workstations and classroom areas clean, sanitary, and clutter free at all times.
2. Future Professionals must clean their stations, including the floor, after each service.
3. Hair must be swept up immediately after a service is completed, before blow drying.
4. Clinic stations must be cleaned at the end of the day, prior to clocking out for the day.
5. Future Professionals must maintain.

GUEST AND PERSONAL SALON SERVICES

1. Future Professionals must follow the procedures outlined on their Skill Cards when performing a guest service.
2. Day Future Professionals may receive services Monday through Thursday only. To receive a service, Future Professionals must do the following prior to starting the service:
a. Request the service from a Learning Leader
b. Be scheduled off the service books by a Learning Leader.
c. Complete required pre-service consultation with a Learning Leader.
d. Pay for service supplies including perms, color, lightener, rinses, conditioning, etc.
e. Personal services are considered rewards and scheduled for Future Professionals who are up to date with all projects, tests, and practical skill assessments. School assignments and successful learning are the priority.
3. Future Professionals may not receive personal services outside of their program scope of practice during scheduled hours.
4. Future Professionals may not start Future Professional

COMMUNICATION GUIDELINES AND PROFESSIONAL CONDUCT

1. Future Professionals are to maintain a professional demeanor at all times when they are on the school premises.
    a. BE NICE: Be kind, considerate and courteous to others.
    b. BE ACCOUNTABLE: Take responsibility for your actions and learn from your mistakes.
    c. BE RELIABLE: Consistently complete the required skills to get your education to the best of your ability.
    d. BE COMMUNICATIVE: Use clear and appropriate language (no profanity) to get your point across,. Do not raise your voice or yell.
    e. BE ENGAGED: Be an active participant in your education and seek out information to better your skills to advance your career goals.
2. Visitors are allowed in the service reception area only. Visitors are not allowed in the classrooms, Future Professional lounge, or clinic classroom area.
3. Cell phones are permitted in assigned areas of the school. Phone calls are not permitted during class time or learning environments such as classrooms or learning zones at any time. Calls while clocked in should remain in the assigned area, quiet in tone, and no longer than 3 minutes.
4. Future Professionals may not visit with another Future Professional who is working with a clinic classroom guest.
5. Future Professional may not gather around the service desk, the service reception area, or the offices.
6. Food, drinks, and water bottles are allowed only in the Future Professional lounge.
7. The school is a smoke-free campus. Future Professionals may not smoke or vape any substance on school premises.
8. Stealing or taking school property or another's personal property is unacceptable and grounds for termination.
9. School administration has has the right to access and inspect a Future Professionals locker at any time, refer to the locker policy.

LEARNING PARTICIPATION GUIDELINES

1. Future Professionals must bring their required school tools to participate in their education for scheduled hours and makeup hours. Required school tools include:

• Student Technical Kit
• iPad with program education kit apps (cutting system app, make-up systems app, plugged in app, etc)
• Program textbooks
2. Peer teaching and tutoring are encouraged.
3. Future Professionals are responsible for their own technical kit and equipment. All kit, equipment, tools, and personal items must be secured in a locker or kept within view and control of the Future Professional. The school is not responsible for any lost or stolen articles.
4. Future Professionals are required to work under the direction of a licensed professional. Therefore, Future Professionals must comply with school personnel and Learning Leader's assignments, directions, and requests as required by the curriculum and Future Professional guidelines and rules.
5. Future Professionals must have a signed service ticket before beginning any service on the clinic classroom.
6. Future Professionals may not perform hair, skin, barber or nail services outside of school unless authorized, in advance, in writing, to do so by school administration. Conducting unauthorized hair, skin, barber or nail services outside of school may be reported to the state board and may result in your inability to receive a professional license.
7. Taking credit for another's work (e.g. submitting the photos of another's work as your own) or cheating during exams is unacceptable and is grounds for termination.
8. Future Professionals will be expected to maintain an average of 70% on all academic exams and practical skill assignments.
9. Only service desk personnel may schedule or change clinic classroom guest appointments.
10. All practical skill services must be graded and the service ticket initialed by a Learning Leader.
11. Future Professionals are expected to be continuously working on school-related projects, assignments, clinic practical skills, reading theory, or test preparation during school hours.
12. When Future Professionals are not scheduled with guest service appointments or are not scheduled to attend theory or a specialty class, they must be actively engaged in their education at all times, and may focus on the following:

a. Completion of practical skill assessments through the Edular App.

b. Completion of theory review assignments.

c. Performing a service on another Future Professional. Please note that the service must be within the scope of practice for the program for both Future Professionals.

d. Listening to or reading school resource center materials, including educational videos, audiotapes, Plugged In, and school related textbooks.

13. Parking is allowed in assigned parking areas only or cars may be towed at the owner's expense.
14. If a Future Professional fails to complete the practical skill assessments or required academic theory exams they will be placed on the Back on Track List. Future Professionals have one week to get caught up before they receive a coaching advisory.
15. If a Future Professionals fails to pass the Core written and/or practical exam on their second attempt, they may be asked to withdraw from the program and may be allowed to re-start in the next Core class start date.

STUDENT SERVICES

1. **Housing:** The school keeps a file of information about housing in the surrounding areas.
2. **Academic Advising:** Students are provided with academic advising and additional assistance as necessary. Information and advice on any financial assistance are accessible to students. The school also gives advice and information to students on these subjects:
    a. Regulations governing licensure to practice, including reciprocity among jurisdictions.
    b. Assistance with resume and job search.
    c. Opportunities for continuing education following graduation.
    d. Assistance with the financial aid process.

3. **Mental Health Counseling:** If referral to professional assistance is necessary, the school maintains a record of such referral.
    a. Referrals to mental health counseling.
    b. Assistance for students with disabilities.

VOTER REGISTRATION

We encourage students to register to vote. You can go to the following website and follow the instructions to register votetexas.org. This webpage contains everything you need to know about the requirements to be allowed to vote and how to become a registered voter as well as deadlines for submission of that applications.

SUSPENSION POLICY

PURPOSE:

The purpose of this policy is to establish a framework for the suspension of students in order to maintain a safe and secure learning environment for all students and staff members.

This policy applies to all students enrolled at our school.

POLICY STATEMENT:

Our school has a zero-tolerance policy for certain behaviors that threaten the safety and well-being of our students and staff. If a student engages in any of the following behaviors, they will be subject to suspension/termination. The suspension can be up to 30 days. A suspension can also be used pending an investigation.

- Physical assault or threat of physical assault
- Possession or use of weapons or illegal drugs
- Harassment or bullying
- Vandalism or destruction of school property
- Repeated and serious violation of school rules and policies
- Failure to follow dress code
- Malicious gossip
- Attendance
- Academics
- Parking violation
- Smoking on campus
- Vaping on campus
- Violation of internet/social media policy including the use of technology for noneducational purposes
- Violation of the Future Professional Advisory Policy or School Standards on-campus, at a school-sponsored event, externship, off-campus event, and/or field trip
- Disruptive behavior, which is defined as any behavior that a reasonable instructor believes substantially interferes with the teaching or learning process, whether in a classroom or other learning environment (such as an online platform, clinic classroom, field experience, in an office, or other setting whether it is an on-campus or off-campus location) and continues after an instructor or other school employee's request to cease. Examples of disruptive behavior include, but are not limited to:
    a. verbal abuse of or threatening the instructor or other students
    b. damaging classroom furniture or property
    c. damaging the property of another Future Professional or instructor
    d. creating excessive noise
    e. refusal to comply with instructor direction
    f. persistently speaking without being recognized or called upon

g. refusing to be seated
h. unauthorized use of cell phones, laptops, or other relevant technology; and disrupting the class by repeatedly leaving and entering the room without authorization

- The expression of disagreement with the instructor or classmates is not in itself disruptive behavior. Disruptive behavior also does not include appropriate demonstration of disagreements or differences of opinion, cultural differences, differing values or beliefs, or needing extra time or attention based on reasonable accommodation for disabilities.
- Sleeping in class is prohibited.
- Unprofessional communication
- Lying/Cheating/Stealing
- Failure to be actively engaged in school-related activities
- Time Clock Violations: Clocking in and out another student, Requesting another student clock you in and out. Leaving the school facility and/or premises without notifying a Learning Leader and/or signing out for a break and remaining clocked in on the time clock and receiving unearned hours; the school parking lot and surrounding businesses are not included as part of the school facility for educational time; this includes exceeding allotted break or lunch times.
- Tampering is the attempt to alter school records, grades, assignments, or other documents without authorization.
- Plagiarism
- Other academic misconduct

**In addition, there may be other behaviors or actions that warrant suspension based on the individual circumstances of each case. If a student is suspended, they will not be allowed to attend classes or participate in school activities for the duration of the suspension.*

SUSPENSION PROCEDURES:

1. When a student engages in behavior that warrants suspension, the Advisor/Director or designee will conduct an investigation to determine the facts of the situation.
2. The student will be given the opportunity to present their side of the story during the investigation.
3. If the investigation confirms that the student engaged in the behavior in question, the advisor or designee will notify the student and their parents or guardians of the decision to suspend.
4. The student will be given the opportunity to appeal the decision to the school board.
5. We may suspend all parties pending investigation

WRITTEN APPEALS:

Student may appeal a school determination imposed on Student to the Appeal Committee. A student may initiate an appeal within fourteen (14) days of receipt of the school's decision. The results of the appeal to the Appeal Committee shall be final. An appeal shall be limited to review of the record for one or more of the following purposes:

1. To determine whether the decision reached regarding the student was based on reasonable evidence.
2. To determine whether the sanction(s) imposed were reasonably appropriate for the violation of the student was found to have committed.
3. To consider new evidence sufficient to alter the decision or sanction which was not previously considered because such evidence was not known or available.

The student is required to submit a written appeal to the Appeal Committee, which includes the following:

- A full description of the student's basis for appeal;
- A statement of the remedy the student is seeking; and
- Any supporting documentation.

Written appeals can be submitted in-person, via mail or email at appeals@pmtssanantonio.com.

Certain Terminations Are Final and Are Not Appealable.

If a student is terminated for violations of the Protected Class Nondiscrimination Policy and Procedures; Anti-Bullying Policy; physical violence; physical altercations and threats of violence or threats of physical altercations; drug or alcohol violations; or weapons violations, if terminated after reinstatement from a termination appeal, such termination is final and may not be appealed separately pursuant to this section.

RETURN AFTER TERMINATION APPEAL:

A student returning after a termination appeal shall be on probation for thirty (30) days, during which an additional violation may result in termination. After returning from a termination appeal, if a student is terminated, this termination is not appealable.

ADVISORY PROCESS RETURN AFTER SUSPENSION:

Additional violations in the first thirty (30) days back from suspension may result in termination.

After the thirty-day (30) probationary period, the Future Professional will have two additional coaching sessions before being terminated again.

POLICY REVIEW:

This policy will be reviewed annually by the school to ensure that it remains relevant and effective.

SUSPENSION AND TERMINATION

Students may be suspended or terminated from enrollment in the School, at the School's discretion, for reasons which include, but are not limited, to failing to comply with School rules or general policies, leaving the School without permission during the scheduled hours of a Students' Program, failing to attend for 14 calendar days, failing to complete practical worksheets, failing to attend theory classes or take theory tests, failing to meet the School's policies regarding Satisfactory Academic Progress, failure to pay tuition and charges when due, and/or otherwise acting in a manner detrimental to the classroom environment, the well-being of fellow students, faculty, staff, visitors, or institutional facilities.

As outlined in the Catalog, Students may be required to receive coaching sessions for noncompliance with certain policies. Once a Student has received five (5) coaching sessions, the Student may be suspended from the School for five (5) days. If a Student receives two (2) additional coaching sessions after re-admission from a five (5) day suspension, the Student's enrollment may be permanently terminated by the School. A Student may be terminated by the School without prior coaching sessions for violating the Future Professional Advisory Policy.

CORE GUIDELINES

1. If a Future Professional misses any time during Core, it is his/her responsibility to arrange with the Learning Leader to receive the handouts, notes, assignments, etc. A Future Professional is only allowed to miss up to 21 hours of school while in the Core phase of the program. If the Future Professional misses more than the allowed 21 hours, he/she may be withdrawn and asked to restart in the next available Core program.
2. If a Future Professional miss any of the five (5) cutting days wherein all instruction is given to complete the five (5) haircuts taught in Core, it is the responsibility of the Future Professional to arrange a make-up date with the Core Specialist.
3. It is the Future Professional's responsibility to find and provide a practical test model and a male haircut model during his/her Core training. These models are scheduled at the end of the Core program and used for the purpose of testing out of the Core class. The Future Professional will be informed on his/her first day of Core of the date these models are needed.
4. If a Future Professional is to miss the practical test or does not pass the practical test, the Future Professional is responsible for arranging a make-up date with the Core Specialist.

5. In order to complete the Core program and move to the Protégé program, a Future Professional must:

   Complete six (6) weeks of class time if in day school and twelve (12) weeks of class time if in night school;
   - Finish the Core Worksheet;
   - Pass the Core written test;
   - Complete all haircuts; and
   - Pass the practical test.
6. A Core evaluation and interview with the Core Specialist will conclude your Core program.

Your locker will be cleaned out and your kit will be sanitized and disinfected.

FUTURE PROFESSIONAL STATUS

Students of Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington are not employees and will not receive compensation for any aspect of their education, including but not limited to time spent providing beauty industry related services to members of the public, cleaning and sanitizing their stations in the Clinic Classroom, and similar activities.

IPAD USAGE POLICY

iPads are to be utilized for educational purposes when in use at Paul Mitchell The School. Future Professionals are not permitted to use their iPad for personal use during educational classes, including but not limited to: theory, specialty class, mini classes and on the clinic classroom.

Students may purchase the iPad as part of their technical kit for an additional fee.

Item	**Cost**
iPad	$336.18
Sales Tax	$27.73
Total	$363.91

EFFECTIVE JANUARY 1, 2027

Item	**Cost**
iPad	$444.11
Sales Tax	$36.64
Total	$480.75

MISCONDUCT

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

PROGRAM SEQUENCING

Once the Future Professional completes the Core Program, he/she becomes a protégé. The Future Professional must complete the protégé worksheet before becoming an Adaptive Future Professional.

STUDENT PRIVACY

Students understand the following limitations on their privacy apply while at school. Lockers furnished for student use belong to the school and are subject to search by school or police officials at any time for any reason. Students should not expect privacy in their use of school lockers.

By entering onto the premises of the school, students agree that they and any parcels, including handbags, briefcases and purses or other items and personal effects they may bring with them (including any vehicle parked on school property) are subject to reasonable search by school personnel.

STUDENT TEXTBOOKS AND KITS

Students may purchase the Paul Mitchell Technical kit in it's entirety from the school, or they may be purchased independently. If purchased independently, they must meet the criteria listed on the Student Technical Kit List. Refer to the catalog kit list. If the student needs to replace a technical kit or equipment item at any time during his or her enrollment in the school, these items may be purchased through the school or independently.

Students are advised to refrain from loaning any part of their technical kit or textbooks. The school is not responsible for items that are lost or stolen. Published kit lists herein are subject to change.

All education apps will work on an iPhone.

Right to Independent Purchase of IPad and Technical Kit: Any Student who desires to independently purchase their iPad or technical kit from a source other than the School has the right to do so. A Student who chooses to do this should notify the School prior to signing the enrollment agreement.

PROFESSIONAL IMAGE (DRESS CODE)

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

1. Clothing
    a. Clothing should be clean, professional and in good repair.
    b. Future Professionals may wear color in any combination.
    c. Appropriate undergarments must be worn and covered appropriately.
    d. Here is a list of acceptable clothing:
        i. Jeans or clothing made of denim.
        ii. Sweatshirts, printed T-shirts, hooded sweatshirts, and or jackets with or without print.
        iii. Leggings/tights worn with skirts, dresses, or tops must fall below the fingertips when standing.
        iv. Dresses and skirts must fall below the fingertips when standing.
        v. Scrubs
    e. Here is a list of Unacceptable Clothing for All Future Professionals
        i. (Hoods may NOT be worn pulled up in the building.)
        ii. Leggings/tights are not to be worn as pants.
        iii. Tank tops, spaghetti string tops, sleeveless tops, and crop tops may not be worn.
        iv. Sweat pants, spandex, yoga pants, and biking shorts are not allowed.
        v. Dresses and skirts must fall below the fingertips when standing may not be worn.
        vi. No shorts or short rompers.
        vii. No rips in your jeans or sagging pants.
        viii. No graphics or logos with nudity, weapons or obscenity of any kind.
2. Shoes

a. Shoes must be practical, clean, professional, comfortable, and in good repair.
b. Shoes may be any color.
c. Shoes must be closed toe and closed heel.
    i. Here is a list of acceptable shoes.
        1. Fashionable sneakers can be worn.
    ii. Here is a list of Unacceptable Shoes for All Future Professionals
        1. Flip flops, sandals, slippers and backless shoes may not be worn.
        2. No Uggs, Birkenstock slides or crocs.

3. Hair and/or hats
    a. Hats must be clean, professional and in good repair.
    b. Hair should be styled prior to arriving at school.
    c. Stylish hats and scarves can be worn.
    d. Logos and/or graphics must be school appropriate
4. Cosmetics
    a. Any cosmetics should be applied prior to arrival at school.
5. Nails
    a. Nails should be applied prior to arrival at school.
6. Accessories
    a. Accessories of any color may be worn.
        i. Here is a list of Unacceptable Accessories for All Future Professionals
            1. Head phones, head gear, ear buds and/or earphones are not permitted in the classroom or with a guest in the clinic classroom.
                1. One bud etc. can be used when working on a doll etc.
                2. Always keep one ear open.
        ii. May listen to music while working
        iii. Only Educational content may be watched.

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

COSMETOLOGY OPERATOR PROGRAM

COSMETOLOGY OPERATOR COURSE INFORMATION

COSMETOLOGY OPERATOR COURSE DESCRIPTION

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

Classification of Instructional Programs (CIP) Code 12.0401

The curriculum involves 1000 hours to satisfy Texas state requirements. The course includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

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

COSMETOLOGY OPERATOR COURSE OVERVIEW

Course Hours: 1000 clock hours

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

1. **Pre-clinical Classroom Instruction:** This phase is devoted to classroom workshops where students learn design principles, technical information, safety and sanitation, and professional practices.
2. **Clinic Learning Experience:** Students transition into the clinic classroom, where practical experience is gained through supervised services. During this phase, students develop technical proficiency, professionalism, guest service skills, and confidence through hands-on learning experiences.

COSMETOLOGY OPERATOR COURSE OUTLINE

The Cosmetology Operator program at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington is divided into six educational designations:

1. **Core Curriculum:** The Core Curriculum provides the foundational principles of cosmetology through classroom instruction, demonstrations, and hands-on learning experiences. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core Curriculum before progressing to regularly scheduled technical classes in cutting, coloring, permanent waving, and chemical texture services.
2. **Protégé Learning Experience:** The Protégé Learning Experience provides a smooth transition from the Core Curriculum to the Adaptive Curriculum while preparing students for the clinic classroom experience.
3. **Clinic Classroom Learning Experience:** Students receive individual attention and participate in group learning experiences through mini-classes, clinic practical worksheets, and periodic evaluations designed to monitor student progress. During this phase, students begin providing services to paying guests in the clinic classroom under Learning Leader supervision.
4. **Classroom Learning Experience:** Throughout the program, classroom learning is divided into six (6) areas: cutting, coloring, texture, makeup, skin, and nails. Each specialty area includes classroom instruction and demonstrations led by Learning Leaders. Classroom Learning Experiences may include retailing, motivation, self-improvement, professional development, and attendance education presented by Learning Leaders, non-licensed staff members,or guest artists.
5. **Adaptive Curriculum:** Students enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building confidence, technical proficiency, and professionalism in preparation for a successful career in the beauty industry.

6. **Creative Curriculum:** During the final phase of the program, students work in "high gear" by dressing, acting, and working like salon industry professionals. Students use their artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare for successful careers in the beauty industry.

COSMETOLOGY OPERATOR COURSE REQUIREMENTS

The instructional program meets or exceeds these requirements:

Subject	Hours
Theory and related practice: anatomy and physiology; diseases and disorders of the skin, scalp, hair and nails; chemistry (haircoloring, chemical waving, and relaxing); bacteriology, sterilization and sanitation, health, safety, first aid, laws and rules; tools and equipment; hair care and related theory; business skills and establishment management; skin care and related theory; hair removal; nail care and related theory; electricity; haircutting; hairstyling; hair and scalp treatments, scalp massage; hairweaving, extensions; chemical textures and applications; face and neck massage and treatments; facial hair removal; manicuring; waxing and removing body hair; customer service and professional ethics; makeup; pedicuring; artificial nails	700
The standards for the operator curriculum must include Specialty Practice and related theory: eyelash semi-permanent extensions; advanced hair care and advanced chemical services; and related practices.	300
TOTAL CLOCK HOURS	**1000**

In the case a student has completed a Class A Barber program, and enrolls as a transfer student into the Cosmetology Operator program, the student is required to complete the following course requirements.

Subject	Hours
The standards for the operator curriculum must include Specialty Practice and related theory: eyelash semi-permanent extensions; advanced hair care and advanced chemical services; and related practices.	300
TOTAL CLOCK HOURS	**300**

The institution offers employment assistance to help graduates' efforts to secure education-related employment that includes, but is not limited to training in professionalism, resume development, job interview preparation and job search skills.

COSMETOLOGY OPERATOR TESTING AND GRADING PROCEDURE

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

1. **Theory exams:** Students must receive a grade of 70% or higher on each assigned theory exam.
2. **Core written and practical skills evaluation:** Students must receive a grade of 70% or higher on each written exam and each practical skill exam in order to complete the Core program. The exams are an overview of instruction taught during the Core schedule. All Core written and practical skill exams must be passed with a 70% in order to transition to the Clinic Classroom. If students are unable to pass each exam after two attempts, the student may be asked to withdraw from the program and re-enroll in the next available Core class start date.
3. **Final exam:** This test covers an overview of all related cosmetology subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
4. **Clinic practical worksheets:** Students must complete all assigned practical clinic classroom worksheets.

COSMETOLOGY OPERATOR CLASS START DATES

2026 DALLAS CAMPUS	
DAY SCHOOL 5-DAY:	January 13, March 23, June 22, August 11, September 28, November 10
DAY SCHOOL 3-DAY:	January 20, March 10, April 27, June 15, August 3, September 21, November 16
NIGHT SCHOOL:	January 26, March 23, May 18, July 20, September 21, November 16

2026 SAN ANTONIO CAMPUS	
DAY SCHOOL 5-DAY:	January 20, March 3, April 14, May 26, July 7, August 18, September 29, November 10
DAY SCHOOL 3-DAY:	January 20, March 3, April 14, May 26, July 7, August 18, September 29, November 10
NIGHT SCHOOL:	January 26, March 23, May 12, June 29, August 17, October 5, November 23

2026 ARLINGTON CAMPUS	
DAY SCHOOL:	January 13, March 2, April 20, June 9, July 27, September 15, October 13, November 2
NIGHT SCHOOL:	January 20, March 23, May 26, July 27, September 8, November 30

Class Cancellations: Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington reserve the right to cancel a class prior to the first scheduled day of instruction. In the event of class cancellation, the school will issue a full refund of tuition and fees collected.

2027 DALLAS	
5 DAY SCHOOL :	January 19, March 1, April 13, May 24, July 6, August 16, September 27, November 9
3 DAY SCHOOL :	February 1, April 5, June 7, August 2, September 20, November 15
NIGHT SCHOOL:	January 25, April 5, June 7, August 2, September 27, November 22

2027 SAN ANTONIO	
5 DAY SCHOOL :	February 1, September 20, October 25
3 DAY SCHOOL :	January 26, March 9, April 20, June 1, July 13, August 24, October 5, November 16
NIGHT SCHOOL:	January 25, March 29, June 1, August 2, October 4, December 6

2027 ARLINGTON	
5 DAY SCHOOL :	January 12, March 1, April 19, June 7, July 26, September 20, November 15
3 DAY SCHOOL :	January 19, March 9, April 26, June 21, August 16, October 4, November 22
NIGHT SCHOOL:	February 16, April 19, June 21, August 16, October 18, December 14

Class Cancellations: Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington reserve the right to cancel a class prior to the first scheduled day of instruction. In the event of class cancellation, the school will issue a full refund of tuition and fees collected.

COSMETOLOGY OPERATOR PROGRAM SCHEDULES

DALLAS CAMPUS

CORE SCHEDULE OPTIONS

Students complete six (6) weeks in the Day Core schedule or eight (8) weeks in the Night Core schedule. Day Core students transition to a Flex Schedule beginning in Week 7, and Night Core students transition beginning in Week 9.

CORE OPTION	DAYS	TIMES	HOURS PER WEEK
5-Day Core	Monday-Friday	9:30 AM - 4:30 PM	32.5 hours
3-Day Core	Monday-Wednesday	9:30 AM - 6:00 PM	24 hours
4-Day Night Core	Monday-Thursday	5:30 PM - 10:00 PM	18 hours

**Students enrolled through the dual-credit pathway complete one (1) week in a Core schedule before transitioning to a Flex Schedule.*

POST-CORE FLEX SCHEDULE

After completing Core, students may complete their scheduled weekly hours during the following operating hours:

DAYS	TIMES
Monday-Thursday	9:30 AM - 10:00 PM
Friday-Saturday	9:30 AM - 4:30 PM

Students may not exceed their scheduled weekly hours or ten (10) hours in one day.

FLEX SCHEDULE OPTION	HOURS PER WEEK
18-Hour Flex Schedule	18 hours
22.5-Hour Flex Schedule	22.5 hours
26-Hour Flex Schedule	26 hours
32.5-Hour Flex Schedule	32.5 hours

THEORY AND TESTING AND SPECIALTY INSTRUCTION

The post-Core schedule is flexible. Theory, Testing, and Specialty instruction are offered during the times listed below. Students are strongly encouraged to attend these instructional periods to receive in-person instruction and remain on track with the curriculum.

DAYS	TIMES
Tuesday Night	5:30 PM - 10:00 PM
Tuesday	9:30 AM - 1:30 PM
Wednesday	9:30 AM - 12:30 PM

SAN ANTONIO CAMPUS

CORE SCHEDULE OPTIONS

Students complete six (6) weeks in the Day Core schedule or eight (8) weeks in the Night Core schedule. Day Core students transition to a Flex Schedule beginning in Week 7, and Night Core students transition beginning in Week 9.

CORE OPTION	DAYS	TIMES	HOURS PER WEEK
5-Day Core	Monday-Friday	9:30 AM - 4:30 PM	32.5 hours
3-Day Core	Tuesday - Thursday	9:30 AM - 6:00 PM	24 hours
4-Day Night Core	Monday-Thursday	5:30 PM - 10:00 PM	18 hours

**Students enrolled through the dual-credit pathway complete one (1) week in a Core schedule before transitioning to a Flex Schedule.*

POST-CORE FLEX SCHEDULE

After completing Core, students may complete their scheduled weekly hours during the following operating hours:

DAYS	TIMES
Monday-Thursday	9:30 AM - 10:00 PM
Friday	9:30 AM - 4:30 PM

Students may not exceed their scheduled weekly hours or ten (10) hours in one day.

FLEX SCHEDULE OPTION	HOURS PER WEEK
18-Hour Flex Schedule	18 hours
22.5-Hour Flex Schedule	22.5 hours
26-Hour Flex Schedule	26 hours
32.5-Hour Flex Schedule	32.5 hours

THEORY AND TESTING AND SPECIALTY INSTRUCTION

The post-Core schedule is flexible. Theory, Testing, and Specialty instruction are offered during the times listed below. Students are strongly encouraged to attend these instructional periods to receive in-person instruction and remain on track with the curriculum.

DAYS	TIMES
Monday	5:30 PM - 10:00 PM
Wednesday	1:00 PM - 6:00 PM
Thursday	9:30 AM - 3:00 PM

ARLINGTON CAMPUS

CORE SCHEDULE OPTIONS

Students complete six (6) weeks in the Day Core schedule or eight (8) weeks in the Night Core schedule. Day Core students transition to a Flex Schedule beginning in Week 7, and Night Core students transition beginning in Week 9.

CORE OPTION	DAYS	TIMES	HOURS PER WEEK
5-Day Core	Monday-Friday	9:30 AM - 4:30 PM	32.5 hours
3-Day Core	Tuesday - Thursday	9:30 AM - 6:00 PM	24 hours
4-Day Night Core	Monday-Thursday	5:30 PM - 10:00 PM	18 hours

**Students enrolled through the dual-credit pathway complete one (1) week in a Core schedule before transitioning to a Flex Schedule.*

POST-CORE FLEX SCHEDULE

After completing Core, students may complete their scheduled weekly hours during the following operating hours:

DAYS	TIMES
Monday-Thursday	9:30 AM - 10:00 PM
Friday-Saturday	9:30 AM - 4:30 PM

Students may not exceed their scheduled weekly hours or ten (10) hours in one day.

FLEX SCHEDULE OPTION	HOURS PER WEEK
18-Hour Flex Schedule	18 hours
22.5-Hour Flex Schedule	22.5 hours
26-Hour Flex Schedule	26 hours
32.5-Hour Flex Schedule	32.5 hours

THEORY AND TESTING AND SPECIALTY INSTRUCTION

The post-Core schedule is flexible. Theory, Testing, and Specialty instruction are offered during the times listed below. Students are strongly encouraged to attend these instructional periods to receive in-person instruction and remain on track with the curriculum.

DAYS	TIMES
Tuesday	9:30 AM - 12:30 PM
Wednesday	9:30 AM - 12:30 PM
Tuesday Night	5:30 PM - 10:00 PM

COSMETOLOGY OPERATOR COST OF TUITION AND SUPPLIES

Our current tuition, fees, and supply costs are detailed below.

Prospective students are encouraged to use the Net Price Calculator available on our website to receive a personalized estimate of the cost of attending Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington.

Transfer students and students who are approved to re-enter their program are assessed a per clock hour rate for the remainder of their program.

DALLAS CAMPUS	
TUITION – Cosmetology Operator	
Tuition	$14,025.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	2,347.11
Textbook *(non-refundable)*	386.40
Sales Tax *(non-refundable)*	225.51
TOTAL COSTS	**$17,109.02**

SAN ANTONIO CAMPUS

TUITION – Cosmetology Operator	
Tuition	$14,835.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	2,347.11
Textbook *(non-refundable)*	386.40
Sales Tax *(non-refundable)*	225.51
TOTAL COSTS	**$17,919.02**

ARLINGTON CAMPUS

TUITION – Cosmetology Operator	
Tuition	$14,835.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	2,347.11
Textbook *(non-refundable)*	386.40
Sales Tax *(non-refundable)*	225.51
TOTAL COSTS	**$17,919.02**

Students have the option to purchase the iPad for an additional $336.18 + $27.73 sales tax, for a total of $363.91.

Program	**Per Clock Hour Rate (Transfer and Re-Entry Students Only)**
Cosmetology Operator (Dallas campus)	$14.03
Cosmetology Operator (San Antonio campus)	$14.84
Cosmetology Operator (Arlington campus)	$14.84

TUITION COSTS EFFECTIVE JANUARY 1, 2027

TUITION – Cosmetology Operator	
Tuition	$15,280.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	2,883.66
Textbook *(non-refundable)*	286.90
Sales Tax *(non-refundable)*	261.57
TOTAL COSTS	**$18,837.13**

Students have the option to purchase the iPad for an additional $444.11 + $36.64 sales tax, for a total of $480.75.

Program	**Per Clock Hour Rate (Transfer and Re-Entry Students Only)**
Cosmetology Operator	$15.28

In the case a student has completed a Class A Barber program, and enrolled as a transfer student into the Cosmetology Operator program, the student will be required to purchase the dual license technical kit and textbooks.

Technical Kit w/ Sales Tax: $3,121.56 or $1,291.92
(Final kit items determined during education meeting; based on tools needed to complete 300 hours for Dual License)
Textbooks with Sales Tax $247.78

Any used and/or opened items in the Paul Mitchell Technical Kit purchased from the school are considered unreturnable equipment. Returnable equipment must be returned within 20 days of withdrawal in their original state, no exceptions. All returned equipment will be assessed a 25% restocking fee. Unopened items from the kit can only be returned to the school if they were purchased directly from the school.

Note: The total charges for a period of attendance are equivalent to the cost of the entire program, due to the length of the program.

Please contact the school's Bursar for payment options. The school accepts cash, credit card, and personal check payments. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs.

Be advised that a 4.5% fee will be applied to each credit or debit card transaction conducted with our organization. This fee is necessary to cover processing costs associated with card payments. However, please note that the 4.5% fee is waived for ACH payments. By proceeding with a credit or debit card transaction, you acknowledge and agree to the imposition of this fee.

Financial aid available to those who qualify.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Kit and Textbooks are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

At its sole discretion, the school may adjust tuition and kit fees for students that transfer from a school that has closed without notice.

At its sole discretion, the school may adjust tuition and kit fees for certain class start dates. Contact the Admissions Leader for more information.

COSMETOLOGY OPERATOR KIT AND TEXTBOOKS

COSMETOLOGY OPERATOR STUDENT TEXTBOOK AND KITS

Students are expected to use Paul Mitchell technical kits and equipment while enrolled at the School. Equivalent or substitute items may be permitted with prior approval from the School.

Students may purchase the Paul Mitchell Technical kit in its entirety from the School, or purchase individual itmes independently. Independently purchased items must meet the requirements identified on the School's current Technical Kit List or otherwise receive School approval. The most current Technical Kit List is available upon request.Technical kits, equipment, replacement items, and personal stationery supplies are the student's responsibility and may be purchased separately from tuition. Replacement items may be purchased through the School or independently, provided they meet the School's requirements or receive prior approval.

Disclaimer:
A detailed list of kit contents is available upon request from the school. Kit items and brands are subject to change at any time without notice based on product availability or curriculum updates.

Students are advised to refrain from loaning any part of their technical kit or textbooks. The School is not responsible for items that are lost or stolen.

All education apps will work on a compatible IOS device. If a Student has access to a compatible IOS device, an iPad purchase may not be necessary.

Right to Independent Purchase of iPad and Technical Kit: Any Student who desires to independently purchase their iPad or technical kit from a source other than the School has the right to do so. A Student who chooses to do this should notify the School prior to signing the enrollment agreement.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Technical Kit, Textbooks and Digital Kit are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

TEXTBOOK

Pivot Point Cosmetology eBook & Digital Set Two-Year Subscription ISBN 978-1-948482-64-6 $305.20
Qnity $81.20
Qnity is a digital curriculum that is a financial literacy program specifically designed for students in the beauty industry.

This cost does not reflect sales tax.

EFFECTIVE JANUARY 1, 2027

Pivot Point Cosmetology eBook & Digital Set Two-Year Subscription $228.90
Qnity $58.00 Qnity is a digital curriculum that is a financial literacy program specifically designed for students in the beauty industry.
This cost does not reflect sales tax.

COSMETOLOGY OPERATOR EDUCATION KIT

The Cosmetology Operator Education Kit is included in the cost of tuition, for students who pay for the full program. Transfer students are responsible to purchase the education kit at an additional cost from the published tuition.

THE CUTTING SYSTEM APP

A revolutionary learning tool that combines 3D technology and legendary Paul Mitchell artistry ideal for new and seasoned stylists and barbers alike.

Filmed in HD from a hairdresser's perspective, features nine foundation haircutting exercises that demonstrate proper sectioning, elevation, over-direction, finger and cutting angles as well as men's haircutting using scissor-over- comb and clipper-over- comb techniques.

Each exercise includes cutting-edge 3D diagrams to enhance the learning experience. By mastering the nine foundation haircuts, you can create any other combination cut as demonstrated by Scott Cole, Takashi Kitamura, and DJ Muldoon.

Features Include:

- Complete instructional activities and take notes directly in the digital The Cutting workbook which is available in English or Spanish.
- Watch all videos from The Cutting System on your iPad.
- All videos available with English and Spanish subtitles.
- Create and share Headsheet Diagrams.

THE COLOR SYSTEM APP

Designed to reach the multiple intelligences of all viewers. THE COLOR SYSTEM is all you need to learn the true foundation of coloring hair. Once you master the content, you will easily be able to apply advanced color techniques to complement any haircut. Features include; 2 Ways to Color Hair, Placement and Effect, Color Theory, Light, Tone, and Depth, Single Process, Double Process and Platinum Card Weaving and Slicing for Horizontal, Diagonal, and Vertical Placements, 3-Dimensional Diagrams, proper preparation, rinsing and shampooing of color, interactive diagramming and a Interactive Color Map.

THE STYLE AND TEXTURE SYSTEM APP

Enhance your styling expertise with the Style and Texture System App by Paul Mitchell. This essential digital resource offers beauty professionals and students comprehensive techniques and knowledge for all hair types and textures.

Features:

- Hair Analysis: Use the DEPTHS method—Density, Elasticity, Porosity, Texture and Formation, Hair History, and Scalp condition—to understand your client's hair.
- Formation and Texture Identification: Identify and work with straight, wavy, curly, and coily hair, and fine, medium, and coarse textures.
- Techniques and Guidance: Access step-by-step instructions for pre-drying, finishing, wet and dry styling, chemical relaxing, and more.
- Product Selection: Learn to choose the right products for each hair type and style.
- Visual Tools: Utilize diagrams and skill cards to master professional techniques and achieve optimal results.

Whether you're a seasoned stylist or a student, the Style and Texture System App is your go-to guide for mastering hair styling.

THE BARBER AND SHORT HAIR SYSTEM APP

The Short Haircutting System is a revolutionary learning tool that combines three-dimensional technology and legendary Paul Mitchell artistry, ideal for new and seasoned barbers and cosmetologists alike.

Filmed in high definition (HD) from a barber's perspective, these videos teach short haircutting theory and scissor-over-comb and clipper-over-comb techniques. Learn how to execute fades, tapers, and layered shapes on various hair textures and formations; how the head shape affects the approach to cutting and blending shorter hair; and which tools will create the final desired end result for the service guests. The learners will also discover five short hair-coloring techniques to enhance the look or cover unwanted grays.

The Short Haircutting System includes over 20 videos and a fundamental workbook designed to teach how to master the full grooming experience to include face shaving, beard and mustache grooming, and how to perfect cutting and coloring short hair with the best methods and techniques.

Both barbers and cosmetologists benefit from offering the expertise of short haircutting and coloring.

The features include:

- All videos are available with English and Spanish subtitles.
- Complete the instructional activities and note-take directly in the Barbering Fundamentals digital workbook, available in English and Spanish.

- Create and share the short haircutting diagrams.
- View all videos on an iPad or mobile device.

THE SKILL CARDS APP

The Skill Cards App is a comprehensive, digital technical reference that supports Future Professionals across all core disciplines, including cutting, color, barbering, short hair, style and texture, makeup, skin, and nails. Designed to build strong habits, reinforce practical theory, and develop confident hands-on skills, the Skill Cards provide step-by-step technical procedures, diagrams, key points, technical adaptations, formulas, product guidance, and subject-specific fundamentals in one unified system. Used in both the classroom and clinic classroom, the Skill Cards serve as a quick-reference learning tool, guided practice support, and ongoing study resource throughout a learner's education and beyond.

The Skill Cards are also available as an app in English and Spanish.

THE MAKEUP SYSTEM APP

This app has all you need to draw and create any makeup design, including high-fashion, runway, avant-garde, photo shoot, or everyday looks. The Makeup System app is a must for all who love makeup, including new makeup artists and seasoned professionals.

Special features of the app include:

- View video tutorials on cheek, eye, and lip application.
- Build your own face chart by selecting from various face sizes, skin tones, eye shapes, and lip shapes.
- Utilize the large color palette to include pastel, neutral, bold, and shimmer shade; all colors can be layered, blended, and smudged.
- The seven makeup brushes include a thin liner, lip, fan, angled liner, blush, and two shadow brushes.
- Utilize various tools, including a pencil eraser to erase or clean unwanted lines; two different sponges for blending; and a pencil to be used as an eye, lip, or brow liner.
- A special "layer" option allows you to better "draw within the lines" in the foreground or background of the face chart.
- A zoom feature allows drawing details on the eyes, lips, or any area of the face chart.
- Create and label multiple collections of face charts that can be saved and e-mailed to others.

PLUGGED IN APP

Plugged In is an enhanced educational and resource tool, exclusive to Paul Mitchell Schools, that enables our Future Professionals to stay connected with their education inside and outside of the classroom.

Features and Access Includes:

- Paul Mitchell Schools System Apps – Future Professionals will have access to The Color System, The Cutting System, and The Makeup System apps from within the Plugged In app.
- My Profile Access – Future Professionals will have access to view and update their profile information within the Plugged In app.
- Plugged In – Future Professionals will have access to all content found on our Plugged In educational and resource website. This content includes:
- Multiple Intelligence, MASTERS, Careers, Professional Development, Mentors, Education, Giving Back, Caper, Media, Contests, Product, and The Buzz.
- Messages – Future Professionals will have the ability to view and receive individual or group messages from their school leaders.

CONNECTING TO MY FUTURE APP

Connecting to My Future is a professional development app designed to help transform yourself into your new role as a successful, confident, and knowledgeable salon, spa, or barbering professional. Having this strong foundation is key to success in the beauty and barbering industries.

This book focuses on the following:

- Essential skills — Also known as “soft skills,” and include communication, empathy, mindfulness, social and emotional IQ, the Be Nice culture, being a team player, and more.
- Career services — Teaches professional career preparedness skills and provides the hiring opportunity connections for school graduates with salon, spa, and barbershop owners and managers.
- Financial literacy — This is how students gain a financial education and the confidence to properly manage and understand their money.

Each chapter of the app connects the reader with inspirational and experienced mentors, along with activities, videos, and MASTERS Podcast interviews.

BE NICE OR ELSE IBOOK

MAKEUP PORTFOLIO

The Makeup Portfolio is a comprehensive workbook designed for students and professionals in the makeup industry. It guides users through various makeup techniques, from foundational skills to advanced applications, while also emphasizing the importance of building a professional portfolio.

THE MINI-COLOR SWATCH BOOK

This Mini Swatch Book includes hair color swatch references, color education and usage guidelines for Paul Mitchell color brands.

EDULAR

Edular is the student success platform used by the school to support education programs. Its student-driven, mobile-first design enhances the student experience, helping Future Professionals stay organized and on track from enrollment through graduation.

Edular provides a centralized hub where students can:

• Access and complete required documents – Enrollment forms and other school documents are sent and stored within the Edular app for convenient and secure submission.

• Track academic progress – Through the Edular Skills Tracker, students can record completed skills, upload supporting materials such as photos, PDFs, and short videos, and submit skills for instructor review. Instructors can approve, reject, or grade submissions according to program requirements.

• Monitor program details – Students can view real-time information from the school’s Student Information System (Freedom), including Attendance Percentage, GPA, Program Details, Last Date of Attendance (LDA), Start Date, End Date, and additional information related to their enrollment.

• Engage in streamlined financial processes – Edular integrates with the school’s payment portal system to provide efficient workflows and greater transparency for student financial accounts.

Edular is a required tool for all students and supports accountability, communication, and success throughout the program.

Transfer students are responsible to purchase the education kit at an additional cost from the tuition. The cost of the education kit is $719.65, this includes sales tax.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS IN COURSES

Future Professionals will be expected to complete the courses within a designated period of time. In general, the MAXIMUM TIME to complete with a cumulative attendance rate of at least 80%.

1. Receive the required number of clock hours of training,
2. Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations,
3. For a student to meet the school requirements, 100% of all practical worksheets must be completed;
4. Satisfactorily pass final written and practical exams,
5. Complete the required theory hours, and
6. Fulfill all financial obligations owed to the school.

A student cannot graduate without meeting the above graduation requirements.

The graduation requirements do not apply to the Makeup Application Workshop, the Classic Lashes Workshop, the Brow Lift Workshop, Volume Lash Workshop or the Lash Lift Workshop. Students are required to complete the required hours and fulfill all financial obligations owed to the school. Once complete they will receive a certificate of completion.

AVAILABILITY OF TRANSCRIPTS POLICY

Official Transcripts Effective July 1, 2024, federal regulations under Title IV of the Higher Education Act (34 CFR 668.14(b)(33) and (b)(34)) govern the release of official transcripts. An official transcript is a certified copy of the student's academic record, including clock hours earned.

The student is eligible to request an official transcript under the following conditions:

- The school will provide an official transcript for payment periods in which the student received Title IV federal student aid, provided that all institutional charges for those specific periods are paid in full or are covered under a current, compliant payment agreement.
- The school will issue the qualifying portions of the transcript covering Title IV-funded periods even if the student has an outstanding balance from other periods or is no longer enrolled.
- The school **may** withhold clock hours or grades associated with payment periods that did not receive Title IV aid and for which institutional charges remain unpaid with no active payment agreement.
- Transcripts will not be withheld due to balances resulting from institutional error or misconduct.

Payment Agreements: A payment agreement is considered compliant only if it is a formal arrangement between the school and the student (or the responsible party) is current on all scheduled payments with no past-due amounts. The school may require the first payment under a new agreement before releasing the transcript.

How to Request a Transcript: You may request a transcript be sent electronically or by mail by the school's Success Coach. The request must be in written form and will be responded to within three business days. The transcript that is electronically produced contains the identical information as a paper transcript. Paul Mitchell the School Dallas, Paul Mitchell the School Dallas- San Antonio, and Paul Mitchell the School Dallas-Arlington do not release transcripts if a student has a financial hold. Unofficial transcripts are available upon request.

Additional Information: This policy is subject to applicable state laws and accrediting standards. If you have any questions regarding graduation requirements, transcripts, or financial obligations please direct them to the Financial Services Office.

Texas Department of Licensing and Regulation: When the student has met all graduation requirements hours will be released to the Texas Department of Licensing and Regulation (TDLR) within 10 days. During this time the school will indicate if the student has paid in full or if they have an outstanding balance. To be eligible to take the state exam, students must have completed all required hours and paid the school in full. For students not eligible due to balance owed to the school, once payment is made in full the school will notify TDLR.

CERTIFICATE OF COMPLETION

A Certificate of Completion will be issued once a student has met all academic graduation requirements **and** settled all financial obligations to the school—either by paying in full or via a compliant payment arrangement.

Please note that the Certificate of Completion is **not** a requirement for graduation or for receiving an official transcript.

CAREER SERVICES

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

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

ESTHETICS PROGRAM

ESTHETICS COURSE INFORMATION

ESTHETICS COURSE DESCRIPTION

Esthetics: *Standard Occupational Classification (SOC) 39-5094.00*

Classification of Instructional Programs (CIP) Code 12.0409

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

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

ESTHETICS COURSE OVERVIEW

Course Hours: 750 clock hours

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

1. **Pre-clinical Classroom Instruction:** This phase is devoted to classroom workshops, demonstrations, and practicalexperiences where students learn esthetics principles, technical information, safety and sanitation, and professional practices.
2. **Clinic Learning Experience:** Students transition into the clinic classroom, where practical experience is gainedthrough supervised guest services. During this phase, students develop technical proficiency, professionalism, guest service skills, and confidence through hands-on learning experiences.

ESTHETICS COURSE OUTLINE

The Esthetics program at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio, and Paul Mitchell The School Dallas - Arlington is divided into two educational designations:

1. **Core Curriculum:** The Core Curriculum provides the foundational principles of esthetics through classroom instruction, demonstrations, and hands-on learning experiences. Students receive individual attention duringpractical workshops and are evaluated through practical exercises, written assessments, and periodic evaluations designed to monitor student progress. This phase establishes the technical knowledge, professional practices, and foundational skills necessary for success in the clinic classroom.
2. **Mentor Learning Experience:** The Mentor Learning Experience provides students with supervised clinic classroomexperiences where they continue developing technical and therapeutic abilities while providing services to paying guests under Learning Leader supervision. Students strengthen professionalism, guest service, communication,consultation, and relationship-building skills while gaining practical experience that prepares them for successful careers in the esthetics industry.

ESTHETICS COURSE REQUIREMENTS

The instructional program meets or exceeds these requirements:

Subject	Hours
Theory and related practice: anatomy and physiology; skin diseases and disorders; skin analysis; machines and related equipment; basic facials; chemistry; care of client; superfluous hair removal and related theory; sanitation law and rules; business management; facial treatments, cleansing, masking, and therapy; chemistry machines and related equipment; superfluous hair removal; sanitation, first aid, health and safety; makeup.	450
Specialty Practice and related theory: advanced facial treatments and superfluous hair removal using devices or preparations; makeup; semi-permanent eyelash extension applications; and related practices.	300

Subject	Hours
TOTAL CLOCK HOURS	**750**

The institution offers employment assistance to help graduates' efforts to secure education-related employment that includes, but is not limited to training in professionalism, resume' development, job interview preparation and job search skills.

ESTHETICS PROGRAM TESTING AND GRADING PROCEDURES

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

1. **Theory exams:** Students must receive a grade of 70% or higher on each assigned theory exam.
2. **Core written and practical skills evaluation:** Students must receive a grade of 70% or higher on each written exam and each practical skill exam in order to complete the Core program. The exams are an overview of instruction taught during the Core schedule. All Core written and practical skill exams must be passed with a 70% in order to transition to the Clinic Classroom. If students are unable to pass each exam after two attempts, the student may be asked to withdraw from the program and re-enroll in the next available Core class start date.
3. **Final exam:** This test covers an overview of all related esthetics subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
4. **Clinic practical worksheets:** Students must complete all assigned practical clinic classroom worksheets.

ESTHETICS CLASS START DATES

2026 DALLAS	
DAY SCHOOL:	January 20, March 3, April 14, May 26, July 7, August 18, September 29, November 10
NIGHT SCHOOL:	January 26, March 23, May 18, July 20, September 21, November 16

2026 SAN ANTONIO	
DAY SCHOOL:	January 13, February 24, April 7, May 19, June 30, August 11, August 12, September 22, November 3
NIGHT SCHOOL:	January 20, March 16, March 17, May 4, June 22, August 11, September 28, November 16

2026 ARLINGTON	
DAY SCHOOL:	September 21, November 2

Class Cancellations: Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington reserve the right to cancel a class prior to the first scheduled day of instruction. In the event of class cancellation, the school will issue a full refund of tuition and fees collected.

2027 DALLAS	
DAY SCHOOL:	January 12, February 23, April 13, May 25, July 6, August 17, September 28, November 9
NIGHT SCHOOL:	January 25, April 5, June 7, August 2, September 27, November 22

2027 SAN ANTONIO	
DAY SCHOOL:	January 19, March 9, April 27, June 15, August 3, September 21, November 9
NIGHT SCHOOL:	February 8, April 12, June 14, August 16, October 11

2027 ARLINGTON	
DAY SCHOOL:	January 12, February 22, April 13, May 24, July 5, August 16, September 27, November 8

Class Cancellations: Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington reserve the right to cancel a class prior to the first scheduled day of instruction. In the event of class cancellation, the school will issue a full refund of tuition and fees collected.

ESTHETICS PROGRAM SCHEDULES

DALLAS CAMPUS

CORE SCHEDULE OPTIONS

Students complete six (6) weeks in the Day Core schedule or eight (8) weeks in the Night Core schedule. Day Core students transition to a Flex Schedule beginning in Week 7, and Night Core students transition beginning in Week 9.

CORE OPTION	DAYS	TIMES	HOURS PER WEEK
4-Day Core	Tuesday-Friday	9:30 AM - 4:30 PM	26 hours
4-Day Night Core	Monday-Thursday	5:30 PM - 10:00 PM	18 hours

POST-CORE FLEX SCHEDULE

After completing Core, students may complete their scheduled weekly hours during the following operating hours:

DAYS	TIMES
Monday-Thursday	9:30 AM - 10:00 PM
Friday-Saturday	9:30 AM - 4:30 PM

Students may not exceed their scheduled weekly hours or ten (10) hours in one day.

FLEX SCHEDULE OPTION	HOURS PER WEEK
18-Hour Flex Schedule	18 hours
22.5-Hour Flex Schedule	22.5 hours
26-Hour Flex Schedule	26 hours
32.5-Hour Flex Schedule	32.5 hours

THEORY AND TESTING AND SPECIALTY INSTRUCTION

The post-Core schedule is flexible. Theory, Testing, and Specialty instruction are offered during the times listed below. Students are strongly encouraged to attend these instructional periods to receive in-person instruction and remain on track with the curriculum.

DAYS	TIMES
Tuesday Night	5:30 PM - 10:00 PM
Tuesday	10:30 AM - 12:00 PM
Wednesday	9:30 AM - 12:00 PM

SAN ANTONIO CAMPUS

CORE SCHEDULE OPTIONS

Students complete six (6) weeks in the Day Core schedule or eight (8) weeks in the Night Core schedule. Day Core students transition to a Flex Schedule beginning in Week 7, and Night Core students transition beginning in Week 9.

CORE OPTION	DAYS	TIMES	HOURS PER WEEK
4-Day Core	Tuesday-Friday	9:30 AM - 4:30 PM	26 hours
4-Day Night Core	Monday-Thursday	5:30 PM - 10:00 PM	18 hours

POST-CORE FLEX SCHEDULE

After completing Core, students may complete their scheduled weekly hours during the following operating hours:

DAYS	TIMES
Monday-Thursday	9:30 AM - 10:00 PM
Friday	9:30 AM - 4:30 PM

Students may not exceed their scheduled weekly hours or ten (10) hours in one day.

FLEX SCHEDULE OPTION	HOURS PER WEEK
18-Hour Flex Schedule	18 hours
22.5-Hour Flex Schedule	22.5 hours
26-Hour Flex Schedule	26 hours
32.5-Hour Flex Schedule	32.5 hours

THEORY AND TESTING AND SPECIALTY INSTRUCTION

The post-Core schedule is flexible. Theory, Testing, and Specialty instruction are offered during the times listed below. Students are strongly encouraged to attend these instructional periods to receive in-person instruction and remain on track with the curriculum.

DAYS	TIMES
Monday Night	5:30 PM - 10:00 PM
Monday	9:45 AM - 4:30 PM
Tuesday	9:45 AM - 2:30 PM

ARLINGTON CAMPUS

CORE SCHEDULE OPTIONS

Students complete seven (7) weeks in the Day Core schedule and transition to a Flex Schedule beginning in Week 8.

CORE OPTION	DAYS	TIMES	HOURS PER WEEK
4-Day Core	Monday-Thursday	9:30 AM - 4:30 PM	26 hours

POST-CORE FLEX SCHEDULE

After completing Core, students may complete their scheduled weekly hours during the following operating hours:

DAYS	TIMES
Monday-Friday	9:30 AM - 4:30 PM

Students may not exceed their scheduled weekly hours or ten (10) hours in one day.

FLEX SCHEDULE OPTION	HOURS PER WEEK
22.5-Hour Flex Schedule	22.5 hours
26-Hour Flex Schedule	26 hours
32.5-Hour Flex Schedule	32.5 hours

THEORY AND TESTING AND SPECIALTY INSTRUCTION

The post-Core schedule is flexible. Theory, Testing, and Specialty instruction are offered during the times listed below. Students are strongly encouraged to attend these instructional periods to receive in-person instruction and remain on track with the curriculum.

DAYS	TIMES

Tuesday	9:30 AM - 12:00 PM
Wednesday	9:30 AM - 12:00 PM

**Evening attendance is not available for the Esthetics program.*

ESTHETICS COST OF TUITION AND SUPPLIES

Our current tuition, fees, and supply costs are detailed below.

Prospective students are encouraged to use the Net Price Calculator available on our website to receive a personalized estimate of the cost of attending Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington.

Transfer students and students who are approved to re-enter their program are assessed a per clock hour rate for the remainder of their program.

DALLAS CAMPUS	
TUITION – Esthetics	
Tuition	$10,100.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	1,509.12
Textbook *(non-refundable)*	455.40
Sales Tax *(non-refundable)*	162.07
TOTAL COSTS	**$12,351.59**

SAN ANTONIO CAMPUS

TUITION – Esthetics	
Tuition	$12,857.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	1,509.12
Textbook *(non-refundable)*	455.40
Sales Tax *(non-refundable)*	162.07
TOTAL COSTS	**$15,108.59**

ARLINGTON CAMPUS

TUITION – Esthetics	
Tuition	$10,100.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	1,509.12
Textbook *(non-refundable)*	455.40
Sales Tax *(non-refundable)*	162.07
TOTAL COSTS	**$12,351.59**

Students have the option to purchase the iPad for an additional $336.18 + $27.73 sales tax, for a total of $363.91.

Program	Per Clock Hour Rate (Transfer and Re-Entry Students Only)
Esthetics (Dallas & Arlington campuses)	$13.47
Esthetics (San Antonio campus)	$17.14

TUITION COSTS EFFECTIVE JANUARY 1, 2027

DALLAS CAMPUS	
TUITION – Esthetics	
Tuition	$11,460.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	1,770.76
Textbook *(non-refundable)*	286.90
Sales Tax *(non-refundable)*	169.76
TOTAL COSTS	**$13,812.42**

SAN ANTONIO CAMPUS	
TUITION – Esthetics	
Tuition	$13,242.71
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	1,770.76
Textbook *(non-refundable)*	286.90
Sales Tax *(non-refundable)*	169.73
TOTAL COSTS	**$15,595.10**

ARLINGTON CAMPUS	
TUITION – Esthetics	
Tuition	$11,460.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	1,770.76
Textbook *(non-refundable)*	286.90
Sales Tax *(non-refundable)*	169.76
TOTAL COSTS	**$13,812.42**

Students have the option to purchase the iPad for an additional $444.11 + $36.64 sales tax, for a total of $480.75.

Program	Per Clock Hour Rate (Transfer and Re-Entry Students Only)
Esthetics (Dallas & Arlington campuses)	$15.28
Esthetics (San Antonio campus)	$17.66

Any used and/or opened items in the Paul Mitchell Technical Kit purchased from the school are considered unreturnable equipment. Returnable equipment must be returned within 20 days of withdrawal in their original state, no exceptions. All returned equipment will be assessed a 25% restocking fee. Unopened items from the kit can only be returned to the school if they were purchased directly from the school.

Note: The total charges for a period of attendance are equivalent to the cost of the entire program, due to the length of the program.

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Financial aid available to those who qualify.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Kit and Textbooks are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

At its sole discretion, the school may adjust tuition and kit fees for students that transfer from a school that has closed without notice.

At its sole discretion, the school may adjust tuition and kit fees for certain class start dates. Contact the Admissions Leader for more information.

ESTHETICS KIT AND TEXTBOOKS

ESTHETICS STUDENT TEXTBOOK AND KITS

Students are expected to use the Paul Mitchell technical kits and equipment designated by the School while enrolled. Students may purchase the Paul Mitchell Technical Kit in its entirety from the School, or individual contents may be purchased independently. Students are responsible for purchasing the required technical kit at an additional cost separate from tuition. Students are also responsible for the purchase of personal stationery supplies.

If purchased independently, items must meet the criteria established on the School's current Technical Kit List. The most recent Technical Kit List is available upon request from the School. If a student needs to replace a technical kit or equipment item at any time during enrollment, replacement items may be purchased through the School or independently, provided they meet the School's applicable technical kit requirements.

Disclaimer:
A detailed list of kit contents is available upon request from the school. Kit contents, equipment, products, and brands are subject to change based on product availability, curriculum requirements, or other program needs as determined by the school.

Students are advised to refrain from loaning any part of their technical kit or textbooks. The School is not responsible for items that are lost or stolen.

All education apps will work on a compatible IOS device. If a Student has access to a compatible IOS device, an iPad purchase may not be necessary.

Right to Independent Purchase of iPad and Technical Kit: Any Student who desires to independently purchase their iPad or technical kit from a source other than the School has the right to do so. A Student who chooses to do this should notify the School prior to signing the enrollment agreement.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Technical Kit, Textbooks and Digital Kit are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

TEXTBOOK

Pivot Point Esthetics eBook & Digital App Two-Year Subscription $359.70
Qnity $95.70
A digital curriculum that is a financial literacy program specifically designed for students in the beauty industry.

This cost does not reflect sales tax.

EFFECTIVE JANUARY 1, 2027

1 Pivot Point Esthetics eBook & Digital App Two-Year Subscription $228.90
1 Qnity $58.00 A digital curriculum that is a financial literacy program specifically designed for students in the beauty industry.

This cost does not reflect sales tax.

ESTHETICS EDUCATION KIT

The Esthetics Education Kit is included in the cost of tuition, for students who pay for the full program. Transfer students are responsible to purchase the education kit at an additional cost from the published tuition.

THE MAKEUP SYSTEM APP

This app has all you need to draw and create any makeup design, including high-fashion, runway, avant-garde, photo shoot, or everyday looks. The Makeup System app is a must for all who love makeup, including new makeup artists and seasoned professionals.

Special features of the app include:

- View video tutorials on cheek, eye, and lip application.
- Build your own face chart by selecting from various face sizes, skin tones, eye shapes, and lip shapes.
- Utilize the large color palette to include pastel, neutral, bold, and shimmer shade; all colors can be layered, blended, and smudged.
- The seven makeup brushes include a thin liner, lip, fan, angled liner, blush, and two shadow brushes.
- Utilize various tools, including a pencil eraser to erase or clean unwanted lines; two different sponges for blending; and a pencil to be used as an eye, lip, or brow liner.
- A special “layer” option allows you to better “draw within the lines” in the foreground or background of the face chart.
- A zoom feature allows drawing details on the eyes, lips, or any area of the face chart.
- Create and label multiple collections of face charts that can be saved and e-mailed to others.

PLUGGED IN APP

Plugged In is an enhanced educational and resource tool, exclusive to Paul Mitchell Schools, that enables our Future Professionals to stay connected with their education inside and outside of the classroom.

Features and Access Includes:

- Paul Mitchell Schools System Apps – Future Professionals will have access to The Color System, The Cutting System, and The Makeup System apps from within the Plugged In app.
- My Profile Access – Future Professionals will have access to view and update their profile information within the Plugged In app.
- Plugged In – Future Professionals will have access to all content found on our Plugged In educational and resource website. This content includes:
- Multiple Intelligence, MASTERS, Careers, Professional Development, Mentors, Education, Giving Back, Caper, Media, Contests, Product, and The Buzz.
- Messages – Future Professionals will have the ability to view and receive individual or group messages from their school leaders.

CONNECTING TO MY FUTURE APP

Connecting to My Future is a professional development app designed to help transform yourself into your new role as a successful, confident, and knowledgeable salon, spa, or barbering professional. Having this strong foundation is key to success in the beauty and barbering industries.

This book focuses on the following:

- Essential skills — Also known as “soft skills,” and include communication, empathy, mindfulness, social and emotional IQ, the Be Nice culture, being a team player, and more.
- Career services — Teaches professional career preparedness skills and provides the hiring opportunity connections for school graduates with salon, spa, and barbershop owners and managers.
- Financial literacy — This is how students gain a financial education and the confidence to properly manage and understand their money.

Each chapter of the app connects the reader with inspirational and experienced mentors, along with activities, videos, and MASTERS Podcast interviews.

BE NICE OR ELSE IBOOK

MAKEUP PORTFOLIO

The Makeup Portfolio is a comprehensive workbook designed for students and professionals in the makeup industry. It guides users through various makeup techniques, from foundational skills to advanced applications, while also emphasizing the importance of building a professional portfolio.

EDULAR

Edular is the student success platform used by the school to support education programs. Its student-driven, mobile-first design enhances the student experience, helping Future Professionals stay organized and on track from enrollment through graduation.

Edular provides a centralized hub where students can:

• Access and complete required documents – Enrollment forms and other school documents are sent and stored within the Edular app for convenient and secure submission.

• Track academic progress – Through the Edular Skills Tracker, students can record completed skills, upload supporting materials such as photos, PDFs, and short videos, and submit skills for instructor review. Instructors can approve, reject, or grade submissions according to program requirements.

• Monitor program details – Students can view real-time information from the school’s Student Information System (Freedom), including Attendance Percentage, GPA, Program Details, Last Date of Attendance (LDA), Start Date, End Date, and additional information related to their enrollment.

• Engage in streamlined financial processes – Edular integrates with the school’s payment portal system to provide efficient workflows and greater transparency for student financial accounts.

Edular is a required tool for all students and supports accountability, communication, and success throughout the program.

Transfer students are responsible to purchase the education kit at an additional cost from the tuition. The cost of the education kit is $561.83, this includes sales tax.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS IN COURSES

Future Professionals will be expected to complete the courses within a designated period of time. In general, the MAXIMUM TIME to complete with a cumulative attendance rate of at least 80%.

1. Receive the required number of clock hours of training,
2. Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations,
3. For a student to meet the school requirements, 100% of all practical worksheets must be completed;
4. Satisfactorily pass final written and practical exams,
5. Complete the required theory hours, and
6. Fulfill all financial obligations owed to the school.

A student cannot graduate without meeting the above graduation requirements.

The graduation requirements do not apply to the Makeup Application Workshop, the Classic Lashes Workshop, the Brow Lift Workshop, Volume Lash Workshop or the Lash Lift Workshop. Students are required to complete the required hours and fulfill all financial obligations owed to the school. Once complete they will receive a certificate of completion.

AVAILABILITY OF TRANSCRIPTS POLICY

Official Transcripts Effective July 1, 2024, federal regulations under Title IV of the Higher Education Act (34 CFR 668.14(b)(33) and (b)(34)) govern the release of official transcripts. An official transcript is a certified copy of the student's academic record, including clock hours earned.

The student is eligible to request an official transcript under the following conditions:

- The school will provide an official transcript for payment periods in which the student received Title IV federal student aid, provided that all institutional charges for those specific periods are paid in full or are covered under a current, compliant payment agreement.
- The school will issue the qualifying portions of the transcript covering Title IV-funded periods even if the student has an outstanding balance from other periods or is no longer enrolled.
- The school **may** withhold clock hours or grades associated with payment periods that did not receive Title IV aid and for which institutional charges remain unpaid with no active payment agreement.
- Transcripts will not be withheld due to balances resulting from institutional error or misconduct.

Payment Agreements: A payment agreement is considered compliant only if it is a formal arrangement between the school and the student (or the responsible party) is current on all scheduled payments with no past-due amounts. The school may require the first payment under a new agreement before releasing the transcript.

How to Request a Transcript: You may request a transcript be sent electronically or by mail by the school's Success Coach. The request must be in written form and will be responded to within three business days. The transcript that is electronically produced contains the identical information as a paper transcript. Paul Mitchell the School Dallas, Paul Mitchell the School Dallas- San Antonio, and Paul Mitchell the School Dallas-Arlington do not release transcripts if a student has a financial hold. Unofficial transcripts are available upon request.

Additional Information: This policy is subject to applicable state laws and accrediting standards. If you have any questions regarding graduation requirements, transcripts, or financial obligations please direct them to the Financial Services Office.

Texas Department of Licensing and Regulation: When the student has met all graduation requirements hours will be released to the Texas Department of Licensing and Regulation (TDLR) within 10 days. During this time the school will indicate if the student has paid in full or if they have an outstanding balance. To be eligible to take the state exam, students must have completed all required hours and paid the school in full. For students not eligible due to balance owed to the school, once payment is made in full the school will notify TDLR.

CERTIFICATE OF COMPLETION

A Certificate of Completion will be issued once a student has met all academic graduation requirements **and** settled all financial obligations to the school—either by paying in full or via a compliant payment arrangement.

Please note that the Certificate of Completion is **not** a requirement for graduation or for receiving an official transcript.

CAREER SERVICES

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

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

MANICURE 600 PROGRAM

MANICURE 600 COURSE INFORMATION

MANICURE 600 COURSE DESCRIPTION

Manicure 600: ***Standard Occupational Classification (SOC) 39-5092.00***
Classification of Instructional Programs (CIP) Code 12.0410

The curriculum involves 600 hours to satisfy Texas state requirements. The course includes extensive instruction and practical experience in manicuring, pedicuring, nail enhancements, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

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

MANICURE 600 COURSE OVERVIEW

Course Hours: 600 clock hours

The course is divided into Pre-clinical Classroom Instruction and Specialty/Clinic Learning concurrent with clinical service-learning experiences.

1. **Pre-clinical Classroom Instruction:** This phase is devoted to classroom workshops, demonstrations, and practical experiences where students learn manicure principles, technical information, safety and sanitation, and professional practices.
2. **Specialty/Clinic Learning Experience:** Students transition into the clinic classroom, where practical experience is gained through supervised guest services. During this phase, students develop technical profi ciency, professionalism, guest service skills, and confi dence through hands-on learning experiences.

MANICURE 600 COURSE OUTLINE

The Manicure 600 program at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio, and Paul Mitchell The School Dallas - Arlington is divided into three educational designations:

1. **Core/Protégé' Curriculum:** The Core/Protégé Curriculum provides the foundational principles of manicuring through classroom instruction, demonstrations, and hands-on learning experiences. Students are graded and evaluated using written, oral, and practical testing methods. The Protégé Learning Experience provides a smooth transition from the Core Curriculum to the clinic classroom while preparing students for supervised guest service experiences.
2. **Theory/Specialty Classroom:** Throughout the program, students participate in theory and specialty classroom instruction that may include manicures, pedicures, nail extensions, nail diseases and disorders, and other technical and professional topics. Classroom Learning Experiences may also include retailing, motivation, self-improvement, and professional development presented by Learning Leaders, non-licensed staff members, or guest artists.
3. **Clinic Classroom Learning Experience:** Students receive individual attention and participate in group learning experiences through mini-classes, clinic practical worksheets, and periodic evaluations designed to monitor student progress. During this phase, students begin providing services to paying guests in the clinic classroom under Learning Leader supervision while developing technical proficiency, professionalism, guest service, and relationship-building skills.

MANICURE 600 COURSE REQUIREMENTS

The instructional program meets or exceeds these requirements:

Subject	Hours
Theory and related practice: anatomy and physiology; nail structure and growth; equipment and implements; bacteriology, sanitation and safety; hazardous chemicals and ventilation; basic manicures and pedicures; business management; laws and rules; nail and skin diseases and disorders; artificial nails; product chemistry; repair work, massage, buffing and application of polish and artificial nails; cosmetic fingernails, extensions, sculptured nails, tips, wraps, fiberglass/gels and odorless products; basic manicuring and pedicuring; nail art; electric filing	300
Specialty Practice and related theory: professional practices; advanced manicuring and pedicuring; advanced techniques, preparations and applications.	300
TOTAL CLOCK HOURS	**600**

The institution offers employment assistance to help graduates' efforts to secure education-related employment that includes, but is not limited to training in professionalism, resume' development, job interview preparation and job search skills.

MANICURE 600 PROGRAM TESTING AND GRADING PROCEDURES

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

1. **Theory exams:** Students must receive a grade of 70% or higher on each assigned theory exam.
2. **Core written and practical skills evaluation:** Students must receive a grade of 70% or higher on each written exam and each practical skill exam in order to complete the Core program. The exams are an overview of instruction taught during the Core schedule. All Core written and practical skill exams must be passed with a 70% in order to transition to the Clinic Classroom. If students are unable to pass each exam after two attempts, the student may be asked to withdraw from the program and re-enroll in the next available Core class start date.
3. **Final exam:** This test covers an overview of all related esthetics subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
4. **Clinic practical worksheets:** Students must complete all assigned practical clinic classroom worksheets.

MANICURE 600 CLASS START DATES

2026 DALLAS CAMPUS	
DAY SCHOOL:	January 20, March 3, April 14, May 26, July 7, August 18, September 29, November 10
NIGHT SCHOOL:	January 26, March 23, May 18, July 20, September 21, November 16

2026 SAN ANTONIO CAMPUS	
DAY SCHOOL:	January 13, February 10, March 17, April 14, May 12, June 9, July 7, August 4, September 1, September 29, October 27, December 1

2026 ARLINGTON CAMPUS	
DAY SCHOOL:	January 13, February 23, April 14, May 18, June 29, August 3, September 21, November 2
NIGHT SCHOOL:	June 22, August 3, September 15, October 19

Class Cancellations: Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington reserve the right to cancel a class prior to the first scheduled day of instruction. In the event of class cancellation, the school will issue a full refund of tuition and fees collected.

2027 DALLAS CAMPUS	
DAY SCHOOL:	January 21, March 4, April 15, June 3, July 15, August 26, October 7, November 11
NIGHT SCHOOL:	January 25, April 5, June 7, August 2, September 27, November 22

2027 SAN ANTONIO CAMPUS	
DAY SCHOOL:	January 12, February 16, March 23, April 27, June 1, July 6, August 10, September 14, October 19, December 7

2027 ARLINGTON CAMPUS	
DAY SCHOOL:	January 12, February 22, April 13, May 24, July 5, August 16, September 27, November 8
NIGHT SCHOOL:	January 19, February 22, March 29, May 3, June 7, July 13, August 16, September 20, October 25, December 6

Class Cancellations: Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington reserve the right to cancel a class prior to the first scheduled day of instruction. In the event of class cancellation, the school will issue a full refund of tuition and fees collected

MANICURE 600 PROGRAM SCHEDULE

DALLAS CAMPUS

CORE SCHEDULE OPTIONS

Students complete four (4) weeks in the Day Core schedule or six (6) weeks in the Night Core schedule. Day Core students transition to a Flex Schedule beginning in Week 5, and Night Core students transition beginning in Week 7.

CORE OPTION	DAYS	TIMES	HOURS PER WEEK
3-Day Core	Thursday-Saturday	9:30 AM - 4:30 PM	19.5 hours
4-Day Night Core	Monday-Thursday	5:30 PM - 10:00 PM	18 hours

POST-CORE FLEX SCHEDULE

After completing Core, students may complete their scheduled weekly hours during the following operating hours:

DAYS	TIMES
Monday-Thursday	9:30 AM - 10:00 PM
Friday-Saturday	9:30 AM - 4:30 PM

Students may not exceed their scheduled weekly hours or ten (10) hours in one day.

FLEX SCHEDULE OPTION	HOURS PER WEEK
18-Hour Flex Schedule	18 hours
22.5-Hour Flex Schedule	22.5 hours
26-Hour Flex Schedule	26 hours

THEORY AND TESTING AND SPECIALTY INSTRUCTION

The post-Core schedule is flexible. Theory, Testing, and Specialty instruction are offered during the times listed below. Students are strongly encouraged to attend these instructional periods to receive in-person instruction and remain on track with the curriculum.

DAYS	TIMES
Tuesday Night	5:30 PM - 10:00 PM
Friday	9:30 AM - 4:30 PM

SAN ANTONIO CAMPUS

CORE SCHEDULE OPTIONS

Students complete four (4) weeks in the Day Core schedule and transition to a Flex Schedule beginning in Week 5.

CORE OPTION	DAYS	TIMES	HOURS PER WEEK
4-Day Core	Tuesday - Friday	9:30 AM - 4:30 PM	26 hours

POST-CORE FLEX SCHEDULE

After completing Core, students may complete their scheduled weekly hours during the following operating hours:

DAYS	TIMES
Monday	9:30 AM - 2:30 PM
Tuesday - Friday	9:30 AM - 4:30 PM

Students may not exceed their scheduled weekly hours or ten (10) hours in one day.

FLEX SCHEDULE OPTION	HOURS PER WEEK
18-Hour Flex Schedule	18 hours
22.5-Hour Flex Schedule	22.5 hours
26-Hour Flex Schedule	26 hours

THEORY AND TESTING AND SPECIALTY INSTRUCTION

The post-Core schedule is flexible. Theory, Testing, and Specialty instruction are offered during the times listed below. Students are strongly encouraged to attend these instructional periods to receive in-person instruction and remain on track with the curriculum.

DAYS	TIMES
Tuesday	9:45 AM - 2:30 PM

ARLINGTON CAMPUS

CORE SCHEDULE OPTIONS

Students complete three (3) weeks in the Day Core schedule or six (6) weeks in the Night Core schedule. Day Core students transition to a Flex Schedule beginning in Week 4, and Night Core students transition beginning in Week 7.

CORE OPTION	DAYS	TIMES	HOURS PER WEEK
4-Day Core	Monday-Thursday	9:30 AM - 4:30 PM	26 hours
4-Day Night Core	Monday-Thursday	5:30 PM - 10:00 PM	18 hours

POST-CORE FLEX SCHEDULE

After completing Core, students may complete their scheduled weekly hours during the following operating hours:

DAYS	TIMES
Monday-Thursday	9:30 AM - 10:00 PM
Friday	9:30 AM - 4:30 PM

Students may not exceed their scheduled weekly hours or ten (10) hours in one day.

FLEX SCHEDULE OPTION	HOURS PER WEEK
18-Hour Flex Schedule	18 hours
22.5-Hour Flex Schedule	22.5 hours
26-Hour Flex Schedule	26 hours
32.5-Hour Flex Schedule	32.5 hours

THEORY AND TESTING AND SPECIALTY INSTRUCTION

The post-Core schedule is flexible. Theory, Testing, and Specialty instruction are offered during the times listed below. Students are strongly encouraged to attend these instructional periods to receive in-person instruction and remain on track with the curriculum.

DAYS	TIMES

Tuesday Night	5:30 PM - 10:00 PM
Wednesday	9:30 AM - 4:30 PM

MANICURE 600 COST OF TUITION AND SUPPLIES

Our current tuition, fees, and supply costs are detailed below.

Prospective students are encouraged to use the Net Price Calculator available on our website to receive a personalized estimate of the cost of attending Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington.

Transfer students and students who are approved to re-enter their program are assessed a per clock hour rate for the remainder of their program.

ALL CAMPUSES	
TUITION – Manicure 600	
Tuition	$5,500.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	1,501.39
Textbook *(non-refundable)*	372.60
Sales Tax *(non-refundable)*	154.60
TOTAL COSTS	**$7,653.59**

Students have the option to purchase the iPad for an additional $336.18 + $27.73 sales tax, for a total of $363.91.

Program	**Per Clock Hour Rate (Transfer and Re-Entry Students Only)**
Manicure 600	$9.17

TUITION COSTS EFFECTIVE JANUARY 1, 2027

TUITION – Manicure 600	
Tuition	$8,000.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	1,796.72
Textbook *(non-refundable)*	286.90
Sales Tax *(non-refundable)*	171.90
TOTAL COSTS	**$10,380.52**

Students have the option to purchase the iPad for an additional $444.11 + $36.64 sales tax, for a total of $480.75.

Program	**Per Clock Hour Rate (Transfer and Re-Entry Students Only)**
Manicure 600	$13.33

Any used and/or opened items in the Paul Mitchell Technical Kit purchased from the school are considered unreturnable equipment. Returnable equipment must be returned within 20 days of withdrawal in their original state, no exceptions. All returned equipment will be assessed a 25% restocking fee. Unopened items from the kit can only be returned to the school if they were purchased directly from the school.

Note: The total charges for a period of attendance are equivalent to the cost of the entire program, due to the length of the program.

Please contact the school's Bursar for payment options. The school accepts cash, credit card, and personal check payments. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs.

Be advised that a 4.5% fee will be applied to each credit or debit card transaction conducted with our organization. This fee is necessary to cover processing costs associated with card payments. However, please note that the 4.5% fee is waived for ACH payments. By proceeding with a credit or debit card transaction, you acknowledge and agree to the imposition of this fee.

Financial aid available to those who qualify.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Kit and Textbooks are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

At its sole discretion, the school may adjust tuition and kit fees for students that transfer from a school that has closed without notice.

At its sole discretion, the school may adjust tuition and kit fees for certain class start dates. Contact the Admissions Leader for more information.

MANICURE 600 KIT AND TEXTBOOKS

MANICURE 600 STUDENT TEXTBOOK AND KITS

Students are expected to use Paul Mitchell technical kits and equipment while enrolled at the School. Equivalent or substitute items may be permitted with prior approval from the School.

Students may purchase the Paul Mitchell Technical kit in its entirety from the School, or purchase individual itmes independently. Independently purchased items must meet the requirements identified on the School's current Technical Kit List or otherwise receive School approval. The most current Technical Kit List is available upon request.Technical kits, equipment, replacement items, and personal stationery supplies are the student's responsibility and may be purchased separately from tuition. Replacement items may be purchased through the School or independently, provided they meet the School's requirements or receive prior approval.

Disclaimer:
A detailed list of kit contents is available upon request from the school. Kit items and brands are subject to change at any time without notice based on product availability or curriculum updates.

Students are advised to refrain from loaning any part of their technical kit or textbooks. The School is not responsible for items that are lost or stolen.

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Qnity $78.30
A digital curriculum that is a financial literacy program specifically designed for students in the beauty industry.

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- My Profile Access – Future Professionals will have access to view and update their profile information within the Plugged In app.
- Plugged In – Future Professionals will have access to all content found on our Plugged In educational and resource website. This content includes:
- Multiple Intelligence, MASTERS, Careers, Professional Development, Mentors, Education, Giving Back, Caper, Media, Contests, Product, and The Buzz.
- Messages – Future Professionals will have the ability to view and receive individual or group messages from their school leaders.

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• Track academic progress – Through the Edular Skills Tracker, students can record completed skills, upload supporting materials such as photos, PDFs, and short videos, and submit skills for instructor review. Instructors can approve, reject, or grade submissions according to program requirements.
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Edular is a required tool for all students and supports accountability, communication, and success throughout the program.

Transfer students are responsible to purchase the education kit at an additional cost from the tuition. The cost of the education kit is $258.50, this includes sales tax.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS IN COURSES

Future Professionals will be expected to complete the courses within a designated period of time. In general, the MAXIMUM TIME to complete with a cumulative attendance rate of at least 80%.

1. Receive the required number of clock hours of training,
2. Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations,
3. For a student to meet the school requirements, 100% of all practical worksheets must be completed;
4. Satisfactorily pass final written and practical exams,
5. Complete the required theory hours, and
6. Fulfill all financial obligations owed to the school.

A student cannot graduate without meeting the above graduation requirements.

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The student is eligible to request an official transcript under the following conditions:

- The school will provide an official transcript for payment periods in which the student received Title IV federal student aid, provided that all institutional charges for those specific periods are paid in full or are covered under a current, compliant payment agreement.
- The school will issue the qualifying portions of the transcript covering Title IV-funded periods even if the student has an outstanding balance from other periods or is no longer enrolled.

- The school **may** withhold clock hours or grades associated with payment periods that did not receive Title IV aid and for which institutional charges remain unpaid with no active payment agreement.
- Transcripts will not be withheld due to balances resulting from institutional error or misconduct.

Payment Agreements: A payment agreement is considered compliant only if it is a formal arrangement between the school and the student (or the responsible party) is current on all scheduled payments with no past-due amounts. The school may require the first payment under a new agreement before releasing the transcript.

How to Request a Transcript: You may request a transcript be sent electronically or by mail by the school's Success Coach. The request must be in written form and will be responded to within three business days. The transcript that is electronically produced contains the identical information as a paper transcript. Paul Mitchell the School Dallas, Paul Mitchell the School Dallas- San Antonio, and Paul Mitchell the School Dallas-Arlington do not release transcripts if a student has a financial hold. Unofficial transcripts are available upon request.

Additional Information: This policy is subject to applicable state laws and accrediting standards. If you have any questions regarding graduation requirements, transcripts, or financial obligations please direct them to the Financial Services Office.

Texas Department of Licensing and Regulation: When the student has met all graduation requirements hours will be released to the Texas Department of Licensing and Regulation (TDLR) within 10 days. During this time the school will indicate if the student has paid in full or if they have an outstanding balance. To be eligible to take the state exam, students must have completed all required hours and paid the school in full. For students not eligible due to balance owed to the school, once payment is made in full the school will notify TDLR.

CERTIFICATE OF COMPLETION

A Certificate of Completion will be issued once a student has met all academic graduation requirements **and** settled all financial obligations to the school—either by paying in full or via a compliant payment arrangement.

Please note that the Certificate of Completion is **not** a requirement for graduation or for receiving an official transcript.

CAREER SERVICES

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

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

CLASS A BARBER PROGRAM

CLASS A BARBER COURSE INFORMATION

CLASS A BARBER COURSE DESCRIPTIONS

Class A Barber: *Standard Occupational Classification (SOC) 39-5011.00*
Classification of Instructional Programs (CIP) Code 12.0402
The curriculum involves 1000 hours to satisfy State of Texas state requirements. The program includes extensive instruction and practical experience in men's cutting, hair coloring, perming, men's grooming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, and business ethics, as well as sanitation, state laws and regulations, salon-type administration, and job interviewing.

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

CLASS A BARBER COURSE OVERVIEW

Course Hours: 1000 clock hours

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

1. **Pre-clinical Classroom Instruction:** This phase is devoted to classroom workshops where students learn design principles, technical information, safety and sanitation, and professional practices.
2. **Clinic Classroom Learning Experience:** Students transition into the clinic classroom, where practical experience is gained through supervised guest services. During this phase, students develop technical proficiency, professionalism, guest service skills, and confidence through hands-on learning experiences.

CLASS A BARBER COURSE OUTLINE

The Class A Barber program at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington is divided into six educational designations:

1. **Core Curriculum:** The Core Curriculum provides the foundational principles of barbering through classroom instruction, demonstrations, and hands-on learning experiences. Students are graded and evaluated using written, oral, and practical testing methods. Students must successfully complete the Core Curriculum before progressing to regularly scheduled technical classes in cutting, coloring, permanent waving, and chemical texture services.
2. **Protégé Learning Experience:** The Protégé Learning Experience provides a smooth transition from the Core Curriculum to the Adaptive Curriculum while preparing students for the clinic classroom experience.
3. **Clinic Classroom Learning Experience:** Students receive individual attention and participate in group learning experiences through mini-classes, clinic practical worksheets, and periodic evaluations designed to monitor student progress. During this phase, students begin providing services to paying guests in the clinic classroom under Learning Leader supervision.
4. **Classroom Learning Experience:** Throughout the program, classroom learning includes specialty areas in cutting, coloring, texture, and barbering techniques. Each specialty area includes classroom instruction and demonstrations led by Learning Leaders. Classroom Learning Experiences may also include retailing, motivation, self-improvement, professional development, and attendance education presented by Learning Leaders, non-licensed staff members, or guest artists.
5. **Adaptive Curriculum:** Students enter a new phase of specialty classroom workshops coupled with challenging practical services designed to continue building confidence, technical proficiency, and professionalism in preparation for a successful career in the barbering and beauty industry.

6. **Creative Curriculum:** During the final phase of the program, students work in "high gear" by dressing, acting, and working like barbering and beauty industry professionals. Students use their artistic and creative abilities, coupled with the assistance of the Learning Leaders, to prepare for successful careers in the industry.

CLASS A BARBER COURSE REQUIREMENTS

The instructional program meets or exceeds these requirements:

Subject	Hours
Theory and related practice: anatomy and physiology; diseases and disorders of the skin, scalp, hair and nails; chemistry (haircoloring, chemical waving, and relaxing); bacteriology, sterilization and sanitation, health, safety, first aid, laws and rules; tools and equipment; hair care and related theory; business skills and establishment management; skin care and related theory; hair removal; nail care and related theory; electricity; haircutting; hairstyling; hair and scalp treatments, scalp massage; hairweaving, extensions; chemical textures and applications; face and neck massage and treatments; facial hair removal; manicuring; waxing and removing body hair; customer service and professional ethics; makeup; pedicuring; artificial nails.	700
The standards for the class A barber curriculum must include Specialty Practice and related theory: shaving with any razor type and razor techniques; mustache and beard care; advanced hair care and men's haircutting; and related practices.	300
TOTAL CLOCK HOURS	**1000**

In the case a student has completed a Cosmetology Operator program, and enrolls as a transfer student into the Class A Barber program, the student is required to complete the following course requirements.

Subject	Hours
The standards for the class A barber curriculum must include Specialty Practice and related theory: shaving with any razor type and razor techniques; mustache and beard care; advanced hair care and men's haircutting; and related practices.	300
TOTAL CLOCK HOURS	**300**

The institution offers employment assistance to help graduates' efforts to secure education-related employment that includes, but is not limited to training in professionalism, resume' development, job interview preparation and job search skills.

CLASS A BARBER PROGRAM TESTING AND GRADING PROCEDURE

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

1. **Theory exams:** Students must receive a grade of 70% or higher on each assigned theory exam.
2. **Core written and practical skills evaluation:** Students must receive a grade of 70% or higher on each written exam and each practical skill exam in order to complete the Core program. The exams are an overview of instruction taught during the Core schedule. All Core written and practical skill exams must be passed with a 70% in order to transition to the Clinic Classroom. If students are unable to pass each exam after two attempts, the student may be asked to withdraw from the program and re-enroll in the next available Core class start date.
3. **Final exam:** This test covers an overview of all related barbering subjects (e.g., anatomy, chemistry, etc.). Students must receive a grade of 70% or higher on all final exams.
4. **Clinic classroom practical worksheets:** Students must complete each Clinic Classroom Practical worksheet.

CLASS A BARBER CLASS START DATES

2026 DALLAS	
5 DAY SCHOOL :	June 22, August 11, September 28, November 10
3 DAY SCHOOL :	June 15, August 3, September 21, November 16
NIGHT SCHOOL:	January 26, March 23, May 18, July 20, September 21, November 16

2026 SAN ANTONIO	
FLEX SCHEDULE:	January 27, March 17, May 5, June 23, August 11, September 29, November 17

2026 ARLINGTON	
DAY SCHOOL :	February 2, March 23, May 12, June 29, August 17, October 5, November 23
NIGHT SCHOOL:	January 20, March 23, May 26, May 27, July 27, September 8, November 30

Class Cancellations: Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington reserve the right to cancel a class prior to the first scheduled day of instruction. In the event of class cancellation, the school will issue a full refund of tuition and fees collected.

2027 DALLAS	
5 DAY SCHOOL :	January 19, March 1, April 13, May 24, July 6, August 16, September 27, November 9
3 DAY SCHOOL :	February 1, April 5, June 7, August 2, September 20, November 15
NIGHT SCHOOL:	January 25, April 5, June 7, August 2, September 27, November 22

2027 SAN ANTONIO	
3 DAY SCHOOL :	January 26, March 9, April 20, June 1, July 13, August 24, October 5, November 16
NIGHT SCHOOL:	January 25, March 29, June 1, August 2, October 4, December 6

2027 ARLINGTON	
5 DAY SCHOOL :	January 12, March 1, April 19, June 7, July 26, September 20, November 15
3 DAY SCHOOL :	January 19, March 9, April 26, June 21, August 16, October 4, November 22
NIGHT SCHOOL:	February 16, April 19, June 21, August 16, October 18, December 14

Class Cancellations: Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington reserve the right to cancel a class prior to the first scheduled day of instruction. In the event of class cancellation, the school will issue a full refund of tuition and fees collected.

CLASS A BARBER PROGRAM SCHEDULES

DALLAS CAMPUS

CORE SCHEDULE OPTIONS

Students complete six (6) weeks in the Day Core schedule or eight (8) weeks in the Night Core schedule. Day Core students transition to a Flex Schedule beginning in Week 7, and Night Core students transition beginning in Week 9.

CORE OPTION	DAYS	TIMES	HOURS PER WEEK
5-Day Core	Monday-Friday	9:30 AM - 4:30 PM	32.5 hours
3-Day Core	Monday-Wednesday	9:30 AM - 6:00 PM	24 hours
4-Day Night Core	Monday-Thursday	5:30 PM - 10:00 PM	18 hours

POST-CORE FLEX SCHEDULE

After completing Core, students may complete their scheduled weekly hours during the following operating hours:

DAYS	TIMES
Monday-Thursday	9:30 AM - 10:00 PM
Friday-Saturday	9:30 AM - 4:30 PM

Students may not exceed their scheduled weekly hours or ten (10) hours in one day.

FLEX SCHEDULE OPTION	HOURS PER WEEK
18-Hour Flex Schedule	18 hours
22.5-Hour Flex Schedule	22.5 hours
26-Hour Flex Schedule	26 hours
32.5-Hour Flex Schedule	32.5 hours

THEORY AND TESTING AND SPECIALTY INSTRUCTION

The post-Core schedule is flexible. Theory, Testing, and Specialty instruction are offered during the times listed below. Students are strongly encouraged to attend these instructional periods to receive in-person instruction and remain on track with the curriculum.

DAYS	TIMES
Monday Monday Night	9:30 AM - 3:00 PM 5:30 PM - 10:00 PM

SAN ANTONIO CAMPUS

CORE SCHEDULE OPTIONS

Students complete six (6) weeks in the Day Core schedule or eight (8) weeks in the Night Core schedule. Day Core students transition to a Flex Schedule beginning in Week 7, and Night Core students transition beginning in Week 9.

CORE OPTION	DAYS	TIMES	HOURS PER WEEK
3-Day Core	Tuesday-Thursday	9:30 AM - 6:00 PM	24 hours
4-Day Night Core	Monday-Thursday	5:30 PM - 10:00 PM	18 hours

POST-CORE FLEX SCHEDULE

After completing Core, students may complete their scheduled weekly hours during the following operating hours:

DAYS	TIMES
Monday-Thursday Friday	9:30 AM - 10:00 PM 9:30 AM - 4:30 PM

Students may not exceed their scheduled weekly hours or ten (10) hours in one day.

FLEX SCHEDULE OPTION	HOURS PER WEEK
18-Hour Flex Schedule	18 hours
22.5-Hour Flex Schedule	22.5 hours
26-Hour Flex Schedule	26 hours
32.5-Hour Flex Schedule	32.5 hours

THEORY AND TESTING AND SPECIALTY INSTRUCTION

The post-Core schedule is flexible. Theory, Testing, and Specialty instruction are offered during the times listed below. Students are strongly encouraged to attend these instructional periods to receive in-person instruction and remain on track with the curriculum.

DAYS	TIMES
Wednesday Wednesday Night	9:30 AM - 1:30 PM 5:30 PM - 10:00 PM

ARLINGTON CAMPUS

CORE SCHEDULE OPTIONS

Students complete six (6) weeks in the Day Core schedule or eight (8) weeks in the Night Core schedule. Day Core students transition to a Flex Schedule beginning in Week 7, and Night Core students transition beginning in Week 9.

CORE OPTION	DAYS	TIMES	HOURS PER WEEK
5-Day Core	Monday-Friday	9:30 AM - 4:30 PM	32.5 hours
3-Day Core	Tuesday-Thursday	9:30 AM - 6:00 PM	24 hours
4-Day Night Core	Monday-Thursday	5:30 PM - 10:00 PM	18 hours

POST-CORE FLEX SCHEDULE

After completing Core, students may complete their scheduled weekly hours during the following operating hours:

DAYS	TIMES
Monday-Thursday	9:30 AM - 10:00 PM
Friday-Saturday	9:30 AM - 4:30 PM

Students may not exceed their scheduled weekly hours or ten (10) hours in one day.

FLEX SCHEDULE OPTION	HOURS PER WEEK
18-Hour Flex Schedule	18 hours
22.5-Hour Flex Schedule	22.5 hours
26-Hour Flex Schedule	26 hours
32.5-Hour Flex Schedule	32.5 hours

THEORY AND TESTING AND SPECIALTY INSTRUCTION

The post-Core schedule is flexible. Theory, Testing, and Specialty instruction are offered during the times listed below. Students are strongly encouraged to attend these instructional periods to receive in-person instruction and remain on track with the curriculum.

DAYS	TIMES
Monday Tuesday Night	9:30 AM - 4:00 PM 5:30 PM - 10:00 PM

CLASS A BARBER COST OF TUITION AND SUPPLIES

Our current tuition, fees, and supply costs are detailed below.

Prospective students are encouraged to use the Net Price Calculator available on our website to receive a personalized estimate of the cost of attending Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington.

Transfer students and students who are approved to re-enter their program are assessed a per clock hour rate for the remainder of their program.

TUITION – Class A Barber	
Tuition	$14,835.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	2,001.85
Textbook *(non-refundable)*	372.60
Sales Tax *(non-refundable)*	195.89

TOTAL COSTS	**$17,530.34**

Students have the option to purchase the iPad for an additional $336.18 + $27.73 sales tax, for a total of $363.91.

In the case a student has completed a Cosmetology Operator program, and enrolled as a transfer student into the Class A Barber program, the student will be required to purchase the dual license technical kit and textbooks.

Technical Kit w/ Sales Tax: $2,167.00 or $230.31
(Final kit items determined during education meeting; based on tools needed to complete 300 hours for Dual Licensure)
Textbooks with Sales Tax $499.79

Program	Per Clock Hour Rate (Transfer and Re-Entry Students Only)
Class A Barber Day School	$14.84

TUITION COSTS EFFECTIVE JANUARY 1, 2027

TUITION – Class A Barber	
Tuition	$15,280.00
Registration Fee	100.00
TDLR Student Permit Fee *(non-refundable)*	25.00
Technical Kit*	2,429.01
Textbook *(non-refundable)*	286.90
Sales Tax *(non-refundable)*	224.06
TOTAL COSTS	**$18,344.97**

Students have the option to purchase the iPad for an additional $444.11 + $36.64 sales tax, for a total of $480.75.

In the case a student has completed a Cosmetology Operator program, and enrolled as a transfer student into the Class A Barber program, the student will be required to purchase the dual license technical kit and textbooks.

Technical Kit w/ Sales Tax: $2,629.40 or $786.75
(Final kit items determined during education meeting; based on tools needed to complete 300 hours for Dual License)
Textbooks with Sales Tax $247.78

Program	Per Clock Hour Rate (Transfer and Re-Entry Students Only)
Class A Barber	$15.28

Any used and/or opened items in the Paul Mitchell Technical Kit purchased from the school are considered unreturnable equipment. Returnable equipment must be returned within 20 days of withdrawal in their original state, no exceptions. All returned equipment will be assessed a 25% restocking fee. Unopened items from the kit can only be returned to the school if they were purchased directly from the school.

Note: The total charges for a period of attendance are equivalent to the cost of the entire program, due to the length of the program.

Please contact the school's Bursar for payment options. The school accepts cash, credit card, and personal check payments. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs.

Be advised that a 4.5% fee will be applied to each credit or debit card transaction conducted with our organization. This fee is necessary to cover processing costs associated with card payments. However, please note that the 4.5% fee is waived for ACH payments. By proceeding with a credit or debit card transaction, you acknowledge and agree to the imposition of this fee.

Financial aid available to those who qualify.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Kit and Textbooks are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

At its sole discretion, the school may adjust tuition and kit fees for students that transfer from a school that has closed without notice.

At its sole discretion, the school may adjust tuition and kit fees for certain class start dates. Contact the Admissions Leader for more information.

CLASS A BARBER KIT AND TEXTBOOKS

CLASS A BARBER STUDENT TEXTBOOK AND KITS

Students are expected to use the Paul Mitchell technical kits and equipment designated by the School while enrolled. Students may purchase the Paul Mitchell Technical Kit in its entirety from the School, or individual contents may be purchased independently. Students are responsible for purchasing the required technical kit at an additional cost separate from tuition. Students are also responsible for the purchase of personal stationery supplies.

If purchased independently, items must meet the criteria established on the School's current Technical Kit List. The most recent Technical Kit List is available upon request from the School. If a student needs to replace a technical kit or equipment item at any time during enrollment, replacement items may be purchased through the School or independently, provided they meet the School's applicable technical kit requirements.

Disclaimer:

A detailed list of kit contents is available upon request from the school. Kit contents, equipment, products, and brands are subject to change based on product availability, curriculum requirements, or other program needs as determined by the School.

Students are advised to refrain from loaning any part of their technical kit or textbooks. The School is not responsible for items that are lost or stolen.

All education apps will work on a compatible IOS device. If a Student has access to a compatible IOS device, an iPad purchase may not be necessary.

Right to Independent Purchase of iPad and Technical Kit: Any Student who desires to independently purchase their iPad or technical kit from a source other than the School has the right to do so. A Student who chooses to do this should notify the School prior to signing the enrollment agreement.

Per VA regulation, only mandatory fees may be billed to the VA. The cost of our Technical Kit, Textbooks and Digital Kit are not mandatory fees and as such cannot be charged to the VA. Students utilizing VA benefits will be responsible for arranging alternate payments for these costs.

TEXTBOOK

1 Pivot Point Barber eBook & Digital App Two-Year Subscription $294.30
1 Qnity $58.00
Qnity is a digital curriculum that is a financial literacy program specifically designed for students in the beauty industry.

This cost does not reflect sales tax.

EFFECTIVE JANUARY 1, 2027

1 Pivot Point Barber eBook & Digital App Two-Year Subscription $228.90
1 Qnity $58.00 Qnity is a digital curriculum that is a financial literacy program specifically designed for students in the beauty industry.

his cost does not reflect sales tax.

CLASS A BARBER EDUCATION KIT

The Class A Barber Education Kit is included in the cost of tuition, for students who pay for the full program. Transfer students are responsible to purchase the education kit at an additional cost from the published tuition.

THE CUTTING SYSTEM APP

A revolutionary learning tool that combines 3D technology and legendary Paul Mitchell artistry ideal for new and seasoned stylists and barbers alike.

Filmed in HD from a hairdresser's perspective, features nine foundation haircutting exercises that demonstrate proper sectioning, elevation, over-direction, finger and cutting angles as well as men's haircutting using scissor-over- comb and clipper-over- comb techniques.

Each exercise includes cutting-edge 3D diagrams to enhance the learning experience. By mastering the nine foundation haircuts, you can create any other combination cut as demonstrated by Scott Cole, Takashi Kitamura, and DJ Muldoon.

Features Include:

- Complete instructional activities and take notes directly in the digital The Cutting workbook which is available in English or Spanish.
- Watch all videos from The Cutting System on your iPad.
- All videos available with English and Spanish subtitles.
- Create and share Headsheet Diagrams.

THE COLOR SYSTEM APP

Designed to reach the multiple intelligences of all viewers. THE COLOR SYSTEM is all you need to learn the true foundation of coloring hair. Once you master the content, you will easily be able to apply advanced color techniques to complement any haircut. Features include; 2 Ways to Color Hair, Placement and Effect, Color Theory, Light, Tone, and Depth, Single Process, Double Process and Platinum Card Weaving and Slicing for Horizontal, Diagonal, and Vertical Placements, 3-Dimensional Diagrams, proper preparation, rinsing and shampooing of color, interactive diagramming and a Interactive Color Map.

THE STYLE AND TEXTURE SYSTEM APP

Enhance your styling expertise with the Style and Texture System App by Paul Mitchell. This essential digital resource offers beauty professionals and students comprehensive techniques and knowledge for all hair types and textures.

Features:

- Hair Analysis: Use the DEPTHS method—Density, Elasticity, Porosity, Texture and Formation, Hair History, and Scalp condition—to understand your client's hair.
- Formation and Texture Identification: Identify and work with straight, wavy, curly, and coily hair, and fine, medium, and coarse textures.
- Techniques and Guidance: Access step-by-step instructions for pre-drying, finishing, wet and dry styling, chemical relaxing, and more.
- Product Selection: Learn to choose the right products for each hair type and style.
- Visual Tools: Utilize diagrams and skill cards to master professional techniques and achieve optimal results.

Whether you're a seasoned stylist or a student, the Style and Texture System App is your go-to guide for mastering hair styling.

THE BARBER AND SHORT HAIR SYSTEM APP

The Short Haircutting System is a revolutionary learning tool that combines three-dimensional technology and legendary Paul Mitchell artistry, ideal for new and seasoned barbers and cosmetologists alike.

Filmed in high definition (HD) from a barber's perspective, these videos teach short haircutting theory and scissor-over-comb and clipper-over-comb techniques. Learn how to execute fades, tapers, and layered shapes on various hair textures and formations; how the head shape affects the approach to cutting and blending shorter hair; and which tools will create the final desired end result for the service guests. The learners will also discover five short hair-coloring techniques to enhance the look or cover unwanted grays.

The Short Haircutting System includes over 20 videos and a fundamental workbook designed to teach how to master the full grooming experience to include face shaving, beard and mustache grooming, and how to perfect cutting and coloring short hair with the best methods and techniques.

Both barbers and cosmetologists benefit from offering the expertise of short haircutting and coloring.

The features include:

- All videos are available with English and Spanish subtitles.
- Complete the instructional activities and note-take directly in the Barbering Fundamentals digital workbook, available in English and Spanish.
- Create and share the short haircutting diagrams.
- View all videos on an iPad or mobile device.

THE SKILL CARDS APP

The Skill Cards App is a comprehensive, digital technical reference that supports Future Professionals across all core disciplines, including cutting, color, barbering, short hair, style and texture, makeup, skin, and nails. Designed to build strong habits, reinforce practical theory, and develop confident hands-on skills, the Skill Cards provide step-by-step technical procedures, diagrams, key points, technical adaptations, formulas, product guidance, and subject-specific fundamentals in one unified system. Used in both the classroom and clinic classroom, the Skill Cards serve as a quick-reference learning tool, guided practice support, and ongoing study resource throughout a learner's education and beyond.

The Skill Cards are also available as an app in English and Spanish.

PLUGGED IN APP

Plugged In is an enhanced educational and resource tool, exclusive to Paul Mitchell Schools, that enables our Future Professionals to stay connected with their education inside and outside of the classroom.

Features and Access Includes:

- Paul Mitchell Schools System Apps – Future Professionals will have access to The Color System, The Cutting System, and The Makeup System apps from within the Plugged In app.
- My Profile Access – Future Professionals will have access to view and update their profile information within the Plugged In app.
- Plugged In – Future Professionals will have access to all content found on our Plugged In educational and resource website. This content includes:
- Multiple Intelligence, MASTERS, Careers, Professional Development, Mentors, Education, Giving Back, Caper, Media, Contests, Product, and The Buzz.
- Messages – Future Professionals will have the ability to view and receive individual or group messages from their school leaders.

CONNECTING TO MY FUTURE APP

Connecting to My Future is a professional development app designed to help transform yourself into your new role as a successful, confident, and knowledgeable salon, spa, or barbering professional. Having this strong foundation is key to success in the beauty and barbering industries.

This book focuses on the following:

- Essential skills — Also known as “soft skills,” and include communication, empathy, mindfulness, social and emotional IQ, the Be Nice culture, being a team player, and more.
- Career services — Teaches professional career preparedness skills and provides the hiring opportunity connections for school graduates with salon, spa, and barbershop owners and managers.
- Financial literacy — This is how students gain a financial education and the confidence to properly manage and understand their money.

Each chapter of the app connects the reader with inspirational and experienced mentors, along with activities, videos, and MASTERS Podcast interviews.

BE NICE OR ELSE IBOOK

EDULAR

Edular is the student success platform used by the school to support education programs. Its student-driven, mobile-first design enhances the student experience, helping Future Professionals stay organized and on track from enrollment through graduation.

Edular provides a centralized hub where students can:

• Access and complete required documents – Enrollment forms and other school documents are sent and stored within the Edular app for convenient and secure submission.

• Track academic progress – Through the Edular Skills Tracker, students can record completed skills, upload supporting materials such as photos, PDFs, and short videos, and submit skills for instructor review. Instructors can approve, reject, or grade submissions according to program requirements.

• Monitor program details – Students can view real-time information from the school’s Student Information System (Freedom), including Attendance Percentage, GPA, Program Details, Last Date of Attendance (LDA), Start Date, End Date, and additional information related to their enrollment.

• Engage in streamlined financial processes – Edular integrates with the school’s payment portal system to provide efficient workflows and greater transparency for student financial accounts.

Edular is a required tool for all students and supports accountability, communication, and success throughout the program.

Transfer students are responsible to purchase the education kit at an additional cost from the tuition. The cost of the education kit is $676.15, this includes sales tax.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS IN COURSES

Future Professionals will be expected to complete the courses within a designated period of time. In general, the MAXIMUM TIME to complete with a cumulative attendance rate of at least 80%.

1. Receive the required number of clock hours of training,
2. Complete and receive passing grades on all practical graduation requirements and projects, including practical and theoretical examinations,
3. For a student to meet the school requirements, 100% of all practical worksheets must be completed;
4. Satisfactorily pass final written and practical exams,
5. Complete the required theory hours, and
6. Fulfill all financial obligations owed to the school.

A student cannot graduate without meeting the above graduation requirements.

The graduation requirements do not apply to the Makeup Application Workshop, the Classic Lashes Workshop, the Brow Lift Workshop, Volume Lash Workshop or the Lash Lift Workshop. Students are required to complete the required hours and fulfill all financial obligations owed to the school. Once complete they will receive a certificate of completion.

AVAILABILITY OF TRANSCRIPTS POLICY

Official Transcripts Effective July 1, 2024, federal regulations under Title IV of the Higher Education Act (34 CFR 668.14(b)(33) and (b)(34)) govern the release of official transcripts. An official transcript is a certified copy of the student's academic record, including clock hours earned.

The student is eligible to request an official transcript under the following conditions:

- The school will provide an official transcript for payment periods in which the student received Title IV federal student aid, provided that all institutional charges for those specific periods are paid in full or are covered under a current, compliant payment agreement.
- The school will issue the qualifying portions of the transcript covering Title IV-funded periods even if the student has an outstanding balance from other periods or is no longer enrolled.
- The school **may** withhold clock hours or grades associated with payment periods that did not receive Title IV aid and for which institutional charges remain unpaid with no active payment agreement.
- Transcripts will not be withheld due to balances resulting from institutional error or misconduct.

Payment Agreements: A payment agreement is considered compliant only if it is a formal arrangement between the school and the student (or the responsible party) is current on all scheduled payments with no past-due amounts. The school may require the first payment under a new agreement before releasing the transcript.

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Additional Information: This policy is subject to applicable state laws and accrediting standards. If you have any questions regarding graduation requirements, transcripts, or financial obligations please direct them to the Financial Services Office.

Texas Department of Licensing and Regulation: When the student has met all graduation requirements hours will be released to the Texas Department of Licensing and Regulation (TDLR) within 10 days. During this time the school will indicate if the student has paid in full or if they have an outstanding balance. To be eligible to take the state exam, students must have completed all required hours and paid the school in full. For students not eligible due to balance owed to the school, once payment is made in full the school will notify TDLR.

CERTIFICATE OF COMPLETION

A Certificate of Completion will be issued once a student has met all academic graduation requirements **and** settled all financial obligations to the school—either by paying in full or via a compliant payment arrangement.

Please note that the Certificate of Completion is **not** a requirement for graduation or for receiving an official transcript.

CAREER SERVICES

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

Although the school ***does not guarantee employment upon graduation***, the school does maintain an aggressive job placement program and will inform students of job openings and opportunities. Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington coordinates placement

programs with local and national salons by sending out surveys and inviting salon owners and guest artists to teach and speak at Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington.

WORKSHOPS

WORKSHOPS

CLASSIC LASHES WORKSHOP

Must be currently licensed, or working on completion of an esthetician or cosmetology license. The curriculum involves two days of mandatory workshop. The workshop includes extensive instruction and practical experience in lash extension application. The minimum enrollment for this class is 16.

**Students will receive a certificate of completion.*

This Workshop is not accredited, this Workshop is not Title IV eligible.

VOLUME LASH WORKSHOP

Must be currently licensed, or working on completion of an esthetician or cosmetology license. The class teaches the Volume Technique, traditionally known as Russian Volume and otherwise referred to as 2D, 3D, etc. Our Volume Certification teaches the art of applying 2 or more lash extensions to 1 natural lash safely and masterfully. You must have completed the Classic Lashes Workshop in order to enroll in this workshop. This is a two day workshop. The minimum enrollment for this class is 16.

**Students will receive a certificate of completion.*

This Workshop is not accredited, this Workshop is not Title IV eligible.

MAKEUP APPLICATION WORKSHOP

Must be currently licensed, or working on completion of an esthetician or cosmetology license. The curriculum involves 100 hours with classes on Monday and Tuesday for six weeks. The workshop includes extensive instruction and practical experience in bridal, everyday, photo, as well as other make up applications. The minimum enrollment for this class is 16.

**Students will receive a certificate of completion.*

This Workshop is not accredited, this Workshop is not Title IV eligible.

LASH LIFT WORKSHOP

Must be currently licensed, or working on completion of an esthetician or cosmetology license. Learn the fundamentals of the lash lift service. This course includes steps to providing a proper client consultation, addressing client questions and expectations, service steps and processing times, and proper aftercare for retaining results. Additionally, the course provides information about advanced practices such as how hair texture affects lash lift results and how to relax lash lifts. This is a four hour workshop. The minimum enrollment for this class is 16.

**Students will receive a certificate of completion.*

This Workshop is not accredited, this Workshop is not Title IV eligible.

BROW LIFT WORKSHOP

Must be currently licensed, or working on completion of an esthetician or cosmetology license. Learn the fundamentals of the brow lift service. This course includes steps to providing a proper client consultation, addressing client questions and expectations, service steps and processing times, and proper aftercare for retaining results. Additionally, the course provides information about advanced practices such as hair texture and styling a wide range of brow types. You must have taken the Lash Lift Workshop or have Lash experience in order to take this workshop. This is a four hour workshop. The minimum enrollment for this class is 16.

**Students will receive a certificate of completion.*

This Workshop is not accredited, this Workshop is not Title IV eligible.

FINANCIAL INFORMATION

FEDERAL RETURN OF TITLE IV FUNDS POLICY

The school participates in federal financial aid. Please refer to the following Return of Title IV Funds policy for specific consumer information pursuant to the Federal Financial Aid program.

1. Students who receive loans are responsible for repaying the loan amount, plus any interest, less the amount of any credit balances, and if those students have received federal student financial aid funds, they are entitled to a credit of the monies not paid to the federal student financial aid program fund.
2. 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 credit or if a balance is owed to the school.
3. If a student has received less aid than the student earned, he/she may be eligible for a post-withdrawal disbursement. If a student is eligible for this disbursement, the school will notify the student in writing of the amount he/she is eligible. The student will have to accept or decline the disbursement within 14 days. If an acceptance is not received within this time frame, the school will not make the post-withdrawal disbursement to the student.
4. The Federal Return of Title IV Funds formula dictates the amount of federal Title IV aid that must be returned to the federal government or the lending institution by the school and/or the student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws on or before the 60 percent point in time in the payment period.

WITHDRAWAL BEFORE 60%

The school must perform a R2T4 to determine the amount of earned aid up through the 60% point in each payment period and use the Department of Education's prorate schedule to determine the amount of R2T4 funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period.

WITHDRAWAL AFTER 60%

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, the school will still calculate the Institutional Refund and R2T4 for financial aid recipients.

5. 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. 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).
6. The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of the Title IV aid that was or could have been disbursed as of the withdrawal date. The percentage of the payment period scheduled to complete is calculated by dividing the total number of clock hours scheduled to complete by the payment period as of the last date of attendance.
7. If a student withdraws (officially or unofficially) and has received federal loans, the loans will go into repayment.

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

ORDER OF RETURN

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington is authorized to return any excess funds after applying them to current outstanding Cost of Attendance (COA) charges. A copy of the Institutional R2T4 worksheet performed on your behalf is available through the Financial Aid office upon student request.

Federal regulations and Institutional policy require that the following aid programs be subject to the repayment calculation:

1. Federal Direct Loans: Unsubsidized
2. Federal Direct Loans: Subsidized
3. Federal PLUS Loans (received on behalf of the student)
4. Federal Direct Parent PLUS Loans (received on behalf of the student)
5. Federal Pell Grant
6. Iraq Afghanistan Service Grant for which a return is required

STUDENT NOTIFICATION OF REPAYMENT

A notification letter outlining the amount and type of funds returned to the appropriate federal program(s) will be sent to the student upon withdrawal. The student may request a copy of the federal government's repayment worksheet (R2T4 form) and a copy will be kept in the student file for future reference.

The school will return funds on the student's behalf to the appropriate federal and institutional aid program(s) and subsequently notify the student of any outstanding balances owed to the school. A statement reflecting these charges will be sent to the student. The student is responsible for all charges and overpayments resulting from a Return of Title IV calculation.

SCHOOL AND STUDENT RESPONSIBILITIES REGARDING THE R2T4 POLICY & PROCESS

1. Providing each student with the information given in this policy;
2. Identifying students affected by this policy and completing the Return of Title IV Funds (R2T4) calculation;
3. Informing the student of the result of the R2T4 calculation and any balance owed to Paul Mitchell The School because of a required return of funds;
4. Returning any unearned Title IV aid that is due to the Title IV programs and, if applicable, notifying the borrower's holder of federal loan funds of the student's withdrawal date;
5. Notifying student and/or Plus borrower of eligibility for a Post-Withdrawal Disbursement, if applicable.

STUDENT'S RESPONSIBILITIES REGARDING THE RETURN OF TITLE IV FUNDS

1. Becoming familiar with the Return of Title IV Funds (R2T4) policy and how withdrawing from all courses effects eligibility for Title IV aid;
2. Resolving any outstanding balance owed to the Paul Mitchell The School resulting from a required return of unearned Title IV aid;
3. Resolving any repayment to the U.S. Department of Education as a result of an overpayment of Title IV grant funds.

POST WITHDRAWAL

If you did not receive all the funds that you have earned, you may be due a post-withdrawal disbursement. Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington may use a portion or all your post-withdrawal disbursement for tuition and fees (as contracted with Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington). For all other school charges, Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio

and/or Paul Mitchell The School Dallas - Arlington needs your permission to use a post-withdrawal disbursement of direct loans. If you do not give permission, you will not be offered the direct loan funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

The post-withdrawal disbursement must be applied to outstanding institutional charges before being paid directly to the student.

Time frame for returning an unclaimed Title IV, HEA credit balance

If the school attempts to disburse the credit balance by check and the check is not cashed, the school must return the funds no later than 240 days after the date the school issued the check.

If a check is returned to the school or an EFT is rejected, the school may make additional attempts to disburse the funds, provided that those attempts are made not later than 45 days after the funds were returned or rejected. When a check is returned or EFT is rejected and the school does not make another attempt to disburse the funds, the funds must be returned before the end of the initial 45-day period.

The school must cease all attempts to disburse the funds and return them no later than 240 days after the date it issued the first check. For further information, please contact the Financial Aid Office.

OR

For questions about the Title IV program funds, call the Federal Student Aid Information Center at:

1-800-4-FEDAID (1-800-433-3243); TTY users may call: 1-800-730-8913

Information is also available on Student Aid on the Web at https://studentaid.gov/

*This policy is subject to change at any time, and without prior notice.

INSTITUTIONAL REFUND POLICY

A refund is based on the period of the student's enrollment, computed on the basis of course time expressed in scheduled hours, as specified by the enrollment agreement. This policy follows the requirements set forth by the Texas Department of Licensing and Regulation. This refund policy provides for the refund of any unused part of tuition, fees, and other charges paid by a student who, at the expiration of the cancellation period (within three (3) days of signing the enrollment agreement, excluding Saturdays, Sundays, and legal holidays): (1) fails to enter the course of training; (2) withdraws from the course of training; or (3) is terminated from the course of training before completion of the course.

1. Student who have not visited the school facility prior to enrollment will have the opportunity to withdraw without penalty within three (3) days following either attendance at a regularly scheduled orientation or following a tour of the facilities and inspection of the equipment.
2. A Full refund of money paid by the student will be made if the student: (1) Entered into the enrollment agreement because of a misrepresentation in advertising/promotional materials of the school or by an owner or representative of the school or (2) was enrolled in a course of instruction that is cancelled by Paul Mitchell The School.
3. Any monies due the applicant or student shall be refunded within 30 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
    a. An applicant is not accepted by the school. This applicant shall be entitled to a refund of all monies paid to the school.
    b. A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/her contract, within three (3) days of signing the enrollment agreement, excluding Saturdays, Sundays and legal holidays. In this case all monies collected by the school shall be refunded. This policy applies regardless of whether the student has started training.
    c. A student who cancels his/her contract after three (3) days of signing the contract but prior to entering classes is entitled to a refund of all monies paid to the school.

d. The effective date of the withdrawal for refund purposes is the earliest of: (a) the last date of attendance, if the student is terminated by the school; (b) the date the school receives student's written notice of withdrawal; or (c) 14 calendar days after the last date of attendance.
e. For official cancellations (paragraphs b and c) and official withdrawals, the cancellation/withdrawal date will be determined by the postmark on written notification, or the date said information is delivered to the school administrator/owner in person.
f. Money paid for student kits is nonrefundable. However, if a student withdraws from the program within the first 30 days and returns the kit unopened and in new condition, the amount charged for the kit will be refunded.

4. Any monies due a student who unofficially withdraws from the institution shall be refunded within 30 days of a determination by the institution that the student has withdrawn without notifying the institution. Unofficial withdrawals are monitored and a determination is made to withdraw a student who has been absent from school for 14 calendar school days; the withdrawal date that will be used in this calculation is the student's actual last date of attendance. If a student unofficially withdraws and they received Federal Loans, the loans will go into repayment.
5. When situations involve mitigating circumstances, such as serious illness, a disabling accident, or death in the immediate family, the school may make a settlement that is reasonable and fair to both parties.
6. All extra costs, such as books, equipment, graduation fees, registration fee, rentals, and other such charges, are not considered in the tuition adjustment computation if the charges are itemized separately in the enrollment agreement. Monies paid for supplies and equipment are nonrefundable after three (3) days of signing the enrollment agreement but prior to entering classes.
7. If a course is cancelled subsequent to a student's enrollment, and before instruction in the course has begun, the school shall either provide a full refund of all monies paid or provide completion of the course.
8. For students who terminate prior to completion, an administration fee in the amount of $100.00 will be assessed.
9. A student's account may be sent to collections for nonpayment.
10. If the school closes permanently and no longer offer instruction after a student has enrolled, the school will provide a pro rata refund of tuition to the student.

If a student begins a course of training at a private beauty culture school that is scheduled to run not more than 12 months and, during the last 50% of the course, withdraws from the course or is terminated by the school, the school:

1. may retain 100% of the tuition and fees paid by the student; and
2. is not obligated to refund any additional outstanding tuition.

If a student begins a course of training at a private beauty culture school that is scheduled to run not more than 12 months and, before the last 50% of the course, withdraws from the course or is terminated by the school, the school shall refund:

1. 90% of any outstanding tuition for a withdrawal or termination that occurs during the first week or first one-tenth of the course, whichever period is shorter,
2. 80% of any outstanding tuition for a withdrawal or termination that occurs after the first week or first one-tenth of the course, whichever period is shorter, but within the first three weeks of the course;
3. 75% of any outstanding tuition for a withdrawal or termination that occurs after the first three weeks but no later than the completion of the 25% of the course, and
4. 50% of any outstanding tuition for a withdrawal or termination that occurs no later than the completion of the first 50 percent of the course.

A refund owed under this section must be paid not later than the 30th day after the date the student becomes eligible for the refund.

If tuition is not refunded within 30 days, the School shall pay interest on the amount of the refund for the period beginning the first day after the date the refund period expires and ending the day proceeding the date the refund is made. If tuition is refunded to a lending institution, the interest shall be paid to that institution and applied against the student loan.

ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION

A student no longer faces penalties or suspension of Title IV aid due to a drug conviction that occurred while the student was enrolled and receiving Title IV aid; and while information of such conviction must still be provided, the loss of federal student aid for drug convictions no longer applies.

MAJORS, DEGREES, SECOND DEGREE, OR SUMMER TERMS

Majors, degrees, second degrees, or summer terms does not apply to Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington.

SCHOLARSHIPS

PAUL MITCHELL SCHOOLS HIGH SCHOOL SCHOLARSHIP

The Paul Mitchell Schools High School Scholarship is offered to students chosen by the school's Scholarship Committee.

- Students must be scheduled to graduate from an eligible high school in the 2025 school year.
- Students must receive his or her high school diploma prior to the chosen enrollment date.
- Students must submit a sealed, official high school transcript via physical envelope or a digital credential service (e.g., Parchment) showing a minimum GPA of 3.25.
- Students must submit two (2) letters of recommendation from an employer, supervisor, teacher, or other individual who can speak about their community involvement.
- Students must submit a written or video of 500 words or fewer—or five (5) minutes or fewer for video essay submissions.
- Students are eligible for a one-time maximum award of $500.
- A scholarship credit will be applied to the Future Professional's account at the conclusion of each payment period in the program they are enrolled in. The credit amount in each payment period will be calculated by dividing the total scholarship by the number of payment periods in the program.
- To remain eligible, students must maintain Satisfactory Academic Progress at the end of each applicable payment period.

MILITARY MEMBER SURVIVING DEPENDENTS SCHOLARSHIP

This scholarship is for the surviving dependents of a military member killed in the line of duty after 9/11/2001. Students will need to contact the local State Department of Veterans and Military Affairs to receive proper documentation.

- Students are eligible for a one-time maximum award of $500.
- Students will be eligible to receive the non cash award in two scholarship credits of $250 at the end of each applicable payment period.
- Students must maintain Satisfactory Academic Progress at the end of each applicable payment period to remain eligible.

CANCELLATION, WITHDRAWAL AND REFUND POLICIES

CANCELLATION

A student has the right to cancel this enrollment agreement until midnight of the third business day after Applicant has started classes, excluding Saturdays, Sundays and legal holidays. A Cancellation notification must be made in writing. It need not take any particular form, however expressed; it is effective if it shows that the student no longer wishes to be bound by the enrollment agreement. The cancellation will be determined by the postmark on the written notification, or the date the notice is delivered to the school. A student who cancels his/her enrollment agreement will be refunded all tuition charges collected by the School.

"OFFICIAL" VOLUNTARY WITHDRAWAL

A student is considered to be "Officially" withdrawn on the date the student notifies the Financial Aid Leader or the Future Professional Advisor in writing, of notice to withdraw. The date of withdrawal for return and refund purposes will be the earliest of the following for official withdrawal:

1. Date student provided official notification of notice to withdraw.
2. The date the student began the withdrawal process from Paul Mitchell The School records. A student is allowed to rescind his/her notification in writing and continue the program. If the student subsequently drops, the student's withdrawal date is the date of notification to withdraw
3. Upon receipt of the withdrawal information, Paul Mitchell The School will complete the following:
    a. Determine the student's last date of attendance as of the last recorded date of academic attendance on the school's attendance record (date of determination).
    b. Review the student's ledger card and attendance record to determine if a refund is due by applying the school's refund policy and completing a Return to Title IV Funds calculation. Refunds due under this institutional refund policy will be made within 45 days of the last day of attendance if the student officially withdraws. Title IV refunds will be made within 45 days of the date the withdrawal determination was made, and recorded on student's ledger card.
4. Paul Mitchell The School will provide the student with a letter explaining the Title IV requirements. See the Return of Title IV Funds Policy for additional information regarding the return of Title IV funds.
    a. The amount of Title IV assistance the student has earned and will be responsible for repaying. This amount is based upon the length of time the student was scheduled to be in attendance and the amount of funds received.
    b. Any returns that will be made to the Federal program on the student's behalf as a result of withdrawing from the program. If a student's scheduled attendance is more than 60% of the payment period, he/she is considered to have earned 100% of the Federal funds received for the payment period and no refund will be made.
    c. Advise the student of the amount of unearned Federal funds and tuition and fees that the student must return, if applicable.
    d. Supply the student with ledger card record noting outstanding balance due to the school and the available methods of payment. A copy of the completed worksheet, check, letter and final ledger card will be kept in the student's file.

In the event a student decides to rescind his or her official notification to withdraw, the student must provide a signed and dated written statement that he/she is continuing his or her program of study. Title IV assistance will continue as originally planned. If the student subsequently fails to attend or ceases attendance without completing the payment period, the student's withdrawal date is the last date of attendance.

Students will not be charged for the kit if they withdraw from the program within the first 30 days of the first scheduled class date and return their kit un-opened and in new condition. (Please refer to the Return of Title IV Funds Policy for treatment of these items per Federal regulations)

UNOFFICIAL WITHDRAWAL

Any student that does not provide official notification of his or her intent to withdraw and is absent for 14 calendar days, fails to maintain satisfactory academic progress, fails to comply with the school's Institutional Attendance Policy or conduct policy, does not meet financial obligations to the school, or violates conditions mentioned in the school contractual agreement, will be subject to termination and considered to have unofficially withdrawn. The date of determination is the date the school withdraws the student or the date the school has determined that the student has unofficially withdrawn.

Within one week of the student's last date of academic attendance, the following procedures will take place:

1. The education office will make three attempts to notify the student regarding his/her enrollment status.

2. Determine and record the student's last date of attendance as the last recorded date of academic attendance on the attendance record.
3. The student's withdrawal date is determined after being absent for 14 calendar days.
4. Notify the student in writing of their failure to contact the school and attendance status resulting in the current termination of enrollment.
5. Review the student's ledger card and attendance record to determine if a refund is due by applying the school's refund policy and completing a Return to Title IV Funds calculation.

Please see the institutional refund policy for additional information. Refunds due under the institutional refund policy will be made within 45 days from the date of determination. Title IV refunds will be made within 45 days of the date of determination.

1. If applicable, the school will provide the student with a refund letter explaining Title IV requirements.
2. The amount of Title IV aid the student has earned based upon the length of time the student was enrolled and scheduled to attend in the program and the amount of aid the student received.
3. Advise the student in writing of the amount of unearned Title IV aid and tuition and fees that he/she must return, if applicable.
4. Supply the student with a final student ledger card showing outstanding balance due the school and the available methods of payment.
5. A copy of the completed worksheet, check, letter, and final ledger card will be kept in the student's file.

Students are required to purchase books, supplies and equipment at the beginning of the program. According to Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington's refund policy, once these materials are purchased, no refund will be made. However, students will not be charged for the kit if they withdraw within the first 3 days of the first scheduled class date and return their kit un-opened and in new condition.

(Please refer to the Return of Title IV Funds Policy for treatment of these items per Federal regulations)

ELIGIBILITY UNDER TITLE IV AND THE HIGHER EDUCATION ACT (HEA)

To be Eligible to receive Federal Student Aid, you will need to:

- Qualify to obtain a college or career school education, either by having a high school diploma or General Educational Development (GED) certificate, or by completing a high school education in a home school setting approved under state law.
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.
- Apply for financial aid using the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov and demonstrate a financial need. The school must have a current FAFSA on file to start the initial eligibility process.
- Sign certifying statements on the FAFSA stating that:
    - you are not in default on a federal student loan
    - do not owe a refund on a federal grant
    - you will use federal student aid only for educational purposes
- Maintain Satisfactory Academic Progress (SAP). More detailed information regarding the school's SAP policy contained in this catalog.
- Be enrolled at least halftime to receive assistance from the Direct Loan Program.
- The Pell Grant program does not require half time enrollment, but the student enrollment status does affect the amount of Pell a student may receive. A student may receive Pell for a total of 12 payment periods or 600% Maximum Lifetime Eligibility. Once the student has obtained either a Bachelor's Degree or reached their Maximum Lifetime Eligibility limit, students are no longer eligible to receive Pell Grants.

In addition, you must meet one of the following:

1. Be a U.S. CITIZEN, an Eligible Non-Citizen or a U.S. NATIONAL
   You are a U.S. citizen if you were born in the United States or certain U.S. territories, if you were born abroad to parents who are U.S. citizens, or if you have obtained citizenship status through naturalization. If you were born in American Samoa or Swains Island, then you are a U.S. national.
2. Have a GREEN CARD
   You are eligible if you have a Form I-551, I-151, or I-551C, also known as a green card, showing you are a U.S. permanent resident.
3. Have an ARRIVAL-DEPARTURE RECORD
4. Your Arrival-Departure Record (I-94) from U.S. Citizenship and Immigration Services must show one of the following:
   - Refugee
   - Asylum Granted
   - Cuban-Haitian Entrant (Status Pending)
   - Conditional Entrant (valid only if issued before April 1, 1980)
   - Parolee
5. Have BATTERED IMMIGRANT STATUS
   You are designated as a "battered immigrant-qualified alien" if you are a victim of abuse by your citizen or permanent resident spouse, or you are the child of a person designated as such under the Violence Against Women Act.
6. Have a T-VISA
   You are eligible if you have a T-visa or a parent with a T-1 visa.

PARENT PLUS LOAN APPROVAL RELEASE

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

POLICY FOR VERIFICATION OF TITLE IV FUNDING

Each year some financial aid recipients are randomly selected for verification by the U.S. Department of Education. The Department of Education has policies and procedures that the school follows for verification of Title IV funding. If a student is selected for Federal FAFSA Verification, they will be asked to complete a Verification Worksheet (provided by the Financial Aid Office) and must submit any additional documentation, required by the Department of Education, before financial aid can be disbursed to the student's account. This documentation may include, but is not limited to, signed federal income tax returns or tax transcript(s) from the Internal Revenue Service, W-2 forms (student's, spouse and/or parents/guardians), proof of untaxed income, housing allowances, etc. The student will be notified of all documents required so they can collect the necessary information to fulfill this federal requirement. The financial aid office will give the student a deadline to return the forms and required documentation to the financial office with verification items attached. If after review by the Financial Aid Office, there are any changes to the financial aid package the student will be notified in writing.

If verification documents are not submitted by the due date, the student may be placed on a monthly cash pay status until verification is completed.

Financial Aid Management for Education, Inc. (FAME) handles our student overpayments and alerts the school so it can make changes to the award packet, which is reported to Common Origination and Disbursement (COD) for the Department of Education.

RETURN OF TITLE IV, HEA POLICY

When you apply for financial aid, you sign a statement that you will use the funds for educational purposes only. Therefore, if you withdraw before completing your program, a portion of the funds you received may have to be returned to the Department of Education. Paul Mitchell The School will calculate the amount of financial aid funds to be returned to the Title IV, HEA Federal fund programs according to the policies listed below.

This policy applies to students who withdraw officially, withdraw unofficially or are terminated from Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington. It is separate and distinct from Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington's Institutional Refund Policy.

The calculated amount of the Return of Title IV, HEA (R2T4) funds that are required for the students affected by this policy, are determined according to the following definitions and procedures as prescribed by Department of Education regulations.

The amount of Title IV, HEA aid earned is based on the amount of time a student was scheduled to be in academic attendance, and the total aid received; it has no relationship to student's incurred institutional charges. Because these requirements deal only with Title IV, HEA funds, the order of return of unearned funds do not include funds from sources other than the Title IV, HEA programs.

Title IV, HEA funds are awarded to the student under the assumption that he/she will attend school for the entire period for which the aid is awarded. When student withdraws, he/she may no longer be eligible for the full amount of Title IV, HEA funds that were originally scheduled to be received. Therefore, the amount of Federal funds earned must be determined. If the amount disbursed is greater than the amount earned, unearned funds must be returned.

The institution has 45 days from the date that the institution determines that the student withdrew (date of determination), to return all unearned funds for which it is responsible. The school is required to notify the student if they owe a repayment via written notice.

The school must advise the student or parent that they have 14 calendar days from the date that the school sent the notification to accept a direct loan post-withdrawal disbursement. If a response is not received from the student or parent within the allowed time frame or the student declines the funds, the school will return any earned funds that the school is holding to the Title IV, HEA programs. Pell post-withdrawal disbursements do not require student or parent authorization and are made as needed to cover tuition cost.

The school will send notification of a loan post-withdrawal disbursements as soon as possible, but no later than 30 days after the date that the student withdrew.

SATISFACTORY ACADEMIC PROGRESS POLICY

SATISFACTORY ACADEMIC PROGRESS POLICY

To remain eligible for Federal Financial Aid a student must make Satisfactory Progress in both Academic and Attendance. The Department of Education considers a student to be meeting Satisfactory Academic Progress (SAP) by meeting both qualitative and quantitative criteria.

Evaluations are maintained in the student file. The school will develop an academic and/or attendance plan to address the specific needs of those students who fail to meet the academic and/or attendance requirements at specific SAP evaluation points. A leave of absence will extend the student's contract period and maximum time frame by the same number of days taken in the leave of absence.

The institution requires its students to maintain Satisfactory Academic Progress (SAP) as established by the Department of Education, to continue to matriculate at the school and to continue to be eligible to participate in the federal government's Title IV, HEA financial aid programs. These standards apply to all students, regardless of the source of the student's funding, and to all students, regardless if their status (full-time, 3-day program or part-time).

QUANTITATIVE AND QUALITATIVE FACTORS

Factors for measuring the student's progress toward Satisfactory Academic Progress of the program include maintaining:

1. A minimum cumulative theory grade level of 70% or higher.
2. A minimum cumulative academic level of 70% or higher on practical worksheet completion for.*
3. To determine whether a student meets the academic requirements theory and practical grades are averaged together to give a minimum cumulative academic grade.

*To meet the Paul Mitchell The School's practical requirements for graduation, students must eventually complete 100% of monthly practical worksheets. See LEARNING PARTICIPATION GUIDELINES.

MAXIMUM TIME FRAME

The State of Texas requires 1,000 clock hours for the Cosmetology Operator and Class A Barber courses, 750 clock hours for the Esthetics course, and 600 clock hours for the Manicure course. Students are expected to complete their course in no more than 143% of the program length. Students must complete the educational program within the maximum time frame, which is based on attending at least 70% of the scheduled hours.

The school is required to measure and collect data on all students who complete our programs "on time". We define "normal time" and "on time" as completeting the program with at least 70% attendance. At this time, "normal time" is also our minimum attendance requirement.

DALLAS CAMPUS

COSMETOLOGY OPERATOR AND CLASS A BARBER 1000 HOURS

CORE SCHEDULE	WEEKLY FLEX HOURS	LENGTH IN WEEKS	MAXIMUM TIME FRAME IN WEEKS
5-Day Core (32.5 hours)	32.5	31	44
5-Day Core (32.5 hours)	26	37	53
5-Day Core (32.5 hours)	22.5	42	60
5-Day Core (32.5 hours)	18	51	73

CORE SCHEDULE	WEEKLY FLEX HOURS	LENGTH IN WEEKS	MAXIMUM TIME FRAME IN WEEKS
3-Day Core (24 hours)	32.5	33	47
3-Day Core (24 hours)	26	39	58
3-Day Core (24 hours)	22.5	45	63
3-Day Core (24 hours)	18	54	77
Night Core (18 hours)	32.5	35	50
Night Core (18 hours)	26	41	59
Night Core (18 hours)	22.5	47	66
Night Core (18 hours)	18	56	80

ESTHETICS 750 HOURS

CORE SCHEDULE	WEEKLY FLEX HOURS	LENGTH IN WEEKS	MAXIMUM TIME FRAME IN WEEKS
Day Core (26 hours)	32.5	25	35
Day Core (26 hours)	26	29	42
Day Core (26 hours)	22.5	33	47
Day Core (26 hours)	18	39	56
Night Core (18 hours)	32.5	27	39
Night Core (18 hours)	26	32	45
Night Core (18 hours)	22.5	35	50
Night Core (18 hours)	18	42	60

MANICURE 600 HOURS

CORE SCHEDULE	WEEKLY FLEX HOURS	LENGTH IN WEEKS	MAXIMUM TIME FRAME IN WEEKS
Day Core (19.5 hours)	26	25	35
Day Core (19.5 hours)	22.5	28	39
Day Core (19.5 hours)	18	33	48
Night Core (18 hours)	26	25	36
Night Core (18 hours)	22.5	28	40
Night Core (18 hours)	18	34	48

SAN ANTONIO CAMPUS

COSMETOLOGY OPERATOR 1000 HOURS

CORE SCHEDULE	WEEKLY FLEX HOURS	LENGTH IN WEEKS	MAXIMUM TIME FRAME IN WEEKS
5-Day Core (32.5 hours)	32.5	31	44
5-Day Core (32.5 hours)	26	37	53
5-Day Core (32.5 hours)	22.5	42	60
5-Day Core (32.5 hours)	18	51	73
3-Day Core (24 hours)	32.5	33	47
3-Day Core (24 hours)	26	39	58
3-Day Core (24 hours)	22.5	45	63
3-Day Core (24 hours)	18	54	77
Night Core (18 hours)	32.5	35	50
Night Core (18 hours)	26	41	59
Night Core (18 hours)	22.5	47	66
Night Core (18 hours)	18	56	80

CLASS A BARBER 1000 HOURS

CORE SCHEDULE	WEEKLY FLEX HOURS	LENGTH IN WEEKS	MAXIMUM TIME FRAME IN WEEKS
3-Day Core (24 hours)	32.5	33	47
3-Day Core (24 hours)	26	39	56
3-Day Core (24 hours)	22.5	45	63
3-Day Core (24 hours)	18	54	77
Night Core (18 hours)	32.5	35	50
Night Core (18 hours)	26	41	59
Night Core (18 hours)	22.5	47	66
Night Core (18 hours)	18	56	80

ESTHETICS 750 HOURS

CORE SCHEDULE	WEEKLY FLEX HOURS	LENGTH IN WEEKS	MAXIMUM TIME FRAME IN WEEKS
Day Core (26 hours)	32.5	25	35
Day Core (26 hours)	26	29	42
Day Core (26 hours)	22.5	33	47
Day Core (26 hours)	18	39	56
Night Core (18 hours)	32.5	27	39
Night Core (18 hours)	26	32	45
Night Core (18 hours)	22.5	35	50
Night Core (18 hours)	18	42	60

MANICURE 600 HOURS

CORE SCHEDULE	WEEKLY FLEX HOURS	LENGTH IN WEEKS	MAXIMUM TIME FRAME IN WEEKS
Day Core (26 hours)	26	24	33
Day Core (26 hours)	22.5	27	38
Day Core (26 hours)	18	32	46

ARLINGTON CAMPUS

COSMETOLOGY OPERATOR AND CLASS A BARBER 1000 HOURS

CORE SCHEDULE	WEEKLY FLEX HOURS	LENGTH IN WEEKS	MAXIMUM TIME FRAME IN WEEKS
5-Day Core (32.5 hours)	32.5	31	44
5-Day Core (32.5 hours)	26	37	53
5-Day Core (32.5 hours)	22.5	42	60
5-Day Core (32.5 hours)	18	51	73
3-Day Core (24 hours)	32.5	33	47
3-Day Core (24 hours)	26	39	58
3-Day Core (24 hours)	22.5	45	63
3-Day Core (24 hours)	18	54	77
Night Core (18 hours)	32.5	35	50
Night Core (18 hours)	26	41	59
Night Core (18 hours)	22.5	47	66
Night Core (18 hours)	18	56	80

ESTHETICS 750 HOURS

CORE SCHEDULE	WEEKLY FLEX HOURS	LENGTH IN WEEKS	MAXIMUM TIME FRAME IN WEEKS
Day Core (26 hours)	32.5	25	35
Day Core (26 hours)	26	29	42
Day Core (26 hours)	22.5	33	47

MANICURE 600 HOURS

CORE SCHEDULE	WEEKLY FLEX HOURS	LENGTH IN WEEKS	MAXIMUM TIME FRAME IN WEEKS
Day Core (26 hours)	32.5	20	28
Day Core (26 hours)	26	24	33
Day Core (26 hours)	22.5	27	38
Day Core (26 hours)	18	32	46
Night Core (18 hours)	32.5	22	31
Night Core (18 hours)	26	25	36
Night Core (18 hours)	22.5	28	40

CORE SCHEDULE	WEEKLY FLEX HOURS	LENGTH IN WEEKS	MAXIMUM TIME FRAME IN WEEKS
Night Core (18 hours)	18	34	48

It is important to note that the MAXIMUM SCHEDULED HOURS shown is the MAXIMUM number of scheduled hours that a Future Professional can take to finish the program NO MATTER WHICH schedule they are enrolled in. Scheduled hours are NOT impacted by Suspensions or School Closings (such as additional snow days beyond what we build into the schedule already). If a Future Professional is impacted by any of these occurrences, their ACTUAL graduation calendar date will be pushed forward by the amount of time the occurrence takes place since they are "off the schedule" during those times.

When the MAXIMUM SCHEDULED HOURS are up, a Future Professional's contract is over. If a Future Professional has not completed their ACTUAL HOURS required for graduation, they will be WITHDRAWN and required to re-enroll in the program with a new contract and costs to complete their remaining hours.

NONCREDIT, REMEDIAL COURSE, AND REPETITIONS

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

LEAVE OF ABSENCE POLICY, INTERRUPTIONS, COURSE INCOMPLETES, AND WITHDRAWALS

A Leave of Absence (LOA) is a temporary interruption in a Future Professional's program of study. LOA refers to the specific time during an ongoing program, when a Future Professional is not in academic attendance.

A Leave of Absence (LOA) may be granted in documented cases of emergency, documented medical reasons, or documented extenuating personal circumstances. Leaves of Absence will be granted in the case of maternity/paternity, a letter from their doctor would be required. If a Future professional is called into Active Duty for the Military, the school will grant a leave of absence, back up documentation would be required. A Leave of Absence will be granted for Death of an immediate family member. Immediate family is limited to the spouse, parents, stepparents, foster parents, father-in-law, mother-in-law, children, stepchildren, foster children, sons-in-law, daughters-in-law, grandparents, grandchildren, brothers, sisters, brothers-in-law, sisters-in-law, aunts, uncles, nieces, and/or nephews.

Future Professionals may not arbitrarily decide to "take" a leave of absence.

Future Professionals must request an LOA in writing, either via email or paper format, stating the reason for the leave, provide applicable back up documentation and receive approval from the Future Professional Success Coach and Financial Aid prior to taking the Leave. The Future Professional will be notified, in writing, by the Future Professional Success Coach using the Leave of Absence Acknowledgment form of the decision. The Leave of absence, if approved, will be effective the day the Future Professional Success Coach approved the request. Any absences that occur during the time it takes to approve the request, must be made up and will not be excused, unless they fall under our Excused Absence policy in the catalog.

The following criteria must be met in order to take a leave of absence:

1. The Future Professional submitted a written request, with the reason for the leave of absence and applicable back up documentation. (Unless unforeseen circumstances prevent the Future Professional from doing so.)
2. The leave of absence was reviewed/approved by the school's Future Professional Success Coach and Financial Aid Department. (Please see the Coaching and Corrective Action Policy and the Corrective Action Steps policy located in the catalog for additional information.)
3. The leave of absence must be a minimum of 14 calendar days and must not exceed a total of 180 calendar days in a 12-month period.

In special circumstances, the school may grant a leave of absence to a Future Professional, such as (but not limited to) a car accident or other medical emergency that would prevent the Future Professional from requesting a leave of absence in advance. In these cases, the school will document the reason for granting a leave of absence from the documented date of the incident, after the incident has occurred.

If enrollment is temporarily interrupted for an LOA, the student will return to school in the same progress status as prior to the LOA. The hours elapsed during an LOA will not be included in the student's cumulative attendance percentage calculation. Students may be granted one LOA in a twelve-month period. However, in the case of unforeseen circumstances and at the school's discretion, the student may be granted a subsequent LOA. The total time for the LOA must be a minimum of 14 calendar days and may not exceed 180 calendar days in a twelve-month period. An approved LOA will extend the student's contract period by the same number of days taken in the leave and will result in no additional charges to the student.

For Title IV aid recipients, the Future Professional's payment period is suspended during the LOA and no Title IV aid will be disbursed for a Future Professional while on leave. Upon the Future Professional's return, the Future professional will resume the same payment period and coursework and will not be eligible for additional Title IV aid until the payment period has been completed.

During an approved Leave of Absence (LOA), should the Future Professional find themselves unable to return on the original approved return date, the Future Professional is responsible for reaching out to their Future Professional Success Coach prior to their scheduled return date. If the Future Professional needs to request additional time, they must follow the LOA process and request an additional LOA, in advance. The subsequent request must be approved.

A contract addendum will be completed upon return from the LOA to extend the contract end date by the applicable number of days. If a Future Professional does not return to their program of study at the end of the scheduled LOA, the Future Professional will be withdrawn from the program. Title IV loan recipients who do not return from LOA and are withdrawn from their program of study, will enter their loan grace period as of their last date of attendance. Future professionals who withdraw prior to completing the course of study and who wish to re-enter within 180 days will re-enter at the same progress status as applicable at the time of withdrawal.

EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT

Formal Satisfactory Progress Evaluations in both attendance and academics will occur when students reach:

These criteria require a student to maintain a cumulative minimum of 70% or higher in academics and 70% or higher in actual hours attended. These SAP requirements will be evaluated at the Federal SAP Check Points listed below:

PROGRAM	ACTUAL HOURS CHECK POINT	ACTUAL HOURS CHECK POINT
Cosmetology Operator	450	900
Esthetics	375	
Manicure 600	300	
Class A Barber	450	900

A Future Professional who at a Federal SAP Check Point has not achieved the minimum cumulative GPA of 70% and/or who has not successfully completed at least a cumulative rate of attendance of 70% will be placed on Federal Warning status until the next Federal SAP Check Point. Any Future Professional who does not improve their attendance and/or academic rate by the following Federal SAP Check Point will be dropped from the program with an automatic right to appeal (see Appeal Procedure).

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

1. Practical grade reports are issued monthly to each student, to make them aware of their progress toward meeting satisfactory progress.
2. Examinations are given in all subjects.

3. Grades and attendance/SAP records are reviewed and signed by the student and maintained in the student's file. Students may request to review their financial aid files from the Financial Aid Leader or their academic files from the Future Professional Advisor.

Grading Policy:

A = 90 – 100% B = 80 – 89% C = 70 – 79% Failing = Below 70%

Grades for practical and clinical work are indicated by a signature on the student's worksheet or client ticket. A signature from an instructor represents a grade of 70% or higher. No signature indicates a score of less than 70% and the student has not met minimum satisfactory standards on the practical application. Students are required to continue the practical application until they receive a signature from an instructor.

TRANSFER HOURS

Transfer hours from another institution that are accepted towards the student's educational program are counted as both attempted and completed hours for the purpose of determining when the allowable maximum time-frame has been exhausted. SAP evaluation periods are based on actual contracted hours at the School.

DETERMINATION OF PROGRESS STATUS

Students meeting the minimum requirements for academics and attendance at the evaluation point are considered to be making satisfactory academic progress until the next scheduled evaluation.

RE-ESTABLISHMENT OF SATISFACTORY ACADEMIC PROGRESS

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

PROBATION

If the school grants the appeal, it may impose conditions for the student's continued eligibility to receive Title IV, HEA, such as changing schedules, or creating an independent development plan. If such an appeal is granted, the student will remain on Financial Aid Probation for one evaluation period. If the student has not met academic and/or attendance requirements for two (2) consecutive evaluation periods, and does not prevail on appeal the student will be determined as not making satisfactory progress, however, the student will be able to complete their program on a cash pay basis.

ACADEMIC YEAR DEFINITION

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington's academic year is 900 hours and 26 weeks for Title IV, HEA purposes. For Title IV, HEA payments, the student must meet both clock hours and weeks of instruction as well as complying with all standards for Satisfactory Academic Progress before they can receive further Title IV, HEA payments.

FINANCIAL AID WARNING

Students failing to meet minimum Federal Satisfactory Academic Progress requirements will be notified in writing and placed on Financial Aid Warning for the next evaluation period. They will be counseled regarding actions required to attain satisfactory status by the next evaluation point. During the Financial Aid Warning period, students are eligible, if applicable, to receive financial aid funds.

If, at the end of the Financial Aid Warning period, the student still has not met both the attendance and academic progress requirements, he/she will be placed on Academic Notice with loss of Title IV aid and will not be eligible for Title IV, HEA assistance. However, the student may appeal the loss of their Title IV, HEA eligibility.

A student may appeal the Title IV, HEA decision if he/she has a reason for the inability to make satisfactory progress and if he/she can document that the circumstances that caused the unsatisfactory progress determination have changed. The basis for filing an appeal, such as the death of a relative, injury or illness of the student, or other special circumstances, must be documented.

This policy applies to all students regardless of their eligibility for Title IV, HEA funding programs. To comply with Department of Education requirements, the terminology Financial Aid Warning and Financial Aid Probation will be used for Title IV, HEA and non-Title IV, HEA students.

SATISFACTORY ACADEMIC PROGRESS APPEAL PROCEDURE

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

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

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

This policy applies to all students regardless of whether they are eligible for Title IV funding programs. To comply with USDE requirements the terminology financial aid warning or financial aid probation will be used for both Title IV and non-Title IV students.

If a future professional's appeal is denied, the future professional will lose their eligibility for Title IV programs, if applicable, but they will be able to complete the program on a cash pay basis, regardless of their Satisfactory Academic Progress. The school must maintain the documentation for the future professional's appeal in the future professional's financial file. The school must also maintain documentation as to why the appeal was denied.

VETERANS STANDARD OF ACADEMIC PROGRESS POLICY

Students receiving VA educational benefits must maintain a minimum cumulative grade point average (CGPA) of 70% each month.

A VA student, whose CGPA falls below 70% at the end of any month, will be placed on academic probation for a maximum of two consecutive months. If the VA student's CGPA is still below 70% at the end of the second consecutive term of probation, the student's VA educational benefits will be terminated.

A VA student terminated from VA educational benefits due to unsatisfactory progress may petition the school to be recertified after attaining a CGPA of 70%.

STUDENT CONSUMER INFORMATION

STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY

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

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

Students (or parents or guardians, if the student is a dependent minor) are guaranteed access to their school records, with a staff member present, within 30 days from the date of the request.

GENERAL RELEASE OF INFORMATION

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

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

FERPA DISCLOSURES TO PARENTS

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

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

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

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

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

RELEASE OF INFORMATION TO REGULATORY AGENCIES

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

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

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington provides and permits access to student and other school records as required for any accreditation process initiated by the school or by the Council on Occupational Education (COE), or in response to a directive of said Commission.

DISCLOSURES IN RESPONSE TO SUBPOENAS OR COURT ORDERS

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

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

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

DISCLOSURES FOR OTHER REASONS

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

DIRECTORY INFORMATION

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington does not publish "directory information" on any student.

RECORD MAINTENANCE

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

AMENDMENT TO STUDENT RECORDS

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

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

VETERAN OR ELIGIBLE PERSON

The school maintains a written record of the previous education and training of the veteran or eligible person and clearly indicates that appropriate credit has been given for previous education and training, with the training period shortened proportionately, and the veteran or eligible person and the Department of Veterans Affairs so notified.

PERFORMANCE STATISTICS/JOB OUTLOOK DALLAS CAMPUS

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington is accredited by the Council on Occupational Education (COE), recognized by the U.S. Department of

Education and licensed by the Texas Department of Licensing and Regulation. 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. COE requires schools to list the outcome rates for each program. The U.S. Department of Education, requires outcome rates be provided for 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 Career Services Leader for assistance.

Paul Mitchell The School Dallas Performance Statistics for the Calendar Year 2024:

Institution:

Completion	Placement	Licensure
65%	71%	98%

Cosmetology:

Completion	Placement	Licensure
67%	73%	95%

Cosmetology Operator: (1500 hour teach out)

Completion	Placement	Licensure
60%	70%	100%

Esthetics:

Completion	Placement	Licensure
69%	70%	98%

Manicure 600:

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

Class A Barber:

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

Opportunities will be better for those licensed to provide a broad range of services. Additional information is available at www.council.org.

COE's 2025 Annual Report is derived from a single cohort of students – those that completed the program in 2024.

Council on Occupational Education (COE)
7840 Roswell Road
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(770) 396-3898
www.council.org

COUNCIL ON OCCUPATIONAL EDUCATION

PERFORMANCE STATISTICS/JOB OUTLOOK SAN ANTONIO CAMPUS

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Paul Mitchell The School Dallas - San Antonio Performance Statistics for the Calendar Year 2024

Institution:

Completion	Placement	Licensure
78%	81%	100%

Cosmetology:

Completion	Placement	Licensure
77%	87%	100%

Cosmetology Operator: (1500 hour teach out)

Completion	Placement	Licensure
71%	80%	100%

Esthetics:

Completion	Placement	Licensure
83%	75%	100%

Class A Barber:

Completion	Placement	Licensure
64%	94%	94%

Manicure 600:

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

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COUNCIL ON OCCUPATIONAL EDUCATION

PERFORMANCE STATISTICS/JOB OUTLOOK ARLINGTON CAMPUS

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington is accredited by the Council on Occupational Education (COE), recognized by the U.S. Department of Education and licensed by the Texas Department of Licensing and Regulation. 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. COE requires schools to list the outcome rates for each program. The U.S. Department of Education, requires outcome rates be provided for 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 Career Services Leader for assistance.

Paul Mitchell The School Dallas - Arlington Performance Statistics for the Calendar Year 2024:

Institution:

Completion	Placement	Licensure
69%	71%	99%

Cosmetology:

Completion	Placement	Licensure
78%	70%	94%

Cosmetology Operator: (1500 hour teach out)

Completion	Placement	Licensure
63%	71%	100%

Class A Barber:

Completion	Placement	Licensure
62%	71%	100%

Manicure 600:

Completion	Placement	Licensure
72%	70%	100%

Opportunities will be better for those licensed to provide a broad range of services. Additional information is available at www.council.org.

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COUNCIL ON OCCUPATIONAL EDUCATION

RETENTION AND GRADUATION RATES (IPEDS)

DALLAS CAMPUS:

The school publishes its retention and graduation rates each year so you can see how students progress through our programs. These rates are reported to the U.S. Department of Education through the Integrated Postsecondary Education Data System (IPEDS).

First-to-Second Year Retention Rate

The retention rate is the percentage of first-time students who return to the school to continue their studies the following fall.

Students who began in Fall 2023 and returned in Fall 2024	Retention rate
Full-time students	65%
Part-time students	90%

Graduation and Transfer-Out Rates

The overall graduation rate is also called the "Student Right to Know" or IPEDS graduation rate. It tracks students who started as full-time, first-time students seeking a degree or certificate. It shows how many completed their program within 150% of the program's "normal time." For example, a student in a 12-month program would count as a graduate if they finished within 18 months.

The transfer-out rate is the percentage of those same students who transferred to another school before completing their program here. Not all schools report a transfer-out rate.

Students who began in 2021-22	Rate
Overall graduation rate	68%
Transfer-out rate	Not reported

Who Is Included in These Rates

Not every student is counted in the graduation rate. The following students are not tracked:

- Students who attended another college or school before enrolling here
- Students who began their studies part-time

SAN ANTONIO CAMPUS:

The school publishes its retention and graduation rates each year so you can see how students progress through our programs. These rates are reported to the U.S. Department of Education through the Integrated Postsecondary Education Data System (IPEDS).

First-to-Second Year Retention Rate

The retention rate is the percentage of first-time students who return to the school to continue their studies the following fall.

Students who began in Fall 2023 and returned in Fall 2024	Retention rate
Full-time students	95%
Part-time students	100%

Graduation and Transfer-Out Rates

The overall graduation rate is also called the "Student Right to Know" or IPEDS graduation rate. It tracks students who started as full-time, first-time students seeking a degree or certificate. It shows how many completed their program within 150% of the program's "normal time." For example, a student in a 12-month program would count as a graduate if they finished within 18 months.

The transfer-out rate is the percentage of those same students who transferred to another school before completing their program here. Not all schools report a transfer-out rate.

Students who began in 2021-22	Rate
Overall graduation rate	76%
Transfer-out rate	Not reported

Who Is Included in These Rates

Not every student is counted in the graduation rate. The following students are not tracked:

- Students who attended another college or school before enrolling here
- Students who began their studies part-time

ARLINGTON CAMPUS:

The school publishes its retention and graduation rates each year so you can see how students progress through our programs. These rates are reported to the U.S. Department of Education through the Integrated Postsecondary Education Data System (IPEDS).

First-to-Second Year Retention Rate

The retention rate is the percentage of first-time students who return to the school to continue their studies the following fall.

Students who began in Fall 2023 and returned in Fall 2024	Retention rate
Full-time students	61%
Part-time students	33%

Graduation and Transfer-Out Rates

The overall graduation rate is also called the "Student Right to Know" or IPEDS graduation rate. It tracks students who started as full-time, first-time students seeking a degree or certificate. It shows how many completed their program within 150% of the program's "normal time." For example, a student in a 12-month program would count as a graduate if they finished within 18 months.

The transfer-out rate is the percentage of those same students who transferred to another school before completing their program here. Not all schools report a transfer-out rate.

Students who began in 2021-22	Rate
Overall graduation rate	62%
Transfer-out rate	1%

Who Is Included in These Rates

Not every student is counted in the graduation rate. The following students are not tracked:

- Students who began their studies part-time

REGULATORY AND ACCREDITATION AGENCIES

The following institutions license and regulate our institution:

Texas Department of Licensing and Regulation
P.O. Box 12157
Austin, TX 78711
(512) 463-6599

Council On Occupational Education (COE)
7840 Roswell Road, Building 300, Suite 325
Atlanta, GA 30350
(770) 396-3898
http://council.org/

Through the U.S. Department of Education, each of the campuses are eligible to participate in student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended.

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

SCHOOL STANDARDS & POLICIES

DISABILITY ACCOMMODATION & GRIEVANCE POLICY

STATEMENT OF NON-DISCRIMINATION AND ACCOMMODATION

Paul Mitchell The School does not discriminate on the basis of disability. Individuals with disabilities are entitled to a reasonable accommodation to ensure that they have full and equal access to the School's educational resources, consistent with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and the Americans with Disabilities Act (42 U.S.C. § 12182) ("ADA"), their related statutes and regulations, and corresponding state and local laws.

Section 504 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. The ADA prohibits a place of public accommodation from discriminating on the basis of disability. The applicable law and regulations may be examined in the office of the ADA Compliance Coordinator, or his/her trained designee who has been designated to coordinate the efforts of the school to comply with Section 504 and ADA.

ADA COMPLIANCE COORDINATORS

Dallas Campus	**Arlington Campus**	**San Antonio Campus**
Teresa Goad 2389 Midway Road Carrollton, TX 75006 (972) 669-0494 teresa@pmtsdallas.com	Tira Bronner 309 Curtis Mathes Way Arlington, TX 76018 (817) 865-6963 tira@pmtsarlington.com	Sharitza Vega 18402 US Highway 281 N San Antonio, TX 78259 (210) 523-8333 sharitza@pmtssanantonio.com

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 a year. In these training sessions the Coordinator will explain the basic requirements of Section 504 and the ADA as they apply to The School. The Coordinator will address: the School's responsibility to provide accommodations to students with disabilities; how to implement accommodations that the Coordinator has approved for students; how to support students with disabilities in the School's programs; and 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 policy, the Coordinator will make sure that the Accommodations Procedures and the Grievance Procedures are 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 below.

REQUESTS FOR ACCOMMODATION

Individuals with disabilities wishing to request an accommodation must contact the ADA Compliance Coordinator at their campus. A disclosure of a disability or a request for accommodation made to any staff, faculty, or personnel other than the ADA Compliance Coordinator will not be treated as a request for an accommodation. However, if a student discloses a disability to such an individual, he or she is required to direct the student to the ADA Compliance Coordinator. Upon request, the ADA Compliance Coordinator (or his/her trained designee) will provide a student or

applicant with a Request for Accommodations Form, which is also available on the School's website under the Helpful Links tab. To help ensure timely consideration and implementation, individuals making a request for an accommodation are asked to contact the ADA Compliance Coordinator and/or submit a Request for Accommodations form at least two weeks prior to when the accommodation is needed.

Individuals requesting reasonable accommodation may be asked to provide medical documentation substantiating his/her physical and/or mental impairment(s) and/or the need for the requested accommodation(s), including but not limited to when the limitation or impairment is not readily apparent and/or a requested accommodation does not clearly relate to the impairment(s). Such documentation should specify that a student has a physical or mental impairment and how that impairment substantially limits one or more major life activities. In general, the supporting documentation must be dated less than three years from the date a student requests a reasonable accommodation, and must be completed by a qualified professional in the area of the student's disability, as enumerated below:

Disability	**Qualified Professional**
Physical disability	MD, DO
Visual impairment	MD, ophthalmologist, optometrist
Mobility, orthopedic impairment	MD, DO
Hearing impairment	MD, Audiologist (Au.D) *audiology exam should not be more than a year old
Speech and language impairment	Licensed speech professional
Learning disability	PhD Psychologist, college learning disability specialist, other appropriate professional
Acquired brain impairment	MD neurologist, neuropsychologist
Psychological disability	Psychiatrist, PhD Psychologist, LMFT or LCSW
ADD/ADHD	Psychiatrist; PhD Psychologist, LMFT or LCSW
Other disabilities	MD who practices or specializes within the field of the disability.

Documentation used to evaluate the need and reasonableness of potential accommodations may include a licensed professional's current medical diagnosis and date of diagnosis, evaluation of how the student's disability affects one or more of the major life activities and recommendations, psychological and/or emotion diagnostic tests, functional effects or limitations of the disability, and/or medications and recommendations to ameliorate the effects or limitations. Documentation may be the student's existing medical records, or reports created by the student's medical provider, the state department of rehabilitation, the U.S. Department of Veteran's Affairs, or an appropriate professional who conducts an assessment of the student (see chart above). Supporting medical documentation is not necessary for an obvious disability (for example a student in a wheel chair or a missing limb). The School may request additional documentation or testing as needed.

The documentation of disability is kept at all times in a locked, private file at the School, separate from the student's educational record. The ADA Compliance Coordinator will determine what information needs to be shared with School staff and Learning Leaders, on an "as needed basis," in order to facilitate academic accommodations or other services.

After the ADA Compliance Coordinator receives the Request Form and the required documentation, he/she (or his/her trained designee) will engage the student or applicant in an interactive process to determine what accommodations may be appropriate.

INTERACTIVE PROCESS

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.

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, 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 reasonably accommodated.

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.

ADDITIONAL FACTORS

The School does not provide accommodations that would result in a fundamental alteration of the School's program or would cause an undue financial burden. However, the Coordinator will continue the interactive process with the student to determine if an alternative accommodation is available.

If the student or applicant is denied any requested accommodation, he/she may file a grievance using the Grievance Process below or he/she may file a complaint with the U.S. Department of Education's Office for Civil Rights or a similar state entity. The School will make appropriate arrangements to ensure that a person with a disability is provided other accommodations, if needed, to participate in this grievance process. The ADA Compliance Coordinator will be responsible for such arrangements.

GRIEVANCE POLICY RELATING TO COMPLAINTS OF DISABILITY DISCRIMINATION

The School has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 and/or the ADA. Any person who believes she/he has been subjected to discrimination on the basis of disability, including disagreements regarding requested accommodations, may file a grievance with:

ADA GRIEVANCE COORDINATORS

Dallas Campus	**Arlington Campus**	**San Antonio Campus**
Jessica Porcheddu 2389 Midway Road Carrollton, TX 75006 (972) 669-0494 jessicap@pmtsdallas.com	Vonne Ashmore 309 Curtis Mathes Way Arlington, TX 76018 (817) 865-6963 vonne@pmtsarlington.com	Cynthia Flores 18402 US Highway 281 N San Antonio, TX 78259 (210) 523-8333 cynthia@pmtssanantonio.com

Grievances must be in writing, contain the name and address of the person filing it, state the problem or action alleged to be discriminatory (including dates and individuals involved), and the remedy or relief sought. The student should explain why he/she believes the acts were taken based on disability. The student should describe or provide copies of any relevant documents or emails, if available.

The School will investigate each complaint filed, and will not retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. All reasonable efforts will be made to provide a written determination to the student or applicant within 30 days after its filing. If a written determination cannot be made within 30 days of

the complaint's filing, the student will be advised and provided an update as to the status of the investigation. The student may also inquire as to the status of the investigation at reasonable intervals. The student will be provided with a written decision stating the determination and any remedial action (if applicable). Based on the results of the investigation, the School will take all appropriate actions to prevent any recurrence of discrimination and/or to correct any discriminatory effects.

If the student disagrees with the decision made by the ADA Grievance Coordinator, or disagrees with the remedial action specified, the student may appeal the decision to the School Executive Team. The appeal must be in writing and sent to Chandra Couch; Assistant Executive Director of Financial Aid and Compliance; 18402 US Highway 281 N, Suite 124, San Antonio, TX 78259; (210) 523-8333; Chandra@pmtssanantonio.com. The appeal must state the specific reasons that the student disagrees with the decision. Appeals must be filed no later than 30 days after the student receives the written decision from the ADA Grievance Coordinator. The Executive Director and Director of Compliance will issue a written decision to the student within 14 days after receiving the student's appeal. The Executive Director and Director of Compliance will determine whether the decision should be revised or remain the same. If the Executive Director and Director of Compliance 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

The availability of the School's grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Education's Office for Civil Rights and/or a similar state agency.

Students or 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 and the ADA as applied 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.

SERVICE ANIMAL POLICY

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington does not allow animals in the school; however, an individual with a disability may request a reasonable accommodation under the Americans with Disabilities Act to bring a service animal to school when medically necessary. Procedures for requesting a reasonable accommodation are described in the ADA policy which can be found on the school's website:

https://paulmitchell.edu/dallas
https://paulmitchell.edu/sanantonio
https://paulmitchell.edu/arlington.

SERVICE ANIMALS

A service animal (dog or miniature horse only) is an animal that is trained to provide a service to an individual with a disability, such as guiding individuals with impaired vision, alerting individuals to an impending seizure, or pulling a wheelchair and fetching dropped items.

Paul Mitchell The School Dallas - Arlington will evaluate all requests to bring a service animal into the workplace to determine if the accommodation is reasonable and can be provided without undue hardship. Handlers may be asked to bring the service animal to demonstrate the animal's training and ability to be in the school without disruption.

If an accommodation is granted to allow a service animal in the school, the arrangement may be permitted on a temporary or trial basis. Reasonable behavior is expected from service animals while on school property. Disruptive and aggressive service animals must be removed from the premises immediately and permission to bring the animal to the school will be revoked.

All animals need to be immunized against rabies and other diseases common to that type of animal. All vaccinations must be current, and animals must be in good health. For future professionals and/or staff members, current immunization records must be on file with the school. Service animals must wear an owner identification tag (which includes the name and phone number of the owner) at all times.

Animals must be on a leash, harness or other type of restraint at all times, unless the handler is unable to retain an animal on leash due to a disability.

The handler must be in full control of the animal at all times. The care and supervision of the animal is solely the responsibility of the handler. The handler is expected to clean and dispose of all animal waste appropriately.

Handler agrees to assume all liability for the service animal's behaviors. Handler agrees to comply with all laws, regulations, and ordinances regarding such service animals. Handler shall be personally liable for any damage or loss caused by the service animal's actions or reactions, including, but not limited to property damage.

SOCIAL NETWORKING POLICY

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

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

DRUG-FREE CAMPUS

In accordance with the Drug-Free Schools and Communities Act (DFSCA), Paul Mitchell The School is a drug and alcohol-free school and workplace. The school strictly forbids the possession, distribution, use or sale of alcoholic beverages and/or illegal drugs by students and employees anywhere on school property including grounds, parking lots, within the building/s or while participating in school-related activities.

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and/or Paul Mitchell The School Dallas - Arlington will impose disciplinary sanctions on students and employees who violate this policy. The sanctions may include anything up to and including termination. In addition, those who violate public law may be subject to criminal prosecution from local, state and federal law enforcement. Conviction of drug and alcohol violations can lead to imprisonment, fines and community service. Convictions may also prevent individuals from entering many fields of employment and make them ineligible for federal student grants and loans.

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington 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.

PROTECTED CLASS NON-DISCRIMINATION POLICY AND PROCEDURES

PROTECTED CLASS NON-DISCRIMINATION POLICY AND PROCEDURES

NONDISCRIMINATION STATEMENT

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington ("School") is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination and harassment based on a protected characteristic and retaliation for engaging in a protected activity. The School values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the Grievance Process during what can be a difficult time for all involved.

The School, in its admission, instruction, and graduation policies and practices, does not allow or tolerate harassment or discrimination based on race, religion, creed, color, ethnic origin, national origin, ancestry, sex (including pregnancy, childbirth, or related medical conditions), military or veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information, or any other basis protected by the federal, state, or local law.

To ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the education program or activity, the School has developed policies and procedures that are designed to provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of a protected characteristic and for allegations of retaliation.

In furtherance of this commitment, all students and employees are required to complete mandatory sexual harassment and prevention training when they first enroll or become employed with the School and annually, each January, thereafter. In accordance with Title IX of the Education Amendments of 1972, the School prohibits discrimination on the basis of sex, including sexual harassment and sexual violence, and promptly investigates when allegations of sex discrimination are made by a member of the School's community.

APPLICABLE SCOPE

The core purpose of this policy is the prohibition of all forms of discrimination. The School's policy prohibits discrimination based on sex (including pregnancy, childbirth, and related conditions), race, religion, creed, color, national origin, ethnic origin, ancestry, military or veteran status, physical or mental disability, medical condition, marital status, age, genetic information, sexual orientation, gender identity, gender expression, or any other characteristic protected by federal, state, or local law. Sometimes, discrimination involves exclusion from or different treatment in activities, such as admission or employment. At other times, discrimination takes the form of harassment or, in the case of sex-based discrimination, it can encompass sexual harassment, sexual assault, stalking, sexual exploitation, dating violence, or domestic violence. When an alleged policy violation is reported, the allegations are subject to resolution using the School's grievance procedures as determined by the Title IX Coordinator, and as detailed below.

When the Respondent is a member of the School community, a Formal Complaint may be filed and a Grievance Process may be available regardless of the status of the Complainant, who may or may not be a member of the School community. However, the School's specific response may be limited by certain regulations. This community includes, but is not limited to, students, employees, customers or service guests, vendors, or anyone else who does business with the School. The procedures below may be applied to incidents, to patterns, and/or to the institutional culture/climate, all of which may be addressed and investigated in accordance with this Policy.

The School recognizes that reports and/or Formal Complaints under this Policy may include multiple forms of discrimination and harassment as well as violations of other School policies; may involve various combinations of students, employees, and other members of the School community; and may require the simultaneous attention of multiple School departments. Accordingly, School employees will share information, combine efforts, and otherwise collaborate, to the maximum extent permitted by law and consistent with other applicable School policies, to provide uniform, consistent, efficient, and effective responses to alleged discrimination and harassment or retaliation.

As part of the School's commitment to providing a working and learning environment free from discrimination, this Policy will be disseminated to the School community through publications such as the School's catalog, the School's website, new employee orientation, and other appropriate methods of communication.

POLICY: EQUAL OPPORTUNITY, HARASSMENT, AND NONDISCRIMINATION

1. GLOSSARY

- ***Administrative Grievance Procedure*** means the Administrative Grievance Process set forth below in Appendix C that applies only when the Title IX Grievance Procedure does not, as determined by the Title IX Coordinator.
- ***Advisor*** means a person chosen by a party or appointed by the institution to accompany the party to meetings related to the Grievance Process to advise the party on that process and to conduct questioning for the party at the hearing, if any.
- ***Appeal Decision-Maker*** means the person who accepts or rejects a submitted appeal request determines whether an error occurred that substantially affected the investigation or original determination, and directs corrective action accordingly.

- ***Complainant*** means an individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected characteristic or retaliation for engaging in a protected activity.
- ***Day*** means a business day, excluding Saturday and Sunday, when the School is in normal operation.
- ***Decision-Maker*** means the person or panel who hears evidence, determines relevance, and makes the Final Determination of whether this Policy has been violated and/or assigns sanctions.
- ***Directly Related Evidence*** is evidence connected to the complaint, but which is neither inculpatory (tending to prove a violation) nor exculpatory (tending to disprove a violation) and cannot be relied upon by the Decision-Maker. Compare to Relevant Evidence below.
- ***Education Program or Activity*** means locations, events, or circumstances where the School exercises substantial control over both the Respondent and the context in which the harassment, discrimination, and/or retaliation occurs.
- ***Final Determination*** is a conclusion by the standard of proof that the alleged conduct did or did not violate policy.
- ***Finding*** is a conclusion by the standard of proof that the conduct did or did not occur as alleged (as in a "finding of fact").
- ***Formal Complaint*** means a document submitted or signed by a Complainant or signed by the Title IX Coordinator alleging a Respondent engaged in harassment or discrimination based on a protected characteristic or retaliation for engaging in a protected activity and requesting that the School investigate the allegation(s).
- ***Formal Grievance Process*** means the "Title IX Grievance Procedure," a method of formal resolution designated by the School to address conduct that falls within the policies included below, and which complies with the requirements of the Title IX regulations (34 CFR § 106.45) and the Violence Against Women Act § 304.
- ***Future Professional*** means any individual who has accepted an offer of admission, or who is registered or enrolled in coursework, and who maintains an ongoing educational relationship with the School.
- ***Grievance Process Pool*** includes any Investigators, Hearing Decision-Makers, Appeal Decision-Makers, and Advisors who may perform any or all of these roles (though not at the same time or with respect to the same complaint).
- ***Informal Resolution*** is a complaint resolution agreed to by the Parties and approved by the Title IX Coordinator that occurs prior to a formal Final Determination being reached.
- ***Investigator*** means the person authorized by the School to gather facts about an alleged violation of this Policy assesses relevance and credibility, synthesizes the evidence, and compiles this information into an investigation report of Relevant Evidence and a file of Directly Related Evidence.
- ***Mandated Reporter*** means a School employee who is obligated by policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator.
- ***Notice*** means that an employee, Future Professional, or third party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of harassing, discriminatory, and/or retaliatory conduct.
- ***Official with Authority (OWA)*** means a School employee (specifically the Owner or Director) who has responsibility to implement corrective measures for harassment, discrimination, and/or retaliation on behalf of the School.
- ***Parties*** means the Complainant(s) and Respondent(s), collectively.
- Recipient means a postsecondary education program that receives federal funding.
- ***Relevant Evidence*** is evidence that tends to prove (inculpatory) or disprove (exculpatory) an issue in the complaint.
- ***Remedies*** are post-Final Determination actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to the School's education program.
- ***Respondent*** means an individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected characteristic, or retaliation for engaging in a protected activity under this Policy.
- ***Resolution*** means the result of an Informal Resolution or Formal Grievance Process.
- ***Sanction*** means a consequence imposed on a Respondent who is found to have violated this Policy.

- ***Sexual Harassment*** is an umbrella category including the offenses of sexual harassment, sexual assault, stalking, dating violence, and domestic violence. See Section 17.B. for greater detail.
- ***Title IX Coordinator*** is at least one official designated by the School to ensure compliance with Title IX and the School's Title IX program. References to the Coordinator throughout this policy may also encompass a designee of the Coordinator for specific tasks.
- ***Title IX Grievance Procedure*** means the Formal Grievance Process detailed below and defined above.

2. TITLE IX COORDINATOR

The Title IX Coordinator oversees implementation of the School's policy on equal opportunity, harassment, and nondiscrimination.

Title IX Coordinator Dallas Campus:
Laura Ramirez; TitleIX@pmtsdallas.com
2389 A Midway Road Suite A
Carrollton, TX 75006
(972) 669-0494

Title IX Coordinator Arlington Campus:
Beverly Grace-Edwards; TitleIX@pmtsarlington.com
309 Curtis Mathes Way, Suite 101
Arlington, TX 76018
(817) 865-6963

Title IX Coordinator San Antonio Campus:
Carissa Nava & Thomas Torres; TitleIX@pmtssanantonio.com
18402 US Highway 281, Suite 124
San Antonio, TX 78259
(210) 523-8333

The Title IX Coordinator has the primary responsibility for coordinating the School's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remedy, and prevent discrimination, harassment, and retaliation prohibited under this Policy.

All parties will be provided with a comprehensive (electronic) brochure detailing options and resources, which the Title IX Coordinator may also review with the parties in person.

3. INDEPENDENCE AND CONFLICT OF INTEREST

The Title IX Coordinator acts with independence and authority, free from bias and conflicts of interest. The Title IX Coordinator oversees all resolutions under this Policy and these procedures. Investigators, Decision-Makers (including Appeal Decision-Makers), and Advisors are vetted and trained to ensure they are not biased for or against any party in a specific complaint, or for or against Complainants and/or Respondents, generally.

To raise any concern involving bias, conflict of interest, misconduct, or discrimination by the Title IX Coordinator, contact the School's managing owner/Director Ashley Medeiros. Concerns of bias, misconduct, discrimination, or a potential conflict of interest by any other individual involved facilitating the Grievance Process should be raised with the Title IX Coordinator.

4. ADMINISTRATIVE CONTACT INFORMATION

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this Policy and procedures, may be made internally to:

Title IX Coordinator Dallas Campus:
Laura Ramirez; TitleIX@pmtsdallas.com

2389 A Midway Road Suite A
Carrollton, TX 75006
(972) 669-0494

Title IX Coordinator Arlington Campus:
Beverly Grace-Edwards; TitleIX@pmtsarlington.com
309 Curtis Mathes Way, Suite 101
Arlington, TX 76018
(817) 865-6963

Title IX Coordinator San Antonio Campus:
Carissa Nava & Thomas Torres; TitleIX@pmtssanantonio.com
18402 US Highway 281, Suite 124
San Antonio, TX 78259
(210) 523-8333

The School has determined that the following administrators are Officials with Authority (OWAs) to address and correct harassment, discrimination, and/or retaliation. In addition to the Title IX Coordinator, these OWAs may also accept notice or complaints on behalf of the School.

Title IX Coordinator Dallas Campus:
Michelle Ames; TitleIX@pmtsdallas.com
2389 A Midway Road Suite A
Carrollton, TX 75006
(972) 669-0494

Title IX Coordinator Arlington Campus:
Beverly Grace-Edwards; TitleIX@pmtsarlington.com
309 Curtis Mathes Way, Suite 101
Arlington, TX 76018
(817) 865-6963

Title IX Coordinator San Antonio Campus:
Carissa Nava & Thomas Torres; TitleIX@pmtssanantonio.com
18402 US Highway 281, Suite 124
San Antonio, TX 78259
(210) 523-8333

The School has also classified the Financial Services Leader, Admissions Leader, and Future Professional Advisor as Mandated Reporters of any knowledge they have that a member of the community is experiencing harassment, discrimination, and/or retaliation. The section below on Mandated Reporting details their duties.

Inquiries may be made externally to:

Office for Civil Rights (OCR)
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

For complaints involving employee-on-employee conduct: Equal Employment Opportunity Commission (EEOC).

5. NOTICE/COMPLAINTS OF DISCRIMINATION, HARASSMENT, AND/OR RETALIATION

Notice or complaints of discrimination, harassment, and/or retaliation may be made using any of the following options:

1. File a report or Formal Complaint with, or give verbal notice to, the Title IX Coordinator or an Official with Authority. Such a report or Formal Complaint may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail, to the office listed for the Title IX Coordinator or any other official listed.
2. Report online, using the reporting form posted at paulmitchell.edu/phoenix/title-ix/policy. Anonymous reports[1] are accepted but can give rise to a need to investigate to determine whether the parties can be identified. If not, no further formal action is taken, though measures intended to protect the community may be enacted. The School tries to provide supportive measures to all Complainants, which may be impossible with an anonymous report that does not identify the Complainant.

Because reporting carries no obligation to initiate a formal response, and because the School respects Complainant requests to dismiss complaints unless there is a compelling threat to health and/or safety, the Complainant is largely in control and should not fear a loss of confidentiality by making a report that allows the School to discuss and/or provide supportive measures.

As used in this Policy, the term "Formal Complaint" means a document or electronic submission (such as by electronic mail or through an online portal provided by the School for this purpose) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the complaint, and requests that the School investigate the allegations. If notice is submitted in a form that does not meet this standard, the Title IX Coordinator will contact the Complainant to ensure that it is filed correctly.

6. SUPPORTIVE MEASURES

The School will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged harassment, discrimination, and/or retaliation. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate and reasonably available. They are offered, without fee or charge to the parties, to restore or preserve access to the School's education program or activity, including measures designed to protect the safety of all parties and/or the School's educational environment and/or to deter harassment, discrimination, and/or retaliation.

The Title IX Coordinator promptly makes supportive measures available to the parties upon receiving notice or a complaint. At the time that supportive measures are offered, the School will inform the Complainant, in writing, that they may file a Formal Complaint with the School either at that time or in the future, if they have not done so already. The Title IX Coordinator works with the Complainant to ensure that their wishes are considered with respect to any planned and implemented supportive measures.

The School will maintain the confidentiality of the supportive measures, provided that confidentiality does not impair the School's ability to provide those supportive measures. The School will act to ensure as minimal an occupational or academic impact on the parties as possible. The School will implement measures in a way that does not unreasonably burden the other party.

These actions may include, but are not limited to:

- Referral to community-based service providers
- Visa and immigration assistance
- Future Professional financial aid counseling
- Education to the institutional community or community subgroup(s)
- Altering work arrangements for employees
- Safety planning
- Implementing contact limitations (no-contact orders) between the parties
- Academic support, extensions of deadlines, or other course/program-related adjustments
- Trespass orders

- Timely warnings
- Withdrawals or leaves of absence
- Increased security and monitoring of certain areas of the campus
- Any other actions deemed appropriate by the Title IX Coordinator

Violations of no-contact orders or other restrictions may be referred to appropriate Future Professional or employee conduct processes for enforcement or added as collateral misconduct allegations to an ongoing complaint under this Policy.

7. EMERGENCY REMOVAL

The School can act to remove a Future Professional Respondent from its education program or activities—partially or entirely—on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any Future Professional or other individual justifies removal. This risk analysis is performed by the Title IX Coordinator in conjunction with relevant School officials.

When an emergency removal is imposed, the Future Professional will be given notice of the action and the option to request to meet with the Title IX Coordinator prior to such action/removal being imposed, or as soon as reasonably possible thereafter, to show cause why the action/removal should not be implemented or should be modified.

This meeting is not a hearing on the merits of the allegation(s), but rather it is an administrative process intended to determine solely whether the emergency removal is appropriate. When this meeting is not requested, objections to the emergency removal will be deemed waived. A Complainant and their Advisor may be permitted to participate in this meeting if the Title IX Coordinator determines it equitable to do so. There is no appeal process for emergency removal decisions.

A Respondent may be accompanied by an Advisor of their choice when meeting with the Title IX Coordinator for the show cause meeting. The Respondent will be given access to a written summary of the basis for the emergency removal prior to the meeting to allow for adequate preparation.

The Title IX Coordinator has sole discretion under this Policy to implement or modify an emergency removal and to determine the conditions and duration. Violation of an emergency removal under this policy will be grounds for discipline within the Future Professional or employee conduct processes, which may include expulsion or termination.

The School will implement the least restrictive emergency actions possible in light of the circumstances and safety concerns. As determined by the Title IX Coordinator, these actions could include, but are not limited to, temporarily reassigning an employee, restricting a Future Professional or employee's access to or use of facilities or equipment, allowing a Future Professional to withdraw without financial penalty, authorizing an employee administrative leave, and suspending a Future Professional's participation in extracurricular activities. At the discretion of the Title IX Coordinator, alternative coursework options may be pursued to ensure as minimal an academic impact on the parties as possible.

When the Respondent is an employee accused of misconduct in the course of their employment, they may be removed from campus or placed on administrative leave based on the discretion of the Title IX Coordinator.

8. PROMPTNESS

Once the School has received notice or a Formal Complaint, all allegations are promptly acted upon. Complaints typically take 60–90 business days to resolve. There are always exceptions and extenuating circumstances that can cause a resolution to take longer, but the School will avoid all undue delays within its control.

Any time the general timeframes for resolution outlined in School procedures will be delayed, the School will provide written notice to the parties of the delay, the cause for the delay, and an estimate of the anticipated additional time that will be needed as a result of the delay.

9. PRIVACY

Every effort is made by the School to preserve the privacy of reports[2]. The School will not share the identity of any individual who has made a report or Formal Complaint of harassment, discrimination, or retaliation; any Complainant; any individual who has been reported to be the perpetrator of harassment, discrimination, or retaliation; any Respondent; or any witness, except as permitted by the Family Educational Rights and Privacy Act (FERPA)[3] or its implementing regulations[4], or as required by law; or to carry out the purposes of 34 CFR Part 106, including any investigation, hearing, or grievance proceeding arising under these policies and procedures.

The School reserves the right to determine which School officials have a legitimate educational interest in being informed about incidents that fall under this Policy, pursuant to the Family Educational Rights and Privacy Act (FERPA).

Only a small group of School employees who need to know will typically be told about the complaint. Information will be shared as necessary with Investigators, Decision-Makers, witnesses, and the parties. The circle of people with this knowledge will be kept as tight as possible to preserve the parties' rights and privacy.

The School may contact parents/guardians of Future Professionals to inform them of situations in which there is a significant and articulable health and/or safety risk but will usually consult with the Future Professional first before doing so.

10. JURISDICTION

This Policy applies to the School's education program and activities[5] regarding conduct that takes place on property owned or controlled by the School and at School-sponsored events. The Respondent must be a member of the School's community in order for this Policy to apply.

This Policy can also be applicable to the effects of off-campus misconduct that effectively deprives a person of access to the School's education program or activities. The School may also extend jurisdiction to off-campus and/or to online conduct when the Title IX Coordinator determines that the conduct affects a substantial School interest.

Regardless of where the conduct occurred, the School will address notice/complaints to determine whether the conduct occurred in the context of its employment or education program or activity and/or has continuing effects on campus (including virtual learning and employment environments) or in an off-campus sponsored program or activity. A substantial School interest includes:

1. Any action that constitutes a criminal offense as defined by law. This includes, but is not limited to, single or repeat violations of any local, state, or federal law.
2. Any situation in which it is determined that the Respondent poses an immediate threat to the physical health or safety of any Future Professional, employee, or other individual.
3. Any situation that significantly impinges upon the rights, property, or achievements of others, significantly breaches the peace, and/or causes social disorder.
4. Any situation that substantially interferes with the educational interests or mission of the School.

If the Respondent is unknown or is not a member of the School community, the Title IX Coordinator will assist the Complainant in identifying appropriate institutional and local resources and support options. If criminal conduct is alleged, the School can assist in contacting local or institutional law enforcement if the individual would like to file a police report.

Further, even when the Respondent is not a member of the School's community, supportive measures, remedies, and resources may be provided to the Complainant by contacting the Title IX Coordinator.

In addition, the School may take other actions as appropriate to protect the Complainant against third parties, such as barring individuals from School property and/or events.

All vendors serving the School through third-party contracts are subject to the policies and procedures of their employers.

When the Respondent is enrolled in or employed by another institution, the Title IX Coordinator can assist the Complainant in liaising with the appropriate individual at that institution, as it may be possible to pursue action under that institution's policies.

Similarly, the Title IX Coordinator may be able to assist and support a Future Professional or employee Complainant who experiences discrimination in an externship or other environment external to the School where sexual harassment or nondiscrimination policies and procedures of the facilitating or host organization may give the Complainant recourse.

11. TIME LIMITS ON REPORTING

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to the School's jurisdiction and/or significant time has passed, the ability to investigate, respond, and/or provide remedies may be more limited or impossible.

Acting on notice/complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of policy) is at the discretion of the Title IX Coordinator, who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

12. ONLINE HARASSMENT AND MISCONDUCT

The School's policies are written and interpreted broadly to include online manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the School's education program and activities or when they involve the use of School networks, technology, or equipment.

Although the School may not control websites, social media, and other venues through which harassing communications are made, when such communications are reported to the School, it will engage in a variety of means to address and mitigate the effects.

Members of the community are encouraged to be good digital citizens and to refrain from online misconduct, such as feeding anonymous gossip sites; sharing inappropriate content via social media; participating in unwelcome sexual or sex-based messaging; distributing, or threatening to distribute, nude or semi-nude photos or recordings; performing breaches of privacy; or otherwise using the ease of transmission and/or anonymity of the Internet or other technology to harm another member of the School's community.

Off-campus harassing speech by employees, whether online or in person, may be regulated by the School only when such speech is made in an employee's official or work-related capacity.

13. POLICY ON NONDISCRIMINATION

The School adheres to all federal, state, and local civil rights laws and regulations prohibiting discrimination in private higher education institutions.

A. **Protected Characteristics**

The School does not discriminate against any employee, applicant for employment, Future Professional, or applicant for admission on the basis of:

- Sex (including pregnancy, childbirth, and related conditions)
- Race
- Religion
- Creed
- Color
- National Origin
- Ancestry
- Military or Veteran Status
- Physical or Mental Disability
- Medical Condition

- Marital Status
- Age
- Genetic Information
- Sexual Orientation
- Gender Identity
- Gender Expression
- Any other protected characteristic under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any Grievance Process within the institution, with the Equal Employment Opportunity Commission, and/or other human/civil rights agencies

  This Policy covers nondiscrimination in both employment and access to educational opportunities. Therefore, any member of the School's community whose acts deny, deprive, or limit the educational or employment access, benefits, and/or opportunities of any member of the School's community, guest, or visitor on the basis of that person's actual or perceived protected characteristics listed above, is in violation of the School's Nondiscrimination Policy.

  When brought to the attention of the School, any such discrimination will be promptly and fairly addressed and remedied by the School according to the appropriate Grievance Process.

B. **Inclusion Related to Gender Identity/Expression**

The School strives to ensure that all individuals are safe, included, and respected in their working and learning environments, regardless of their gender identity or expression, including intersex, transgender, agender, and gender diverse Future Professionals and employees.

Discrimination on the basis of gender identity or expression is not tolerated by the School. If a member of the School community feels they have been subjected to discrimination under this Policy, they should follow the appropriate reporting/Formal Complaint process described above.

In upholding the principles of equity and inclusion, the School supports the full integration and healthy development of those who are transgender, transitioning, or gender diverse, and seeks to eliminate any stigma related to gender identity and expression.

The School is committed to fostering a climate where all identities are valued and create a more vibrant and diverse community. The purpose of this Policy is to have the School administratively address issues some Future Professionals and employees, including those identifying as intersex, transgender, agender, and gender diverse, may confront as they navigate systems originally designed around the assumption that gender is binary. As our society's understanding of gender evolves, so do the School's processes and policies.

Concepts like misgendering and deadnaming may not be familiar to all, but understanding them is essential to the School's goal of being as welcoming and inclusive a community as possible.

Misgendering is the intentional or unintentional use of pronouns or identifiers that are different from those used by an individual. Unintentional misgendering is usually resolved with a simple apology if someone clarifies their pronouns for you. Intentional misgendering is inconsistent with the type of community we hold ourselves out to be. We all get to determine our own gender identity and expression, but we do not get to choose or negate someone else's.

Deadnaming, along with misgendering, can be very traumatic to a person who is transgender, transitioning, or gender diverse. Deadnaming means using someone's birth-assigned (cisgender) name, rather than the name

they have chosen.

To a person who is transgender, transitioning, or gender diverse, their cisgender identity may be something that is in their past—dead, buried, and behind them. To then revive their deadname could trigger issues, traumas, and experiences of the past that the individual has moved past, or is moving past, and can interfere with their health and well-being.

Again, unintentional deadnaming can be addressed by a simple apology and an effort to use the person's chosen name. Intentional deadnaming could be a form of bullying, outing, or otherwise harassing an individual, and thus should be avoided.

This Policy should be interpreted consistent with the goals of maximizing the inclusion of intersex, transgender, transitioning, agender, and gender diverse Future Professionals and employees, including:

- Maintaining the privacy of all individuals consistent with law
- Ensuring all Future Professionals equal access to educational programming, activities, and facilities, including restrooms
- Ensuring all employees equal access to employment opportunities
- Providing professional development for employees and education for Future Professionals on topics related to gender inclusion
- Encouraging all future employees and current employees to respect the pronoun usage and identities of all members of the School's community

The School has set forth its specific processes for implementing this Policy through the accompanying Title IX-related procedures.

14. DISABILITY DISCRIMINATION AND ACCOMMODATION POLICY

The School is committed to full compliance with the Americans with Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal, state, and local laws and regulations pertaining to individuals with disabilities.

Under the ADA and its amendments, a person has a disability if they have a physical or mental impairment that substantially limits a major life activity.

The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the School, regardless of whether they currently have a disability. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.

Teresa Goad (Dallas campus), Tira Bronner (Arlington campus) and Sharitza Vega (San Antonio campus) have been designated as School's ADA/504 Coordinator responsible for overseeing efforts to comply with these disability laws, including responding to grievances and conducting investigations of any allegation of noncompliance or discrimination based on disability.

Grievances related to disability status and/or accommodations will be addressed using the School's Policy and Procedures for Future Professionals with Disabilities. For details relating to disability accommodations in the School's Grievance Process.

Future Professionals with Disabilities

The School is committed to providing qualified Future Professionals with disabilities with reasonable accommodations and support needed to ensure equal access to the School's academic programs, facilities, and activities. For more information refer to Policy and Procedures for Future Professionals with Disabilities.

15. DISCRIMINATORY HARASSMENT POLICY

Future Professionals and employees are entitled to an educational and employment environment that is free of discriminatory harassment. This Policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane, but controversial, or sensitive subject matters protected by academic freedom.

The sections below describe the specific forms of legally prohibited harassment that are also prohibited under the School's policy. When speech or conduct is protected by academic freedom, it will not be considered a violation of School policy, though supportive measures will be offered to those impacted. All offense definitions encompass actual and/or attempted offenses.

A. **Discriminatory Harassment**

Discriminatory harassment—defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived characteristic protected by policy or law—is a form of prohibited discrimination under School policy.

The School does not tolerate discriminatory harassment of any employee, Future Professional, customer or service guest, third party, vendor, or anyone else who does business with the School. The School will act to remedy all forms of harassment when reported, whether or not the harassment rises to the level of creating a "hostile environment." A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational or employment access, benefits, or opportunities.[6] This discriminatory effect results from harassing verbal, written, graphic, and/or physical conduct that is severe or pervasive and objectively offensive.

When discriminatory harassment rises to the level of creating a hostile environment, the School may also impose sanctions on the Respondent through application of the appropriate Grievance Process.

The School reserves the right to address offensive conduct and/or harassment that (1) does not rise to the level of creating a hostile environment, or (2) that is of a generic nature and not based on a protected characteristic. Addressing such conduct will not result in the imposition of discipline under School policy, but may be addressed through respectful conversation, remedial actions, education, effective Alternative Resolution, and/or other Informal Resolution mechanisms.

For assistance with Alternative Resolution and other Informal Resolution techniques and approaches, employees and Future Professionals should contact the Director or Owner.

B. **Sexual Harassment**

The Department of Education's Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC), and the State/Commonwealth/District of Texas regard sexual harassment, a specific form of discriminatory harassment, as an unlawful discriminatory practice.

The School has adopted the following definition of sexual harassment in order to address the unique environment of an academic community.

Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation, and/or gender identity of those involved.

Sexual Harassment, as an umbrella category, includes the offenses of sexual harassment, sexual assault,

domestic violence, dating violence, and stalking, and is defined as:

Conduct on the basis of sex[7], or that is sexual in nature, that satisfies one or more of the following:

1. **Quid Pro Quo:**
    a. an employee of the School,
    b. conditions[8] the provision of an aid, benefit, or service of the School,
    c. on an individual's participation in unwelcome sexual conduct.
2. **Sexual Harassment:**
    a. unwelcome conduct,
    b. determined by a reasonable person,
    c. to be so severe, and
    d. pervasive, and,
    e. objectively offensive,
    f. that it effectively denies a Complainant equal access to the School's education program or activity.[9]
3. **Sexual Assault,** defined as:
    a. Any sexual act[10] directed against a Complainant,[11]
        - without their consent, or
        - instances in which the Complainant is incapable of giving consent.
    b. **Incest:**
        - Non-forcible sexual intercourse,
        - between persons who are related to each other,
        - within the degrees wherein marriage is prohibited by Texas law.
    c. **Statutory Rape:**
        - Non-forcible sexual intercourse,
        - with a person who is under the statutory age of consent of 16 years.
4. **Dating Violence,** defined as:
    a. violence,
    b. on the basis of sex,
    c. committed by a person,
    d. who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
        i. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition—
            a. Dating violence includes, but is not limited to, sexual abuse, physical abuse, or economic abuse[12] or the threat of such abuse.
            b. Dating violence does not include acts covered under the definition of domestic violence.
5. **Domestic Violence,[13]** defined as:
    a. felony or misdemeanor crimes,
    b. including the use or attempted use of physical or sexual abuse, or
    c. a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a Complainant,
    d. including verbal abuse, psychological abuse, economic abuse, or technological abuse that may or may not constitute criminal behavior,

e. on the basis of sex,
f. committed by a current or former spouse or intimate partner of the Complainant,
g. by a person with whom the Complainant shares a child in common, or
h. by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or
i. by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Texas, or
j. by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Texas.

6. **Stalking,** defined as:
   a. engaging in a course of conduct,
   b. on the basis of sex,
   c. directed at the Complainant, that
      i. would cause a reasonable person to fear for the person's safety, or
      ii. the safety of others; or
      iii. suffer substantial emotional distress.
7. **Technological Abuse,** defined as:
   a. an act or pattern of behavior that occurs within
   b. domestic violence, sexual assault, dating violence, or stalking,
   c. that is intended to harm, threaten, intimidate, control, stalk, harass, impersonate, exploit, extort, or monitor,
   d. another person
   e. that occurs using any form of technology[14],
   f. except as otherwise permitted by law.

   For the purposes of this definition:

   - Course of conduct means two or more acts, including but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
   - Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.
   - Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

   The School reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this Policy. The most serious offenses are likely to result in suspension/expulsion/termination.

C. **Unethical Relationships Policy**

There are inherent risks in any romantic or sexual relationship between individuals in unequal positions (such as supervisor and employee). In reality, these relationships may be less consensual than perceived by the individual whose position confers power or authority. Similarly, the relationship also may be viewed in different ways by each of the parties, particularly in retrospect. Circumstances may change, and conduct that was once welcome may, at some point in the relationship, become unwelcome.

Even when both parties have initially consented to romantic or sexual involvement, the possibility of a later allegation of a relevant policy violation still exists. The School does not wish to interfere with private choices

regarding personal relationships when these relationships do not interfere with the goals and policies of the School. However, for the personal protection of members of this community, relationships in which power differentials are inherent (e.g., supervisor/employee) are generally discouraged. Employee relationships with Future Professionals are prohibited.

Consensual romantic or sexual relationships in which one party maintains a direct supervisory or otherwise evaluative role over the other party are inherently problematic. Therefore, persons with direct supervisory or otherwise evaluative responsibilities who are involved in such relationships must bring these relationships to the timely attention of the Title IX Coordinator. The existence of this type of relationship will likely result in removing the supervisory or evaluative responsibilities from the employee or shifting a party from being supervised or evaluated by someone with whom they have established a consensual relationship. When an affected relationship existed prior to adoption of this Policy, the duty to notify the appropriate supervisor still pertains.

Failure to timely self-report such relationships to the Title IX Coordinator as required can result in disciplinary action for an employee. Engaging in a consensual relationship with a Future Professional can result in disciplinary action for an employee. The Title IX Coordinator will determine whether to refer violations of this provision to human resources for resolution, or to pursue resolution under this Policy, based on the circumstances of the allegation.

D. **Force, Coercion, Consent, and Incapacitation**[15]
As used in the offenses above, the following definitions and understandings apply:

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent (e.g., “Have sex with me or I’ll hit you,” which elicits the response, “Okay, don’t hit me. I’ll do what you want.”).

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

Coercion: Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Consent is:

- knowing, and
- voluntary, and
- clear permission
- by word or action
- to engage in sexual activity.

  Individuals may perceive and experience the same interaction in different ways. Therefore, it is the responsibility of each party to determine that the other has consented before engaging in the activity.

  If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.

For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied consent. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their consent to being kissed back.

Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonably immediate time.

Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent. If an individual expresses conditions on their willingness to consent (e.g., use of a condom) or limitations on the scope of their consent, those conditions and limitations must be respected.

Proof of consent or non-consent is not a burden placed on either party involved in a complaint. Instead, the burden remains on the School to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged misconduct occurred and any similar and previous patterns that may be evidenced.

Consent in relationships must also be considered in context. When parties consent to BDSM[16] or other forms of kink, non-consent may be shown by the use of a safe word. Resistance, force, violence, or even saying “no” may be part of the kink and thus consensual, thus the School’s evaluation of communication in kink situations should be guided by reasonableness, rather than strict adherence to policy that assumes non-kink relationships as a default.

Incapacitation: A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drug consumption. As stated above, a Respondent violates this Policy if they engage in sexual activity with someone who is incapable of giving consent.

It is a defense to a sexual assault policy violation that the Respondent neither knew nor should have known the Complainant to be physically or mentally incapacitated. “Should have known” is an objective, reasonable person standard that assumes that a reasonable person is both sober and exercising sound judgment.

Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the “who, what, when, where, why, and how” of their sexual interaction).

Incapacitation is determined through consideration of all relevant indicators of an individual’s state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

This Policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating substances.

E. **Other Civil Rights Offenses**

In addition to the forms of sexual harassment described above, which are covered by Title IX, the School additionally prohibits the following offenses as forms of discrimination that may be within or outside of Title IX when the act is based upon the Complainant's actual or perceived protected characteristic.

1. **Sexual Exploitation,** defined as:
    a. an individual taking non-consensual or abusive sexual advantage of another
    b. for their own benefit or for the benefit of anyone other than the person being exploited, and
    c. that conduct does not otherwise constitute sexual harassment under this Policy.

    Examples of sexual exploitation include, but are not limited to:

    - Sexual voyeurism (such as observing or allowing others to observe a person undressing or using the bathroom or engaging in sexual acts, without the consent of the person being observed)
    - Invasion of sexual privacy (e.g., doxxing)
    - Knowingly making an unwelcome disclosure of (or threatening to disclose) an individual's sexual orientation, gender identity, or gender expression
    - Taking pictures, video, or audio recording of another in a sexual act, or in any other sexually related activity when there is a reasonable expectation of privacy during the activity, without the consent of all involved in the activity; or exceeding the boundaries of consent (such as allowing another person to hide in a closet and observe sexual activity; or disseminating sexual pictures without the photographed person's consent), including the making or posting of non-consensual pornography
    - Prostituting another person
    - Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or a sexually transmitted disease (STD) or infection (STI), without informing the other person of the virus, disease, or infection
    - Causing or attempting to cause the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person's ability to give consent to sexual activity, or for the purpose of making that person vulnerable to non-consensual sexual activity
    - Misappropriation of another person's identity on apps, websites, or other venues designed for dating or sexual connections (e.g., spoofing)
    - Forcing a person to take an action against that person's will by threatening to show, post, or share information, video, audio, or an image that depicts the person's nudity or sexual activity
    - Knowingly soliciting a minor for sexual activity
    - Engaging in sex trafficking
    - Knowingly creating, possessing, or disseminating child pornography
2. **Harm/Endangerment,** defined as:
    a. threatening or causing physical harm;
    b. extreme verbal, emotional, or psychological abuse; or
    c. other conduct which threatens or endangers the health or safety of any person or damages their property.
3. **Discrimination,** defined as:
    a. actions that deprive, limit, or deny
    b. other members of the community
    c. of educational or employment access, benefits, or opportunities,
    d. including disparate treatment.
4. **Intimidation,** defined as:
    a. implied threats or

b. acts that cause the Complainant reasonable fear of harm.

5. **Bullying**[17]**,** defined as:
   a. repeated and/or severe aggressive behavior
   b. that is likely to intimidate or intentionally hurt, control, or physically or mentally diminish the Complainant.

   Violation of any other School policies may constitute a Civil Rights Offense when a violation is motivated by actual or perceived protected characteristic(s), and the result is a discriminatory limitation or denial of employment or educational access, benefits, or opportunities.

   Sanctions for the above-listed Civil Rights Offenses range from coaching through termination.

16. RETALIATION

Protected activity under this Policy includes reporting alleged misconduct that may implicate this Policy, participating in the Grievance Process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this Policy.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. The School will take all appropriate and available steps to protect individuals who fear that they may be subjected to retaliation.

The School and any member of the School's community are prohibited from taking or attempting to take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy and procedures.

Filing a complaint under the Administrative Grievance Procedure could be considered retaliatory if those allegations could be subject to the Title IX Grievance Procedure, when the Administrative Grievance Procedure allegations are made for the purpose of interfering with or circumventing any right or privilege afforded within the Title IX Grievance Procedure that is not provided by the Administrative Grievance Procedure. Therefore, the School carefully vets all complaints to ensure this does not happen, and to ensure that complaints are routed to the appropriate process.

The exercise of rights protected under the First Amendment does not constitute retaliation.

Pursuing a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this Policy and procedures does not constitute retaliation, provided that the determination of responsibility, by itself, is not sufficient to conclude that any party has made a materially false statement in bad faith.

17. MANDATED REPORTING

Specific School employees have been designated as Mandated Reporters and are required to report actual or suspected discrimination, harassment, and/or retaliation to appropriate officials immediately. This requirement applies to instances involving Future Professionals and colleagues.

If a Complainant expects formal action in response to their allegations, reporting to any Mandated Reporter can connect them with resources to report alleged crimes and/or policy violations, and these employees will immediately pass reports to the Title IX Coordinator (and/or police, if desired by the Complainant or required by law), who will act when an incident is reported to them.

The following sections describe the School's reporting options for a Complainant or third party (including parents/guardians when appropriate):

A. **Confidential Resources**
   If a Complainant would like the details of an incident to be kept confidential, the Complainant may speak with:

- Community-based resources (not affiliated with the School):
  - Licensed professional counselors and other medical providers
  - Local rape crisis counselors
  - Domestic violence resources
  - Local or state assistance agencies
  - Clergy/Chaplains
  - Attorneys

  The above-listed individuals will maintain confidentiality when acting under the scope of their licensure, professional ethics, professional credentials, or official designation, except in extreme cases of immediacy of threat or danger or abuse of a minor/elder/individual with a disability, or when required to disclose by law or court order.

B. **Mandated Reporters and Formal Notice/Complaints**

Specific School employees are Mandated Reporters and must promptly share with the Title IX Coordinator all known details of a report made to them in the course of their employment. These employees include the Financial Aid Leader, the Admissions Leader, and the Future Professional Advisor.

Mandated Reporters must also promptly share all details of behaviors under this Policy that they observe or have knowledge of, even if not reported to them by a Complainant or third party.

Complainants may want to carefully consider whether they share personally identifiable details with non-confidential Mandated Reporters, as those details must be shared with the Title IX Coordinator.

Generally, disclosures in climate surveys, admissions essays, or at events such as “Take Back the Night” marches or speak-outs do not provide notice that must be reported to the Title IX Coordinator by employees, unless the Complainant clearly indicates that they desire a report to be made or to seek a specific response from the School.

Supportive measures may be offered as the result of such disclosures without formal School action.

Failure of a Mandated Reporter, as described above in this section, to report an incident of harassment, discrimination, or retaliation of which they become aware is a violation of School policy and can be subject to disciplinary action for failure to comply/failure to report.

Though this may seem obvious, when a Mandated Reporter is engaged in harassment or other violations of this Policy, they still have a duty to report their own misconduct, though the School is technically not on notice simply because a harasser is also a Mandated Reporter unless the harasser does in fact report themselves.

Finally, it is important to clarify that a Mandated Reporter who is a target themself of harassment or other misconduct under this Policy is not required to report their own experience, though they are, of course, encouraged to do so.

18. WHEN A COMPLAINANT DOES NOT WISH TO PROCEED

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, and/or does not want a Formal Complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the institution and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether the School proceeds when the Complainant does not wish to do so, and the Title IX Coordinator may sign a Formal Complaint to initiate a Grievance Process, usually upon completion of an appropriate violence risk assessment.

The Title IX Coordinator's decision should be based on results of the violence risk assessment that show a compelling risk to health and/or safety that requires the School to pursue formal action to protect the community.

A compelling risk to health and/or safety may result from evidence of patterns of misconduct, predatory conduct, threats, abuse of minors, use of weapons, and/or violence. The School may be compelled to act on alleged employee misconduct irrespective of a Complainant's wishes.

The Title IX Coordinator must also consider the effect that non-participation by the Complainant may have on the availability of evidence and the School's ability to pursue a Formal Grievance Process fairly and effectively. When the Title IX Coordinator executes the written complaint, they do not become the Complainant. The Complainant is the individual who is alleged to be the victim of conduct that could constitute a violation of this Policy.

When the School proceeds, the Complainant (and/or their Advisor) may have as much or as little involvement in the process as they wish. The Complainant retains all rights of a Complainant under this Policy irrespective of their level of participation. Typically, when the Complainant chooses not to participate, the Advisor may be appointed as proxy for the Complainant throughout the process, acting to ensure and protect the rights of the Complainant, though this does not extend to the provision of evidence or testimony.

Note that the School's ability to remedy and respond to notice may be limited if the Complainant does not want the School to proceed with an investigation and/or Grievance Process. The goal is to provide the Complainant with as much control over the process as possible, while balancing the School's obligation to protect its community.

In cases in which the Complainant requests confidentiality/no formal action and the circumstances allow the School to honor that request, the School may offer Informal Resolution options, supportive measures, and remedies to the Complainant and the community, but will not otherwise pursue formal action.

If the Complainant elects to take no action, they can change that decision if they decide to pursue a Formal Complaint at a later date. Upon making a Formal Complaint, a Complainant has the right, and can expect, to have allegations taken seriously by the School and to have the incidents investigated and properly resolved through these procedures. Please consider that delays may cause limitations on access to evidence, or present issues with respect to the status of the parties.

19. FEDERAL TIMELY WARNING OBLIGATIONS

The School must issue timely warnings for reported incidents that pose a serious or continuing threat of bodily harm or danger to members of the School's community.

The School will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

20. FEDERAL STATISTICAL REPORTING OBLIGATIONS

Certain institutional officials—those deemed Campus Security Authorities—have a duty to report the following for federal statistical reporting purposes (Clery Act):

1. All "primary crimes," which include criminal homicide, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, and arson
2. Hate crimes, which include any bias-motivated primary crime as well as any bias-motivated larceny or theft, simple assault, intimidation, or destruction/damage/vandalism of property
3. VAWA-based crimes,[18] which include sexual assault, domestic violence, dating violence, and stalking
4. Arrests and referrals for disciplinary action for weapons-related law violations, liquor-related law violations, and drug law violations

All personally identifiable information is kept private, but statistical information must be shared with the Director regarding the type of incident and its general location (on or off campus or in the surrounding area, but no addresses are given) for publication in the Annual Security Report and daily campus crime log. Campus Security Authorities include the Financial Aid Leader, the Admissions Leader, the Future Professional Advisor, and the local police.

21. FALSE ALLEGATIONS AND EVIDENCE

Deliberately false and/or malicious accusations under this Policy are a serious offense and will be subject to appropriate disciplinary action. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a policy violation determination.

Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence, or deliberately misleading an official conducting an investigation, hearing, or Informal Resolution can be subject to discipline under appropriate School policies.

22. AMNESTY

The School encourages the reporting of misconduct and crimes by Complainants and witnesses. Sometimes, Complainants or witnesses are hesitant to report to School officials or participate in grievance processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons.

It is in the best interests of the School community that Complainants choose to report misconduct to School officials, that witnesses come forward to share what they know, and that all parties be forthcoming during the process.

To encourage reporting and participation in the process, the School maintains a policy of offering parties and witnesses amnesty from minor policy violations—such as underage consumption of alcohol or the use of illicit drugs—related to the incident.

Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution. The decision not to offer amnesty to a Respondent is based on neither sex nor gender, but on the fact that collateral misconduct is typically addressed for all Future Professionals within a progressive discipline system, and the rationale for amnesty—the incentive to report serious misconduct—is rarely applicable to Respondent with respect to a Complainant.

A. **Future Professionals**

   Sometimes, Future Professionals are hesitant to assist others for fear that they may get in trouble themselves (for example, an underage Future Professional who has been drinking or using marijuana might hesitate to help take an individual who has experienced sexual assault to the School).

   The School maintains a policy of amnesty for Future Professionals who offer help to others in need. Although policy violations cannot be overlooked, the School may provide purely educational options with no official disciplinary finding, rather than punitive sanctions, to those who offer their assistance to others in need.

B. **Employees**

   Sometimes, employees are hesitant to report harassment, discrimination, or retaliation they have experienced for fear that they may get in trouble themselves. For example, an employee who has violated the unethical relationship policy and is then assaulted in the course of that relationship might hesitate to report the incident to School officials.

   The School may, at its discretion, offer employee Complainants amnesty from such policy violations (typically more minor policy violations) related to the incident. Amnesty may also be granted to Respondents and witnesses on a case-by-case basis.

23. PRESERVATION OF EVIDENCE

The preservation of evidence in incidents of sexual assault and stalking is critical to potential criminal prosecution and to obtaining restraining/protective orders and is particularly time sensitive. The School will inform the Complainant of the importance of preserving evidence by taking actions such as the following:

Sexual Assault

- Seek forensic medical assistance at the Rhode Island hospital, ideally within 120 hours of the incident (sooner is better).
- Avoid urinating, showering, bathing, washing hands or face, or douching, if possible, but evidence may still be collected even if you do.
- If oral sexual contact took place, refrain from smoking, eating, drinking, or brushing teeth.
- If clothes are changed, place soiled clothes in a paper bag (plastic destroys evidence) or secure evidence container.
- Seeking medical treatment can be essential even if it is not for the purposes of collecting forensic evidence.

Stalking

- Evidence in the form of text and voice messages will be lost in most cases if the Complainant changes their phone number.
    - Make a secondary recording of any voice messages and/or save the audio files to a cloud server.
    - Take screenshots and/or a video recording of any text messages or other electronic messages (e.g., Instagram, Snapchat, Facebook).
- Save copies of email and social media correspondence, including notifications related to account access alerts.
- Take timestamped photographs of any physical evidence including notes, gifts, etc., in place when possible.
- Save copies of any messages, to include those showing any request for no further contact.
- Obtain copies of call logs showing the specific phone number being used rather than a saved contact name if possible.

During the initial meeting between the Complainant and the Title IX Coordinator, the importance of taking these actions will be discussed, if timely.

GRIEVANCE PROCESS FOR ALLEGED VIOLATIONS OF THE EQUAL OPPORTUNITY, HARASSMENT, AND NONDISCRIMINATION POLICY (KNOWN AS THE TITLE IX GRIEVANCE PROCEDURE)

1. OVERVIEW

The School will act on any formal notice/complaint of violation of the Equal Opportunity, Harassment, and Nondiscrimination Policy ("the Policy") that is received by the Title IX Coordinator[19] or any other Official with Authority by applying these procedures, known as "the Title IX Grievance Procedure."

The procedures below apply only to qualifying allegations of sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined in the Policy) involving Future Professionals and employees.

If other Policy definitions are invoked, such as protected characteristic harassment or discrimination as defined above, please see Appendix C for a description of the procedures applicable to the resolution of such offenses, known as the Administrative Grievance Procedure.[20]

The Administrative Grievance Procedure can also apply to sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) when jurisdiction does not fall within the Title IX Grievance Procedure, as determined by the Title IX Coordinator.

The procedures below may be used to address alleged collateral misconduct by the Respondent arising from the investigation of or occurring in conjunction with reported misconduct (e.g., vandalism, physical abuse of another), when alleged violations of the Policy are being addressed at the same time. In such cases, the Title IX Coordinator may consult with the institution officials who typically oversee such conduct (e.g., human resources, Future

Professional Advisor, Education Leaders, etc.) to provide input as needed. All other allegations of misconduct unrelated to incidents covered by the Policy will be addressed through procedures described in the School catalog, and staff handbooks.

2. NOTICE/COMPLAINT

Upon receipt of a Formal Complaint or notice of an alleged policy violation by the Title IX Coordinator, the Title IX Coordinator initiates a prompt initial assessment to determine the next steps the School needs to take. The Title IX Coordinator will contact the Complainant to offer supportive measures and determine whether the Complainant wishes to file a Formal Complaint.

The Title IX Coordinator will then initiate at least one of three responses:

1. Offering supportive measures because the Complainant does not want to file a Formal Complaint
2. An Informal Resolution (upon submission of a Formal Complaint)
3. A Formal Grievance Process including an investigation and a hearing (upon submission of a Formal Complaint)

The School uses a Formal Grievance Process as described below to determine whether the Policy has been violated. If so, the School will promptly implement effective remedies designed to ensure that it is not deliberately indifferent to harassment or discrimination, their potential recurrence, and/or their effects.

3. INITIAL ASSESSMENT

Following receipt of notice or a Formal Complaint of an alleged violation of this Policy, the Title IX Coordinator[21] engages in an initial assessment, typically within five (5) business days. The steps in an initial assessment can include:

- The Title IX Coordinator seeks to determine whether the person impacted wishes to make a Formal Complaint, and will assist the person to do so, if desired.
    - If the person does not wish to do so, the Title IX Coordinator determines whether to initiate a complaint themself because a violence risk assessment indicates a compelling threat to health and/or safety.
- If a Formal Complaint is received, the Title IX Coordinator assesses its sufficiency and works with the Complainant to make sure it is correctly completed.
- The Title IX Coordinator reaches out to the Complainant to offer supportive measures.
- The Title IX Coordinator works with the Complainant to ensure they are aware of the right to have an Advisor.
- The Title IX Coordinator works with the Complainant to determine whether the Complainant prefers a supportive and remedial response, an Informal Resolution option, or a formal investigation and Grievance Process.
    - If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their needs and determine appropriate supports, and implements accordingly. No Formal Grievance Process is initiated, though the Complainant can elect to initiate one later, if desired.
    - If an Informal Resolution option is preferred, the Title IX Coordinator assesses whether the complaint is suitable for Informal Resolution[22], which informal mechanism may serve the situation best or is available, and may seek to determine whether the Respondent is also willing to engage in Informal Resolution.
    - If a Formal Grievance Process is preferred by the Complainant, the Title IX Coordinator determines whether the alleged misconduct falls within the scope of the 2020 Title IX regulations:
        - If it does, the Title IX Coordinator will initiate the formal investigation and Grievance Process, directing the investigation to address, based on the nature of the complaint:
            - an incident, and/or
            - a pattern of alleged misconduct, and/or
            - a culture/climate issue
        - If alleged misconduct does not fall within the scope of the Title IX regulations, the Title IX Coordinator determines that the regulations do not apply (and will “dismiss” that aspect of the complaint, if any),

assesses which policies may apply, determines which Grievance Process is applicable, and refers the matter accordingly, including referring the matter for resolution under the Administrative Grievance Procedure, if applicable. Please note that dismissing a complaint under the 2020 Title IX regulations is solely a procedural requirement under Title IX, which does not limit the School's authority to address a complaint with an appropriate process and remedies.

A. **Violence Risk Assessment**

In some cases, the Title IX Coordinator may determine that a Violence Risk Assessment (VRA) should be conducted in conjunction with relevant School employees as part of the initial assessment. A VRA can aid in ten critical and/or required determinations, including:

1. Emergency removal of a Respondent on the basis of immediate threat to an individual or the community's physical health/safety
2. Whether the Title IX Coordinator should pursue/sign a Formal Complaint absent a willing/able Complainant
3. Whether the scope of the investigation should include an incident, and/or pattern of misconduct, and/or climate of hostility/harassment
4. To help identify potential predatory conduct
5. To help assess/identify grooming behaviors
6. Whether it is reasonable to try to resolve a complaint through Informal Resolution, and if so, what approach may be most successful
7. Whether to permit a voluntary withdrawal by the Respondent
8. Whether to communicate with a transfer school about a Respondent
9. Assessment of appropriate sanctions/remedies (to be applied post-hearing)
10. Whether a Clery Act Timely Warning/trespass order/persona non grata is needed

Threat assessment is the process of evaluating the actionability of violence by an individual against another person or group following the issuance of a direct or conditional threat. A VRA is a broader term used to assess any potential violence or danger, regardless of the presence of a vague, conditional, or direct threat.

A VRA is not an evaluation for an involuntary behavioral health hospitalization (e.g., Section XII in Massachusetts, Baker Act in Florida), nor is it a psychological or mental health assessment. A VRA assesses the risk of actionable violence, often with a focus on targeted/predatory escalations, and is supported by research from the fields of law enforcement, criminology, human resources, and psychology.

B. **Dismissal (Mandatory and Discretionary)**[23]

The School must dismiss a Formal Complaint or any allegations therein if at any time during the investigation or hearing it is determined that:

1. The conduct alleged in the Formal Complaint would not constitute sexual harassment as defined above, even if proved
2. The conduct did not occur in an educational program or activity controlled by the School, and/or the School does not have control of the Respondent
3. The conduct did not occur against a person in the United States
4. At the time of filing a Formal Complaint, a Complainant is not participating in or attempting to participate in the School's education program or activity[24]

The School may dismiss a Formal Complaint or any allegations therein if at any time during the investigation or hearing:

1. A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein
2. The Respondent is no longer enrolled in or employed by the School

3. Specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein

   A Complainant who decides to withdraw a complaint may later request to reinstate it or refile it.

   Upon any dismissal, the School will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties.

   This dismissal decision is appealable by any party under the procedures for appeal (See Section 37).

4. COUNTERCLAIMS

The School is obligated to ensure that the Grievance Process is not abused for retaliatory purposes, thus counterclaims made with retaliatory intent will not be permitted. The School permits the filing of counterclaims but uses an initial assessment, described above, to assess whether the allegations in the counterclaim are made in good faith.

Counterclaims determined to have been reported in good faith will be processed using the Grievance Process below. Investigation of such claims may take place after resolution of the underlying initial complaint, in which case a delay may occur.

Counterclaims may also be resolved through the same investigation as the underlying complaint at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory and may constitute a violation of this Policy.

5. RIGHT TO AN ADVISOR

The parties may each have an Advisor of their choice present with them for all meetings, interviews, and hearings within the Grievance Process, if they so choose. The parties may select whoever they wish to serve as their Advisor as long as the Advisor is eligible and available.[25]

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict of interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-Maker.

A. **Who Can Serve as an Advisor**

   The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the Grievance Process. The parties may choose Advisors from inside or outside of the School community.

   The Title IX Coordinator will also offer to assign a trained Advisor to any party if the party so chooses. If the parties choose a School-assigned Advisor, the Advisor will have been trained by the School and be familiar with the School's Grievance Procedure.

   If the parties choose an Advisor not assigned by the School, the Advisor may not have been trained by the School and may not be familiar with School policies and procedures.

   Parties also have the right to choose not to have an Advisor in the initial stages of the Grievance Process, prior to a hearing.

B. **Advisor's Role in Meetings and Interviews**

   The parties may be accompanied by their Advisor in all meetings and interviews at which the party is entitled to be present, including intake and interviews. Advisors should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith.

The School cannot guarantee equal Advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, the School is not obligated to provide an attorney.

Where applicable under state law or School policy, Advisors or attorneys are permitted to fully represent their advisees or clients in resolution proceedings, including all meetings, interviews, and hearings. Although the School prefers to hear from parties directly, in these cases, parties are entitled to have evidence provided by their chosen representatives.

C. **Advisors in Hearings/School-Appointed Advisor**

Under the Title IX regulations, a form of indirect questioning is required during the hearing but must be conducted by the parties' Advisors. The parties are not permitted to directly question each other or any witnesses. If a party does not have an Advisor for a hearing, the School will appoint a trained Advisor for the limited purpose of conducting any questioning of the parties and witnesses.

D. **Pre-interview Meetings**

Advisors and their advisees may request to meet with the Investigator conducting interviews/meetings in advance of these interviews or meetings. This pre-meeting allows Advisors to clarify and understand their role and the School's policies and procedures.

E. **Advisor Violations of School Policy**

All Advisors are subject to the same School policies and procedures, whether they are attorneys or not, and whether they are selected by a party or assigned by the School. Advisors are expected to advise their advisees[26] without disrupting proceedings. Advisors should not address School officials or Investigators in a meeting or interview unless invited to do so (e.g., asking procedural questions). The Advisor may not make a presentation or represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator or other Decision-Maker except during a hearing proceeding during questioning.

The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the Grievance Process. Although the Advisor generally may not speak on behalf of their advised, the Advisor may consult with their advisee, either privately as needed, or by conferring or passing notes during any Grievance Process meeting or interview. For longer or more involved discussions, the parties and their Advisors should ask for breaks to allow for private consultation.

Any Advisor who oversteps their role as defined by this Policy, or who refuses to comply with the School's established rules of decorum for the hearing, will be warned. If the Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting/interview/hearing may be ended, or other appropriate measures implemented, including the School requiring the party to use a different Advisor or providing a different School-appointed Advisor. Subsequently, the Title IX Coordinator will determine how to address the Advisor's noncompliance and future role.

F. **Sharing Information with the Advisor**

The School expects that the parties may wish to have the School share documentation and evidence related to the allegations with their Advisors. The School provides a consent form that authorizes the School to share such information directly with a party's Advisor. The parties must either complete and submit this form to the Title IX Coordinator or provide similar documentation demonstrating consent to a release of information to the Advisor before the School is able to share records with an Advisor.

Advisors appointed by the institution will not be asked to disclose details of their interactions with their advisees to School officials or Decision-Makers.

G. **Privacy of Records Shared with Advisor**
Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by the School. The School may restrict the role of any Advisor who does not respect the sensitive nature of the process or who fails to abide by the School's privacy expectations.

H. **Expectations of an Advisor**
The School generally expects an Advisor to adjust their schedule to allow them to attend School meetings/interviews/hearings when planned, but the School may change scheduled meetings/interviews/hearings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay.

The School may also make reasonable provisions to allow an Advisor who cannot be present in person to attend a meeting/interview/hearing by telephone, video conferencing, or other similar technologies as may be convenient and available.

I. **Expectations of the Parties with Respect to Advisors**
A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The parties are expected to inform the Investigator of the identity of their Advisor at least four (4) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a party changes Advisors, consent to share information with the previous Advisor is terminated, and a release for the new Advisor should be secured. Parties are expected to inform the Title IX Coordinator of the identity of their hearing Advisor at least four (4) business days before the hearing.

J. **Assistance in Securing an Advisor**[27]
For representation, Respondents may wish to contact organizations such as:

- Families Advocating for Campus Equality (http://www.facecampusequality.org)
- Stop Abusive and Violent Environments (http://www.saveservices.org)

Complainants may wish to contact organizations such as:

- The Victim Rights Law Center (http://www.victimrights.org)
- The National Center for Victims of Crime (http://www.victimsofcrime.org), which maintains the Crime Victim's Bar Association
- The Time's Up Legal Defense Fund (https://nwlc.org/times-up-legal-defense-fund/)

6. GRIEVANCE PROCESSES

Resolution proceedings are private. All persons present at any time during the Grievance Process are expected to maintain the privacy of the proceedings in accordance with School policy.

Although there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose, except for information the parties agree not to disclose as part of an Informal Resolution. The School encourages parties to discuss any sharing of information with their Advisors before doing so.

The Formal Grievance Process is the School's primary resolution approach unless Informal Resolution is elected by all parties and the School.

A. **Informal Resolution**

Three options for Informal Resolution are detailed in this section.

1. **Supportive Resolution.** When the Title IX Coordinator can resolve the matter informally by providing supportive measures (only) to remedy the situation
2. **Alternative Resolution.** When the parties agree to resolve the matter through an Alternative Resolution mechanism, including mediation, restorative practices, facilitated dialogue, etc., as described below, often before a formal investigation takes place (See Section B)
3. **Accepted Responsibility.** When the Respondent accepts responsibility for violating policy and desires to accept the recommended sanction(s) and end the Grievance Process (See Section C)

To initiate Informal Resolution, a Complainant must submit a Formal Complaint, as defined above. A Respondent who wishes to initiate Informal Resolution should contact the Title IX Coordinator. The parties may agree, as a condition of engaging in Informal Resolution, that statements made, or evidence shared, during the Informal Resolution process will not be considered in the Formal Grievance Process unless all parties consent.

It is not necessary to pursue Informal Resolution first in order to pursue a Formal Grievance Process, and any party participating in Informal Resolution can stop the process at any time and begin or resume the Formal Grievance Process. The parties may not enter into an agreement that requires the School to impose specific sanctions, though the parties can agree to certain restrictions or other courses of action. For example, the parties cannot require a Future Professional be terminated, but the parties can agree that the Respondent will temporarily or permanently withdraw. The only Informal Resolution process that can result in sanctions levied by the institution is "Accepted Responsibility." The Title IX Coordinator has discretion to determine whether an investigation will be paused or limited during Informal Resolution, or if it will continue during the Informal Resolution process.

Prior to implementing Informal Resolution, the School will provide the parties with written notice of the reported misconduct and any sanctions (only in the case of Accepted Responsibility) or measures that may result from participating in such a process, including information regarding any records that will be maintained or shared by the School.

The School will obtain voluntary, written confirmation that all parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the parties to participate in Informal Resolution.

B. **Alternative Resolution Approaches**

Alternative Resolution is an informal approach, including mediation, restorative practices, facilitated dialogue, etc., by which the parties reach a mutually agreed-upon resolution of a complaint. All parties must consent to the use of an Alternative Resolution approach.

The Title IX Coordinator may consider the following factors to assess whether Alternative Resolution is appropriate, or which form of Alternative Resolution may be most successful for the parties:

- The parties' amenability to Alternative Resolution
- Likelihood of potential resolution, considering any power dynamics between the parties
- The nature and severity of the alleged misconduct
- The parties' motivation to participate
- Civility of the parties

- Results of a violence risk assessment/ongoing risk analysis
- Disciplinary history of the Respondent
- Whether an emergency removal is needed
- Skill of the Alternative Resolution facilitator with this type of complaint
- Complaint complexity
- Emotional investment/capability of the parties
- Rationality of the parties
- Goals of the parties
- Adequate resources to invest in Alternative Resolution (time, staff, etc.)

The ultimate determination of whether Alternative Resolution is available or successful is made by the Title IX Coordinator. The Title IX Coordinator is authorized to facilitate a resolution that is acceptable to all parties, and/or to accept a resolution that is proposed by the parties, usually through their Advisors, including terms of confidentiality, release, and non-disparagement.

The Title IX Coordinator maintains records of any resolution that is reached, and failure to abide by the resolution agreement may result in appropriate responsive/disciplinary actions (e.g., referral for formal resolution, referral to the conduct process for failure to comply). Results of complaints resolved by Alternative Resolution are not appealable.

C. **Respondent Accepts Responsibility for Alleged Violations**

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the Grievance Process. If the Respondent indicates an intent to accept responsibility for all of the alleged misconduct, the formal process will be paused, and the Title IX Coordinator will determine whether Informal Resolution can be used according to the criteria above.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and the School are able to agree on responsibility, restrictions, and/or remedies. If so, the Title IX Coordinator implements the accepted finding that the Respondent is in violation of School policy and implements agreed-upon restrictions and remedies and determines the appropriate sanction(s) in coordination with other appropriate administrator(s), as necessary.

This result is not subject to appeal once all parties indicate their written assent to all agreed-upon resolution terms. When the parties cannot agree on all terms of resolution, the Formal Grievance Process will resume at the same point where it was paused[28].

When a resolution is accomplished, the appropriate sanction(s) or responsive actions are promptly implemented to effectively stop the harassment or discrimination, prevent its recurrence, and remedy the effects of the discriminatory conduct, both on the Complainant and the community.

7. FORMAL GRIEVANCE PROCESS POOL

The Formal Grievance Process relies on a pool of individuals[29] ("the Pool") to carry out the process.

A. **Pool Member Roles**

Members of the Pool are trained annually and can serve in the following roles at the discretion of the Title IX Coordinator:

- To provide appropriate intake of and initial guidance pertaining to complaints
- To act as an Advisor to the parties

- To serve in a facilitation role in Informal Resolution or Alternative Resolution if appropriately trained in appropriate resolution approaches (e.g., mediation, restorative practices, facilitated dialogue)
- To perform or assist with initial assessment
- To investigate complaints
- To serve as a hearing facilitator (process administrator, no decision-making role)
- To serve as a Decision-Maker regarding the complaint
- To serve as an Appeal Decision-Maker

The Title IX Coordinator appoints the Pool, which acts with independence and impartiality.

B. **Pool Member Training**

Pool members receive annual training based on their respective roles. This training includes, but is not limited to:

- The scope of the School's Equal Opportunity, Harassment, and Nondiscrimination Policy and Procedures
- How to conduct investigations and hearings that protect the safety of Complainants and Respondents, and promote accountability
- Implicit bias
- Disparate treatment
- Reporting, confidentiality, and privacy requirements
- Applicable laws, regulations, and federal regulatory guidance
- How to implement appropriate and situation-specific remedies
- How to investigate in a thorough, reliable, timely, and impartial manner
- How to conduct a sexual harassment investigation
- Trauma-informed practices pertaining to investigations and Grievance Processes
- How to uphold fairness, equity, and due process
- How to weigh evidence
- How to conduct questioning
- How to assess credibility
- Impartiality and objectivity
- How to render findings and generate clear, concise, evidence-based rationales
- The definitions of all offenses
- How to apply definitions used by the School with respect to consent (or the absence or negation of consent) consistently, impartially, and in accordance with policy
- How to conduct an investigation and Grievance Process including hearings, appeals, and Informal Resolution Processes
- How to serve impartially by avoiding prejudgment of the facts at issue, conflicts of interest, and bias against Respondents and/or for Complainants, and on the basis of sex, race, religion, and other protected characteristics
- Any technology to be used at a live hearing
- Issues of relevance of questions and evidence
- Issues of relevance to create an investigation report that fairly summarizes relevant evidence
- How to determine appropriate sanctions in reference to all forms of harassment, discrimination, and/ or retaliation allegations
- Recordkeeping

The materials used to train all members of the Pool are publicly posted.

8. FORMAL GRIEVANCE PROCESS: NOTICE OF INVESTIGATION AND ALLEGATIONS

The Title IX Coordinator will provide written Notice of the Investigation and Allegations (the "NOIA") to the Respondent upon commencement of the Formal Grievance Process. This facilitates the Respondent's ability to prepare for the interview and to identify and choose an Advisor to accompany them. The NOIA is also copied to the Complainant, who will be given advance notice of when the NOIA will be delivered to the Respondent.

The NOIA will include:

- A meaningful summary of all allegations
- The identity of the involved parties (if known)
- The precise misconduct being alleged
- The date and location of the alleged incident(s) (if known)
- The specific policies implicated
- A description of the applicable procedures
- A statement of the potential sanctions/responsive actions that could result
- A statement that the School presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity during the review and comment period to inspect and review all directly related and/or relevant evidence obtained
- A statement about the School's policy on retaliation
- Information about the confidentiality of the process
- Information on the need for each party to have an Advisor of their choosing and suggestions for ways to identify an Advisor
- A statement informing the parties that the School's policy prohibits knowingly making false statements, including knowingly submitting false information during the Grievance Process
- Detail on how the party may request disability accommodations during the Grievance Process
- A link to the School's VAWA Brochure
- The name(s) of the Investigator, along with a process to identify to the Title IX Coordinator, in advance of the interview process, any conflict of interest that the Investigator may have
- An instruction to preserve any evidence that is directly related to the allegations

Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various allegations.

Notice will be made in writing and may be delivered by one or more of the following methods: in person or emailed to the parties' School-issued email or designated accounts. Once mailed, emailed, and/or received in person, notice will be presumptively delivered.

9. RESOLUTION TIMELINE

The School will make a good faith effort to complete the Grievance Process within a sixty to ninety (60–90) business-day time period, including appeal if any, which can be extended as necessary for appropriate cause by the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

10. APPOINTMENT OF INVESTIGATORS

Once the decision to commence a formal investigation is made, the Title IX Coordinator appoints individuals to conduct the investigation, usually within five (5) business days of determining that an investigation should proceed.

11. ENSURING IMPARTIALITY

Any individual materially involved in the administration of the Grievance Process including the Title IX Coordinator, Investigator, and Decision-Maker may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The Title IX Coordinator will vet the assigned Investigator for impartiality by ensuring there are no actual or apparent conflicts of interest or disqualifying biases. At any time during the Grievance Process, the parties may raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another Pool member will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the Director.

The Formal Grievance Process involves an objective evaluation of all relevant evidence obtained, including evidence that supports that the Respondent engaged in a policy violation and evidence that supports that the Respondent did not engage in a policy violation. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

The School operates with the presumption that the Respondent is not responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable standard of proof.

12. INVESTIGATION TIMELINE

Investigations are completed expeditiously, normally within sixty (60) business days, though some investigations may take many weeks or even months, depending on the nature, extent, and complexity of the allegations, availability of witnesses, law enforcement involvement, etc.

The School will make a good faith effort to complete investigations as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

13. INVESTIGATION PROCESS DELAYS AND INTERACTIONS WITH LAW ENFORCEMENT

The School may undertake a short delay in its investigation (several days to a few weeks) if circumstances require. Such circumstances include but are not limited to a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or health conditions.

The School will communicate the anticipated duration of the delay and reason to the parties in writing and provide the parties with status updates if necessary. The School will promptly resume its investigation and Grievance Process as soon as feasible. During such a delay, the School will implement supportive measures as appropriate.

The School's action(s) or processes are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

14. INVESTIGATION PROCESS STEPS

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all available relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses, and to fully review and respond to all evidence on the record. Recordings of interviews are not provided to the parties, but the parties will have the ability to review the transcript of the interview once the investigation report is compiled.

At the discretion of the Title IX Coordinator, investigations can be combined when complaints implicate a pattern, collusion, and/or other shared or similar actions.

The Investigator typically takes the following steps, if not already completed (not necessarily in this order):

- Determine the identity and contact information of the Complainant

- Identify all policies implicated by the alleged misconduct and notify the Complainant and Respondent of all of the specific policies implicated
- Assist the Title IX Coordinator, if needed, with conducting a prompt initial assessment to determine whether the allegations indicate a potential policy violation
- Commence a thorough, reliable, and impartial investigation by identifying issues and developing a strategic investigation plan, including a witness list, evidence list, intended investigation timeframe, and order of interviews for the parties and witnesses
- Meet with the Complainant to finalize their interview/statement, if necessary
- Work with the Title IX Coordinator, as necessary, to prepare the initial Notice of Investigation and Allegations (NOIA); the NOIA may be amended with any additional or dismissed allegations
    - Notice should inform the parties of their right to have the assistance of an Advisor, who could be School-appointed or an Advisor of their choosing present for all meetings attended by the party
- Provide each interviewed party and witness an opportunity to review and verify the Investigator's summary notes (or transcript) of the relevant evidence/testimony from their respective interviews and meetings
- Make good faith efforts to notify each party of any meeting or interview involving another party, in advance when possible
- When participation of a party is expected, provide that party with written notice of the date, time, and location of the meeting, as well as the expected participants and purpose
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary
- Allow each party the opportunity to suggest witnesses and questions they wish the Investigator to ask of another party and/or witnesses, and document in the report which questions were asked, with a rationale for any changes or omissions
- Complete the investigation promptly and without unreasonable deviation from the intended timeline
- Provide regular status updates to the parties throughout the investigation
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) with a list of witnesses whose information will be used to render a finding
- Write a comprehensive investigation report fully summarizing the investigation—all witness interviews—and addressing all relevant evidence; appendices including relevant physical or documentary evidence will be included
- Gather, assess, and synthesize evidence, but make no conclusions, engage in no policy analysis, and render no recommendations as part of their report
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) a secured electronic or hard copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related the reported misconduct, including evidence upon which the School does not intend to rely in reaching a determination, for a ten (10) business-day review and comment period so that each party may meaningfully respond to the evidence; the parties may elect to waive the full ten (10) days
- Elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses
- Incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report; the Investigator should document all rationales for any changes made after the review and comment period
- Share the report with the Title IX Coordinator and/or legal counsel for their review and feedback
- Incorporate any relevant feedback and share the final report with all parties and their Advisors through secure electronic transmission or hard copy at least ten (10) business days prior to a hearing; the parties and Advisors are also provided with a file of any directly related evidence that was not included in the report

15. WITNESS ROLE AND PARTICIPATION IN THE INVESTIGATION

Witnesses (as distinguished from the parties) who are employees of the School are strongly encouraged to cooperate with and participate in the School's investigation and Grievance Process. Future Professionals who are named as witnesses and witnesses from outside the School's community are encouraged to cooperate with School investigations and share what they know about a complaint.

Although in-person interviews for parties and all potential witnesses are ideal, circumstances may require individuals to be interviewed remotely. Skype, Zoom, Microsoft Teams, FaceTime, Webex, or similar technologies may be used for interviews if the Investigator determine that timeliness, efficiency, or other reasons dictate a need for remote interviewing. The School will take appropriate steps to reasonably ensure the security/privacy of remote interviews.

Witnesses may also provide written statements in lieu of interviews or choose to respond to written questions, if deemed appropriate by the Investigator, though not preferred.

16. INTERVIEW RECORDING

No unauthorized audio or video recording of any kind is permitted during investigation meetings. If the Investigator elects to audio and/or video record interviews, all involved parties should be made aware of and consent to audio and/or video recording.

17. EVIDENTIARY CONSIDERATIONS

Neither the investigation nor the hearing will consider: (1) incidents not relevant or not directly related to the possible violation(s), unless they evidence a pattern; (2) questions and evidence about the Complainant's sexual predisposition; or (3) questions and evidence about the Complainant's prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Within the boundaries stated above, the investigation and the hearing can consider character evidence generally, if offered, but that evidence is unlikely to be relevant unless it is fact evidence or relates to a pattern of conduct.

18. REFERRAL FOR HEARING

Provided that the complaint is not resolved through Informal Resolution, once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing.

The hearing cannot be held less than ten (10) business days from the conclusion of the investigation—when the final investigation report is transmitted to the parties and the Decision-Maker—unless all parties and the Decision-Maker agree to an expedited timeline.

The Title IX Coordinator will select the Decision-Maker and provide a copy of the investigation report and the file of directly related evidence.

19. HEARING DECISION-MAKER COMPOSITION

The School will designate a single Decision-Maker, at the discretion of the Title IX Coordinator. The single Decision-Maker will also Chair the hearing.

The Decision-Maker will not have had any previous involvement with the complaint. The Title IX Coordinator may elect to have an alternate sit in throughout the hearing process in the event that a substitute is needed for any reason.

Those who have served as Investigators will be witnesses in the hearing and therefore may not serve as a Decision-Maker. Those who are serving as Advisors for any party may not serve as a Decision-Maker in that matter.

The Title IX Coordinator may not serve as a Decision-Maker or Chair in the matter but may serve as an administrative facilitator of the hearing if their previous role(s) in the matter do not create a conflict of interest. Otherwise, a designee may fulfill the facilitator role. The hearing will convene at a time and venue determined by the Title IX Coordinator or designee.

20. ADDITIONAL EVIDENTIARY CONSIDERATIONS IN THE HEARING

Previous disciplinary action of any kind involving the Respondent may not be used unless there is an allegation of a pattern of misconduct. Such information may also be considered in determining an appropriate sanction upon a determination of responsibility, assuming the School uses a progressive discipline system. This information is only considered at the sanction stage of the process and is not shared until then.

The parties may each submit a written impact statement prior to the hearing for the consideration of the Decision-Maker at the sanction stage of the process when a determination of responsibility is reached.

After post-hearing deliberation, the Decision-Maker renders a determination based on the preponderance of the evidence, whether it is more likely than not that the Respondent violated the Policy as alleged.

21. HEARING NOTICE

No less than ten (10) business days prior to the hearing,[30] the Title IX Coordinator or the Chair will send notice of the hearing to the parties. Once mailed, emailed, and/or received in person, notice will be presumptively delivered.

The notice will contain:

- A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable hearing procedures, and a statement of the potential sanctions/responsive actions that could result.
- The time, date, and location of the hearing.
- Description of any technology that will be used to facilitate the hearing.
- Information about the option for the live hearing to occur with the parties located in separate rooms using technology that enables the Decision-Maker and parties to see and hear a party or witness answering questions. Such a request must be raised with the Title IX Coordinator as soon as possible, preferably at least five (5) business days prior to the hearing.
- A list of all those who will attend the hearing, along with an invitation to object to any Decision-Maker based on demonstrated bias or conflict of interest. This must be raised with the Title IX Coordinator at least two (2) business days prior to the hearing.
- Information on how the hearing will be recorded and how the parties can access the recording after the hearing.
- A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence. For compelling reasons, the Chair may reschedule the hearing.
- Notification that the parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they wish to conduct cross-examination and do not have an Advisor, and the School will appoint one. Each party must have an Advisor present if they intend to cross-examine others. There are no exceptions.
- A copy of all the materials provided to the Decision-Maker about the complaint unless they have already been provided.[31]
- An invitation to each party to submit to the Chair an impact statement pre-hearing that the Decision-Maker will review during any sanction determination.
- An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.
- Whether parties can/cannot bring mobile phones/devices into the hearing.

22. ALTERNATIVE HEARING PARTICIPATION OPTIONS

If a party or parties prefer not to attend or cannot attend the hearing in person, the party should request alternative arrangements from the Title IX Coordinator or the Chair as soon as possible, preferably at least five (5) business days prior to the hearing.

The Title IX Coordinator or the Chair can arrange to use technology to allow remote testimony without compromising the fairness of the hearing. Remote options may also be needed for witnesses who cannot appear in person. Any witness who cannot attend in person should let the Title IX Coordinator or the Chair know as soon as possible, preferably at least five (5) business days prior to the hearing so that appropriate arrangements can be made.

23. PRE-HEARING PREPARATION

After any necessary consultation with the parties, the Title IX Coordinator will provide the names of persons who have been asked to participate in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing.

Any witness scheduled to participate in the hearing must have been first interviewed by the Investigator, unless all parties and the Chair assent to the witness's participation in the hearing. The same holds for any relevant evidence that is first offered at the hearing. If the parties and Chair do not assent to the admission of evidence newly offered at the hearing, the Chair may delay the hearing and/or instruct that the investigation needs to be re-opened to consider that evidence.[32]

The parties will be given the name of the Decision-Maker at least five (5) business days in advance of the hearing. All objections to the Decision-Maker must be raised in writing, detailing the rationale for the objection, and must be submitted to the Title IX Coordinator as soon as possible and no later than five (5) business days prior to the hearing. The Decision-Maker will only be removed if the Title IX Coordinator concludes that their actual or perceived bias or conflict of interest precludes an impartial hearing of the complaint.

The Title IX Coordinator will give the Decision-Maker a list of the names of all parties, witnesses, and Advisors at least five (5) business days in advance of the hearing. If the Decision-Maker cannot make an objective determination, they must recuse themselves from the proceedings when notified of the identity of the parties, witnesses, and Advisors in advance of the hearing. If a Decision-Maker is unsure of whether a bias or conflict of interest exists, they must raise the concern to the Title IX Coordinator as soon as possible.

During the ten (10) business-day period prior to the hearing, the parties have the opportunity for continued review and comment on the final investigation report and available evidence. That review and comment can be shared with the Chair at a pre-hearing meeting or at the hearing and will be exchanged between each party by the Chair.

24. PRE-HEARING MEETINGS

The Chair may convene a pre-hearing meeting, or meetings, with the parties and/or their Advisors and invite them to submit the questions or topics they (the parties and/or their Advisors) wish to ask or discuss at the hearing, so that the Chair can rule on their relevance ahead of time to avoid any improper evidentiary introduction in the hearing or to provide recommendations for more appropriate phrasing.

However, this advance review opportunity does not preclude the Advisors from asking a question for the first time at the hearing or from asking for a reconsideration on a pre-hearing ruling by the Chair based on any new information or testimony offered at the hearing. The Chair must document and share with each party their rationale for any exclusion or inclusion at a pre-hearing meeting.

The Chair, **only** with full agreement of the parties, may decide in advance of the hearing that certain witnesses do not need to be present if their testimony can be adequately summarized by the Investigator in the investigation report or during the hearing.

At each pre-hearing meeting with a party and/or their Advisor, the Chair will consider arguments that evidence identified in the final investigation report as relevant is, in fact, not relevant. Similarly, evidence identified as directly related but not relevant by the Investigator may be argued to be relevant. The Chair may rule on these arguments pre-hearing and will exchange those rulings between the parties prior to the hearing to assist in preparation for the hearing. The Chair may consult with legal counsel and/or the Title IX Coordinator or ask either or both to attend pre-hearing meetings.

The pre-hearing meeting(s) will not be recorded. The pre-hearing meetings may be conducted as separate meetings with each party/Advisor, with all parties/Advisors present at the same time, remotely, or as a written-only exchange. The Chair will work with the parties to establish the format.

25. HEARING PROCEDURES

At the hearing, the Decision-Maker has the authority to hear and make determinations on all allegations of discrimination, harassment, and/or retaliation and may also hear and make determinations on any additional alleged policy violations that occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within the Equal Opportunity, Harassment, and Nondiscrimination Policy.

Participants at the hearing include the Chair, the Investigator who conducted the investigation, the parties, Advisors to the parties, any called witnesses, the Title IX Coordinator, the hearing facilitator, and anyone providing authorized accommodations, interpretation, and/or assistive services.

The Chair will answer all questions of procedure.

Anyone appearing at the hearing to provide information will respond to questions on their own behalf.

The Chair will allow witnesses who have relevant information to appear at a portion of the hearing to respond to specific questions from the Decision-Maker and the parties, and the witnesses will then be excused.

26. JOINT HEARINGS

In hearings involving more than one Respondent and/or involving more than one Complainant who has accused the same individual of substantially similar conduct, the default procedure will be to hear the allegations jointly.

However, the Title IX Coordinator may permit the investigation and/or hearings pertinent to each Respondent or complaint to be conducted separately if there is a compelling reason to do so. In joint hearings, separate determinations of responsibility will be made for each Respondent and/or for each complaint with respect to each alleged policy violation.

27. THE ORDER OF THE HEARING—INTRODUCTIONS AND EXPLANATION OF PROCEDURE

The Chair explains the procedures and introduces the participants. This may include a final opportunity for challenge or recusal of the Decision-Maker based on bias or conflict of interest. The Chair will rule on any such challenge unless the Chair is the individual who is the subject of the challenge, in which case the Title IX Coordinator will review the challenge and decide.

The Chair then conducts the hearing according to the hearing script. At the hearing, recording, witness logistics, party logistics, curation of documents, separation of the parties, and other administrative elements of the hearing process are managed by a non-voting hearing facilitator/case manager appointed by the Title IX Coordinator.[33]

The hearing facilitator may attend to logistics of rooms for various parties/witnesses as they wait; flow of parties/witnesses in and out of the hearing space; ensuring recording and/or virtual conferencing technology is working as intended; copying and distributing materials to participants, as appropriate, etc.

28. INVESTIGATOR PRESENTATION OF FINAL INVESTIGATION REPORT

The Investigator will present a summary of the final investigation report, including items that are contested and those that are not, and will be subject to questioning by the Decision-Maker and the parties (through their Advisors).

Neither the parties nor the Decision-Maker should ask the Investigator their opinions on credibility, recommended findings, or determinations, and Advisors and parties will refrain from discussion of or questions for Investigators about these assessments. If such information is introduced, the Chair will direct that it be disregarded.

29. TESTIMONY AND QUESTIONING

Once the Investigator presents the report and responds to questions, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Chair. The hearing will facilitate questioning of parties and witnesses by the Decision-Maker and then by the parties through their Advisors.

All questions are subject to a relevance determination by the Chair. The Advisor, who will remain seated during questioning, will pose the proposed question orally, electronically, or in writing (orally is the default, but other means of submission may be permitted by the Chair upon request if agreed to by all parties and the Chair), the proceeding will pause to allow the Chair to consider the question (and state it if it has not already been stated aloud), and the Chair will determine whether the question will be permitted, disallowed, or rephrased.

The Chair may invite explanations or persuasive statements regarding relevance with the Advisors if the Chair so chooses. The Chair will then state their decision on the question for the record and advise the party/witness to whom the question was directed, accordingly. The Chair will explain any decision to exclude a question as not relevant, or to reframe it for relevance.

The Chair will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Chair has final say on all questions and determinations of relevance. The Chair may consult with legal counsel on any questions of admissibility. The Chair may ask Advisors to frame why a question is or is not relevant from their perspective but will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If the parties raise an issue of bias or conflict of interest of an Investigator or Decision-Maker at the hearing, the Chair may elect to address those issues, consult with legal counsel, refer them to the Title IX Coordinator, and/or preserve them for appeal. If bias is not an issue at the hearing, the Chair should not permit irrelevant questions that probe for bias.

30. REFUSAL TO SUBMIT TO QUESTIONING; INFERENCES

Any party or witness may choose not to offer evidence and/or answer questions at the hearing, either because they do not attend the hearing, or because they attend but refuse to participate in some or all questioning. The Decision-Maker can only rely on whatever relevant evidence is available through the investigation and hearing in making the ultimate determination of responsibility. The Decision-Maker may not draw any inference solely from a party's or witness's absence from the hearing or refusal to submit to cross-examination or answer other questions.

An Advisor may not be called as a witness at a hearing to testify to what their advisee has told them during their role as an Advisor unless the party being advised consents to that information being shared. It is otherwise considered off-limits, and an Advisor who is a School employee is temporarily alleviated from Mandated Reporter responsibilities related to their interaction with their advisee during the Grievance Process.

31. HEARING RECORDINGS

Hearings (but not deliberations) are recorded by the School for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted.

The Decision-Maker, the parties, their Advisors, and appropriate administrators of the School will be permitted to review the recording or review a transcript of the recording, upon request to the Title IX Coordinator. No person will be given or be allowed to make a copy of the recording without permission of the Title IX Coordinator.

32. DELIBERATION, DECISION-MAKING, AND STANDARD OF PROOF

The Decision-Maker will deliberate in closed session to determine whether the Respondent is responsible for the policy violation(s) in question. The preponderance of the evidence standard of proof is used. The hearing facilitator may be invited to attend the deliberation by the Chair, but is in attendance only to facilitate procedurally, not to address the substance of the allegations.

When there is a finding of responsibility on one or more of the allegations, the Decision-Maker may then consider the previously submitted party impact and/or mitigation statement(s) in determining appropriate sanction(s). The Chair will ensure that each of the parties has an opportunity to review any submitted impact and/or mitigation statement(s) once they are submitted.

The Decision-Maker will also review any pertinent conduct history provided by the appropriate School employee and will determine the appropriate sanction(s). The Chair will then prepare a written statement detailing all findings and final determinations, the rationale(s) explaining the decision(s), the evidence used in support of the determination(s), the evidence not relied upon in the determination(s), any credibility assessments, and any sanction(s) and rationales explaining the sanction(s) and will deliver the statement to the Title IX Coordinator.

This statement is typically three to five (3–5) pages in length and must be submitted to the Title IX Coordinator within two (2) business days of the end of deliberations unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

33. NOTICE OF OUTCOME

Using the deliberation statement, the Title IX Coordinator will work with the Chair to prepare a Notice of Outcome letter. The Title IX Coordinator will then share the letter, which includes the final determination, rationale, and any applicable sanction(s), with the parties and their Advisors within five (5) business days of receiving the deliberation statement.

The Notice of Outcome will be shared with the parties simultaneously. Notification will be made in writing and may be delivered by one or more of the following methods: in person or emailed to the parties' School-issued email or otherwise approved account. Once emailed, and/or received in person, notice will be presumptively delivered.

The Notice of Outcome will articulate the specific alleged policy violation(s), including the relevant policy section(s), and will contain a description of the procedural steps taken by the School from the receipt of the misconduct report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, site visits, methods used to obtain evidence, and hearings held.

The Notice of Outcome will specify the finding for each alleged policy violation; the findings of fact that support the determination; conclusions regarding the application of the relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation to the extent the School is permitted to share such information under state or federal law; any sanction(s) issued which the School is permitted to share according to state or federal law; and whether remedies will be provided to the Complainant to ensure access to the School's educational or employment program or activity.

The Notice of Outcome will also include information on when the results are considered final by the School, will note any changes to the outcome and/or sanction(s) that occur prior to finalization, and the relevant procedures and bases for appeal.

34. RIGHTS OF THE PARTIES (SEE APPENDIXB)

35. SANCTIONS

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- The need for sanctions/responsive actions to bring an end to the discrimination, harassment, and/or retaliation
- The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the community
- The impact on the parties

- Any other information deemed relevant by the Decision-Maker

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The sanctions described in this Policy are not exclusive of, and may be in addition to, other actions taken, or sanctions imposed, by external authorities.

If it is later determined that a party or witness intentionally provided false or misleading information, that action could be grounds for re-opening a Grievance Process at any time, and/or referring that information to another process for resolution.

A. **Future Professional Sanctions**

The following are the common sanctions that may be imposed upon Future Professionals singly or in combination:

- *Coaching:* A formal statement that the conduct was unacceptable and a warning that further violation of any School policy, procedure, or directive will result in more severe sanctions/responsive actions.
- *Suspension:* Termination of Future Professional status for a definite period of time not to exceed two years and/or until specific criteria are met.
- *Termination:* Permanent termination of Future Professional status and revocation of rights to be on campus for any reason or to attend School-sponsored events.
- *Other Actions:* In addition to or in place of the above sanctions, the School may assign any other sanctions as deemed appropriate.

B. **Employee Sanctions/Responsive/Corrective Actions**

Responsive actions for an employee who has engaged in harassment, discrimination, and/or retaliation include:

- *Verbal or Written Warning*
- *Performance Improvement Plan/Management Process*
- *Enhanced Supervision, Observation, or Review*
- *Required Counseling*
- *Required Training or Education*
- *Probation*
- *Denial of Pay Increase/Pay Grade*
- *Loss of Oversight or Supervisory Responsibility*
- *Demotion*
- *Transfer*
- *Reassignment*
- *Assignment to New Supervisor*
- *Restriction of Stipends and/or Professional Development Resources*
- *Suspension/Administrative Leave with Pay*
- *Suspension/Administrative Leave without Pay*
- *Termination*
- *Other Actions:* In addition to or in place of the above sanctions/responsive actions, the School may assign any other responsive actions as deemed appropriate.

36. WITHDRAWAL OR RESIGNATION BEFORE COMPLAINT RESOLUTION

A. **Future Professionals**

Should a Respondent decide not to participate in the Grievance Process, the process proceeds absent their participation to a reasonable resolution. Should a Future Professional Respondent permanently withdraw from the School, the Grievance Process typically ends with a dismissal, as the School has lost primary disciplinary jurisdiction over the withdrawn Future Professional. However, the School may continue the Grievance Process when, at the discretion of the Title IX Coordinator, doing so may be necessary to address safety and/or remedy

any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

Regardless of whether the complaint is dismissed or pursued to completion of the Grievance Process, the School will continue to address and remedy any systemic issues or concerns that may have contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination, and/or retaliation. The Future Professional who withdraws or leaves while the process is pending may not return to the School in any capacity. The appropriate School employees will be notified accordingly. Such exclusion applies to all School locations.

If the Future Professional Respondent only withdraws or takes a leave for a specified period of time (e.g., one semester or term), the Grievance Process may continue remotely and, if found in violation, that Future Professional is not permitted to return to the School unless and until all sanctions, if any, have been satisfied.

B. **Employees**

Should an employee Respondent resign with unresolved allegations pending, the Grievance Process typically ends with dismissal, as the School has lost primary disciplinary jurisdiction over the resigned employee. However, the School may continue the Grievance Process when, at the discretion of the Title IX Coordinator, doing so may be necessary to address safety and/or remedy any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

Regardless of whether the matter is dismissed or pursued to completion of the Grievance Process, the School will continue to address and remedy any systemic issues or concerns that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination, and/or retaliation.

The employee who resigns with unresolved allegations pending is not eligible for academic admission or rehire with the School or any School location, and the records retained by the Title IX Coordinator will reflect that status.

All School responses to future inquiries regarding employment references for that individual will include that the former employee resigned during a pending disciplinary matter.

37. APPEALS

Any party may submit a written request for appeal ("Request for Appeal") to the Title IX Coordinator within five (5) business days of the delivery of the Notice of Outcome.

A single Appeal Decision-Maker will Chair the appeal. No Appeal Decision-Maker will have been previously involved in the Grievance Process for the complaint, including in any dismissal appeal that may have been heard earlier in the process.

The Request for Appeal will be forwarded to the Appeal Chair or designee for consideration to determine whether the request meets the grounds for appeal (a Review for Standing). This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

A. **Grounds for Appeal**

Appeals are limited to the following grounds:

1. A procedural irregularity affected the outcome of the matter
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, which could affect the outcome of the matter
3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter

If any of the grounds in the Request for Appeal do not meet the grounds in this Policy, that request will be denied by the Appeal Chair, and the parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds in this Policy, then the Appeal Chair will notify all parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigator, and/or the original Decision-Maker.

All other parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigator and/ or the original Decision-Maker will be mailed, emailed, and/or provided a hard copy of the Request for Appeal with the approved grounds and then be given five (5) business days to submit a response to the portion of the appeal that was approved and involves them. All responses, if any, will be forwarded by the Appeal Chair to all parties for review and comment.

The non-appealing party (if any) may also choose to appeal at this time. If so, that will be reviewed to determine whether it meets the grounds in this Policy by the Appeal Chair and either denied or approved. If approved, it will be forwarded to the party who initially requested an appeal, the Title IX Coordinator, and the Investigator and/or original Decision-Maker, as necessary, who will submit their responses, if any, within five (5) business days. Any such responses will be circulated for review and comment by all parties. If not approved, the parties will be notified accordingly, in writing.

Neither party may submit any new requests for appeal after this time period. The Appeal Chair will collect any additional information needed and all documentation regarding the approved grounds for appeal, and the subsequent responses will be shared with the Appeal Chair and the Chair will render a decision within no more than five (5) business days, barring exigent circumstances. All decisions apply the preponderance of the evidence.

A Notice of Appeal Outcome will be sent to all parties simultaneously. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanction(s) that may result which the School is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the School is permitted to share under state or federal law.

Notification will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address of the parties as indicated in official institutional records, or emailed to the parties' School-issued email or otherwise approved account. Once mailed, emailed and/or received in person, notice will be presumptively delivered.

B. **Sanctions Status during the Appeal**

Any sanctions imposed as a result of the hearing are stayed (i.e., not implemented) during the appeal process. Supportive measures may be reinstated, subject to the same supportive measure procedures above.

If any of the sanctions are to be implemented immediately post-hearing, but pre-appeal, then the emergency removal procedures (detailed above) for a show cause meeting on the justification for doing so must be permitted within 48 hours of implementation.

If the original sanctions include separation in any form, the School may place a hold on graduations, continued

enrollment, etc., pending the outcome of an appeal. The Respondent may request a stay of these holds from the Title IX Coordinator within two (2) business days of the notice of the sanctions. The request will be evaluated by the Title IX Coordinator or designee, whose determination is final.

C. **Appeal Considerations**

- Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- Decisions on appeal are to be deferential to the original determination, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- An appeal is not an opportunity for the Appeal Decision-Maker to substitute their judgment for that of the original Decision-Maker merely because they disagree with the finding and/or sanction(s).
- The Appeal Chair/Decision-Maker may consult with the Title IX Coordinator and/or legal counsel on questions of procedure or rationale, for clarification, if needed. Documentation of all such consultation will be maintained.
- Appeals granted should normally be remanded (or partially remanded) to the original Investigator and/or Decision-Maker for reconsideration.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new hearing).
- In rare cases where an error cannot be cured by the original Decision-Maker (as in cases of bias), the Appeal Chair/Decision-Maker may order a new investigation and/or a new hearing with new Pool members serving in the Investigator and Decision-Maker roles.
- The results of a remand to a Decision-Maker cannot be appealed. The results of a new hearing can be appealed (once) on any of the three available appeal grounds.
- In cases that result in reinstatement to the School or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

38. LONG-TERM REMEDIES/OTHER ACTIONS

Following the conclusion of the Grievance Process, and in addition to any sanctions implemented, the Title IX Coordinator may implement additional long-term remedies or actions with respect to the parties and/or the institutional community that are intended to stop the harassment, discrimination, and/or retaliation, remedy the effects, and prevent reoccurrence.

These remedies/actions may include, but are not limited to:

- Referral to counseling and health services
- Referral to the Employee Assistance Program
- Referral to the Student Wellness Program
- Education to the individual and/or the community
- Permanent alteration of work arrangements for employees
- Climate surveys
- Policy modification and/or training
- Provision of transportation assistance
- Implementation of long-term contact limitations between the parties
- Implementation of adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, certain long-term support or measures may also be provided to the parties even if no policy violation is found.

When no policy violation is found, the Title IX Coordinator will address any remedies the School owes the Respondent to ensure no effective denial of educational access.

The School will maintain the confidentiality of any long-term remedies/actions/measures, provided confidentiality does not impair the School's ability to provide these services.

39. FAILURE TO COMPLY WITH SANCTIONS AND/OR RESPONSIVE ACTIONS

All Respondents are expected to comply with the assigned sanctions, responsive actions, and/or corrective actions within the timeframe specified by the final Decision-Maker (including the Appeal Chair/Decision-Maker).

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s)/action(s), including suspension and/or termination from the School. Supervisors are expected to enforce completion of sanctions/responsive actions for their employees.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

40. RECORDKEEPING

The School will maintain for a period of at least seven years following the conclusion of the Grievance Process, records of:

1. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation
2. Any disciplinary sanctions imposed on the Respondent
3. Any remedies provided to the Complainant designed to restore or preserve equal access to the School's education program or activity
4. Any appeal and the result therefrom
5. Any Informal Resolution and the result therefrom
6. All materials used to train Title IX Coordinators, Investigators, Decision-Makers, and any person who facilitates an Informal Grievance Process. The School will make these training materials publicly available on the School's website.
7. Any actions, including any supportive measures, taken in response to a report or Formal Complaint of sexual harassment, including:
    a. The basis for all conclusions that the response was not deliberately indifferent
    b. Any measures designed to restore or preserve equal access to the School's education program or activity
    c. If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances

The School will also maintain any and all records in accordance with state and federal laws.

41. DISABILITY ACCOMMODATIONS IN THE GRIEVANCE PROCESS

The School is committed to providing reasonable accommodations and support to qualified Future Professionals, employees, or others with disabilities to ensure equal access to the School's Grievance Process.

Anyone needing such accommodations or support should contact the ADA/504 Coordinator, who will review the request and, in consultation with the person requesting the accommodation and the Title IX Coordinator, determine which accommodations are appropriate and necessary for full participation in the process.

42. REVISION OF THIS POLICY AND PROCEDURES

This Policy and procedures supersede any previous policies addressing harassment, sexual misconduct, discrimination, and/or retaliation for incidents occurring on or after August 14, 2020, under Title IX and will be reviewed and updated annually by the Title IX Coordinator. The School reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

During the Grievance Process, the Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules. The Title IX

Coordinator may also vary procedures materially with notice (on the institutional website, with the appropriate effective date identified) upon determining that changes to law or regulation require Policy or procedural alterations not reflected in this Policy and procedures.

If government laws or regulations change—or court decisions alter—the requirements in a way that impacts this document, this document will be construed to comply with the most recent government laws or regulations or court holdings.

This document does not create legally enforceable protections beyond the protections of the background state and federal laws which frame such policies and codes, generally.

This Policy and procedures are effective July 22, 2022.

APPENDIX A: AN ATIXA FRAMEWORK FOR INFORMAL RESOLUTION (IR)

ATIXA has framed a process for IR that includes three options:

1. A response based on supportive measures
2. A response based on a Respondent accepting responsibility
3. A response based on Alternative Resolution, which could include various approaches and/or facilitation of dialogue

Alternative Resolution approaches such as mediation, restorative practices, and transformative justice are likely to be used more and more often by postsecondary institutions. ATIXA does not endorse these approaches as better or worse than other formal or informal approaches.

ATIXA believes that if they are to be used in and are effective for sex offenses, they need to be carefully and thoughtfully designed and executed and be facilitated by well-trained personnel who take the necessary time to prepare and lay a foundation for success. Although no approach is a panacea, the framework below can help to lay that foundation, regardless of the approach(es) used.

Here are the principles to be considered in supporting various approaches to Informal Resolution:

- IR can be applied in any sex/gender-based interpersonal conflict but may not be appropriate or advisable in cases involving violent incidents (sexual violence, stalking, domestic and dating violence, severe sexual harassment, sexual exploitation, etc.).
- Situations involving dangerous patterns or significant ongoing threat to the community should not be resolved by IR.
- The determination of whether to permit an IR-based resolution is entirely at the discretion of the Title IX Coordinator (TIXC) and in line with the requirements for IR laid out in the Title IX regulations.
- Any party can end IR early-, mid-, or late-process for any reason or no reason.
- IR can be attempted before and in lieu of formal resolution as a diversionary resolution (although a Formal Complaint must be filed if you are within 34 CFR § 106.30, per OCR).
- Alternative approaches can inform formal resolution, as in a formal resolution model infused with restorative practices.
- IR-based processes could be deployed after formal resolution, as an adjunct healing/catharsis opportunity (that could potentially mitigate sanctions or be a form of sanction).
- Alternative Resolution approaches to IR must be facilitated by the School or a third party. There may be value in creating clearly agreed-upon ground rules, which the parties must sign in advance and agree to abide by, otherwise the Informal Resolution process may be deemed to have failed.
- Technology-facilitated IR can be made available, should the parties not be able or willing to meet in person.
- If IR fails, a formal resolution can take place thereafter. Evidence elicited within the “safe space” of the IR facilitation could be later admissible in the formal resolution unless all parties determine it should not be. This will be clearly spelled out as a term of the decision to engage in the IR process.
- With cases involving violence, the preferred alternative approach typically involves a minimal number of essential parties and is not a restorative circle approach with many constituents, in order to ensure confidentiality.

- Some approaches require a reasonable gesture toward accountability (this could be more than an acknowledgment of harm) and some acceptance, or at least recognition, by the Respondent that catharsis is of value and likely the primary goal of the Complainant. A full admission by the Respondent is not a prerequisite. This willingness needs to be vetted carefully in advance by the TIXC before determining that an incident is amenable/appropriate for resolution by IR.
- IR can result in an accord or agreement between the parties (Complainant, Respondent, the School), which is summarized in writing by and enforced by the School. This can be a primary goal of the process.
- IR can result in the voluntary imposition of safety measures, remedies, and/or agreed-upon resolutions by the parties that are enforceable by the School. These can be part of the agreement.
- As a secondary goal, IR can result in the voluntary acceptance of "sanctions," meaning that a Respondent could agree to withdraw, self-suspend (by taking a leave of absence), or undertake other restrictions/transfers/online course options that would help to ensure the safety/educational access of the Complainant, in lieu of formal sanctions that would create a formal record for the Respondent. These are enforceable by the School as part of the agreement, as may be terms of mutual release, non-disparagement, and/or non-disclosure.
- Although a non-disclosure agreement (NDA) could result from IR, it would have to be mutually agreed-upon by the parties in an environment of non-coercion verified by the TIXC.
- Institutions must develop clear rules for managing/facilitating the conference/meeting/dialogue of Alternative Resolution approaches to ensure they are civil, age-appropriate, culturally competent, reflective of power imbalances, and maximize the potential for the Grievance Process to result in catharsis, restoration, remedy, etc., for the Complainant(s).

APPENDIX B: STATEMENT OF RIGHTS OF THE PARTIES

- The right to an equitable investigation and resolution of all credible allegations of prohibited harassment, discrimination, and/or retaliation made in good faith to School officials.
- The right to timely written notice of all alleged violations, including the identity of the parties involved (if known), the precise misconduct being alleged, the date and location of the alleged misconduct (if known), the implicated policies and procedures, and possible sanctions.
- The right to timely written notice of any material adjustments to the allegations (e.g., additional incidents or allegations, additional Complainants, unsubstantiated allegations) and any attendant adjustments needed to clarify potentially implicated policy violations.
- The right to be informed in advance of any public release of information by the School regarding the allegation(s) or underlying incident(s), whenever possible.
- The right to not have any personally identifiable information released by the School to the public without consent provided, except to the extent permitted by law.
- The right to be treated with respect by School officials.
- The right to have School policy and these procedures followed without material deviation.
- The right to not be pressured to mediate or otherwise informally resolve any reported misconduct involving violence, including sexual violence.
- The right to not be discouraged by School officials from reporting sexual harassment, discrimination, and/or retaliation to both on-campus and off-campus authorities.
- The right to be informed by School officials of options to notify proper law enforcement authorities, including on-campus and local police, and the option(s) to be assisted by the School in notifying such authorities, if the party so chooses. This also includes the right to not be pressured to report.
- The right to have allegations of violations of this Policy responded to promptly and with sensitivity by School officials.
- The right to be informed of available supportive measures, such as counseling; advocacy; health care; legal, Future Professional financial aid, visa, and immigration assistance; and/or other services, both on campus and in the community.

- The right to a School-implemented, no-contact order or a no-trespass order against a non-affiliated third party when a person has engaged in or threatens to engage in stalking, threatening, harassing, or other improper conduct.
- The right to be informed of available assistance in changing academic or working situations after an alleged incident of discrimination, harassment, and/or retaliation, if such changes are reasonably available. No formal report, or investigation, either institutional or criminal, needs to occur before this option is available. Such actions may include, but are not limited to:
    - Referral to the Employee Assistance Program
    - Referral to the Student Wellness Program
    - Referral to community-based service providers
    - Visa and immigration assistance
    - Future Professional financial aid counseling
    - Education to the institutional community or community subgroup(s)
    - Altering work arrangements for employees
    - Safety planning
    - Implementing contact limitations (no-contact orders) between the parties
    - Academic support, extensions of deadlines, or other course/program-related adjustments
    - Trespass orders
    - Timely warnings
    - Withdrawals or leaves of absence
    - Increased security and monitoring of certain areas of the campus
    - Any other actions deemed appropriate by the Title IX Coordinator
- The right to have the School maintain such actions for as long as necessary and for supportive measures to remain confidential, provided confidentiality does not impair the School's ability to provide the supportive measures.
- The right to receive sufficiently advanced, written notice of any School meeting or interview involving another party, when possible.
- The right to identify and have the Investigator, Advisors, and/or Decision-Maker question relevant available witnesses, including expert witnesses.
- The right to provide the Investigator/Decision-Maker with a list of questions that, if deemed relevant by the Investigator/Decision-Maker, may be asked of any party or witness.
- The right to have inadmissible sexual predisposition/prior sexual history or irrelevant character evidence excluded by the Decision-Maker.
- The right to know the relevant and directly related evidence obtained and respond to that evidence.
- The right to a fair opportunity to provide the Investigator with their account of the alleged misconduct and have that account be on the record.
- The right to receive a copy of all relevant and directly related evidence obtained during the investigation, subject to privacy limitations imposed by state and federal law, and a ten (10) business-day period to review and comment on the evidence.
- The right to receive a copy of the final investigation report, including all factual, policy, and/or credibility analyses performed, and to have at least ten (10) business days to review and comment on the report prior to the hearing.
- The right to be informed of the names of all witnesses whose information will be used to make a finding, in advance of that finding, when relevant.
- The right to regular updates on the status of the investigation and/or resolution.
- The right to have reports of alleged Policy violations addressed by Investigators, Title IX Coordinators, and Decision-Maker who have received relevant annual training.
- The right to preservation of confidentiality/privacy to the extent possible and permitted by law.
- The right to meetings, interviews, and/or hearings that are closed to the public.

- The right to petition that any School representative in the process be recused on the basis of disqualifying bias and/or conflict of interest.
- The right to have an Advisor of their choice to accompany and assist the party in all meetings and/or interviews associated with the Grievance Process.
- The right to the use of the appropriate standard of evidence, preponderance of the evidence to make a Finding and Final Determination after an objective evaluation of all relevant evidence.
- The right to be present, including presence via remote technology, during all testimony given and evidence presented during any hearing.
- The right to have an impact and/or mitigation statement considered by the Decision-Maker following a determination of responsibility for any allegation, but prior to sanctioning.
- The right to be promptly informed of the finding(s) and sanction(s) (if any) of the Grievance Process and a detailed rationale of the decision (including an explanation of how credibility was assessed) in a written Notice of Outcome letter delivered simultaneously (without undue delay) to the parties.
- The right to be informed in writing of when a decision by the School is considered final and any changes to the Final Determination or sanction(s) that occur post Notification of Outcome.
- The right to be informed of the opportunity to appeal the finding(s) and sanction(s) of the Grievance Process, and the procedures for doing so in accordance with the standards for appeal established by the School.
- The right to a fundamentally fair resolution as defined in these procedures.

APPENDIX C: ADMINISTRATIVE GRIEVANCE PROCEDURE

- This process is applicable when the Title IX Coordinator determines the Title IX Grievance Procedure is inapplicable, or offenses subject to the Title IX Grievance Procedure have been dismissed.
- If the Title IX Grievance Procedure is applicable, the Title IX Grievance Procedure must be applied in lieu of the Administrative Grievance Procedure.

ADMINISTRATIVE GRIEVANCE PROCEDURE FOR ALLEGED VIOLATIONS OF THE EQUAL OPPORTUNITY, HARASSMENT, AND NONDISCRIMINATION POLICY

The School will act on any formal or informal allegation or notice of violation of the Equal Opportunity, Harassment and Nondiscrimination Policy that is received by the Title IX Coordinator,[34] an Official with Authority, or a Mandated Reporter.

The procedures described below apply to allegations of harassment, discrimination, and/or retaliation on the basis of protected characteristic status involving Future Professionals, employees, customers or service guests, vendors, or anyone else who does business with the School.

These procedures may also be used to address collateral misconduct arising from the investigation of or occurring in conjunction with harassing, discriminatory, or retaliatory conduct (e.g., vandalism, physical abuse of another). All other allegations of misconduct unrelated to incidents covered by this Policy will be addressed through the procedures elaborated in the respective School catalog or staff handbook.

1. INITIAL ASSESSMENT

Following intake, receipt of notice, or a complaint of an alleged violation of the School's Nondiscrimination Policy, the Title IX Coordinator[35] engages in an initial assessment, which is typically five (5) days in duration. The steps in an initial assessment can include:

- The Title IX Coordinator reaches out to the Complainant to offer supportive measures.
- The Title IX Coordinator works with the Complainant to ensure they have an Advisor.
- The Title IX Coordinator works with the Complainant to determine which of three options to pursue: A Supportive Response, an Informal Resolution, or an Administrative Resolution.

- If a Supportive Response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation. An Administrative Grievance Process is not initiated, though the Complainant can elect to initiate it later, if desired.
- If an Informal Resolution option is preferred, the Title IX Coordinator assesses whether the complaint is suitable for Informal Resolution, which informal mechanism may serve the situation best or is available and may seek to determine whether the Respondent is also willing to engage in Informal Resolution.
- If an Administrative Resolution is preferred, the Title IX Coordinator initiates the investigation process and determines whether the scope of the investigation will address:
  - Incident
  - A potential pattern of misconduct
  - A culture/climate issue

- In many cases, the Title IX Coordinator may determine that a Violence Risk Assessment (VRA) should be conducted by relevant School officials as part of the initial assessment. A VRA can aid in ten critical and/or required determinations, including:
  - Interim suspension of a Respondent who is a threat to health/safety
  - Whether the Title IX Coordinator should pursue the Administrative Grievance Process absent a willing/able Complainant
  - Whether to put the investigation on the footing of incident, pattern, and/or climate
  - To help identify potentially predatory conduct
  - To help assess/identify grooming behaviors
  - Whether a Complaint is amenable to Informal Resolution, and what modality may be most successful
  - Whether to permit a voluntary withdrawal by the Respondent
  - Whether to communicate with a transfer School about a Respondent
  - Assessment of appropriate sanctions/remedies
  - Whether a Clery Act Timely Warning/trespass order/persona non grata is needed.

Based on the initial assessment, the School will initiate one of these responses:

- **Supportive Response—**measures to help restore the Complainant's education access, as described in the Policy.
- **Informal Resolution—**typically used for less serious offenses and only when all parties agree to Informal Resolution, or when the Respondent is willing to accept responsibility for violating policy.
- **Administrative Resolution—**investigation of alleged policy violation(s) and recommended finding, subject to a determination by the Title IX Coordinator or Decision-Maker and the opportunity to appeal.

The investigation and the subsequent Administrative Resolution determine whether the Equal Opportunity, Harassment, and Nondiscrimination Policy has been violated. If so, the School will promptly implement effective remedies designed to end the discrimination, prevent recurrence, and address the effects.

The process followed considers the preference of the parties but is ultimately determined at the discretion of the Title IX Coordinator. If at any point during the initial assessment or formal investigation the Title IX Coordinator determines that reasonable cause does not support the conclusion that policy has been violated, the process will end and the parties will be notified.

The Complainant may request that the Title IX Coordinator review the reasonable cause determination and/or re-open the investigation. This decision lies in the sole discretion of the Title IX Coordinator, but the request is usually only granted in extraordinary circumstances.

2. GRIEVANCE PROCESS POOL

The Grievance Process relies on a pool of officials ("Pool") for implementation. Members of the Pool are trained annually in all aspects of the Grievance Process and can serve in any of the following roles, at the direction of the Title IX Coordinator:

- To provide sensitive intake for and initial advice pertaining to the allegations

- To act as optional process Advisors to the parties
- To facilitate Informal Resolution
- To investigate allegations
- To serve as a Decision-Maker
- To serve as an Appeal Decision-Maker

The Title IX Coordinator carefully vets Pool members for potential conflicts of interest or disqualifying biases and appoints the Pool, which acts with independence and impartiality.

Pool members receive annual training, including a review of School policies and procedures as well as applicable federal and state laws and regulations so that they are able to appropriately address allegations, provide accurate information to members of the community, protect safety, and promote accountability. This training includes, but is not limited to:

- The scope of the School's Equal Opportunity, Harassment, and Nondiscrimination Policy and Procedures
- How to conduct investigations and hearings that protect the safety of Complainants and Respondents and promote accountability
- Implicit bias
- Disparate treatment
- Reporting, confidentiality, and privacy requirements
- Applicable laws, regulations, and federal regulatory guidance
- How to implement appropriate and situation-specific remedies
- How to investigate in a thorough, reliable, timely, and impartial manner
- How to conduct a sexual harassment investigation
- Trauma-informed practices pertaining to investigations and Grievance Processes
- How to uphold fairness, equity, and due process
- How to weigh evidence
- How to conduct questioning
- How to assess credibility
- Impartiality and objectivity
- Types of evidence
- Deliberation
- How to render findings and generate clear, concise, evidence-based rationales
- The definitions of all offenses
- How to apply definitions used by the institution with respect to consent (or the absence or negation of consent) consistently, impartially, and in accordance with Policy
- How to conduct an investigation and Grievance Process including hearings, appeals, and Informal Resolution Processes
- How to serve impartially by avoiding prejudgment of the facts at issue, conflicts of interest, and bias against Respondents and/or for Complainants, and on the basis of sex, race, religion, and other protected characteristics
- Any technology to be used
- Issues of relevance of questions and evidence
- Issues of relevance to create an investigation report that fairly summarizes relevant evidence
- How to determine appropriate sanctions in reference to all forms of harassment and discrimination allegations

3. COUNTERCLAIMS

Counterclaims by the Respondent may be made in good faith or may instead be motivated by a retaliatory intent. The School is obligated to ensure that any process is not abused for retaliatory purposes.

The School permits the filing of counterclaims, but uses the initial assessment, described above, to assess whether the allegations are made in good faith. If they are, the allegations will be processed using the resolution procedures below, typically after resolution of the underlying allegation. Counterclaims made with retaliatory intent will not be permitted.

A delay in the processing of counterclaims is permitted, accordingly. Occasionally, allegations and counterclaims can be resolved through the same investigation at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory, and may constitute a violation of this Policy.

4. ADVISORS

A. **Advisor Expectations**

The School generally expects an Advisor to adjust their schedule to allow them to attend School meetings when planned, but the School may change scheduled meetings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay.

The School may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

Parties whose Advisors are disruptive or who do not abide by School policies and procedures may face the loss of that Advisor and/or possible Policy violations.

Advisors are expected to consult with their advisees without disrupting School meetings or interviews.

Advisors do not represent parties in the process; their role is only to advise.

B. **Expectations of the Parties with Respect to Advisors**

Each party may choose an Advisor[36] who is eligible and available[37] to accompany them throughout the process. The Advisor can be anyone, including an attorney, but should not be someone who is also a witness in the process. A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout.

The parties are expected to inform the Investigators of the identity of their Advisor at least four (4) business days before the date of their first meeting with the Investigator (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to the Investigator and/or the Title IX Coordinator if they change Advisors at any time.

Upon written request of a party, the School will copy the Advisor on all communications between the School and the party. The School provides a consent form that authorizes the School to share such information directly with a party's Advisor.

C. **Assistance in Securing an Advisor[38]**

For representation, Respondents may wish to contact organizations such as:

- Families Advocating for Campus Equality (http://www.facecampusequality.org)
- Stop Abusive and Violent Environments (http://www.saveservices.org)

Complainants may wish to contact organizations such as:

- The Victim Rights Law Center (http://www.victimrights.org)

- The National Center for Victims of Crime (http://www.victimsofcrime.org), which maintains the Crime Victim's Bar Association
- The Time's Up Legal Defense Fund (https://nwlc.org/times-up-legal-defense-fund/)

5. RESOLUTION OPTIONS

Proceedings are private. All persons present at any time during the Grievance Process are expected to maintain the privacy of the proceedings in accord with School policy.

While there is an expectation of privacy around what is discussed during interviews, the parties have discretion to share their own experiences with others if they so choose but are encouraged to discuss with their Advisors first before doing so.

A. **Informal Resolution**

Informal Resolution is applicable when the parties voluntarily agree to resolve the matter through Alternative Resolution mediation, restorative practices, facilitated dialogue, etc., when the Respondent accepts responsibility for violating Policy, or when the Title IX Coordinator can resolve the matter informally by providing remedies to resolve the situation. The Title IX Coordinator has discretion to determine whether an investigation will be paused or limited during Informal Resolution, or if it will continue during the Informal Resolution process.

It is not necessary to pursue Informal Resolution first in order to pursue Administrative Resolution, and any party participating in Informal Resolution can stop the process at any time and request the Administrative Grievance Process. Further, if an Informal Resolution fails after the resolution is finalized, Administrative Resolution may be pursued.

i. **Alternative Resolution**

Alternative Resolution is an informal process, such as mediation or restorative practices, by which the parties mutually agree to resolve an allegation. It may be used for less serious, yet inappropriate, behaviors and is encouraged as an alternative to the Administrative Grievance Process (described below) to resolve conflicts, as appropriate. The parties must consent to the use of Alternative Resolution.

The Title IX Coordinator determines whether Alternative Resolution is appropriate, based on the willingness of the parties, the nature of the conduct at issue, and the susceptibility of the conduct to Alternative Resolution.

In an Alternative Resolution, a trained administrator or third party facilitates communication among the parties to an effective resolution, if possible. Institutionally imposed sanctions are not possible as the result of an Alternative Resolution process, though the parties may agree to accept sanctions and/ or appropriate remedies.

The Title IX Coordinator maintains records of any resolution that is reached, and failure to abide by the resolution can result in appropriate enforcement actions.

Alternative Resolution is not typically the primary resolution mechanism used to address reports of violent behavior of any kind or in other cases of serious violations of policy, though similarly structured conversations may be made available after the Administrative Grievance Process is completed should the parties and the Title IX Coordinator believe it could be beneficial. The results of Alternative Resolution are not appealable.

ii. **Respondent Accepts Responsibility for Alleged Violations**

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the Grievance Process. If the Respondent accepts responsibility, the Title IX Coordinator determines that the individual is in violation of School policy.

The Title IX Coordinator then determines appropriate sanction(s) or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the conduct, both on the Complainant and the community.

If the Respondent accepts responsibility for all of the alleged policy violations and the Title IX Coordinator or designee has determined appropriate sanction(s) or responsive actions, to which the Respondent agrees, and which are promptly implemented, the process is over. The Complainant will be informed of this outcome.

If the Respondent accepts responsibility for some of the alleged policy violations and the Title IX Coordinator has determined appropriate sanction(s) or responsive actions, to which the Respondent agrees, and which are promptly implemented for those violations, then the remaining allegations will continue to be investigated and resolved through Administrative Resolution. The parties will be informed of this outcome. The parties are still able to seek Alternative Resolution on the remaining allegations, subject to the stipulations above.

B. **Administrative Resolution via an Investigation and Hearing**

Administrative Resolution can be pursued at any time during the process for any behavior for which the Respondent has not accepted responsibility that would constitute conduct covered by the Equal Opportunity, Harassment, and Nondiscrimination Policy if proven. Administrative Resolution starts with a thorough, reliable, and impartial investigation.

If Administrative Resolution is initiated, the Title IX Coordinator will provide written notification of the investigation to the parties at an appropriate time during the investigation. Typically, notice is given at least 48 hours in advance of an interview. Advanced notice facilitates the parties' ability to identify and choose an Advisor, if any, to accompany them to the interview.

Notification will include a meaningful summary of the allegations, will be made in writing, and may be delivered by one or more of the following methods: in person or emailed to the parties' School-issued or designated email account.

Once emailed and/or received in person, notice will be presumptively delivered. The notification will include the policies allegedly violated, if known at the time. Alternatively, the policies allegedly violated can be provided at a later date, in writing, as the investigation progresses and details become clearer.

The School aims to complete all investigations within a sixty (60) business-day time period, which can be extended as necessary for appropriate cause by the Title IX Coordinator, with notice to the parties as appropriate. Investigations can take weeks or even months, depending on the nature, extent, and complexity of the allegations, availability of witnesses, police involvement, etc.

Once the decision is made to commence an investigation, the Title IX Coordinator appoints Pool members to conduct the investigation, usually within five (5) business days of determining that an investigation should proceed.

The Title IX Coordinator will vet the assigned Investigator to ensure impartiality by ensuring there are no conflicts of interest or disqualifying bias.

The parties may, at any time during the Grievance Process, raise a concern regarding bias or conflict of interest,

and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another Investigator will be assigned and the impact of the bias or conflict, if any, will be remedied. If the bias or conflict relates to the Title IX Coordinator, concerns should be raised with the Director.

The School will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

The School may undertake a short delay in its investigation (several days to weeks, to allow evidence collection) when criminal charges based on the same behaviors that invoke the School's Grievance Process are being investigated by law enforcement. The School will promptly resume its investigation and Grievance Process once notified by law enforcement that the initial evidence collection process is complete.

School actions are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

Investigations involve interviewing all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence, and to fully review and respond to all evidence on the record.

6. INVESTIGATION

The Investigators typically take the following steps, if not already completed (not necessarily in this order):

- Determine the identity and contact information of the Complainant.
- In coordination with School officials (e.g., the Title IX Coordinator), initiate or assist with any necessary supportive measures.
- Identify all policies implicated by the alleged misconduct.
- Assist the Title IX Coordinator with conducting an initial assessment to determine whether there is reasonable cause to believe the Respondent has violated policy.
- If there is insufficient evidence to support reasonable cause, the process is closed with no further action.
- Commence a thorough, reliable, and impartial investigation by developing a strategic investigation plan, including a witness list, evidence list, intended investigation timeframe, and order of interviews for all parties and witnesses.
- Meet with the Complainant to finalize their statement, if necessary.
- Prepare the initial Notice of Investigation and Allegations (NOIA) on the basis of the initial assessment. Notice may be one step or multiple steps, depending on how the investigation unfolds, and potential policy violations may be added or dropped as more is learned. Investigators will update the NOIA accordingly and provide it to the parties.
- Notice should inform the parties of their right to have the assistance of an Advisor of their choosing present for all meetings attended by the advisee.
- When formal notice is given, it should provide the parties with a written description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions/responsive actions that could result.
- Give an instruction to the parties to preserve any evidence that is directly related to the allegations.
- Provide the parties and witnesses with an opportunity to review and verify the Investigator's summary notes from interviews and meetings with that specific party or witness.
- Make good faith efforts to notify each party of any meeting or interview involving another party, in advance when possible.
- Interview all relevant individuals and conduct follow-up interviews as necessary.
- Allow each party the opportunity to suggest questions they wish for the Investigator to ask the other party and witnesses.
- Complete the investigation promptly and without unreasonable deviation from the intended timeline.
- Provide regular status updates to the parties throughout the investigation.

- Prior to the conclusion of the investigation, summarize for the parties the list of witnesses whose information will be used to render a finding.
- Write a comprehensive investigation report fully summarizing the investigation and all evidence.
- Provide the parties with a copy of the draft investigation report when it is completed, including all relevant evidence, analysis, credibility assessments, and recommended finding(s).
- Provide each party with a full and fair opportunity to respond to the report in writing within five (5) business days and incorporate that response, if any, into the report.
- Investigators may choose to respond in writing in the report to the responses of the parties, and/or to share the responses between the parties for their responses, while also ensuring that they do not create a never-ending feedback loop.
- Share the report with the Title IX Coordinator or legal counsel for review and feedback.
- Gather, assess, and synthesize evidence without making a finding, conclusion, determination, or recommendation.
- Provide the final report to the Title IX Coordinator.

7. DETERMINATION

Within four (4) business days of receiving the Investigator's recommendation, a trained Decision-Maker reviews the report and all responses, and then makes the final determination on the basis of the preponderance of the evidence.

If the record is incomplete, the Decision-Maker may direct a re-opening of the investigation, or may direct or conduct any additional inquiry necessary, including informally meeting with the parties or any witnesses, if needed.

The investigation recommendation, if any, should be strongly considered but is not binding on the Decision-maker. The Decision-Maker may invite and consider impact and/or mitigation statements from the parties if and when determining appropriate sanction(s), if any.

8. ADDITIONAL DETAILS OF THE INVESTIGATION PROCESS

A. **Witness Responsibilities**
Witnesses (as distinguished from the parties) who are School faculty or staff are required to cooperate with and participate in the School's investigation and Grievance Process. Failure of a witness to cooperate with and/or participate in the investigation or Grievance Process constitutes a violation of Policy and may be subject to discipline.

B. **Remote Processes**
Parties and witnesses may be interviewed remotely by phone, video conferencing, or similar technologies if the Investigator and/or Decision-Maker determine that timelines, efficiency, or other causes dictate a need for remote interviewing. Witnesses may also provide written statements in lieu of interviews, or respond to questions in writing, if deemed appropriate by the Investigator, though this approach is not ideal. When remote technologies are used, the School makes reasonable efforts to ensure privacy and ensures that any technology does not work to the detriment of any party or subject them to unfairness.

C. **Recording**
No unauthorized audio or video recording of any kind is permitted during the Grievance Process, including investigation interviews. If the Investigator elects to audio and/or video record interviews, all involved parties must be made aware of and consent to audio and/or video recording.

D. **Evidence**
Any evidence that is relevant and credible may be considered, including an individual's prior misconduct history as well as evidence indicating a pattern of misconduct, subject to the limitation in (E) below. The process should

exclude irrelevant or immaterial evidence and may disregard evidence lacking in credibility or that is improperly prejudicial.

E. **Prior Sexual History/Patterns**
Unless the Decision-Maker determines it is appropriate, the investigation and the finding do not consider: (incidents not directly related to the possible violation(s), unless they evidence a pattern; (2) the irrelevant sexual history of the parties (though there may be a limited exception made with regard to the sexual history between the parties); (3) irrelevant character evidence.

F. **Previous Allegations/Violations**
While previous conduct violations by the Respondent are not generally admissible as information supporting the current allegation, the Investigator may supply the Decision-Maker with information about previous good faith allegations and/or findings when that information suggests potential pattern and/or predatory conduct.

If the School uses a progressive discipline system, previous disciplinary action of any kind involving the Respondent may be considered in determining the appropriate sanction(s).

Character witnesses or evidence may be offered. The investigation and hearing will determine if the character evidence is relevant. If so, it may be considered. If not, it will be excluded.

G. **Notification of Outcome**
If the Respondent admits to the violation(s), or is found in violation, the Title IX Coordinator, in consultation with relevant School officials, determines sanction(s) and/or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the discriminatory conduct, both on the Complainant and the community.

The Title IX Coordinator informs the parties of the determination within four (4) business days of the resolution, ideally simultaneously, but without significant time delay between notifications. Notifications are made in writing and may be delivered by one or more of the following methods: in person or emailed to the parties' School-issued or designated email account. Once emailed and/or received in person, notice is presumptively delivered.

The Notification of Outcome specifies the finding for each alleged policy violation, any sanction(s) that may result which the School is permitted to share pursuant to state or federal law, and the rationale supporting the findings to the extent the School is permitted to share under state or federal law.

The notice will detail when the determination is considered final (See Section 11) and will detail any changes that are made prior to finalization.

Unless based on an acceptance of violation by the Respondent, the determination may be appealed by either party. The Notification of Outcome also includes the grounds on which the parties may appeal and the steps the parties may take to request an appeal of the findings. More information about the appeal procedures can be found in Section 11.

9. SANCTIONS

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- The need for sanctions/responsive actions to bring an end to the discrimination, harassment, and/or retaliation

- The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the community
- The impact on the parties
- Any other information deemed relevant by the Decision-Maker

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The sanctions described in this Policy are not exclusive of, and may be in addition to, other actions taken, or sanctions imposed, by external authorities.

If it is later determined that a party or witness intentionally provided false or misleading information, that action could be grounds for re-opening a Grievance Process at any time, and/or referring that information to another process for resolution.

A. **Future Professional Sanctions**

The following are the common sanctions that may be imposed upon Future Professionals singly or in combination:

- *Coaching:* A formal statement that the conduct was unacceptable and a warning that further violation of any School policy, procedure, or directive will result in more severe sanctions/responsive actions.
- *Suspension:* Termination of Future Professional status for a definite period of time not to exceed two years and/or until specific criteria are met.
- *Termination:* Permanent termination of Future Professional status and revocation of rights to be on campus for any reason or to attend School-sponsored events.
- *Other Actions:* In addition to or in place of the above sanctions, the School may assign any other sanctions as deemed appropriate.

B. **Employee Sanctions/Responsive/Corrective Actions**

Responsive actions for an employee who has engaged in harassment, discrimination, and/or retaliation include:

- *Verbal or Written Warning*
- *Performance Improvement Plan/Management Process*
- *Enhanced Supervision, Observation, or Review*
- *Required Counseling*
- *Required Training or Education*
- *Probation*
- *Denial of Pay Increase/Pay Grade*
- *Loss of Oversight or Supervisory Responsibility*
- *Demotion*
- *Transfer*
- *Reassignment*
- *Assignment to New Supervisor*
- *Restriction of Stipends and/or Professional Development Resources*
- *Suspension/Administrative Leave with Pay*
- *Suspension/Administrative Leave without Pay*
- *Termination*
- *Other Actions: In addition to or in place of the above sanctions/responsive actions, the School may assign any other responsive actions as deemed appropriate.*

10. WITHDRAWAL OR RESIGNATION WHILE CHARGES ARE PENDING

A. **Future Professionals**

Should a Future Professional withdraw with unresolved allegations pending, the School may place a hold, bar access to an official School record, and/or prohibit graduation as necessary to permit the Grievance Process to be completed.

B. **Employees**

Should an employee resign with unresolved allegations pending, the records of the Title IX Coordinator will reflect that status, and any School responses to future inquiries regarding employment references for that individual will include the former employee's unresolved status and whether the employee is eligible for rehire.

11. APPEALS

All requests for appeal consideration must be submitted in writing to the Title IX Coordinator within five (5) business days of the delivery of the written finding of the Decision-Maker.

An Appeal Decision-Maker will be designated by the Title IX Coordinator and they will not have previously been involved in the process. Any party may appeal, but appeals are limited to the following grounds:

1. A procedural error or omission occurred that significantly impacted the outcome (e.g., substantiated bias, material deviation from established procedures, failure to correctly apply the evidentiary standard).
2. To consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included in the appeal.

When any party requests an appeal, the Title IX Coordinator will share the appeal request with all other parties or other appropriate persons such as the Investigator, who may file a response within five (5) business days. Another party may also bring their own appeal on separate grounds.

If new grounds are raised, the original appealing party will be permitted to submit a written response to these new grounds within five (5) business days. These responses or appeal requests will be shared with each party. The Appeal Chair will review the appeal request(s) within seven (7) business days of completing the pre-appeal exchange of materials. If grounds are not sufficient for an appeal, or the appeal is not timely, the Appeal Chair dismisses the appeal.

When the Appeal Chair finds that at least one of the grounds is met by at least one party, additional principles governing the review of appeals include the following:

- Decisions by the Appeal Chair are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is compelling justification to do so.
- Appeals are not intended to be full re-hearings (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the investigation and pertinent documentation regarding the grounds for appeal.
- An appeal is not an opportunity for the Appeal Chair to substitute their judgment for that of the original Investigator or Decision-Maker merely because they disagree with the finding and/or sanction(s).
- Appeals granted based on new evidence should normally be remanded to the Investigator for reconsideration. Other appeals should be remanded at the discretion of the Appeal Chair.
- Sanctions imposed as the result of the Administrative Resolution are implemented immediately unless the Title IX Coordinator stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
- All parties will be informed in writing within seven (7) business days of the outcome of the appeal without significant time delay between notifications, and in accordance with the standards for Notice of Outcome as defined above.
- Once an appeal is decided, the outcome is final; further appeals are not permitted, even if a decision or sanction is changed on remand.

- In rare cases when a procedural error cannot be cured by the original Investigator and/or Title IX Coordinator/Decision-Maker (as in cases of bias), the Appeal Chair may recommend a new investigation and/or Administrative Grievance Process, including a new Decision-Maker.
- The results of a new Administrative Grievance Process can be appealed once, on any of the three applicable grounds for appeals.
- In cases in which the appeal results in Respondent's reinstatement to the School or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable.

12. LONG-TERM REMEDIES/ACTIONS

Following the conclusion of the Grievance Process, and in addition to any sanctions implemented, the Title IX Coordinator may implement additional long-term remedies or actions with respect to the parties and/or the institutional community that are intended to stop the harassment, discrimination, and/or retaliation; remedy the effects; and prevent reoccurrence.

These remedies/actions may include, but are not limited to:

- Referral to counseling and health services
- Education to the individual and/or the community
- Permanent alteration of work arrangements for employees
- Climate surveys
- Policy modification and/or training
- Provision of transportation assistance
- Implementation of long-term contact limitations between the parties
- Implementation of adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, certain long-term support or measures may also be provided to the parties even if no policy violation is found.

When no policy violation is found, the Title IX Coordinator will address any remedies the School owes the Respondent to ensure no effective denial of educational access.

The School will maintain the confidentiality of any long-term remedies/actions/measures, provided confidentiality does not impair the School's ability to provide these services.

13. FAILURE TO COMPLETE SANCTIONS/COMPLY WITH INTERIM AND LONG-TERM REMEDIES/RESPONSIVE ACTIONS

All Respondents are expected to comply with conduct sanctions, responsive actions, and corrective actions within the timeframe specified by the Title IX Coordinator.

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s) and responsive/corrective action(s), including suspension and/or termination from the School. Supervisors are expected to enforce completion of sanctions/responsive actions for their employees.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

14. RECORDKEEPING

In implementing this Policy, records of all allegations, investigations, resolutions, and hearings will be kept by the Title IX Coordinator indefinitely, or as required by state or federal law or institutional policy.

15. STATEMENT OF THE RIGHTS OF THE PARTIES (SEE APPENDIX B)

16. DISABILITY ACCOMMODATION IN THE GRIEVANCE PROCESS

The School is committed to providing reasonable accommodations and support to qualified Future Professionals, employees, or others with disabilities to ensure equal access to the School's Grievance Process. Anyone needing such accommodations or support should contact the ADA/504 Coordinator, who will review the request and, in consultation with the person requesting the accommodation and the Title IX Coordinator, determine which accommodations are appropriate and necessary for full participation in the process.

17. REVISION

These policies and procedures will be reviewed and updated annually by the Title IX Coordinator. The School reserves the right to make changes to this document as necessary and once those changes are posted online, they are in effect.

The Title IX Coordinator may make minor modifications to these procedures that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules.

The Title IX Coordinator may also vary procedures materially with notice (on the School's website, with the appropriate effective date identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedure.

Procedures in effect at the time of the resolution will apply to resolution of incidents, regardless of when the incident occurred.

Policy in effect at the time of the offense will apply even if the policy is changed subsequently but prior to resolution unless the parties consent to be bound by the current policy. If government regulations change in a way that impacts this document, this document will be construed to comply with the most recent government regulations.

This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such policies and codes, generally.

This Policy and procedure was implemented on July 22, 2022.

APPENDIX D: ATIXA RECORD MAINTENANCE AND ACCESS MODEL POLICY

POLICY SCOPE:

This policy covers records maintained in any medium that are created pursuant to the School's Protected Class Nondiscrimination Policy and Procedures and/or the regular business of the School's Title IX Office. All such records are considered private or confidential by the Title IX Office, in accordance with FERPA and the directive from the Department of Education to maintain the confidentiality of records related to Title IX. These records may be shared internally with those who have a legitimate educational interest and will be shared with the parties to a complaint under applicable state and/or federal law, including the Title IX regulations, FERPA, and/or the Clery Act/VAWA § 304. The Title IX Coordinator controls the dissemination and sharing of any records under its control.

TYPES OF RECORDS COVERED UNDER THIS POLICY:

Records pertaining to the Grievance Process. These records include, but are not limited to:

- Documentation of notice to the institution including incident reports
- Anonymous reports later linked to a specific incident involving known parties
- Any documentation supporting the initial assessment
- Investigation-related evidence (e.g., physical and documentary evidence collected and interview transcripts)
- Dismissal-related documentation
- Documentation related to the Grievance Process
- The final investigation report

- Remedy-related documentation
- Supportive measures-related documentation
- Hearing recordings and records
- Appeal-related documentation
- Informal Resolution records
- Notices of Outcome
- Records documenting that the School's response was not deliberately indifferent
- Any other records typically maintained by the Recipient as part of the case file

Specific examples of records pertaining to the Grievance Process may include, but are not limited to anonymous reports later identified; intake documentation; incident reports; the written complaint; the names of the Complainant, the Respondent; any witnesses; any relevant statements or other evidence obtained; interview notes or transcripts; timelines, flowcharts and other forms used in the investigation process; witness lists, correspondence, telephone logs, evidence logs, and other documents related to the processing of an investigation; correspondence relating to the substance of the investigation; supportive measures implemented on behalf of the Complainant or Respondent; actions taken to restrict/remove the Respondent; correspondence with the parties; medical, mental health, medical, and forensic record evidence obtained with consent during the course of the investigation; police reports; expert sources used in consideration of the evidence; documentation of outcome and rationale; correspondence and documentation of the appeals process; documentation of any sanctions/discipline resulting from the Grievance Process; and documentation of reported retaliatory behavior as well as all actions taken to address these reports.

Drafts and Working Files: Preliminary drafts and "working files" are not considered records that must be maintained by the School, and these are typically destroyed during the course of an investigation or at the conclusion of the Grievance Process. They are preliminary versions of records and other documents that do not state a final position on the subject matter reviewed or are not considered to be in final form by their creator and/or the Title IX Coordinator. An example of a "working file" would be the Investigator notes made during one interview with topics the Investigator wants to revisit in subsequent interviews. Sole possession records maintained as such in accordance with FERPA are also included in this category. All drafts of investigation reports shared with the parties are maintained.

Attorney Work-Product: Communications from the Title IX Office or its designees with the School's legal counsel may be work-product protected by attorney-client privilege. These communications are not considered records to be maintained by the Title IX Office or accessible under this policy unless the Title IX Coordinator, in consultation with legal counsel as necessary, determines that these communications should be included as accessible records.

RECORD STORAGE:

Records may be created and maintained in different media formats; this policy applies to all records, irrespective of format. All records created pursuant to the Policy, as defined above, must be stored in digital and/or paper format. The complete file must be transferred to the Title IX Office within fourteen (14) business days of resolution of the complaint (including any appeal), if the file is not already maintained within the Title IX Office. Security protocols must be in place to preserve the integrity and privacy of any parts of any record that are maintained in the Title IX Office during the pendency of an investigation.

The Title IX Office will store all records created pursuant to the Policy, regardless of the identities of the parties. Parallel records should not be maintained by other School officials. Any extra (non-essential) copies of the records (both digital and paper) must be destroyed.

A copy of records showing compliance with Clery Act requirements by Title IX personnel will be maintained along with the case file in the Title IX Office.

The School will maintain an access log of each case file, showing when and by whom it was accessed, and for what purpose.

RECORD RETENTION:

All records created and maintained pursuant to the Policy must be retained indefinitely by the Title IX Office unless destruction or expungement is authorized by the Title IX Coordinator, who may act under their own discretion, or in accordance with a duly executed and binding settlement of claim, and/or by court or government order.

RECORD ACCESS:

Access to records created pursuant to the Policy or housed in the Title IX Office is strictly limited to the Title IX Coordinator and any individual the Coordinator authorizes in writing, at their discretion. Those who are granted broad access to the records of the Title IX Office are expected to only access records pertinent to their scope or work or specific assignment. Anyone who accesses such records without proper authorization may be subject to an investigation and possible discipline/sanction. The discipline/sanction for unauthorized access of records covered by this policy will be at the discretion of the appropriate disciplinary authority, consistent with other relevant School policies and procedures.

Future Professional parties may request access to their case file. The School will provide access or a copy within 45 days of the request. Appropriate redactions of personally identifiable information may be made before inspection or any copy is shared.

During the investigation, materials may be shared with the parties using secure file transmission software. Any such file will be watermarked by the Title IX Office before being shared, with the watermark identifying the role of the recipient in the process (Complainant, Respondent, Hearing Decision-Maker, Complainant's Advisor, etc.).

RECORD SECURITY:

The Title IX Coordinator is expected to maintain appropriate security practices for all records, including password protection; lock and key; and other barriers to access as appropriate. Record security should include protection from flood, fire, and other potential emergencies. Clothing, forensic, and other physical evidence should be securely stored. All physical evidence will be maintained in a facility that is reasonably protected from flood and fire. A catalog of all physical evidence will be retained with the case file.

BASED ON THE ATIXA 2021 ONE POLICY, TWO PROCEDURES MODEL.
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FOOTNOTES

[1]Some states have enacted requirements for providing the option to submit an anonymous report. Consult with legal counsel to determine if your state has such a requirement.

[2]For the purpose of this Policy, **privacy** means that information related to a complaint will be shared with a limited number of School employees who "need to know" in order to assist in the assessment, investigation, and resolution of the complaint. All employees who are involved in the School's response to notice under this Policy receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law. The privacy of Future Professional education records will be protected in accordance with the Family Educational Rights and Privacy Act (FERPA), as outlined in the School's Student Right of Access/FERPA policy. The privacy of employee records will be protected in accordance with Human Resources policies.

[3]20 U.S.C. 1232g

[4]34 C.F.R. § 99

[5]This includes the School's employees' work environment.

[6]This definition of hostile environment is based on Federal Register / Vol. 59, No. 47 / Thursday, March 10, 1994: Department of Education Office for Civil Rights, Racial Incidents and Harassment Against Students at Educational Institutions Investigative Guidance.

[7]This includes gender identity, gender expression, sexual orientation, and sex stereotypes.

[8]Implicitly or explicitly.

[9]Unwelcomeness is subjective and determined by the Complainant (except when the Complainant is younger than the age of consent). Severity, pervasiveness, and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances ("in the shoes of the Complainant"), including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced. This definition is broad enough to potentially encompass forms of sex-based disparate treatment, even if not harassing in nature.

[10]A "sexual act" is specifically defined by federal regulations to include one or more of the following:

Rape:

- Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person,
- without their consent,
- including instances where they are incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

Sodomy:

- Oral or anal sexual intercourse with a Complainant,
- forcibly, and/or
- against their will (non-consensually), or
- not forcibly or against their will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

Sexual Assault with an Object:

- The use of an object or instrument to penetrate,
- however slightly,
- the genital or anal opening of the body of the Complainant,
- forcibly, and/or
- against their will (non-consensually), or
- not forcibly or against their will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or

Fondling:

- The **intentional** touching of the **clothed or unclothed genitals, buttocks, groin, breasts, or other** body parts **of the Complainant by the Respondent**
    - without the consent **of the Complainant**
    - for the purpose of **sexual degradation**, sexual gratification, **or sexual humiliation**
- Or the Respondent caused or directed the Complainant's **intentiona**l touching **of the Respondent's clothed or unclothed genitals, buttocks, groin, breasts, or other** body parts
    - without consent of the Complainant
    - for the purpose of **sexual degradation**, sexual gratification, **or sexual humiliation**

[11]This would include having another person touch you sexually, forcibly, and/or without consent.

[12]34 U.S.C. 12291 defines "economic abuse" in the context of dating violence and domestic violence, as,

a. behavior that is coercive, deceptive, or unreasonably controls or restrains a person's ability,
b. to acquire, use, or maintain economic resources to which they are entitled, including using coercion, fraud, or manipulation to:
    i. restrict a person's access to money, assets, credit, or financial information;

ii. unfairly use a person's personal economic resources, including money, assets, and credit, for one's own advantage; or
iii. exert undue influence over a person's financial and economic behavior or decisions, including forcing default on joint or other financial obligations, exploiting powers of attorney, guardianship, or conservatorship, or failing or neglecting to act in the best interests of a person to whom one has a fiduciary duty.

[13]To categorize an incident as Domestic Violence under this Policy, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

[14]34 U.S.C. 12291 provides that "any form of technology" includes but is not limited to: internet enabled devices, cameras and imaging programs, apps, location tracking devices, or communication technologies, or any other emerging technologies

[15]The state definition of consent is [ ], which is applicable to criminal prosecutions for sex offenses in [State] but may differ from the definition used by the School to address policy violations.

[16]Bondage, discipline/dominance, submission/sadism, and masochism.

[17]The School's Anti-Bullying Policy prohibits bullying not covered by this policy.

[18] VAWA is the Violence Against Women Act, enacted in 1994 and codified in part at 42 U.S.C. sections 13701 through 14040.

[19]Anywhere this procedure indicates "Title IX Coordinator," the School may substitute a trained designee.

[20]Disability discrimination complaints involving Future Professionals will be processed using the School Policies and Procedures for Students with Disabilities.

[21]If circumstances require, the Director, Managing Owner, or Title IX Coordinator will designate another person to oversee the Grievance Process should an allegation be made about the Coordinator or the Coordinator be otherwise unavailable, unable to fulfill their duties, or have a conflict of interest.

[22]Per the 2020 Title IX regulations, recipients are prohibited from Informal Resolution of a complaint by a Future Professional against an employee.

[23]These dismissal requirements are mandated by the 2020 Title IX Regulations, 34 CFR §106.45.

[24]Such a Complainant is still entitled to supportive measures, but the Formal Grievance Process is not applicable unless the Title IX Coordinator signs the complaint in the event the Complainant cannot/will not do so.

[25] "Available" means the party cannot insist on an Advisor who simply does not have inclination, time, or availability. Also, the Advisor cannot have conflicting roles, such as being a Title IX Coordinator who has an active role in the matter, or a supervisor who must monitor and implement sanctions.

[26]Subject to the state law provisions or School policy above

[27]This is being provided for informational purposes and does not constitute the School's endorsement of any of the external individuals/organizations listed.

[28]The parties may not want discussions that take place within Informal Resolution to be admissible in a later Formal Grievance Process, but essential facts must and do transfer from the informal process to the formal. Disclosing something in an informal setting to shield it from formal admissibility is a cynical strategy, so the School will take care in determining the terms of any assurances of the confidentiality of the Informal Resolution.

[29]External, trained, third-party, neutral professionals may also be used to serve in Pool roles.

[30]Unless an expedited hearing is agreed to by all parties.

[31]The final investigation report may be shared using electronic means that preclude downloading, forwarding, or otherwise sharing.

[32]34 C.F.R. § 668.46(k)(3)(B)(3) requires "timely and equal access to the accuser, the accused, and appropriate officials to any information that will be used during informal and formal disciplinary meetings and hearings."

[33]If not conflicted out by previous involvement, the Title IX Coordinator may serve as the hearing facilitator/case manager.

[34]All references herein to a Title IX Coordinator also include a designee of the Title IX Coordinator.

[35]If circumstances require, the Director, Managing Owner, or Title IX Coordinator will designate another person to oversee the process below should an allegation be made about the Coordinator or the Coordinator be otherwise unavailable or unable to fulfill their duties.

[36]This could include an attorney, advocate, or support person. Witnesses are not entitled to Advisors within the process, though they can be advised externally..

[37]"Available" means the party cannot insist on an Advisor who simply doesn't have inclination, time, or availability. Also, the Advisor cannot have institutionally conflicting roles, such as being a Title IX administrator who has an active role in the matter, or a supervisor who must implement and monitor sanctions

[38]This is being provided for informational purposes and does not constitute the School's endorsement of any of the external individuals/organizations listed.

COPYRIGHT INFRINGEMENT POLICY

This policy applies to those who use the school's network or equipment to share files, including, the school's faculty, staff, students, guests, external individuals, and organizations accessing network services via the school's networking or computer facilities.

This copyright policy also includes the use of streaming services within the school network such as Netflix, Hulu, YouTube, Spotify, Pandora, or any other similar services.

Copyright is legal protection of intellectual property, in whatever medium, that is provided for by the laws of the United States to the owners of copyright. Types of works that are covered by copyright law include, but are not limited, to literary, dramatic, musical, artistic, pictorial, graphic, film, and multi-media works. This protection extends to software, digital works, and unpublished works and it covers all forms of a work, including its digital transmission and subsequent use.

This is in accord with the Digital Millennium Copyright Act (DMCA), which provides educational institutions with some protections if individual members of the community violate the law. For the school to maintain this protection, it must expeditiously take down or otherwise block access to infringing material whenever it is brought to the attention of the organization. If the school receives an allegation of copyright infringement based on your use of the school's networking or computers, the matter will be referred to the school director for further investigation.

The following are some examples of copyright infringement that may be found in a school setting:

- Downloading, using, or sharing files of music, videos, and games without proper documented permission of the copyright owner.
- Using corporate logos without permission.
- Placing an electronic copy of a standardized test on a department's website without permission of the copyright owner.
- Enhancing a departmental website with music that is downloaded or artwork that is scanned from a book, all without attribution or proper documented permission of the copyright owners.
- Scanning, taking a picture of, or digitally posting any photograph/image and using it without the proper documented permission or attribution.

- Placing a number of full-text articles on a course webpage that is not password protected and allowing the web page to be accessible to anyone who can access the Internet.
- Downloading licensed software from non-authorized sites without the permission of the copyright or license holder.
- Making a movie file or a large segment of a movie available on a website without proper documented permission of the copyright owner.
- Torrenting or other peer to peer communication on the network.
- Streaming personal music from non-commercial platforms such as Spotify, Pandora, YouTube Music or Apple Music.
- Streaming personal TV/Movies from streaming platforms such as Netflix, Hulu, YouTube TV, Disney Plus or similar platform is a violation of Copyright Law, as the agreement made is not between the Streaming Service and the School, but the Streaming Service and the individual.
- Sharing, taking a picture of, digitally posting, downloading, or distributing the proprietary curriculum, educational systems, and supporting digital or printed assets and tools (apps and printed materials such as books or guides) created and owned by Paul Mitchell Advanced Education.

The Digital Millennium Copyright Act requires that all infringement claims must be made in writing and sent to copyright@paulmitchell.edu. For the school to act on your notice, you must be authorized to enforce the copyrights that you allege have been infringed. When informing the School of an alleged copyright infringement, you must include the following information:

- A physical or electronic signature of the copyright owner or the person authorized to act on its behalf.
- A description of the copyrighted work claimed to have been infringed.
- A description of the infringing material and information reasonably sufficient to permit us to locate the material.
- Your contact information, including your address, telephone number, and email.
- A statement by you that you have a good faith belief that use of the material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and
- A statement that the information in the notification is accurate, and, under the pains and penalties of perjury, that you are authorized to act on behalf of the copyright owner.

Please note, the School may not be able to act on your complaint promptly or at all if you do not provide this information.

Upon notification or due to detection, the School will take all necessary actions, including, but not limited to, temporary disconnection from internet access, to stop illegal sharing of copyrighted material on its network or computing devices by identified users.

Corrective actions can range from a written reprimand to termination from the School in the case of a student, or termination from employment in the case of an employee, depending on the nature and severity of the charges.

The consequences of copyright infringement also extend outside of the school. Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file sharing context, downloading, or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties.

In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

GRIEVANCE PROCEDURE

This Grievance Procedure will be used to process a written grievance or complaint concerning any other grievance, not covered by the above Protected Class Non-Discrimination Policy and Procedures and Anti Bullying Policies that a Future Professional feels have been left unresolved against a Future Professional, employee, or third-party. The grievance or complaint will be referred to the School Director and/or School Owner. The following grievance procedures shall be used to address a grievance filed by Future Professionals for complaints filed on their behalf against employees, other Future Professionals, or third parties. This process will be used to investigate reports under the Anti-Hazing Policy. For the Anti-Hazing Policy specifically, the School may initiate the process without a Future Professional grievance if may also be used by the School independently. A copy of the Grievance form may be obtained from the School's Director.

In order to facilitate the investigation, the complaint must include details of the incident or incidents, dates and times, names of the individuals involved, and names of any witnesses. A complaint should be filed within seven (7) days from the date of the alleged incident to allow the school to take timely and appropriate action. The complaint once received will be maintained in the Director's office, which has limited staff access. The school Director has the responsibility of investigating the complaint allegations; however, if it is in the best interest of the parties involved the school may choose to designate another individual to follow this process.

The time necessary to conduct an investigation will vary based on the complexity of the allegation(s) but will generally be completed within fourteen (14) days of receipt of the complaint. If a Grieving Party requests confidentiality, the school will take all reasonable steps to investigate and respond to the Grievance consistent with the request. If a complainant insists that his or her name or other identifiable information not be disclosed to the party alleged to have engaged in the behavior, the school will inform the Grieving Party that its ability to respond may be limited. In circumstances involving Hazing, the School may be required to take action that discloses identifiable information based on the reported information.

All complaints involving a student, employee, contract worker, vendor, customer service guest, or other person who does business with the school will be referred to the school's Grievance Coordinator. The Grievance Coordinator will begin the complaint process outlined in this policy.

INVESTIGATION OF ALLEGATIONS

The school will investigate all complaints received. The school's grievance procedures are designed to ensure that the complaint process is free from conflicts of interest.

1. During the grievance process each individual is considered innocent of the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The school may remove an individual from the school on an emergency basis, provided that the school undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations justifies removal and provides the individual with notice and an opportunity to challenge the decision immediately following the removal. In the case of a school employee, the school may place the individual on mandatory administrative leave.
2. All provisions, rules, or practices that are a part of the school's grievance process for handling formal complaints apply equally to both parties.
3. The school will make appropriate referrals to law enforcement, if necessary. The school will also notify complainants of the right to proceed with a criminal investigation, while the school conducts its own investigation simultaneously. The school will not wait for the criminal investigation or criminal proceeding to be concluded before beginning its own investigation and acting on the evidence obtained.
4. The school will dismiss allegations of conduct that do not meet the school's written policies.
5. The school will provide equal opportunity for the parties involved to present facts, documentation, and witnesses. Any witnesses listed will be interviewed by the school Grievance Coordinator.
6. The school may, in their discretion, dismiss a complaint or allegations therein if the complainant informs the Grievance Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations

therein, if the individual is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination. If the complaint is dismissed, the school will give the parties written notice of a dismissal of the complaint and the reasons why.

7. The school may, in their discretion, consolidate complaints where the allegations arise out of the same facts or circumstances, whether it is complaints against multiple individuals.
8. Upon conclusion of the investigation into the allegations, the Grievance Coordinator will provide a written determination to all parties, as to the final decision and any actions taken.

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

Complaints can be filed with TDLR at www.tdlr.texas.gov:

Texas Department of Licensing and Regulation (TDLR)
P.O. Box 12157
Austin, TX 78711
(512) 475-2871

To file a complaint with the school's accrediting agency, the Council on Occupational Education, please follow the directions below:

COUNCIL ON OCCUPATIONAL EDUCATION (COE)

http://council.org/

7840 Roswell Road, Building 300, Suite 325
Atlanta, GA 30350 (770)
396-3898

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

ANTI-HAZING POLICY

In accordance with the Stop Campus Hazing Act, the School strongly opposes hazing in all forms and it prohibits all hazing activities as defined below. If a student or group of students is found to be in violation of the Anti-Hazing policy, they may face disciplinary action up to and including termination from the program.

PROHIBITED BEHAVIOR

Hazing is Prohibited.

Hazing is defined as: is any intentional, reckless, or knowing act committed by a person (whether individually or together with other persons) against another person or persons, regardless of the willingness of the other person(s) to participate that:

Is an explicit or implicit condition of recruitment, admission, or initiation into, affiliation with, or new or continued membership status within a group, organization, or academic group or cohort. Hazing may take many forms, but may be one of the following or similar behavior

1. Causes, encourages, or compels another person to engage in any activity that could reasonably be perceived as likely to create a risk of mental, physical, or emotional distress or harm; examples include but are not limited to:

    a. Undertake acts of servitude or menial tasks;
    b. Undergo undue financial expenditures;
    c. Engage in acts relevant to those of the group (for example practice or training activities), but in a manner that a reasonable person would consider excessive or dangerous;
    d. Abuse, humiliate, degrade, or taunt another person or persons.
    e. Whipping, beating, striking, electronic shocking, placing a harmful substance on someone's body with the intent to cause harm;

f. Causing, coercing, or inducing sleep deprivation, exposure to the elements, confinement to a small space, extreme calisthenics;
g. Causing, coercing, or inducing another person to engage or perform sexual acts (note: in certain circumstances the Nondiscrimination Policy prohibiting sex based harassment, including sexual assault, fondling and more, may be implicated by this type of hazing activity);
h. Any activity against another person that includes a criminal violation of local, State, Federal, or Tribal law, or requires, induces, or causes another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law;
i. Involves any of the following:
    I. Consumption of alcohol or drugs;
    II. Consumption of unpalatable substances, or palatable substances to excess;
    III. Damage to or theft of property, or any other illegal act;
    IV. Violation of any University policy.

2. Subjects any other person (including an existing member or cohort of existing members of the group) to any of the above activities.

Hazing can occur on or off campus, in person or in virtual settings. The individual subjected to hazing does not need to regard or identify the act as hazing. The fact that an individual does not object to and/or appears willing to participate in the activity, does not signify the conduct is not hazing.

HOW TO REPORT HAZING

If you know of or suspect hazing, all reports of known or suspected hazing are to be made to the Director.

INVESTIGATION PROCESS AND PROCEDURES FOR HAZING

The School will use the published Grievance Procedure and may independently investigate reports of hazing under that policy. Please note that the Amicable Conclusion option under the published Grievance Procedure may not be available depending on the facts and circumstances surrounding the reported behavior, in the sole discretion of the Director or designee.

GENERAL INFORMATION ON HAZING

EXAMPLES OF HAZING

Joining a group should never involve:

- sleep deprivation
- eating gross stuff
- acts of exertion
- isolation from the group
- acts of servitude
- alcohol

CONTEXT MATTERS

Note: while some behaviors constitute hazing regardless of context (e.g., paddling, use of alcohol), others depend on the circumstances. For example, participating in a color service as part of the educational program would not be hazing, but requiring new members of a student club to receive a specific haircut/style that is unwanted could constitute hazing.

Hazing can result in a range of sanctions against organizations and individuals that range from educational interventions to suspension or expulsion.

SCHOOL REPORTING

In the event that a School finds that hazing has occurred, it will be reported in the Hazing Transparency Report, as required by law.

CAMPUS SECURITY

In compliance with the Cleary Act, the school collects, maintains and disseminates data annually regarding crime statistics. The school's Annual Security Report ("ASR") is available on each campus' website at:

PAUL MITCHELL THE SCHOOL DALLAS:
https://paulmitchell.edu/dallas/info/links

Paul Mitchell The School Dallas - Arlington:
https://paulmitchell.edu/arlington/info/links

Paul Mitchell The School Dallas - San Antonio:
https://paulmitchell.edu/sanantonio/info/links

Upon request, each location will provide a paper copy of its ASR. Please contact the Financial Aid Leader at the campus being attended to request a copy of the report.

NONDISCRIMINATION

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington does not tolerate any form of discrimination or harassment based on an individual's sex, gender, race, religion, age, ethnic origin, color, disability, sexual orientation, ancestry, veteran status, or any other classification protected by applicable local, state or federal laws. The school cannot resolve matters that are not brought to our attention. If you believe you have experienced or witnessed discrimination or harassment, immediately report the incident to the Future Professional Advisor. The school will immediately and thoroughly investigate all complaints.

Individuals will not be retaliated against for bringing a complaint of discrimination or harassment. Complaints of sexual harassment, violence or discrimination should be reported to the campus Title IX Coordinator in accordance with the school's Policy Regarding Sexual Misconduct (Title IX) stated in this catalog.

ADDENDUMS

VETERANS ADDENDUM TO THE CATALOG

Paul Mitchell The School Dallas - Arlington, Paul Mitchell The School Dallas, and Paul Mitchell The School Dallas - San Antonio will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which the Department of Veterans Affairs provides payment for such course of education to such institution.
2. The date that is 90 days after the date on which the educational institution certifies for tuition and fees following receipt from the student such certificate of eligibility

Paul Mitchell The School Dallas - Arlington, Paul Mitchell The School Dallas, and Paul Mitchell The School Dallas - San Antonio will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs. (per U.S.C. § 3679(e)(l) A&B)

2026 CATALOG ADDENDUM

Paul Mitchell The School Dallas, Paul Mitchell The School Dallas - San Antonio and Paul Mitchell The School Dallas - Arlington requires applicants and students to check for updates to the catalog at:

paulmitchell.edu/dallas
paulmitchell.edu/sanantonio
paulmitchell.edu/arlington

REVISED 01.07.26

- CONSTITUTION DAY

REVISED 01.13.26

- STUDENT BIOMETRIC INFORMATION PRIVACY POLICY - REMOVED

REVISED 01.28.26

- ADMISSION REQUIREMENTS - HIGH SCHOOL EDUCATION AND EQUIVALENTS
- ADMISSION PROCEDURES

REVISED 02.12.26

- PERFORMANCE STATISTICS/JOB OUTLOOK - ALL CAMPUSES
- CLASS A BARBER PROGRAM SCHEDULES - DALLAS

REVISED 03.17.26

- PROTECTED CLASS NONDISCRIMINATION POLICY AND PROCEDURES

REVISED 03.18.26

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

REVISED 03.19.26

- DISTANCE EDUCATION POLICY

REVISED 04.01.26

- TRANSFER OF CREDIT/TRANSFER HOUR POLICY

REVISED 04.30.26

- CLASS A BARBER CLASS START DATES- DALLAS
- CLASS A BARBER PROGRAM SCHEDULES- DALLAS
- MAXIMUM TIME FRAME

REVISED 05.12.26

- MANICURE 600 CLASS START DATES- ARLINGTON
- MANICURE 600 PROGRAM SCHEDULES- ARLINGTON

REVISED 05.19.26

- PROFESSIONAL IMAGE (DRESS CODE)

REVISED 05.28.26

- CLASS A BARBER START DATES - ARLINGTON

REVISED 06.09.26

- MANICURE 600 CLASS START DATES - ARLINGTON

REVISED 07.16.26

- GRADUATION INFORMATION

REVISED 07.21.26

- SCHOOL FACILITIES
- IPAD USAGE POLICY
- ESTHETICS COST OF TUITION AND SUPPLIES-ARLINGTON
- ESTHETICS CLASS START DATES-ARLINGTON
- COSMETOLOGY OPERATOR COST OF TUITION AND SUPPLIES-ARLINGTON
- ADMISSIONS PROCEDURE
- ESTHETICS PROGRAM SCHEDULE-DALLAS & ARLINGTON
- COSMETOLOGY OPERATOR PROGRAM SCHEDULE-DALLAS & ARLINGTON
- CLASS A BARBER PROGRAM SCHEDULE-DALLAS & ARLINGTON
- MAXIMUM TIME FRAME
- ARLINGTON BARBER SCHOOL ADDRESS

REVISED 07.28.26

- ADMISSIONS PROCEDURES

REVISED 08.11.26

- ESTHETICS CLASS START DATES-SAN ANTONIO

REVISED 08.12.26

- CLASS A BARBER COST OF TUITION AND SUPPLIES

REVISED 10.06.26

- COURSE INFORMATION - ALL PROGRAMS
- PROGRAM SCHEDULE - ALL PROGRAMS
- 2027 CLASS START DATES - ALL PROGRAMS
- COST OF TUITION AND SUPPLIES - ALL PROGRAMS
- KIT AND TEXTBOOKS- ALL PROGRAMS
- IPAD USAGE POLICY
- ADMINISTRATIVE SCHEDULE CHANGE FEE
- MAXIMUM TIME FRAME
- ATTENDANCE AND DOCUMENTATION OF TIME
- ADA COORDINATOR - DALLAS CAMPUS
- ADA GRIEVANCE COORDINATOR - DALLAS CAMPUS
- SCHOOL ADMINISTRATION
- TITLE IX COORDINATOR - DALLAS CAMPUS
- EDUCATION KIT - ALL PROGRAMS

REVISED 10.09.26

- TITLE IX COORDINATOR - ARLINGTON

REVISED 10.13.26

- COSMETOLOGY OPERATOR CLASS START DATES - ARLINGTON

REVISED 10.27.26

- RETENTION AND GRADUATION RATES (IPEDS)

REVISED 10.30.26

- 2027 SCHOOL HOLIDAYS AND CLOSURES

REVISED 11.05.26

- ESTHETICS COST OF TUITION AND SUPPLIES - SAN ANTONIO