

2021 2022 CATALOG

"CERTIFIED TRUE AND CORRECT AS TO CONTENT AND POLICY."

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APPROVAL AND DISCLOSURE

THE TEMPLE: A Paul Mitchell Partner School, also known in this catalog as THE TEMPLE or THE TEMPLE School, at 22 W Church Street, Frederick, MD, 21701, is an approved Private Career School facility, pursuant to the rules and regulations put forth by the Maryland Higher Education Commission (MHEC). These Policies and Procedures are set forth in the Code of Maryland Regulations (COMAR) and further outlined in the document labeled "Policies and Procedures for Maryland Private Career Schools." The most up-to-date copy of this document will be provided at any point by THE TEMPLE upon request. The Commission's approval means that the institution and its operations comply with the standards established under the law for Private Career Schools. Our approval is subject to continuous and ongoing review by the MHEC. Approval will be for the programs:

Cosmetology 1500 hours (clock hours) Barbering 1200 hour (clock hours)

Instruction will occur ON SITE. The maximum number of Future Professionals receiving training in the facility AT ONE TIME is subject to many factors, including our financial guarantee, facility size, and faculty size.

Maryland regulation requires that a Future Professional, once they have successfully completed a program of study as outlined in this catalog, be awarded an appropriate certificate verifying this fact.

In addition, THE TEMPLE: A Paul Mitchell Partner School is accredited by the National Accrediting Commission of Career Arts and Sciences (NACCAS). The U.S. Department of Education recognizes NACCAS as a national agency for the institutional accreditation of postsecondary schools and departments of cosmetology arts and sciences, including specialized schools.

According to NACCAS standards, accreditation means that a school has met national standards of educational performance, which have been established by an impartial non-governmental agency. The accrediting of schools by professional, national, and regional associations of like schools (schools with similar objectives and subject content), has long characterized the American educational scene.

While an accrediting agency is not part of the government, the U.S. Department of Education has officially recognized several agencies. NACCAS is such a nationally recognized accrediting agency under the provisions of Chapter 33, Title 38, U.S. Code and subsequent legislation.

Accreditation does not mean that all schools are the same. It does mean that they conform to a set of common minimum standards established by the NACCAS Commission. These standards demonstrate a wide range of acceptability. No attempt is made by the NACCAS Commission to determine relative excellence among accredited schools. Therefore, schools are listed alphabetically by states.

Schools are re-evaluated at least once every six years. Continuation of accreditation depends on the maintenance of the established standards. If a school fails to maintain the prescribed requirements, an interval of time is allowed for it to correct its deficiencies. If these deficiencies are not remedied during this interval, accreditation is withdrawn.

The Maryland Higher Education Commission (MHEC), the Maryland Board of Cosmetology, the Maryland Board of Barbers, and the National Accrediting Commission of Career Arts and Sciences (NACCAS) establish the MINIMUM standards for this program. THE TEMPLE: A Paul Mitchell Partner School, routinely sets a higher standard of performance. These requirements for class hours and the total clock hours are outlined in this catalog. These minimums MUST be met in order to qualify the

Future Professional for licensure in Maryland. There are no guarantees, implied or otherwise, that THE TEMPLE will be able to prepare its Future Professionals for licensure in any state other than Maryland.

Unresolved complaints may be directed to:

Maryland Higher Education Commission

6 N. Liberty Street, 10th Floor Baltimore, Maryland 21201

800-974-0203 / 410-767-3301

www.mhec.state.md.us

All information in the content of this School Catalog is current and correct and is so certified as true by Charles R Riser JR, President.

DISTANCE LEARNING DISCLAIMER

THE TEMPLE: A Paul Mitchell Partner School, in programs where it offers distance education to its Future Professionals, does so for only a portion of the educational program. Future Professionals who enroll in a program with distance education as a component of the program understand and acknowledge that the portion of distance learning offered is in compliance with the school's state regulatory body and accrediting agency. Since THE TEMPLE only utilizes distance learning for a small portion of the overall program, the school does not enroll future professionals who are only interested in attending the distance learning portion of the program. Please note that academic achievement earned via distance education may not be accepted for reciprocity or eligibility for licensure in other states.



Sharon T Riser
co-founder



Charles R Riser JR
co-founder

OUR VISION

At THE TEMPLE: A Paul Mitchell Partner School, we aggressively seek to provide the most up-to-date education available to new Future Professionals. Through our Paul Mitchell network and educational materials, as well as state and national seminars, we stay abreast of the latest in the professional beauty field; therefore, we impart to our Future Professionals a solid foundation with which to enter the beauty profession. It is our goal that every graduate from THE TEMPLE School be an asset to themselves, their profession, and their community. It is our commitment to continue to provide an ethical managerial and instructional staff and to continue to maintain the high standards by which we are known throughout the industry. Along the way, we will continue to promote goodwill between our Future Professionals, staff, governing bodies, and the community. By providing an adequate clientele for hands-on training to our Future Professionals, we will ensure a smooth transition from the school to the workforce. As the school grows, it will continue to be a high-quality educational facility with which our Future Professionals, employees, alumni, and community is proud to be associated.

We strive to go beyond the “typical” cosmetology education by evoking all levels of the industry from business management skills to retailing, to time management.

Our goal is to provide you with a career, not just another job.

We will accept nothing short of transforming the educational experience within the cosmetology industry.

We believe that achieving personal and professional success is within everyone’s grasp. We use proven educational techniques coupled with the achievements of our team leaders and Learning Leaders.

All of our programs of study are centered on developing in our Future Professionals, the highest degree possible of technical and professional competency. Our programs are designed to develop in each Future Professional the skills and techniques necessary for successful employment in a professional salon environment. In this process, Future Professionals are taught how to assume personal and professional responsibilities: including commitments to self, employers, colleagues, clients, and the community. We aim to develop technical and professional competence through the integration of theory classes, practical work, group, and individual instruction that will enable each Future Professional to reach his/her highest potential. We regard as a privilege our role as an educational institution in preparing our Future Professionals to make a meaningful contribution to the cosmetology profession.

At THE TEMPLE: A Paul Mitchell Partner School, you can expect an education far beyond the “how” and into the “why.” At THE TEMPLE, we offer more than the education necessary to pass the Maryland State Board. The programs incorporate classroom instruction with practical client applications. When you attend a Paul Mitchell affiliated school, you gain from the prestige with being associated with an Industry Leader as well as being able to tap into a salon network that has over 70,000 members located all over the world.



Sharon T. Riser
co-founder



Charles R. Riser, JR
co-founder

MISSION STATEMENT

Our Mission is to provide a quality educational system to prepare future professionals to pass the Maryland cosmetology state board examination and to gain employment within the field of cosmetology. Our culture is about celebrating diversity, bringing out the best in people and situations, changing lives, and making a difference. 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

THE TEMPLE: A Paul Mitchell Partner School, is in the first two stories of the original 30,000 sq/ft Masonic Temple located in the heart of Downtown Frederick, MD. Our mailing and physical address is:

THE TEMPLE: A Paul Mitchell Partner School
22 W Church Street
Frederick, MD 21701

HOURS OF OPERATION

Monday - Thursday: 9am to 10pm
Friday: 9am to 4:30pm
Closed Sunday

These first two floors are divided into a core/theory classroom, a secondary classroom, a general classroom, a retail area, a color commissary/dispensary, laundry room, bathrooms and rest facilities for both the Future Professionals and customers, and a client clinic with forty-four stations.

The School is supported by six shampoo stations, twenty mobile dryer stations, individual styling equipment provided in the student kits, various audio/visual equipment (DVD players, TV monitors, Pivot Point Instructional videos, wall posters, etc), complete laundry machines, mannequin stands and posts, nail workstations and implements, a fully networked computer system with student and guest WIFI, and an up-to-date reading and video library for both Future Professionals and Learning Leaders. We also supply iPads for use in the classrooms.

PARKING

THE TEMPLE: A Paul Mitchell Partner School will not be responsible for parking violations and/or towing fees. No future professional will be allowed to park in the spaces immediately in front of THE TEMPLE. Any future professional caught parking here will have their vehicle towed at their expense and will be written up for violating school policy.

The City of Frederick offers many FREE parking options that are within one block of the school. In addition, Future Professionals may register with the City of Frederick Parking Department for a monthly pass to one of the four parking decks downtown. All decks are within three blocks of THE TEMPLE.

Future professionals must abide by local (city and/or landlord) parking rules, which are announced during orientation.

OWNERSHIP

THE TEMPLE: A Paul Mitchell Partner School is a wholly owned subsidiary of The Riser Academies Inc, itself a Chapter S corporation in the State of Maryland. The officers of The Riser Academies Inc are:

Sharon T Riser: co-CEO, 50% ownership
Charles R Riser JR: co-CEO, 50% ownership

NONDISCRIMINATION

THE TEMPLE: A Paul Mitchell Partner School in its admission, instruction, and graduation policies and practices, does not discriminate on the basis of sex, race, religion, age, ethnic origin, color, disability, sexual orientation, or ancestry. The school does not allow or tolerate discrimination of any kind, bullying, harassment, or hazing of any sort. If any student or team member experiences or witnesses anyone being bullied, harassed, or hazed in any way, he or she is required to report the matter our Title IX Coordinator, Ingrid Nielsen, immediately so appropriate action can be taken.

Ingrid Nielsen, Title IX Coordinator

c/o THE TEMPLE: A Paul Mitchell Partner School
22 W Church Street, Frederick, MD 21701
ingridn@pmthetemple.com
240-680-9356

ADMISSIONS REQUIREMENTS

THE TEMPLE: A Paul Mitchell Partner School admits as regular future professionals those who are high school graduates or holders of high school graduation equivalency certificates (GED) and is at least eighteen (18) years old. In addition, applicants must provide two head/shoulder pictures, no smaller than a standard passport picture, they can be two copies of the same picture. If the future professional is NOT a US Citizen, proof of status must be provided at during the admissions process. We will make copies of these and keep them with your permanent record.

Finally, an applicant must successfully complete an informational and instructive interview with one of our Admissions Representatives AND Financial Aid Representatives. During this interview we will be looking for commitment and interest in our program. We will be evaluating your ability to be on time ... to communicate clearly ... to dress professionally ... all things that speak to your ability to not only successfully complete our program, but also to succeed in the professional beauty industry.

NOTE: in 2004, the State of Maryland changed the graduation requirements for high school students. Consequently, it is now possible for seniors in high school to complete their senior year while enrolled in a Maryland Private Career School. The decision as to whether to follow these guidelines has been left up to individual counties.

ADMISSIONS PROCEDURE

#1: Complete an Interview: An applicant must have an informational and instructive interview with one of our Admissions Representatives AND Financial Aid Representatives. During this interview, we will be looking for commitment and interest in our program. We will be evaluating your ability to be on time ... to communicate clearly ... to dress professionally ... all things that speak to your ability to not only successfully complete our program, but also to succeed in the professional beauty industry.

Interviews can be virtual or live and can be scheduled for any time that our campus is open. While appointments will guarantee you a time spot that best meets your schedule, walk-ins are always welcome if our team is available to conduct the interview. Otherwise an appointment will be made after you walk in.

#2: Complete the Application Form: Complete and submit the application form to the school prior to registration. A questionnaire is completed during your tour and will guide you through the process of determining whether this is the career path for you. It will help outline your career path and educational goals while attending THE TEMPLE School. All forms, including this one, may be obtained by requesting them from THE TEMPLE: A Paul Mitchell Partner School.

#3: Submit a Registration/Evaluation Fee: Action will not be taken on an admission or a financial aid application until a Registration/Evaluation Fee of \$100.00 and \$50.00 enrollment fee is received. Please send the evaluation fee in the form of a check or money order, payable to "THE TEMPLE". After seven (7) day from signing the Enrollment Agreement, the registration fee will no longer be refundable.

#4: Submit Two (2) Photos: The pictures should be a recent head and shoulder of you. Digital shots are fine. Normally our Admission Team will take these shots during your Interview, however you are welcome to provide your own.

#5: Provide Verification Documents: A copy of your high school diploma, official high school transcript, or post-secondary school transcripts showing at least sixty (60) credits toward a Bachelor's degree. This can include, but is not limited to, high school transcripts, college or post-secondary school transcripts showing at least two years toward a bachelor's degree, or a home school certificate. Please note we only accept home school certificates as long as the home school is authorized by the state, unless your State offers no such certifications. We must have a copy of that credential with your file. We will be making copies of these documents and keeping them with your records. Please note that if you are NOT a US Citizen, proof of status MUST be provided.

IMPORTANT: A modified high school diploma, a certificate of completion, or a certificate of attainment is not accepted for our admissions requirements. They are not considered equivalent to a standard high school diploma. We are required to verify that your proof of education is from a valid high school or high school equivalency program. If we determine that your diploma or high school equivalency document is not valid, you will be denied admission to the school.

Foreign Diplomas or Transcripts: The school will accept a foreign diploma or transcript, however the diploma or transcript MUST be equivalent to a U.S. high school diploma and must be translated into English by a certified translator and evaluated by a credentialed evaluation service. It is the student's responsibility to have the foreign diploma or transcript translated and evaluated as part of the admissions process. Because the cost of evaluating a foreign diploma or transcript must be incurred as a charge of admissions prior to enrollment in an eligible program, the fee cannot be included in the cost of attendance (COA). Guidance on who to contact to secure an official translation and evaluation can be obtained from the school Financial Aid Leader.

If a prospective student was home schooled, they must provide documentation to demonstrate compliance with one of the following requirements: 1) You must obtain written documentation from the school district, county, or state that shows that the student's secondary school education was in a home school that state law treats as a home or private school; 2) If the state the home schooled student was educated in issues a secondary school completion credential to homeschoolers the prospective student must provide this credential in order to be eligible for enrollment.

THE TEMPLE: A Paul Mitchell Partner School does not recruit students who are already enrolled in a similar program at another institution.

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

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

Demonstration of Commitment: this will not be a simple, or easy, journey to undertake once you are enrolled at THE TEMPLE Before you can successfully complete your Admissions process, you must demonstrate a commitment to successfully complete your education and succeed in a beauty industry career by keeping appointments and completing the admissions and financial aid application requirements on a timely basis during the enrollment process.

ACCEPTANCE

After a prospect has completed the enrollment application process, the enrollment team and management team will review each applicant and his or her required admissions materials including the written entrance review and/or your personal interview to determine acceptance. This is considered our enrollment panel review. Upon the decision of the enrollment panel, the applicant receives written notification of acceptance or denial.

NOTE: All applicants must go through the entire enrollment application process (detailed in the enrollment application) which includes re-entry students (withdrawals) and transfer students.

RE-ENTRY STUDENTS

Re-admittance for any future professional will be at the sole discretion of THE TEMPLE: A Paul Mitchell Partner School and may require special conditions. At the minimum there will be a personal interview with school administration and being placed on probationary status for the first thirty days after re-entry. During this probationary period, future professionals are expected to maintain full academic progress REGARDLESS if they pass a normal progress check point. At the end of the probationary period, a Progress Report will be generated to check attendance progress. Any re-entry future professional that fails to meet the minimum standard of progress, as defined in our Attendance Progress section, will be dropped from the program.

- #1: All re-admitted future professionals start on the first Monday of the month they restart.
- #2: All future professionals re-entering THE TEMPLE Annapolis School enter in the same Satisfactory Academic Progress status as when they left. This means that if a future professional was on Financial Warning when they were dropped, they remain on Financial Warning when they return.
- #3: All future professionals re-entering THE TEMPLE Annapolis School WITHIN six months will have contract addendums and all attendance and grade records and Satisfactory Academic Progress status remain the same as it was on their drop date.
- #4: All future professionals re-entering THE TEMPLE Annapolis School AFTER six months will be treated as TRANSFER STUDENTS. All previous hours will be considered full and 100% attendance. Note that Item#1 still applies: all students will re-enter at the same Satisfactory Academic Progress status as when they left.
- #5: Previous hours will be credited to the future professional's transcript.
- #6: Previous tuition payments will be credited to the future professional's balance.
- #7: Tuition fees and costs are subject to change. Re-entering future professionals will be contracted according to the current tuition costs, and will be required to pay any additional fees if applicable.
- #8: Any outstanding debt owed to THE TEMPLE Annapolis School will be adjusted to reflect the reentry of the future professional into our program. The future professional will be expected to fully fund any remaining monies owed.
- #9: THE TEMPLE Annapolis School does not have "program repetitions" or "non-credit remedial programs".
- #10: Future professionals are required to purchase any missing kit items if their kit is not complete.

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

Future professionals wishing to transfer to another institution must pay all monies owed to THE TEMPLE: A Paul Mitchell Partner School in order for the hours to be released.

TRANSFER STUDENTS

At THE TEMPLE: A Paul Mitchell Partner School, our future professionals are measured by much more than completion of "clock hours". We believe that our Paul Mitchell Systems are a unique and specialized education for our future professionals. By not participating in the process from the beginning, we feel that any applicant entering the program late will not be capable of truly being Paul Mitchell "trained" professionals. All applicants transferring in from another school, regardless if that school is in the Paul Mitchell School network, will be required to both interview with the school Owner AND be assessed based on recommendations from their previous schools, clock hours completed, and skills demonstrations. Assessments will be administered by the Education Team and consist of the standard Paul Mitchell School practical evaluations in cutting, color, texture and classroom theory. Once an applicant's skills are assessed, THE TEMPLE: A Paul Mitchell Partner School will grant the appropriate clock hours based on the assessment and tuition will be reduced accordingly based on our current "clock hour rate".

No transfer hours will be accepted without approval from the school Owners.

In order to accept transfer hours from any school in the Paul Mitchell School network, , including THE TEMPLE Frederick and THE TEMPLE Annapolis, hours need to have been earned within the last two years (24 months). However, any transfer we might accept coming from a career school outside of our network must have had their last date of instruction at that school within the previous twelve (12) months. Any transfer student that has been out of training for more than twelve (12) months OTHER than future professionals from the Paul Mitchell School network will need to start from the beginning of our program. Transfers that do not meet one of these two criteriums will not have any transfer hours accepted and will need to start our program from the beginning. Cost for all transfer students is **\$13.00 per remaining hour**, which does not include the cost of the future professional kit. Future professionals who have had prior training outside the State of Maryland must furnish proof of the number of hours of training to THE TEMPLE: A Paul Mitchell Partner School. THE TEMPLE School will evaluate the training, and assign the number of hours of credit to be granted. Future professionals with prior training in the State of Maryland must furnish proof of that training to the school.

All future professionals transferring in from a school outside the Paul Mitchell network MUST complete at least 1150 hours of their total training at THE TEMPLE in order to receive a graduation certificate.

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

STATE LICENSING DISCLAIMER

The State of Maryland licensing requirements stipulate that an applicant must be at least seventeen (17) years of age and have completed the ninth (9th) grade or obtained an official high school transcript. The applicant must submit proof of completion of 1500 hours of training in a cosmetology program or 1200 hours of training in a barbering program.

Potential future professionals are reminded that there is significant reading and studying in this program. Our courses are taught in English, so the need to have a sufficient understanding of the English language in order to process the information, and recite it back during testing, is IMPERATIVE to the successful completion of the program. Translation books/dictionaries are allowed and THE TEMPLE School is happy to assist in locating these resources.

THE TEMPLE: A Paul Mitchell Partner School is an equal opportunity school. We will not deny anyone an education that meets our Admissions Requirements and follows our Admissions Procedures. However, we wish to advise any applicant that the licensing requirements for the State of Maryland do have many limitations. For instance, at the minimum, you will need a social security number and an employment authorization (green) card if you are not a United States citizen. If you do not have a valid ID from your home country, or one that is not recognized by the State of Maryland, you cannot get your license.

Finally, while a felony conviction will not prevent you from attending THE TEMPLE School, please be aware that criminal convictions may affect your ability to be licensed. The question is asked when you apply for your license and you may be denied your licensure depending on the conviction.

THE TEMPLE: A Paul Mitchell Partner School is not responsible for graduates who are denied licensure after completing our program.

ENROLLMENT INFORMATION

THE TEMPLE: A Paul Mitchell Partner School usually begins a new class about every ten to twelve weeks, depending upon space availability. Please refer to the catalog section "Program Start Dates" or contact THE TEMPLE's Enrollment Team for exact starting dates.

Holidays and Closings

THE TEMPLE: A Paul Mitchell Partner School allows the following holidays off:

	<u>2021</u>	<u>2022</u>
New Years Day	January 1	January 1
Martin Luther King Day	January 18	January 17
Spring Break	April 13	April 15 - 18
Memorial Day	May 31	May 30
Juneteenth	June 19	June 17
Independence Day	July 3 and 5	July 4 - 5
Labor Day	September 6	September 5
Thanksgiving and day after	November 25 and 26	November 24 - 26
Christmas Eve and Christmas Day	December 24 and 25	December 25 - 30
New Year's Eve	December 31	December 31

THE TEMPLE School also closes our doors one Thursday approximately every month to train our team. These closings are built into your contract end time and do not affect your attendance in any way. If THE TEMPLE School must close on an unscheduled day due to unforeseen emergencies, we will update your contracts to reflect a new contract end date. Any other dates, including EXTENSIONS of the dates listed above, are at the discretion of the School Management Team and will be published well in advance for the future professional information and planning.

Weather Emergency or Disaster

THE TEMPLE: A Paul Mitchell Partner School, is an institution of higher education. As such, our future professionals usually require their own means of transportation to and from our campus. In the event of a weather emergency, or disaster, the leadership team will be monitoring all possible weather announcements to determine whether to close the school or not.

We will always make our decision based on what is happening, “on the ground” at our campus. All future professionals and faculty will be notified by a staff member as to the closing and subsequent re-opening of the school no later than 6am on the days we are going to close. The general rule to follow is that IF THE SCHOOL IS OPEN, YOU ARE REQUIRED TO BE HERE. A message will be placed on the school answering service, our Facebook page, the main page of our web site (www.pmthetemple.edu), through our school “app” and via text service to those that subscribe, notifying both future professionals and clients of the closing.

The Enrollment Agreement

THE TEMPLE: A Paul Mitchell Partner School clearly outlines the obligation of both THE TEMPLE School and the future professional in this Agreement. A copy of the Enrollment Agreement and information covering costs and payment plans will be furnished to the Future Professional before the beginning of class attendance.

Payment Schedule

THE TEMPLE: A Paul Mitchell Partner School offers a variety of monthly financial payment schedules. See the Admission Leader or the Financial Aid Leader for details.

Catalog

THE TEMPLE: A Paul Mitchell Partner School clearly outlines the rules, regulations, and expectations of both THE TEMPLE School and the future professional in our Catalog. A copy of the Catalog will be given to, and reviewed by, the future professional BEFORE the signing of the Enrollment Agreement.

STUDENTS WHO WITHDRAW

You have the right to withdraw from a program of instruction at any time. If you withdraw from the program of instruction after the period allowed for cancellation of the agreement, the school will remit a refund that, as a MINIMUM, will be as specified under the section entitled Refund Policy.

IF THE AMOUNT THAT YOU HAVE PAID IS MORE THAN THE AMOUNT THAT YOU OWE FOR THE TIME YOU ATTENDED, THEN A REFUND WILL BE MADE WITHIN SIXTY (60) CALENDAR DAYS OF WITHDRAW. IF THE AMOUNT THAT YOU OWE IS MORE THAN THE AMOUNT THAT YOU HAVE ALREADY PAID, THEN YOU WILL HAVE TO MAKE ARRANGEMENTS TO PAY IT.

Future professionals who withdraw prior to completion of the program of study and wish to re-enter into THE TEMPLE School will be required to follow procedures as dictated by the policy stipulated under the section Re-Entry Students and a new Enrollment Agreement will be entered into.

THE TEMPLE: A Paul Mitchell Partner School, requests that all notice of cancellation be handled in writing. But remember, you do not have to cancel in writing. You do have the right to cancel by just telephoning the school or by not coming to class.

After TWO CALENDAR WEEKS of absence, whether you have been in contact with THE TEMPLE or not, a future professional will be considered WITHDRAWN from the program and a refund will be calculated from the last date of Attendance.

If you have any complaints, questions, or problems which you cannot work out with the school, write or call:

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor Baltimore, Maryland 21201
800-974-0203 / 410-767-3301
www.mhec.state.md.us

Future professionals wishing to transfer to another institution must pay all monies owed to THE TEMPLE: A Paul Mitchell Partner School in order for the hours to be released.

Future professionals who withdraw from the program are required to empty their locker and gather all personal items. Any items left behind by the future professional will be stored for thirty (30) days, at which time the items become the property of THE TEMPLE School.

LATE PAYMENT

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

TERMINATION POLICY

THE TEMPLE: A Paul Mitchell Partner School may terminate a student's enrollment for immoral and/or improper conduct, receiving seven (7) coaching sessions, and/or failing to comply with educational requirements and/or the terms as agreed upon within the Enrollment Contract. For more information, refer to the school's Future Professional Advisory form.

TERMINATION APPEAL PROCEDURE

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

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

An internal appeal review will take place within fifteen (15) business days of receipt of the written appeal. This review will undergone by, at a minimum, the future professional advisor and the school director. Any documentation the future professional wishes to provide will be considered. A decision on the future professional's appeal will be made within three (3) business days by the director of education and will be communicated to the future professional in writing. This decision will be final.

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

If you have any complaints, questions, or problems which you cannot work out with THE TEMPLE: A Paul Mitchell Partner School, write or call:

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor Baltimore, Maryland 21201
800-974-0203 / 410-767-3301
www.mhec.state.md.us

FEDERAL RETURN OF TITLE IV POLICY

THE TEMPLE: A Paul Mitchell Partner School participates in federal financial aid. Please refer to the following refund policy for specific consumer information pursuant to the federal financial aid program.

- #1:** Title IV federal financial aid funds are awarded under the assumption that a future professional will remain in classroom attendance for the entire period for which funds were awarded. If a financial aid recipient withdraws from THE TEMPLE School after beginning attendance, the amount of Title IV grant or loan assistance earned by the future professional must be determined. THE TEMPLE School is required to calculate the amount of Federal Title IV funds to be returned for a future professional who has withdrawn from all classes. If a future professional receives SFA (Student Financial Aid) in the form of loans and/or grants, withdraws from THE TEMPLE School after beginning attendance, the amount of SFA grant or loan assistance earned by the future professional must be determined.
- #2:** For future professionals 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 future professional before applying the institutional refund policy to determine whether the future professional is owed a refund or if a balance is owed to the institution.
- #3:** If a future professional has received less aid than that future professional earned, he/she may be eligible for a post-withdrawal disbursement. If a future professional is eligible for this disbursement, THE TEMPLE School will notify the future professional in writing of the amount for which he/she is eligible. The future professional will have fourteen (14) days to accept or decline the disbursement. If an acceptance is not received within this time frame, the institution will not make the post-withdrawal disbursement to the future professional.
- #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 TEMPLE School and/or the future professional. The federal formula is applicable to an eligible future professional receiving federal aid when that future professional withdraws on or before the sixty (60) percent point in time in the payment period.
- #5:** The federal formula requires a return of Title IV aid if the future professional received federal financial assistance in the form of Stafford Loans, Pell Grants, or Plus Loans and withdraws on or before completing sixty (60) percent 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 sixty (60) percent point of time. The percentage that has not been earned is calculated by determining the complement of the percentage earned (e.g., if forty (40) percent was earned, sixty (60) percent was unearned).
- #6:** The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was or could have been disbursed as of the withdrawal date. The percentage of the payment period 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 future professional unofficially or officially withdraws and has received federal loans, the loans will go into repayment once the grace period expires.
 - a. Unofficial withdrawal applies when a future professional is absent for fourteen (14) or more consecutive calendar days;
 - b. Official withdrawal applies when a future professional notifies THE TEMPLE School in writing or in person.

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

#8: THE TEMPLE School scheduled breaks of five (5) or more consecutive days are excluded from the return to title IV calculation as periods of nonattendance and, therefore, do not affect the calculation of the amount of federal future professional aid earned. This provides for more equitable treatment of future professionals who officially or unofficially withdraw near either end of the schedule break.

#9: Title IV funds will be returned to the United States Department of Education within 45 days.

NOTE: A future professional who withdraws prior to completing sixty (60) percent of the charging period may be required to repay some of the funds released to the future professional because of a credit balance on the future professional's account.

Refunds to Title IV programs will be made in the following order:

- #1:** Federal Unsubsidized Stafford Loan
- #2:** Federal Subsidized Stafford Loan
- #3:** Federal Plus Loan
- #4:** Federal PELL Grant

INSTITUTIONAL REFUND POLICY

THE TEMPLE: A Paul Mitchell Partner School incurs expenses and plans according to the hours CONTRACTED by our future professionals. Therefore, our Institutional Refund Policy is based on "scheduled hours" (the hours taught by the school regardless if the future professional chose to come to school the entire time).

THE TEMPLE: A Paul Mitchell Partner School Institutional Refund Policy follows the guidelines in the Code of Maryland Regulations (COMAR) and is outlined as such:

COMAR 13B.01.01.12 Tuition, Fees, Enrollment Contracts, Refunds.

- I. If a school closes or discontinues a program, the school shall refund to each currently enrolled student monies paid by the student for tuitions and fees and monies for which the student is liable for tuitions and fees.
- J. With the approval of the Secretary, a school which closes or discontinues a program, instead of refunding monies to a student, may arrange for that student to complete his or her educational program at another approved school offering a similar program. It is the student's option to receive the refund or to accept the transfer to another school.
- K. Seven-Day Cancellation Period.
 - 1. All fees paid by a student shall be refunded if the student chooses not to enroll in or to withdraw from a school within 7 calendar days after having signed a contract. If the student chooses not to enroll after the 7-day cancellation period, but before the first day of instruction, the school may retain the application fee or registration fee, or both. After the 7-day cancellation period, the refund policy given in §L(1) of this regulation shall be followed.
 - 2. The availability of a 7-day cancellation period shall be published in the catalog, on the school's application forms, and in the enrollment contract.
- L. If, after the 7-day cancellation period expires, a student withdraws after instruction begins, refunds shall be based on the total contract price for the program and shall include all fees, except the registration, application, or enrollment fee and any charges for materials, supplies, or books which have been purchased by, and are the property of, the student.

M. Minimum Refund.

1. The minimum refund that a school shall pay a student who withdraws or is terminated after the 7-day cancellation period has expired and after instruction has begun, is as follows:

PROPORTION OF TOTAL COURSE OR PROGRAM TAUGHT BY DATE OF WITHDRAWAL	SCHOOL REFUND	RETAINS
Less than 10%	90% refund	10% tuition
10% up to but not including 20%	80% refund	20% tuition
20% up to but not including 30%	60% refund	40% tuition
30% up to but not including 40%	40% refund	60% tuition
40% up to 50%	20% refund	80% tuition
More than 50%	NO REFUND	100% tuition

2. A refund due a student shall be based on the date of withdrawal or termination. If a student is terminated due to lack of attendance after ten days, then the date of withdraw or termination will be the last date of attendance. The refund will be paid within sixty (60) days of the date of withdrawal or termination.
3. **VA STATEMENT:** any refund due a student who receives veterans education benefits will be paid within 40 days of the last date of attendance.

STUDENT FINANCIAL AID RELEASE

The undersigned agrees that THE TEMPLE: A Paul Mitchell Partner School 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 federal Parent Plus Loan does not guarantee that the parent will receive a federal Parent Plus Loan. It is critical that the parent be able to pass a credit check when the loan is certified. THE TEMPLE 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 the student's responsibility to ensure all forms are accurate and complete.

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

POLICY FOR VERIFICATION OF TITLE IV FUNDING

THE TEMPLE: A Paul Mitchell Partner School, follows policies and procedures for verification of Title IV funding. Verification is a requirement by the U.S. Department of Education. Future professionals are randomly selected to provide additional information. THE TEMPLE School provides future professionals with a verification form, so they can collect the necessary information. The school gives the future professional a thirty (30) day deadline to return the form to the financial office with verification items attached. If verification documents are not submitted by the due date, the future professional will be placed on a monthly cash-pay status until the verification is completed. If a future professional's "expected family contribution" (EFC) changes while enrolled in THE TEMPLE School, future professionals will be required to sign an EFC form reflecting and acknowledging those changes. Our student service and financial aid provider (third partner servicer), FAME, handles student overpayments and alerts THE TEMPLE School, so it can make changes to the award packet, which is reported to the Common Origination and Disbursement (COD) office for the Department of Education.

SPECIAL PROVISIONS FOR BOOKS AND SUPPLIES

In order to academically succeed in a program, a Federal Pell Grant future professional must have the ability to purchase books and supplies at the beginning of the academic period. By the seventh day of a payment period, the THE TEMPLE: A Paul Mitchell Partner School will provide a way for a future professional who is eligible for a Federal Pell Grant to obtain or purchase the books and supplies required for the payment period if:

- #1:** Ten days before the beginning of the payment period, the THE TEMPLE School could have disbursed federal student aid (FSA) funds to the future professional; and
- #2:** Disbursement of those funds would have created an FSA credit balance.

THE TEMPLE School will consider all the FSA funds a future professional is eligible to receive at the time it makes the determination, but THE TEMPLE School need not consider aid from non-FSA sources.

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

PREFERRED LENDER LIST AND PRIVATE EDUCATION LOAN DISCLOSURES

THE TEMPLE: A Paul Mitchell Partner School does not have a list of preferred lenders and we do not offer private education loans.

ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION

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

ON TIME COMPLETION

THE TEMPLE: A Paul Mitchell Partner School is required to measure and collect data on all our Future Professionals who complete our programs "on time as scheduled". Because we maintain such high standards for attendance, for the purposes of this metric, we define "normal time" and "on time" as having completed the program with at least a 90% attendance rate or higher.

At this time, "normal time" is also our minimum attendance requirements.

FUTURE PROFESSIONAL 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 future professionals to review and request changes to the records. FERPA generally gives postsecondary future professionals 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.

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

General Release of Information

Except under the special conditions described in this policy, a future professional must provide written consent before the school may disclose personally identifiable information from the future professional'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 future professional's parents to the future professional when the future professional attends a postsecondary institution, FERPA does permit a school to disclose a future professional's education records to his or her parents if the future professional is a dependent future professional under IRS rules.

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

A school may disclose information from a future professional's education records to parents in the case of a health or safety emergency that involves the future professional without needing the future professional's consent.

A school may inform parents of future professionals under age of twenty-one (21) when the future professional 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 of Education, 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 of Education to perform certain administrative functions or studies.

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

THE TEMPLE: A Paul Mitchell Partner School provides and permits access to future professional and other school records as required for any accreditation process initiated by the school or by the National Accrediting Commission of Career Arts and Sciences (NACCAS), or in response to a directive of said Commission.

Disclosures in Response to Subpoenas or Court Orders

FERPA permits schools to disclose education records, without the future professional'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 future professional who is the subject of the subpoena or court order before complying, so the future professional may seek protective action. However, the school does not have to notify the future professional 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 future professional, 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 in which that future professional 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

THE TEMPLE: A Paul Mitchell Partner School does not publish "directory information" on any future professional.

Record Maintenance

All requests for releases of information are maintained in the future professional's file as long as the educational records are kept. Maryland law requires all student records to be kept indefinitely. The future professional may contact the schools Financial Aid Leader or School Director for copies of his or her educational and financial records.

Amendment to Student Records

Future professionals have the right to seek an amendment to their school records. To seek an amendment, future professionals must meet with the School Director and bring any supporting documentation to show that the record is incorrect.

A parent or eligible future professional 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

STUDENT PROFESSIONAL DEVELOPMENT GUIDELINES

All future professionals must commit to and follow the Student Professional Development Guidelines during their enrollment at THE TEMPLE: A Paul Mitchell Partner School. These guidelines were established to assist in creating a safe, focused, and enjoyable learning experience.

Attendance and Documentation of Time

- #1:** THE TEMPLE School records attendance in clock hours and gives appropriate attendance credit for all hours attended. THE TEMPLE School does not add or deduct attendance hours as a penalty. Attendance is calculated using an electronic time tracking system and rounds to the nearest quarter of an hour. In order to ensure proper clock hours are credited, all future professionals are required to activate the time clock twice a day: when they arrive to school and when they leave at the end of the day. If a future professional fails to clock in or out for their schedule on the future professional timeclock, the future professional needs to fill out the appropriate forms to document their error with the Future Professional Advisor. If the future professional wishes to dispute any hours they feel earned, the future professional must provide documentation to verify attendance on the missing time form. The documentation could include the future professional sign in sheet, the specialty class attendance role, and/or the guest service summary. Continued failure to utilize the time clock will result in a “write up” under our Advisory Policy.
- #2:** THE TEMPLE Annapolis School is supports various time schedules, with a combination of distance and on-campus training, depending on the contracted schedule of each future professional.
- #3:** All courses require continuous attendance.
- #4:** The prescribed attendance schedule must be maintained each week. Future Professionals attend Core/Protege for three hundred and fifty (350) actual clock hours then move into the clinic classroom for Adaptive and Creative Phases.
- #5:** Future professionals must be on time, as tardiness inhibits the learning process. Future professionals who are late for a theory class, specialty class or a guest artist class may attend the class, after signing in on the late sheet and clocking in for the day. Future professionals are never excused from mandatory theory class to work on the clinic classroom.
- #6:** During the enrollment contract period, future professional must maintain a 90% attendance average each month in order to complete the program within the scheduled program length. The future professional is allowed to miss 10% of his or her scheduled hours. If a future professionals maximum amount of time under the contracted scheduled end date has expired and the future professional has not completed the required program clock hours, the future professional will be withdrawn from the program. At that time the future professional can re-enroll in the program for the remaining clock hours under a new contract and additional costs. The future professional may use the allowed 10% of his or her scheduled hours for vacation, doctor appointments, illness, etc.

NOTE: Refer to THE TEMPLE School enrollment contract for the Enrollment Contract Period definition.

Please note that if a future professional misses more than fourteen (14) calendar days, the future professional may be terminated from the program.

- #7:** Future professionals who are late or cannot attend school must contact THE TEMPLE School immediately using

proper call out procedures no later than 9:00 AM.

Same Day:

A Future Professional needs to either text 301-682-7550 OR text 240-680-9340 by 9am for day school and 5pm for night school. If calling you will leave a message and CLEARLY state:

- Your full name
- The current Date and Time
- The hours and dates you will be absent

Example: "Hello, this is Charles Riser, future professional #9999, its Wednesday, June 9th at 6:45am. I will not be in today until 11am. Thank You."

In Advance:

A future professional that knows they will be gone specific days must fill out a Absense Request Form. This form must be filled out and turned in at least 24 to 48 hours before the requested time off. This formed is turned into the Service Desk Team and will be approved, or denied, by THE TEMPLE Leadership Team.

- #8:** Future professionals must request time off from school by properly completing the Absense Request Form.
- #9:** Future professionals are required to be in attendance based on their contracted time with THE TEMPLE. Holidays such as Thanksgiving, Christmas, and New Year's Day will be set according to the calendar each year.
- #10:** Lunches and breaks are scheduled for all future professionals. Future professionals should communicate with their instructor if they have not had lunch by 1:30 PM.
- #11:** Future professionals may not leave THE TEMPLE School premises during regular hours without proper permission.
 - a. Future professionals who leave THE TEMPLE School premises for **less** than fifteen (15) minutes must sign the sign-out sheet.
 - b. Future professionals who leave THE TEMPLE School premises for **more** than fifteen (15) minutes, that is not an authorized school break, must document their time by clocking out on the time clock, signing the sign-out sheet, and properly completing the Absense Request Form.
- #12:** Future professionals may not clock in or out, or sign in or out, for another future professional.
- #13:** Future professionals must keep a record of all services each day on the service tracking sheet. Service approved is given when a learning leader initials the worksheet

Professional Image

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

- #1:** Future Professionals must wear black, gray or white in any combination.
- #2:** A minimal print in clothing is acceptable only if it is a black, gray and white print.

- #3:** Clothing must be professional, clean, and free of stains and tears.
- #4:** Shoes should be professional and comfortable.
- #5:** Hair must be clean and styled prior to arriving at school. Ponytails are acceptable, only if they are fully styled.
- #6:** Cosmetics must be applied prior to arriving at school, using trend-appropriate makeup techniques.
- #7:** The following is a list of unacceptable dress:
 - a. Tennis shoes, gym shoes, foot thongs, Crocs, or beach sandals
 - b. Sweatpants and sweatshirts
 - c. Printed T-shirts other than those with a PAUL MITCHELL logo; acceptable T-shirts must be clean and professional, and you must dress them up
 - d. Short skirts that fall above fingertips, when standing up
 - e. Shorts, spandex, or biking shorts
 - f. Hooded sweatshirts (UNLESS they are Paul Mitchell or TEMPLE branded), jackets, or tops
- #8:** Tights or leggings must be worn with skirts or dresses that fall above the knees.
- #9:** Future professionals who fail to comply with the professional dress code will be asked to leave and return with appropriate attire.

Sanitation and Personal Services

- #1:** Future professionals must keep workstations and classroom areas clean, sanitary, and clutter-free at all times.
- #2:** Future professionals must clean, including sanitize, their stations and equipment, including the floor, after each service.
- #3:** Hair must be swept up immediately after a service is completed, before blow-drying.
- #4:** Workstations must be cleaned and sanitized at the end of the day, prior to clocking out for the day.
- #5:** Future professionals may receive services on Tuesday OR Thursday. To receive a service, future professionals must do the following prior to starting the service:
 - a. Obtain a student service ticket
 - b. Notify an instructor.
 - c. Be scheduled off the service books by a Learning Leader.
 - d. Pay for service supplies including perms, color, lightener, rinses, conditioning, treatments, manicures, nails, etc.
 - e. Personal services are considered rewards and scheduled for future professionals who are up to date with all projects, exams, and worksheets. School assignments and successful learning are the priority.

Communication Guidelines and Professional Conduct

- #1:** Visitors are allowed in the reception area only. Visitors are not allowed in the classrooms, future professional lounge, or clinic classroom area.
- #2:** Future professionals may use their personal cell phones for voice, video calls, or video communication services

such as live streaming, ONLY during personal breaks or specifically authorized times.

- #3:** Future professionals may not visit with another future professional who is servicing a service guest.
- #4:** Future professionals may not gather around the reception desk, reception area, or offices.
- #5:** Food and drinks and non-approved branded water bottles are only allowed in the lunchroom.
- #6:** THE TEMPLE: A Paul Mitchell Partner School is a smoke and vaping free campus. By law, our campus is defined as the main building and a 300 foot radius surrounding the building. In addition, Frederick City regulations prohibit smoking or vaping within 25 feet of a non smoking facility.
- #7:** Stealing or taking school property or another's personal property is unacceptable.
- #8:** THE TEMPLE School's management and leadership team has the right to inspect your locker at any time.

Learning Participation Guidelines

- #1:** Peer teaching and tutoring are encouraged. Taking credit for another's work or cheating during exams is unacceptable.
- #2:** Future Professionals will be expected to maintain an average of 75% on all theory exams and assignments.
- #3:** Future Professionals may not be released from required theory class to take a service guest.
- #4:** Only service desk personnel may schedule or change guest service appointments.
- #5:** All services must be checked and the service ticket initialed by a Learning Leader overseeing your zone.
- #6:** Future Professionals are expected to be continuously working on school-related projects, assignments, reading, or exam preparation during school hours.
- #7:** If a Future Professional is not able to fully participate in the learning experience, they must clock out and leave the campus. If a future professional is on campus, regardless of the approved schedule, they must be participating in a learning experience.
- #8:** When Future Professionals are not scheduled with service reservations or are not scheduled to attend theory or a specialty class, they may focus on the following:
 - a. Completion of monthly clinic worksheets
 - b. Completion of theory review worksheets
 - c. Performing a service on another Future Professional with approval from a Learning Leader
 - d. Listening to or reading school resource center materials, including educational videos, audiotapes, and books
- #9:** Future Professionals must comply with school personnel and Learning Leader's assignments and requests as required by the curriculum and Future Professionals guidelines and rules.
- #10:** Future Professionals may not perform hair, skin, or nail services, outside of school, unless authorized to do so by school administration as part of an approved school activity. Future professional may not represent themselves as licensed operators in any activity while enrolled in school unless they already hold such a license.

NOTE: Practicing cosmetology or barbering services without a license in the State of Maryland is a crime that can result in fines up to \$1000 per day.

- #11:** Future professionals are responsible for their own equipment and may use a station drawer only while working at that station. All equipment, tools, and personal items must be secured in their assigned locker. THE TEMPLE: A Paul Mitchell Partner School is not responsible for any lost or stolen articles. Your locker remains the personal property of THE TEMPLE: A Paul Mitchell Partner School at all times and no future professional is granted, or should assume, that there is any exception of privacy relating to the use of that locker. School administration has the right to access and inspect your locker at any time.
- #12:** Parking is allowed in assigned parking areas only or cars may be towed at the owner's expense. Future professionals must abide by local (city and/or landlord) parking rules, which are announced during orientation. THE TEMPLE: A Paul Mitchell Partner School will not be responsible for parking violations and/or towing fees. No future professional will be allowed to park in the bank parking lot immediately adjacent to THE TEMPLE. This is private property. Any future professional caught parking here will have their vehicle towed at their expense and will be written up for violating school policy.
- #13:** All worksheets are due as defined by our worksheet policy.
- #14:** If a future professional fails to complete a worksheet in its entirety, the future professional will be placed on the Back on Track list and will remain on the list until the following month, as long as he/she completes the clinic worksheet.

COACHING AND CORRECTIVE ACTION

At THE TEMPLE: A Paul Mitchell Partner School, part of your learning experience includes fine-tuning and mastering the skills and behaviors of a salon professional. THE TEMPLE School team will coach all future professionals to correct noncompliant or destructive behavior.

The following actions may be inspected for noncompliance:

Attendance and Documentation of Time Guidelines: Attendance, promptness, and documentation of work are cornerstones of successful work practices. Future professionals may be clocked out, released for the day, or suspended when they do not comply with guidelines.

Professional Image Standards: Professional image standards were created to provide guidance and direction to future professionals as they develop their professional image and persona. Future professionals may be clocked out and released for the day when they do not meet professional image standards.

Sanitation and Personal Service Procedures: Sanitation and personal service procedures have been established to comply with state laws and to provide a safe and clean service environment. Future professionals may be clocked out and released for the day when they do not follow sanitation and personal service procedures.

Communication Guidelines and Professional Conduct: It is the THE TEMPLE School's responsibility to provide a learning environment that is professional, positive, and conducive to learning. Staff and future professionals all contribute to a mutually respectful learning environment that fosters effective communication and professional conduct. Future professionals who fail to follow communication guidelines and who do not conduct themselves in a respectful and professional manner may experience suspension or termination.

Learning Participation Guidelines: The learning participation guidelines have been established to provide a creative, fun, interactive, and collaborative learning environment that empowers future professionals to act as future salon professionals and committed learners. Positive behavior is required to create a mutually beneficial learning environment for all future professionals. Future professionals who fail to meet the guidelines and create challenges for other future professionals or staff may be released from school, suspended, or terminated.

Corrective Action Steps

Once a future professional has received five (5) coaching sessions, the future professional may be suspended from school for five (5) days. If a future professional receives two (2) more coaching sessions after their initial five (5), the future professional's attendance may be permanently terminated. A future professional may be terminated without prior coaching sessions for improper and/or immoral conduct. Refer to the school Future Professional Advisory form.

Future Professional Advisory Sheet

All coaching and corrective action steps, and plans, are documented on the Future Professional Advisory Sheet.

POLICIES AND PROCEDURES FOR FUTURE PROFESSIONALS WITH DISABILITIES

Non-Discrimination Policy

It is the policy of THE TEMPLE: A Paul Mitchell Partner School to comply 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"), which are federal laws that prohibit discrimination on the basis of disability. Section 504 prohibits discrimination on the basis of a 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 TEMPLE: A Paul Mitchell Partner School does not discriminate on the basis of disability against a qualified person with a disability in regard to application, acceptance, grading, advancement, training, discipline, graduation, or any other aspect related to a future professional's participation in a program of THE TEMPLE School. This applies to all future professionals and applicants for admission to the school. THE TEMPLE: A Paul Mitchell Partner School will provide reasonable accommodations to future professionals with qualified disabilities.

Applicable Section 504 and ADA laws and regulations may be examined in the office of the ADA Compliance Coordinator (or his/her designee) who has been designated to coordinate the efforts of the School to comply with Section 504 and ADA.

THE TEMPLE: A Paul Mitchell Partner School
ATTN: Emily Kline
22 W Church Street
Frederick, MD 21701
240-680-9357

Definition of an Individual with a Disability

An **individual with a disability** is a person who has a physical or mental impairment, which substantially limits one or more major life activity. These persons are protected by Section 504 and the ADA. Individuals with a record of such an impairment and individuals who are regarded as having such an impairment are also protected by these federal laws. The definition of "disability" in Section 504 and the ADA should be interpreted to allow for broad coverage. Most "short term" injuries or diagnosis are not covered unless they produce serious, long term, consequences or have a major impact on life activities.

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

The phrase **mental impairment** means any mental or psychological disorder, including but not limited to, mental retardation, organic brain syndrome, emotional or mental illness, specific learning disabilities, post-traumatic stress disorder, depression and bipolar disorder.

The phrase **substantially limits** must be interpreted without regard to the ameliorative effects of mitigating measures, other than ordinary eyeglasses or contact lenses. Mitigating measures are things like medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications that an individual may use to eliminate or reduce the effects of an impairment. These measures cannot be considered when determining whether a person has a substantially limiting impairment. An impairment that is episodic or in remission is a disability if, when in an

active phase, it would substantially limit a major life activity. For example, a future professional with bipolar disorder would be covered if, during manic or depressive episodes, the future professional is substantially limited in a major life activity (e.g., thinking, concentrating, neurological function, or brain function).

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

THE TEMPLE School's Responsibilities to Future Professionals with Disabilities

THE TEMPLE School must provide **reasonable accommodations** to future professionals with disabilities that are necessary to ensure future professionals are not denied the benefits of, or excluded from participation in, the school's program. Individuals with disabilities are entitled to reasonable accommodation to ensure that they have full and equal access to the education resources of THE TEMPLE School, consistent with Section 504 and the ADA, their related statutes and regulations, and corresponding state and location laws.

Procedures for Future Professionals and THE TEMPLE School

Requests for Accommodation

Individuals with disabilities wishing to request an accommodation must contact the ADA Compliance Coordinator:

Emily Kline
22 W Church Street
Frederick, MD 21701
emilyk@pmthetemple.edu
240-680-9357

A disclosure of a disability or a requested accommodation made to any staff member or other personnel other than the ADA Compliance Coordinator will not be treated as a request for an accommodation. However, if a future professional discloses a disability to such an individual, he or she will refer the future professional to the school's ADA Compliance Coordinator.

Documentation of disability by future professionals

Individuals requesting reasonable accommodation may be asked to provide medical documentation substantiating their 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 future professional 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 should 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) *audio exam MUST be within the last year
Speech and Language Impairment	Licensed Speech Professional

Learning Disability	PhD Psychologists, 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 in 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 future professional'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. THE TEMPLE Annapolis School may request additional documentation as needed.

For example, a future professional with a psychological disability should provide documentation from a psychologist, psychiatrist or social worker. The documentation submitted must be within the last twelve (12) months, if older than twelve (12) months the future professional must provide current documentation from the appropriate professional.

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

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

Future professional requests for accommodations and interactive discussion with ADA Compliance Coordinator

Future professionals who plan to request accommodations should contact the ADA Compliance Coordinator promptly, so there is time for the Coordinator to evaluate the request and engage in the interactive process before the future professional begins the class or program for which the accommodation is being requested.

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

There are no pre-set accommodations for specific disabilities. Instead, the Coordinator and the future professional must discuss and determine what the future professional's limitations are, and how they can be accommodated.

Here are some examples:

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

Decision about accommodations, and ensuring implementation of accommodations

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

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

The Coordinator will list the approved accommodations in writing and provide this to the future professional. The Coordinator will inform the appropriate Learning Leaders and school staff of the accommodations they are responsible for providing to the future professional, how to provide the accommodations, and when to provide the accommodations. The Coordinator will keep a written record of these contacts about the future professional's accommodations. The Coordinator will verify that the accommodations are being implemented for the future professional through direct observation, report by the future professional, and/or documentation from the school staff. If the future professional 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 future professional.

Additional factors

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

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

Appeals by Future Professionals

THE TEMPLE 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. A future professional may appeal any accommodation decision made by the ADA Compliance Coordinator if the future professional disagrees with the decision.

Here are some examples:

- #1:** A future professional may appeal the Coordinator's decision to deny a requested accommodation.
- #2:** A future professional may appeal a decision by the Coordinator to provide an alternate accommodation rather than the specific accommodation requested by a future professional.
- #3:** A future professional may appeal a decision by the Coordinator that the future professional has not presented sufficient documentation to support the requested accommodation.
- #4:** A future professional may also file an appeal when a school staff member fails to provide an approved accommodation, and the Coordinator has not effectively addressed the situation.

Any person who believes she/he has been subjected to discrimination on the basis of a disability, including disagreements regarding requested accommodations, may file a grievance to:

Charles R Riser JR, co-owner
22 W Church Street
Frederick, MD, 21701
240-680-9347
charles@pmthetemple.edu

Grievances must be in writing, contain the name and address of the person filing it, state the problem or action alleged to be discriminatory, and the remedy or relief sought.

U.S. Department of Education

The available and use of this 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 (OCR) and/or a similar state agency. Future professionals or the school staff who have questions or concerns about disability issues may contact the Office for Civil Rights (OCR), U.S. Department of Education.

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**
E-mail: **OCR@ed.gov**

OCR has regional offices located throughout the country. To find the office for our state, check the OCR website at:

<https://www2.ed.gov/about/offices/list/ocr/addresses.html>

or call the telephone number above.

STUDENT CONSUMER INFORMATION

Provisions of the Higher Education Amendment of 1976 require that effective July 1, 1977, each postsecondary institution that receives federal financial aid funds must make certain student consumer information available to any enrolled or prospective student who request such information.

This section compiled by the financial aid office staff of THE TEMPLE: A Paul Mitchell Partner School, attempts to meet these requirements.

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

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

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

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

Non-need is the difference between the cost of education and financial need.

Based on these calculations, federal aid may not cover all the cost of attendance.

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

- #1:** Citizen or permanent noncitizen alien recipient codes that are eligible are 1-151, 1-551, and 1-94.
- #2:** Ineligible codes include F-1, F-2, J-1, and J-2, students that are in federal loan default, grant overpayment, or male students that meet the Selective Service registration criteria, but are not registered.

CONSTITUTION DAY

THE TEMPLE: A Paul Mitchell Partner School celebrates Constitution Day on or near September 17 of each year.

For more information visit:

www.constitutionday.com

VOTER REGISTRATION

Students are encouraged to register to vote in state and federal elections. Voter registration and election date information for the state of Maryland can be found at:

www.elections.state.md.us

For information on voter registration and election dates for federal elections, visit:

<https://www.eac.gov/voters/register-and-vote-in-your-state>

FUTURE PROFESSIONAL AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

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

THE TEMPLE: A Paul Mitchell Partner School's anti-harassment policy applies to all persons involved in the operation of the school, and prohibits unlawful harassment by any employee of THE TEMPLE School, as well as future professionals, customers, third parties, vendors or anyone who does business with the school. It further extends to prohibit unlawful harassment by or against future professionals. Any employee, future professional or contract worker who violates this policy will be subject to disciplinary action. To the extent a customer, vendor or other person with whom THE TEMPLE School does business engages in unlawful harassment or discrimination, the school will take appropriate corrective action. The grievance procedure will provide that complaints may be filed about discrimination in any academic, educational, extracurricular, athletic or other programs operated or sponsored by, or related to, THE TEMPLE School, whether the programs take place on the campus of a school, during a school-sponsored field trip, or other off-campus events.

As part of THE TEMPLE: A Paul Mitchell Partner School's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to the school community through publications, THE TEMPLE School website, new employee orientations, future professional orientations, and other appropriate channels of communication. THE TEMPLE: A Paul Mitchell Partner School will provide training to key staff members to enable the school to handle any allegations of discrimination and harassment, including sexual harassment or sexual violence, promptly and effectively. THE TEMPLE School will respond quickly to all reports, and will take appropriate action to prevent, to correct, and if necessary, to discipline behavior that violates this policy.

Definitions

Sex Discrimination

Sex discrimination is defined as treating individuals differently on the basis of sex with regard to any aspect of services, benefits, or opportunities THE TEMPLE: A Paul Mitchell Partner School provides such as:

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

Sexual Harassment

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

Sexual Violence

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

Domestic Violence

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

Dating Violence

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

Sexual Assault

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

Stalking

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

Consent

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

Prohibited Conduct

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

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

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

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

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

Complaint/Grievance Procedure

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

If you believe that you have experienced or witnessed harassment or sexual violence, notify your Learning Leader, supervisor, THE TEMPLE: A Paul Mitchell Partner School Owner, or the Title IX Coordinator, as soon as possible after the incident. Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, future professional, vendor or other person who does business with THE TEMPLE School is exempt from the prohibitions in this policy. Supervisors will refer all harassment complaints to the Title IX Coordinator for future professional-related complaints and to school Owner if the complaint involves an employee. In order to facilitate the investigation, your complaint should include details of the incident or incidents, names of the individuals involved and names of any witnesses. A sex discrimination complaint should be filed within one hundred and eighty (180) days from the date of the alleged discriminatory incident. Upon receiving any report of discrimination, including harassment, regardless of the filing date or when the school receives notice, the school will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the future professional, and on others, if appropriate. All documentation pertaining to the complaint/grievance will be confidential. The complaint/grievance once received will be maintained in the future professional’s and/or employee’s permanent file, which has limited staff access, this includes verbal complaints.

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

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

<u>Title IX Coordinator</u> Ingrid Nielsen 22 W Church Street Frederick, MD 21701 ingridn@pmthetemple.edu 240-680-9356	<u>School Owner: (for complaints involving employees)</u> Charles Riser Jr 22 W Church Street Frederick, MD 21701 charles@pmthetemple.edu 240-680-9347
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THE TEMPLE: A Paul Mitchell Partner School ensures that its employee(s) designated to serve as Title IX Coordinator(s) and School Owner have adequate training on what constitutes sexual harassment, including sexual violence, confidentiality requirements and that they understand how THE TEMPLE School’s grievance procedures operate.

Investigation of Complaints

In response to all complaints, THE TEMPLE: A Paul Mitchell Partner School promises prompt and equitable resolution through a reliable and impartial investigation of complaints, including the opportunity for both parties to present witnesses or other evidence. The time necessary to conduct an investigation will vary based on complexity but will generally be completed within sixty (60) days of receipt of the complaint. If a complainant requests confidentiality, THE TEMPLE: A Paul Mitchell Partner School will take all reasonable steps to investigate and respond to the complaint consistent with the request. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, THE TEMPLE School will inform the complainant that its ability to respond may be limited.

The preponderance of the evidence standard will apply to investigations, meaning THE TEMPLE : A Paul Mitchell Partner School will evaluate whether it is more likely than not that the alleged conduct occurred. Both parties will receive written notice of the outcome of the complaint within 60 days of receipt of complaint. Written notice will include:

- #1:** Whether THE TEMPLE: A Paul Mitchell Partner School found that the alleged conduct occurred, and whether it constituted discrimination.
- #2:** Any individual remedies offered or provided to the complainant or any sanctions imposed on the respondent that directly relate to the complainant. The respondent's version will not include individual remedies offered or provided to the complainant unless the remedy directly involves the respondent.
- #3:** Any other steps THE TEMPLE: A Paul Mitchell Partner School took to eliminate the hostile environment, if THE TEMPLE: A Paul Mitchell Partner School found one to exist, and prevent recurrence.

During the investigation, THE TEMPLE: A Paul Mitchell Partner School will provide interim measures, as necessary, to protect the safety and wellbeing of future professionals and/or employees involved.

Examples of temporary and permanent measures to protect the complainant as necessary are:

- #1:** No contact order
- #2:** Change academic situations as appropriate with minimum burden on the complainant
- #3:** Counseling
- #4:** Health and mental services
- #5:** Escort services
- #6:** Academic support
- #7:** Retake a program or withdraw without penalty

If THE TEMPLE: A Paul Mitchell Partner School determines that unlawful harassment or sexual violence has occurred, immediate appropriate corrective action will be taken in accordance with the circumstances involved, and THE TEMPLE School will take steps to prevent the recurrence of any harassment or discrimination. Any employee determined by THE TEMPLE School to be responsible for unlawful harassment or discrimination will be subject to appropriate disciplinary action, up to and including termination.

Remedies for future professional-related claims may include, but are not limited to, an order to stay away, suspension or expulsion.

To initiate a criminal investigation, reports of sexual violence should be made to “911” or local law enforcement. The criminal process is separate from THE TEMPLE: A Paul Mitchell Partner School’s disciplinary process. To the extent that an employee or contract worker is not satisfied with THE TEMPLE School’s handling of a harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief.

THE TEMPLE: A Paul Mitchell Partner School should make appropriate referrals to law enforcement. The school will also notify complainants of the right to proceed with a criminal investigation and a Title IX complaint simultaneously.

THE TEMPLE: A Paul Mitchell Partner School will not wait for the criminal investigation or criminal proceeding to be concluded before beginning its own investigation.

Retaliation Prohibited

THE TEMPLE: A Paul Mitchell Partner School prohibits any form of retaliation, intimidation or harassment against any individual who filed or otherwise participated in the filing or investigation of a complaint of discrimination. Any individual who believes he/she has been subjected to retaliation may file a separate complaint under this procedure.

Reporting Requirements

Victims of sexual misconduct should be aware that School administrators must issue timely warnings for incidents reported to them that pose a substantial threat of bodily harm or danger to other members of the campus community. THE TEMPLE: A Paul Mitchell Partner School will make every effort to ensure that a victim’s name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger. THE TEMPLE School serves the right to notify parents/guardians of dependent future professionals regarding any health or safety risk, or a change in future professional status.

Additional Information

THE TEMPLE: A Paul Mitchell Partner School does not allow conflicts of interest (real or perceived) by those handling the procedures. The school does maintain all documentation of any proceeding. The school will inform the future professionals at regular intervals of the status of the investigation. The school will disallow evidence of past relationships.

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

www2.ed.gov/about/offices/list/ocr/index.html

TITLE IX SEXUAL HARASSMENT POLICY

THE TEMPLE: A Paul Mitchell Partner School (THE TEMPLE School) is committed to providing a work and school environment free of unlawful harassment or discrimination. To enforce this commitment, all future professionals and employees are required to take the mandatory sexual harassment and prevention training upon starting in school. Future professionals are further required to re-take the training every academic year.

In accordance with Title IX of the Education Amendments of 1972, THE TEMPLE School does not discriminate on the basis of sex in its education programs or activities, which extends to admission and employment. THE TEMPLE School also prohibits Sexual Harassment (as defined below) committed against persons in the United States as part of its education programs or activities.

THE TEMPLE School reserves the right to make changes to this policy as necessary, and once those changes are posted online, they are in effect. If government laws, regulations or court decisions change requirements in a way that affects this policy, the policy will be construed to comply with the most recent government regulations or holdings.

STATEMENT OF NON-DISCRIMINATION

THE TEMPLE School's policy prohibits harassment or discrimination based on race, religion, creed, color, national origin, ancestry, sex (including pregnancy, childbirth, or related medical conditions), military or veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information, or any other basis protected by the federal, state, or local law. If you believe you have experienced or witnessed harassment, intimidation, bullying or discrimination, please see the Harassment, Intimidation, Bullying and Discrimination Policy in THE TEMPLE School catalog.

THE TEMPLE School does not discriminate in its employment practices or in its educational programs or activities on the basis of sex. THE TEMPLE School also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internally or externally. Reports of misconduct, questions regarding Title IX, and concerns about noncompliance should be directed to the Title IX Coordinator. For more information, please contact the Title IX Coordinator or the Assistant Secretary of Education within the Office for Civil Rights (OCR) <https://www2.ed.gov/about/offices/list/ocr/contactus2.html>.

Title IX applies to THE TEMPLE School's educational programs and activities, whether such programs or activities occur on-campus or at an off-campus events. Any individual who violates this policy will be subject to disciplinary action.

DEFINITIONS REGARDING SEX DISCRIMINATION

Dating Violence is defined in 34 U.S.C. 12291(a)(10) as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.

Domestic Violence is defined in 34 U.S.C. 12291(a)(8) and includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Sex Discrimination is treating individuals differently on the basis of sex with regard to any aspect of services, benefits, or opportunities THE TEMPLE School provides, such as:

- a. Treating a person differently in determining whether he or she satisfies any requirement or condition for the provision of an aid, benefit, or service.
- b. Providing different aid, benefits, or services, or providing aid, benefits, or services in a different manner.
- c. Denying any person an aid, benefit, or service.
- d. Subjecting any person to separate or different rules of behavior, sanctions, or other treatment in providing an aid, benefit, or service.
- e. Aiding or perpetuating discrimination against any person by providing significant assistance to any agency, organization, or person, which discriminates on the basis of sex in providing any aid, benefit, or service to students or employees.
- f. Otherwise limiting any person in the enjoyment of any right, privilege, advantage, or opportunity.

Sexual Harassment is conduct on the basis of sex that satisfies one or more of the following:

- a. An employee of THE TEMPLE School conditioning the provision of an aid, benefit, or service of THE TEMPLE School on an individual's participation in unwelcome sexual conduct (i.e. quid pro quo);
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to THE TEMPLE School's education program or activity; or
- c. "Sexual Assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "Dating Violence" as defined in 34 U.S.C. 12291(a)(10), "Domestic Violence" as defined in 34 U.S.C. 12291(a)(8), or "Stalking" as defined in 34 U.S.C. 12291(a)(30) (collectively referred to as Sexual Violence). The federal definitions identified in this paragraph are included as a part of THE TEMPLE School's policy.

Sexual Assault is defined in 20 U.S.C 1092(f)(6)(A)(v) as an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Sexual assault occurs when a physical sexual activity is engaged in without the consent of the other person or when the other person is unable to consent to the activity. The activity or conduct may include physical force, violence, threat, or intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through the use of drugs or alcohol, and taking advantage of the other person's incapacitation (including voluntary intoxication).

Stalking is defined in 34 U.S.C. 12291(a)(30) as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

GENERAL DEFINITIONS

Actual knowledge means notice of Sexual Harassment or allegations of Sexual Harassment to a recipient's Title IX Coordinator or any official of the recipient who has authority to institute corrective measures on behalf of the recipient.

Advisor means an individual chosen by a party to accompany the party to meetings related to the resolution process, to advise the party on that process and to conduct cross-examination for the party at any hearing, if any. If a party does not have an Advisor at the hearing portion of the Grievance Process, THE TEMPLE School will appoint an advisor.

Campus is defined as any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and property within the same reasonably contiguous geographic area of the institution that is owned by the institution but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor).

Clery Act refers to the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (20 U.S.C. Section 1092(f); 34 C.F.R. Part 668.46). In accordance with the Clery Act, THE TEMPLE School publishes required crime statistics and policy statements in its annual security report on or before October 1st of each year.

Complainant is defined as an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment. A Complainant must be the alleged victim unless a parent or legal guardian has a legal right to act on the alleged victim's behalf.

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

Formal Complaint is defined as a document (hardcopy or electronic) filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that THE TEMPLE School investigate the allegation of Sexual Harassment.

Non-campus building or property is defined as any building or property owned or controlled by a student organization recognized by the institution; and any building or property (other than a branch campus) owned or controlled by an institution of higher education that is used in direct support of, or in relation to, the institution's educational purposes, is used by students, and is not within the same reasonably contiguous geographic area of the institution. Educational programs or activities, whether such programs or activities occur on-campus or off-campus. THE TEMPLE School may address sexual harassment affecting its students or employees that falls outside Title IX's jurisdiction in any manner THE TEMPLE School chooses, including providing supportive measures or pursuing discipline.

Program or Activity means on or off campus locations, events or circumstances over which THE TEMPLE School exercises substantial control over both the Respondent and the context in which the Sexual Harassment occurred.

Public property is defined as all public property that is within the same reasonably contiguous geographic area of the institution, such as a sidewalk, a street, other thoroughfare, or parking facility, and is adjacent to a facility owned or controlled by the institution if the facility is used by the institution in direct support of, or in a manner related to the institution's educational purposes.

Respondent is defined as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive measures are defined as individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment.

Rape Shield Protections limit or prohibit the use of evidence of a victim's past sexual history to undermine that victim's credibility. The purpose of rape shield laws is to protect victims from the emotional distress of being cross-examined about their sexual history on the witness stand. Rape shield protections are applied to Complainants, deeming irrelevant questions and evidence about a Complainant's prior sexual behavior unless offered to prove that someone other than the Respondent committed the alleged Sexual Harassment or offered to prove consent.

VAWA refers to the Violence Against Women Reauthorization Act of 2013 (34 CFR Part 668).

PROHIBITED CONDUCT

Title IX protects students' rights to educational opportunities free from sex discrimination, including Sexual Harassment and Sexual Violence (Sexual Assault, Dating Violence, Domestic Violence and Stalking, as defined above).

COMPLAINT/GRIEVANCE PROCEDURE

If you believe that you have experienced or witnessed Sexual Harassment (including Sexual Violence) discrimination or retaliation, THE TEMPLE School encourages you to notify the Title IX Coordinator as soon as possible after the incident.

Any person may report sex discrimination, including Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed below for the Title IX Coordinator. Only a complainant may file a formal complaint that initiates a Title IX grievance procedure.

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to THE TEMPLE School's jurisdiction and/or significant time has passed, the ability to investigate, respond, and 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.

REPORTING CONSIDERATIONS:

In order to make informed choices, it is important to be aware of confidentiality and reporting requirements when consulting THE TEMPLE School's resources. THE TEMPLE School Director or Education Leader will share knowledge, notice and/or reports of Sexual Harassment (including Sexual Violence), discrimination and/or retaliation with the Title IX Coordinator. Other school employees, including educators, will only report instances of Sexual Harassment (including Sexual Violence), discrimination or retaliation to the Title IX Coordinator with the Complainant's consent.

THE TEMPLE School will keep confidential the identity of the Complainant, Respondent, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out the Grievance Process.

The Title IX Coordinator is listed below and has the responsibility of Intaking reports and complaints, initiating the formal complaint process, and providing supportive measures.

If THE TEMPLE School has actual knowledge of sexual harassment in an educational program or activity at THE TEMPLE School, against a person in the United States, THE TEMPLE School will respond promptly in a manner that is not deliberately indifferent. The grievant/complainant may use THE TEMPLE School's Title IX Grievance Form, but it is not required, to file a Title IX discrimination complaint. THE TEMPLE School's Title IX Coordinator is:

Ingrid Nielson
22 W Church Street
Frederick, MD 21701
ingridn@pmthetemple.edu
240-680-9356

CONFIDENTIAL RESOURCES:

An individual who seeks completely confidential assistance may do so by speaking with professionals who have legally protected confidentiality. THE TEMPLE School does not have confidential reporting resources, such as pastoral or professional counselors on campus. Crisis, mental health and victim resource hotline information is available in THE TEMPLE School's Campus Safety and Security Policy, located on the bottom of the main page of our web site. Information shared with confidential resources will not be shared with THE TEMPLE School (including the Title IX Coordinator) or anyone else without express, written permission of the individual seeking services unless required by law or court order.

FORMAL COMPLAINT:

A "formal complaint" is defined as a document (hardcopy or electronic) filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that THE TEMPLE School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of THE TEMPLE School. A formal complaint may be filed with THE TEMPLE School's Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information located in THE TEMPLE School's policy. The phrase "document filed by a complainant" means a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

The Title IX Coordinator will meet with the complainant to explain the process of filing a formal complaint. The Complainant must be the alleged victim unless the parent or legal guardian has a legal right to act on their behalf. Anyone may report a Title IX violation; however, only a complainant may file a formal complaint that initiates a Title IX grievance procedure. The Title IX Coordinator will defer to the complainant's wishes as to whether or not they want to file a formal complaint.

If the Title IX Coordinator is the one who signs and initiates a formal complaint, the Title IX Coordinator is not a Complainant or a party during a grievance process and must comply with requirements for Title IX personnel to be free from conflicts of interest and bias.

THE TEMPLE School's Title IX Policy provides for a consistent, transparent grievance process for resolving formal complaints of Sexual Harassment. THE TEMPLE School's policy is required to treat complainants equitably by providing remedies any time a Respondent is found responsible and treat respondents equitably by not imposing disciplinary sanctions without following the grievance process prescribed in THE TEMPLE School's policy. Any remedies, which are required to be provided to a complainant when a respondent is found responsible, will be designed to maintain the complainant's equal access to education and may include the same individualized services described as supportive measures; however, any remedies imposed do not need to be non-disciplinary or non-punitive and need not avoid burdening the respondent.

Once a formal complaint has been filed, THE TEMPLE School will provide a written notice (Notice of Investigation) to each of the parties involved, which will include a copy of THE TEMPLE School's written Grievance Process, a list of the allegations, including specific information regarding the allegations, and a notice that the parties have a right to an advisor. If during the investigation additional allegations are investigated, then a new notice must be provided to the parties, which identifies the new issues.

SUPPORTIVE MEASURES:

The Title IX Coordinator will provide Supportive Measures as necessary. Supportive Measures are individualized services reasonably available to ensure equal educational access, protect safety or deter prohibited conduct. Supportive Measures are available, as appropriate, to either or both the Complainant and Respondent and are non-punitive, non-disciplinary and not unreasonably burdensome to the other party. Examples include counseling, extensions of time or other course-related adjustments, modifications to work or class schedules, campus escort services, restrictions on contact between the Parties, leave of absence, increased security and monitoring of certain areas on campus, and other similar accommodation. The Supportive Measures needed by the Complainant and/or Respondent may change over time, and the Title IX Coordinator will communicate with each party to ensure that any Supportive Measures are necessary and effective based on evolving needs.

Victims of Sexual Violence will also be provided with written notification about existing counseling, health and/or mental health services, victim advocacy, legal assistance, visa and immigration assistance, safety planning, timely warnings, student financial aid and other services available to victims within THE TEMPLE School and in the community.

Once the Title IX Coordinator receives a report, the Title IX Coordinator will promptly contact the Complainant confidentially to discuss the availability of Supportive Measures (available with or without filing a Formal Complaint) and explain the process for filing a Formal Complaint and provide a copy of this policy. The Title IX Coordinator will consider the Complainant's wishes with respect to Supportive Measures.

THE TEMPLE School will keep confidential the identity of the victim of the Complainant, Respondent and witnesses, except as permitted by FERPA, as required by law, or as necessary to carry out the Title IX Grievance Process. THE TEMPLE School's Title IX Coordinator is responsible for coordinating the effective implementation of all Supportive Measures that will be provided before sanctions in any grievance procedure are imposed.

GRIEVANCE PROCEDURE:

THE TEMPLE School utilizes a prompt, equitable and impartial grievance procedure to evaluate Formal Complaints. Title IX personnel (Title IX Coordinators, Investigators, Decision-Makers, and people who facilitate any informal resolution process) will be free from conflicts of interest or bias for or against complainants or respondents. Title IX personnel will objectively evaluate all relevant evidence and avoid credibility determinations based on a person's status as a Complainant, Respondent or witness. In order to accomplish this, we have put into place the following requirements.

- a. All Title IX personnel will be trained on the definition of Sexual Harassment, the scope of THE TEMPLE School's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

- b. THE TEMPLE School provides all decision-makers with training on any technology to be used at a live hearing. In addition, THE TEMPLE School's decision-makers and investigators receive training on issues of relevance, including how to apply the rape shield protections provided (only for complainants), prior to participating in any Title IX investigation.
- c. The federal regulations governing Title IX allegations requires that there is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- d. THE TEMPLE School may remove (entirely or partially) a respondent from the recipient's educational program or activity on an emergency basis, provided that THE TEMPLE 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 of sexual harassment justifies removal. In cases where an emergency removal is imposed, the Respondent will be given notice and an opportunity to challenge the decision immediately following the removal. In the case of a school employee, THE TEMPLE School may place the individual on mandatory administrative leave. THE TEMPLE School will implement the least restrictive emergency actions possible in light of the circumstances and safety concerns.
- e. Materials THE TEMPLE School uses to train Title IX personnel are located on THE TEMPLE School's website under the Required Disclosures section on the home page.

TITLE IX COORDINATOR TRAINING CLASS

<https://player.vimeo.com/video/447212758>

TITLE IX INVESTIGATOR TRAINING MATERIALS

<https://pmthetemple.edu/wp-content/uploads/Title-IX-Clery-Act-Annual-Training-09-15-20.pdf>

- f. Once the hearing takes place, the Decision-Maker determine disciplinary action on a case-by-case basis, including: place the individual on probation; suspend the individual; terminate the individual; require the individual to go to counseling; change the respondent's schedule; or require the individual to retake the Title IX training. (See Disciplinary Actions section of this policy).
- g. If there is a finding of responsibility, THE TEMPLE School may provide remedies to a complainant, including: an escort; removal from shared classes; academic support services, such as tutoring; and medical or counseling services.
- h. THE TEMPLE School will utilize the preponderance of the evidence standard, for all formal complaints of sexual harassment (including where employees and faculty are respondents).
- i. Upon completion of the Title IX process, either party may file an appeal of the decision. THE TEMPLE School's appeal process is outlined below.
- j. Throughout the grievance process THE TEMPLE School will not use, rely on, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- k. All provisions, rules, or practices that are a part of THE TEMPLE School's grievance process for handling formal complaints of sexual harassment apply equally to both parties.

To initiate a criminal investigation, reports of sexual violence should be made to "911" or local law enforcement. A complaint can be made to either or both the police and the Title IX Coordinator. The criminal process is separate from THE TEMPLE School's grievance process. Complainants have the option to notify law enforcement directly or be assisted in doing so. If requested, THE TEMPLE School will assist a victim of Sexual Violence in contacting the police. A Complainant is not required to contact the police in order to pursue THE TEMPLE School's grievance process.

THE TEMPLE School will make appropriate referrals to law enforcement. THE TEMPLE School will also notify complainants of the right to proceed with a criminal investigation and a Title IX complaint simultaneously. THE TEMPLE School will not wait for the criminal investigation or criminal proceeding to be concluded before beginning its own investigation.

ADVISORS:

A party may be accompanied by an Advisor of their choice during the grievance process. The parties may choose Advisors from inside or outside THE TEMPLE School. If the Complainant or Respondent does not have an Advisor present at the live hearing, THE TEMPLE School will select and provide an Advisor, without fee or charge, to conduct cross-examination of witnesses on behalf of that party. A party may reject a school-appointed Advisor and choose their own Advisor, but they may not proceed without an Advisor. The Complainant and Respondent may not conduct cross-examination.

Choosing an Advisor who is a witness in the grievance 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 Decision-Maker.

The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the grievance process. Advisors are expected to advise without disrupting proceedings. For example, advisors should not address school officials in a meeting or interview unless invited to. An Advisor may not make a presentation during any meeting or proceeding and may not speak on behalf of the party to the investigation or other Decision-Maker except during a live hearing, during cross-examination. If an Advisor is disruptive or otherwise fails to respect the limits of the Advisor role, the meeting or interview may be ended.

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 TEMPLE School. THE TEMPLE School may seek to restrict the role of any Advisor who does not respect the sensitive nature of the process or who fails to abide by THE TEMPLE School's privacy expectations.

INVESTIGATION OF FORMAL COMPLAINTS:

THE TEMPLE School will investigate Sexual Harassment (including Sexual Violence) allegations in a Formal Complaint filed by a Complainant or signed by the Title IX Coordinator. The Title IX Coordinator will respect the Complainant's wishes as to whether THE TEMPLE School investigates an allegation of Sexual Harassment, unless the Title IX Coordinator determines that not investigating would be deliberately indifferent or harmful to THE TEMPLE School community. THE TEMPLE School may consolidate Formal Complaints where the allegations arise out of the same facts. THE TEMPLE School will follow its written grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. During this process THE TEMPLE School will not restrict an individual's rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.

If the allegations in a formal complaint do not meet the definition of Sexual Harassment, or did not occur in THE TEMPLE School's education program or activity against a person in the United States, THE TEMPLE School must dismiss such allegations for purposes of Title IX but may still address the allegations under other applicable school policies including the Harassment, Intimidation, Bullying and Discrimination Policy. THE TEMPLE School may also dismiss a complaint if:

- a. the complainant withdraws the complaint;
- b. if the respondent is no longer enrolled or employed at THE TEMPLE School;
- c. or if circumstances prevent institution from being able to investigate the complaint allegations. If a Formal Complaint is dismissed, each party will be notified in writing that the complaint has been dismissed and the reasons for dismissal.

Generally, the grievance process consists of a Formal Complaint, investigation, Live Hearing, determination, disciplinary actions, remedies and appeal (if applicable). The Grievance Process, barring extenuating circumstance, will conclude within ninety (90) days from the date a Formal Complaint is filed.

For all Formal Complaints of Sexual Harassment (including where employees are Respondents), THE TEMPLE School utilizes the preponderance of the evidence standard. Meaning, THE TEMPLE School will evaluate whether it is more likely than not that the alleged conduct occurred.

Upon receipt of a Formal Complaint, written notice will be sent to the parties. The Notice of Investigation will include:

- a. details of the allegations (including identities of the parties involved, specific section of the policy alleged to have been violated, the conduct that would be considered Sexual Harassment, the date of the incident(s) and the location of the incident(s));
- b. a statement that the Respondent is presumed to be not responsible for the alleged conduct until a determination is made according to THE TEMPLE School's Grievance Process;
- c. a statement that the parties may have an Advisor of their choice;
- d. and a reminder of the expectation of truthfulness including consequences for submitting false information.

The parties will also be provided with separate written notice of any investigative interview, meeting or hearing. Interview/meeting notices will include the date, time, location, participants and purpose of the investigative interview or meeting.

The Title IX Coordinator has the responsibility of investigating the Formal Complaint; however, if it is in the best interest of the parties involved THE TEMPLE School may choose another employee or hire a third-party to conduct the investigation.

During the grievance process, including investigating the Formal Complaint, THE TEMPLE School will abide by the following procedures:

- a. THE TEMPLE School will apply a presumption that the respondent is not responsible during the grievance process (presumption of innocence). The burden of gathering evidence and burden of proof is the responsibility of THE TEMPLE School, not on the individual parties.
- b. THE TEMPLE School will provide equal opportunity for the parties involved to present fact and expert witnesses and other inculpatory and exculpatory evidence. Witnesses cannot be anonymous.
- c. THE TEMPLE School will not restrict the ability of the parties to discuss the allegations or gather evidence (e.g.,

no “gag orders”) to support their case.

- d. Both parties to the complaint will have the same opportunity to select an advisor of the party’s choice who may be, but need not be, an attorney.
- e. THE TEMPLE School as a part of the investigative process will send written notice of any investigative interviews, meetings, or hearings to both parties. Any interviews that occur can have both parties’ advisors present.
- f. THE TEMPLE Schools will send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence provided. The investigator will consider the responses received before issuing the investigative report.
- g. Once the investigation has concluded, THE TEMPLE School will send the parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, at least 10 days prior to a Live Hearing. The parties may provide a written response to the investigative report.
- h. THE TEMPLE School will dismiss allegations of conduct that do not meet the definition of sexual harassment or did not occur in a school’s educational program or activity against a person in the U.S. Such dismissal is only for Title IX purposes and does not preclude THE TEMPLE School from addressing the conduct in any manner THE TEMPLE School deems appropriate.
- i. THE TEMPLE School may, in their discretion, dismiss a formal complaint or allegations therein if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by THE TEMPLE School, or if specific circumstances prevent THE TEMPLE School from gathering sufficient evidence to reach a determination.
- j. THE TEMPLE School will give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.
- k. THE TEMPLE School may, in their discretion, consolidate formal complaints where the allegations arise out of the same facts or circumstances, whether it is complaints against multiple respondents or by multiple complainants.
- l. THE TEMPLE School will protect the privacy of a party’s medical, psychological, and similar treatment records by stating that THE TEMPLE School cannot access or use such records unless THE TEMPLE School obtains the party’s voluntary, written consent to do so.
- m. Formal Complaints involving employees will also be referred to Charles Riser Jr. and simultaneously evaluated under conduct policies and procedures.

LIVE HEARINGS:

If a Formal Complaint is not or cannot be resolved through informal resolution, THE TEMPLE School will conduct a live hearing. If the complaint goes to a live hearing, then each party must have an advisor. The appointed Decision-Maker (separate from the Title IX Coordinator or investigator) is the individual who will be conducting the hearing. The following conditions will apply for a live hearing:

- a. The Decision-Maker(s) must permit each party’s advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those that challenge credibility.

- b. Cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor and never by either the complainant or respondent personally.
- c. At the request of either party, THE TEMPLE School will provide for the entire live hearing (including cross-examination) to occur with the parties located in separate rooms with technology enabling the parties to see and hear each other.
- d. Only relevant cross-examination and other questions may be asked of a party or witness. Before complainant, respondent, or witness answers a cross-examination or other question, the Decision-Maker must first determine whether the question is relevant and explain to the party's advisor asking cross-examination questions any decision to exclude a question as not relevant.
- e. The live hearing provides for the opportunity for all parties' advisors to examine and cross-examine witnesses, including challenging the credibility of witnesses. Hearsay statements and irrelevant information is are not permitted.
- f. THE TEMPLE School's process provides for rape shield protections for complainants deeming irrelevant questions and evidence about a complainant's prior sexual behavior unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.
- g. If either party does not have an advisor present at the live hearing, THE TEMPLE School will provide, at no cost to that party, an advisor of THE TEMPLE School's choice to conduct cross-examination on behalf of that party. Only the advisor may cross-examine the witnesses.
- h. If a party or witness does not submit to cross-examination at the live hearing, the Decision-Maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the decision-maker(s) cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
- i. Live hearings may be conducted with all parties physically present in the same geographic location or, at THE TEMPLE School's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually.
- j. As a part of the process, THE TEMPLE School will create an audio or audiovisual recording, or transcript, of any live hearing, as a part of the record.

DISCIPLINARY ACTIONS:

Disciplinary Actions against the Respondent will not be imposed before completion of THE TEMPLE School's grievance process. Following a determination of responsibility, appropriate corrective action will be taken, and THE TEMPLE School will take steps to prevent recurrence. Disciplinary Actions taken will be determined on a case-by-case basis. Factors considered when determining Disciplinary Action may include but are not limited to: Nature, severity of, and circumstances surrounding the violations(s); Respondent's disciplinary history; Previous allegations or allegations involving similar conduct; Need for disciplinary action to bring an end/prevent future reoccurrence of the violation; Need for disciplinary action to remedy the effects on the Complainant and school community; Impact on the parties; Any other information deemed relevant by the Decision-Maker.

Disciplinary Action for student-related claims may include, but are not limited to, additional training, a restriction on contact, warning, suspension, or termination. Disciplinary Action will be placed in a student's permanent academic file. Any employee determined by THE TEMPLE School to be responsible for an act of Sexual Harassment will be subject to appropriate Disciplinary Action, up to and including termination. Disciplinary Action will be placed in an employee's permanent personnel file. Employees are also subject to processes and discipline as stated within the employee handbook. The employee process is separate and apart from the Title IX process and not constrained by the outcome of the Title IX process.

Failure to abide by imposed Disciplinary Actions (whether by refusal, neglect or any other reason), may result in additional Disciplinary Action, including suspension or termination.

Remedies are provided to a Complainant whenever a Respondent is found responsible. Remedies are implemented by the Title IX Coordinator and may be disciplinary and punitive. Student Remedies are designed to maintain the Complainant's equal access to education. Remedies will be determined on a case-by-case basis and may include supportive measures.

Individuals who make a materially false statement in bad faith in the course of a Title IX Grievance Process will be subject to THE TEMPLE School's conduct policies, including the Coaching and Corrective Action policy.

WRITTEN DETERMINATION:

THE TEMPLE School's grievance process uses the preponderance of the evidence standard to determine responsibility. THE TEMPLE School's grievance process uses the same standard of evidence for all formal complaints of sexual harassment whether the respondent is a student or an employee (including faculty member). The Decision-Maker(s) in the process are required to objectively evaluate all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.

The Decision-Maker cannot be the Title IX Coordinator or the investigator. The Decision-Maker will issue a written determination regarding responsibility with findings of fact to include the following:

- a. Must identify the standard of evidence used based on THE TEMPLE School's written policy.
- b. Identify the allegations that constitute sexual harassment.
- c. Describe the procedures THE TEMPLE School used from the filing of the formal complaint through the hearing process.
- d. Make findings of fact and conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation.
- e. Include the imposition of any sanctions or disciplinary actions imposed on the respondent, and whether any remedies will be provided to the complainant.
- f. State the procedures to file an appeal and the allowable bases for an individual to appeal the decision.
- g. Upon conclusion the written determination will be sent simultaneously to the parties.
- h. The Title IX Coordinator is responsible for implementation of any remedies imposed by the Decision-Maker.

APPEAL PROCESS:

THE TEMPLE School will allow either or both parties the opportunity to appeal the Decision-Maker's determination regarding responsibility from a school's dismissal of a formal complaint or any allegations therein. Either party can appeal based on the following:

- a. Procedural irregularity that affected the outcome of the matter;
- b. Newly discovered evidence that could affect the outcome of the matter; and/or
- c. The Title IX personnel had a conflict of interest or bias, that affected the outcome of the decision.

An appeal must be submitted in writing to the Title IX Coordinator within thirty (30) days of the delivery of the Written Determination.

INFORMAL RESOLUTION:

THE TEMPLE School provides the opportunity for the parties involved in the formal complaint allegations to facilitate an informal resolution, such as mediation, so long as both parties give voluntary, informed, written consent to attempt an informal resolution. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. THE TEMPLE School will provide written notice to the parties of the allegations, requirements of the resolution process, and any limitations.

It is not necessary to pursue informal resolution first in order to pursue THE TEMPLE School's grievance process. If the complaint allegations are in regard to an employee of THE TEMPLE School sexually harassing a student, the opportunity for an informal resolution is not available.

BIAS AND CONFLICT OF INTEREST:

To raise any concern involving bias or conflict of interest by the Title IX Coordinator, contact Charles Riser Jr. at 22 W Church Street Frederick, MD 21701 / charles@pmthetemple.edu / 301-682-7550. Concerns of bias or potential conflict of interest by any other Title IX personnel should be raised with the Title IX Coordinator.

RETALIATION PROHIBITED:

THE TEMPLE School prohibits any form of retaliation, intimidation, threats, coercion, discrimination, or harassment against any individual who filed or otherwise participated in the filing or investigation of a complaint of discrimination. Actions do not have to be on the basis of sex or involve sexual harassment to constitute retaliation. Retaliation complaints may use the same grievance process as sexual harassment complaints. Any individual who believes he or she has been subjected to retaliation may file a separate complaint under this procedure. THE TEMPLE School will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding, which does not constitute retaliation.

The following circumstances do not constitute retaliation, including:

- a. Exercising one's rights protected under the First Amendment.
- b. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding does not constitute retaliation; however, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.
- c. Charging an individual with code of conduct violations that do not involve sexual harassment but arise out of the same facts or circumstances as a report or formal complaint of sexual harassment; however, for the purpose of interfering with any right or privilege secured by Title IX does constitute retaliation.

REPORTING REQUIREMENTS:

Victims of sexual misconduct should be aware that school administrators must issue timely warnings for incidents reported to them that pose a substantial threat of bodily harm or danger to other members of the campus community. THE TEMPLE School will make every effort to ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger. THE TEMPLE School reserves the right to notify parents/guardians of dependent students regarding any health or safety risk or a change in student status. THE TEMPLE School will also notify the local police department of any crimes that have been brought to their attention.

Any allegations or violations of Title IX will be reported to THE TEMPLE School's Clery Act coordinator to be included in THE TEMPLE School's annual reporting requirements. Personally identifiable information for victims of Sexual Assault, Dating Violence, Domestic Violence and Stalking will not be included in any publicly available recordkeeping, including Clery Act Reporting and disclosures such as the annual security report.

RECORD KEEPING:

All records of the Title IX formal complaint including, the investigation, evidence, decision making process, hearings, and decision letters will be maintained by THE TEMPLE School for at least 7 years. Information is shared internally between administrators who need to know in order to complete their job duties. When information must be shared to permit the investigation to move forward, the parties will be informed. Privacy of the records specific to the investigation is maintained in accordance with state law and the federal FERPA statute. Any public release of information needed to comply with the timely warning provisions of the Clery Act will not include the names of Complainant or information that could easily lead to a Complainant's identification. Irrespective of state law or public records access provisions, information about Complainants is maintained privately in accordance with Title IX and FERPA.

REQUIRED TRAINING:

THE TEMPLE School ensures that its Title IX personnel have adequate Title IX training, including annual training on issues related to Sexual Assault, Dating Violence, Domestic Violence and Stalking. THE TEMPLE School's Title IX Coordinator, Investigator, Decision-Maker, or any person designated by THE TEMPLE School to facilitate an informal resolution process, must not have a conflict of interest or bias for or against complainants or respondents generally, or an individual complainant or respondent. Each individual that is part of the Title IX process is required to take training that includes how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Part of the required training is to ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of THE TEMPLE School's education program or activity, how to serve impartially, how to make relevancy determinations, how to conduct an investigation and grievance process including hearings, appeals and informal resolution.

THE TEMPLE School will provide the Decision-Maker(s) with training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. THE TEMPLE School will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. Informal resolution facilitations are trained on the informal resolution process.

Materials used to train Title IX personnel are posted on THE TEMPLE School's website:

TITLE IX COORDINATOR TRAINING CLASS

<https://player.vimeo.com/video/447212758>

TITLE IX INVESTIGATOR TRAINING MATERIALS

<https://pmthetemple.edu/wp-content/uploads/Title-IX-Clery-Act-Annual-Training-09-15-20.pdf>

ADDITIONAL INFORMATION:

Employees and students may contact the Title IX coordinator with any questions related to this policy. In addition, the U.S. Department of Education Office for Civil Rights (“OCR”) investigates complaints of unlawful harassment of students in educational programs or activities. This agency may serve as a neutral fact finder and will attempt to facilitate the voluntary resolution of disputes with the parties. For more information, visit the OCR website at:

<http://www2.ed.gov/about/offices/list/ocr/index.html>

To the extent that an employee or contract worker is not satisfied with THE TEMPLE School’s handling of a complaint, he or she may also contact the appropriate state or federal enforcement agency for relief.

SEXUAL VIOLENCE – IMMEDIATE CARE AND PRESEVATION OF EVIDENCE:

If you experience Sexual Violence, some or all of these safety suggestions may guide you after an incident has occurred:

1. Go to a safe place. If there is any immediate danger call 911.
2. Consider securing immediate professional support (e.g., counseling, victim advocacy, medical services, etc.) to assist you. THE TEMPLE School does not have a confidential counselor but local resources are available that can provide confidential assistance. These resources are listed in THE TEMPLE School’s Campus Safety and Security Policy, located on the bottom of the main page of our web site.
3. For your safety and well-being, immediate medical attention is encouraged. Further, being examined (through a forensic examination) as soon as possible, ideally within one-hundred and twenty (120) hours, is important in the case of rape or Sexual Assault. Completing a forensic examination does not require someone to file a police report. To find a location near you that performs free forensic examinations, call the National Sexual Assault Hotline at (800) 656-4673.

Resources are also available through the Rape Abuse & Incest National Network (RAINN):

www.RAINN.org

- To preserve evidence, it is recommended that you do not bathe, shower, douche, eat, drink, smoke, brush your teeth, urinate, defecate, or change clothes before receiving medical attention. Even if you have already taken any of these actions, you are still encouraged to have prompt medical care, and evidence may still be recoverable.
- Typically, if police are involved or will be involved, they will obtain evidence from the scene, and it is best to leave things undisturbed until their arrival. They will gather bedding, linens or unlaundered clothing, and any other pertinent items that may be used for evidence. It is best to allow police to secure items in evidence containers, but if you are involved in transmission of items of evidence, such as to the hospital, secure them in a clean paper bag or clean bedsheet to avoid contamination.
- If you have physical injuries, photograph or have them photographed, with a date stamp on the photo.
- Record the names of any witnesses and their contact information. This information may be helpful as proof of a crime, to obtain an order of protection, or to offer proof of a school policy violation.
- Try to memorize details (e.g., physical description, names, license plate number, car description, etc.), or even better, write notes to remind you of details, if you have time and the ability to do so.

PREVENTION AND EDUCATION:

In accordance with the Clery Act and VAWA, THE TEMPLE School offers a range of campaigns, strategies, and initiatives to promote awareness, education, risk reduction, and prevention in an effort to reduce the frequency of sex or gender-based discrimination, harassment, and violence amongst members of the campus community.

THE TEMPLE School offers programming to identify and prevent Sexual Assault, Dating Violence, Domestic Violence (including stranger and known offender assaults), and Stalking each year. Educational programs are offered to raise awareness for all incoming students and employees and are often conducted during new student and new employee orientation.

Programs and other campaigns offered throughout the year to students and employees include information regarding awareness and primary prevention (including normative messaging, environmental management, and bystander intervention), and discuss THE TEMPLE School's policies. Programs also offer information on risk reduction that strives to empower individuals who experience these incidents, how to recognize warning signs, and how to avoid potential attacks, and do so without biased approaches.

Bystander engagement is encouraged through safe and positive intervention techniques and by empowering third-party intervention and prevention such as calling for help, using intervention-based apps, identifying allies, and/or creating distractions. Bystander empowerment training highlights the need for those who intervene to ensure their own safety in the intervention techniques they choose and motivates them to intervene as stakeholders in the safety of THE TEMPLE School community when others might choose to be bystanders.

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

THE TEMPLE: A Paul Mitchell Partner School (THE TEMPLE School) is committed to maintaining a working and learning environment that is free from bullying, harassment, intimidation, and discrimination for all employees and students. Accordingly, THE TEMPLE School does not tolerate unlawful discrimination or harassment based on race, religion, creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical conditions), military or veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, gender, gender identity or expression, genetic information or any other basis protected by the federal, state or local law. Additionally, in accordance with Title IX of the Education Amendments of 1972, THE TEMPLE School prohibits discrimination based on sex, which includes Sexual Harassment and Sexual Violence. For more information, please see the "Title IX – Sexual Harassment Policy."

This policy applies to anyone who engages in harassment, intimidation, bullying and discrimination 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; inappropriate comments or jokes; stereotypes; inappropriate images; physical aggression; relational aggression; graphic and written statements, which may include use of cell phones, computers, or gaming systems; any materials and other conduct that may be physically threatening, harmful, or humiliating.

THE TEMPLE School cannot resolve matters that are not brought to our attention. If you believe you have experienced or witnessed discrimination, harassment, bullying or intimidation, immediately report the incident to our Director, Jen Kusel, jenk@templeannapolis.com, 443-782-3010. Administration will take prompt, equitable, and remedial action on all reports and complaints that come to the attention of school personnel. 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 future professionals, staff, or contractors. Individuals who knowingly report or corroborate false allegations will be subject to appropriate disciplinary and/or restorative action.

THE TEMPLE School prohibits any form of retaliation, intimidation, threats, coercion, discrimination or harassment against an individual who filed or otherwise participated in the filing or investigation of a complaint of harassment, intimidation, bullying and/or discrimination. Any individual who believes they have been subject to retaliation may file a separate complaint our Compliance Leader, **Charles R Riser JR**, charles@pmthetemple.edu, **240-680-9347**.

The U.S. Department of Education Office for Civil Rights (“OCR”) investigates complaints of discrimination and/or harassment in educational programs or activities. For more information, visit the OCR website at:

www2.ed.gov/about/offices/list/ocr/index.html

For a list of state anti-bullying laws and policies, please go to:

www.stopbullying.gov

COPYRIGHT MATERIAL POLICY

IMPORTANT NOTICE

All material in this program is, unless otherwise stated, the property of THE TEMPLE: A Paul Mitchell Partner School. Reproduction or retransmission of the materials, in whole or in part, including our logo and marketing material, in any manner, without the prior written consent of the copyright holder, is a violation of copyright law.

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

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

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

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

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

- #1:** music.apple.com
- #2:** Spotify.com
- #3:** Pandora.com
- #4:** LastFM.com]
- #5:** Slacker.com

- #6:** Netflix.com
- #7:** YouTube.com
- #8:** play.Google.com/store
- #9:** Amazon.com/prime-video
- #10:** Hulu.com
- #11:** rokmobile.com

SOCIAL NETWORKING AND MARKETING POLICY

THE TEMPLE: A Paul Mitchell Partner School respects the rights of future professionals to use social media during their personal time. Social media includes all forms of publicly accessible communications, including but not limited to, written and verbal communications (including podcast and video uploads) and all forms of electronic communication including discussion groups, forums, news groups, e-mail distribution, blog postings, and/or social networking sites (such as Facebook, Instagram, Twitter, YouTube, Snapchat, Tik Tok, etc.). Future professionals are personally responsible for the content they publish on social networking sites. Future professionals are expected to treat each other, and others, with fairness and respect, consistent with the THE TEMPLE School's culture.

In addition, THE TEMPLE encourages the use of our internal print communication tools to promote and highlight educational opportunities in both our clinic classroom and the campus as a whole. Future professionals may NOT use any personally created print, or electronic, marketing materials to promote educational opportunities on our campus without prior written approval.

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

ALCOHOL AND DRUG-FREE EDUCATIONAL FACILITY POLICY

THE TEMPLE: A Paul Mitchell Partner School prohibits the possession, use, or being under the influence of alcohol or an illegal substance on school premises or at a school activity involving our future professionals. This prohibition includes drugs which (a) are not legally obtainable or (b) are legally obtainable but have not been legally obtained. The prohibition also includes prescribed drugs not legally obtained and prescribed drugs not being used for the prescribed purposes.

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

THE TEMPLE: A Paul Mitchell Partner School also will not object to law enforcement seeking to search school premises or employees and future professionals, and employee and future professional property on school property or at school activities.

REGULATORY AND ACCREDITATION AGENCIES

The following institutions license and regulate our institution:

Maryland Higher Education Commission (MHEC) (#1818)

6 N. Liberty Street, 10th Floor
Baltimore, Maryland 21201
800-974-0203 / 410-767-3301
www.mhec.state.md.us

National Accrediting Commission of Career Arts & Sciences, Inc. (NACCAS) (#030039-00)

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

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

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

The campus crime report is provided to each student prior to enrollment. The campus crime statistics are updated annually (November). If you are interested in reviewing or receiving a copy of the school's campus crime report, please see the School Director and/or the financial aid office or a copy may be reviewed on the school website.

GRIEVANCE POLICY

In the event a future professional has a concern or grievance that cannot be resolved with the future professional's immediate Learning Leader or Education Leader, the future professional must file the concern in written form. The complaint will then be referred to the school's Management Team, which consists of the director, the school owners, sales leader, and Future Professional Advisor. The team will receive and attempt to resolve each complaint or concern within fifteen (15) days of receiving the written complaint. If more information is needed, a letter requesting the additional information will be sent to the future professional. If no further information is needed, the team will determine a resolution and notify the future professional in writing within ten (10) calendar days of the steps taken to correct the concern or an explanation as to why no action was required. The school will maintain records of the complaint and response in accordance with the published record retention policy. Future professionals will not be subject to adverse actions by any school official as a result of initiating a complaint.

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

Future professional's will not be subject to retribution upon filing a complaint.

If direct appeals to the Administration of THE TEMPLE School are not successful, the future professional has the right to appeal to the Secretary of Higher Education at the Maryland Higher Education Commission:

Maryland Higher Education Commission

6 N. Liberty Street, 10th Floor

Baltimore, MD. 21201

800-974-0203 / 410-767-3301

www.mhec.state.md.us

The future professional has EVERY RIGHT to by-pass THE TEMPLE: A Paul Mitchell Partner School Administration and appeal directly to the Secretary of the Maryland Higher Education Commission. Commission procedures advise student to make every effort to resolve complaints at the school level before bringing them to the Secretary. However, complaints will be considered even if they have no previously been submitted to THE TEMPLE School.

STUDENT SERVICES

#1: Housing: THE TEMPLE: A Paul Mitchell Partner School keeps a file of information about housing in the surrounding areas; however, the school does not provide dormitory facilities and does not have any facilities under its control. The school is not responsible to find or assist students in finding housing.

There is available housing located within two miles of the school. The cost of housing is between \$800 – \$2, 500 per month.

#2: Advising: Students are provided with academic advising and additional assistance as necessary. If referral to professional assistance is necessary, the school maintains a record of such referral. Information and advice on any financial assistance are accessible to students. THE TEMPLE: A Paul Mitchell Partner School also gives advice and information to students on these subjects:

- a. Regulations governing licensure to practice, including reciprocity among jurisdictions.
- b. Employment opportunities.
- c. Opportunities for continuing education following graduation.

PROGRAM DESCRIPTIONS

ALL PROGRAMS ARE TAUGHT IN ENGLISH

THE TEMPLE: A Paul Mitchell Partner School does not have any written agreements with any other entity to offer in whole or part any of its educational programs.

COSMETOLOGY PROGRAM (VA APPROVED)

COSMETOLOGY: Overview

Standard Occupational Classification (SOC 39-5012.00)

Classification of Instructional Program (CIP 12.0401)

The curriculum involves fifteen hundred (1500) clock hours to satisfy Maryland state requirements. The program 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.

NOTE: training in licensing for cosmetology allows for licensing and employment under two other Standard Occupational Classifications:

SOC 39-5092.00 Manicurists and Pedicurists

SOC 39-5094.00 Skincare Specialists

For further details please see the following links:

COSMETOLOGY: <http://www.onetonline.org/link/summary/39-5012.00>

SKIN CARE: <http://www.onetonline.org/link/summary/39-5094.00>

NAIL CARE: <http://www.onetonline.org/link/summary/39-5092.00>

Students are prepared to be entry-level cosmetologists.

The cosmetology program breaks down as follows:

CORE:	0 to 160 actual clock hours
PROTÉGÉ:	161 to 350 actual clock hours
ADAPTIVE:	351 to 850 actual clock hours
CREATIVE:	851 to 1300 actual clock hours
FINAL PHASE:	1301 to 1500 actual clock hours

Once you have successfully finished thirteen hundred and eighty (1380) actual clock hours of the cosmetology program, you MUST register to take the Maryland State Board of Cosmetology Exam by 1400 actual clock hours, then sit for the THEORY portion of the exam. When you have successfully met all the graduation requirements of the cosmetology program, and the testing agency issues you your test date, you may sit for the Practical portion of the exam.

COSMETOLOGY: Education Goals

The primary purpose of the cosmetology program is to train future professionals in theory, practical and clinical experience which will prepare them for immediate employment in the field of cosmetology. The program is particularly directed toward developing desirable work ethics with respect to health, sanitation and safety and encourages self-reliance, readiness to assist others, and an ethical approach to this profession.

This program includes instruction in how to seek and obtain employment, outlines the various pay types and income methods, reviews the preparation of employment applications, and includes education into the laws and regulations governing salon operation and safety with respect to the cosmetologist.

Upon meeting all criteria laid out under Graduation Requirements, the future professional will receive a certificate and be prepared to take the State Board Examination of Maryland for Cosmetology. This enables the future professional to work as a cosmetologist in the State of Maryland.

INDUSTRY NOTE: in Maryland a licensed cosmetologist cannot work independently outside of the license of a salon. All cosmetology licenses are tied to a licensed salon.

Ultimately, the goal of the cosmetology program at THE TEMPLE: A Paul Mitchell Partner School is to successfully prepare our Future professionals for a career in the cosmetology industry. To that extent, our education goals are:

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

All future professionals should fully expect a fair and open Learning Leader who is concerned about the future professional. The future professional is responsible to reach their fullest potential and to profit from the program of instruction. These goals are met with rules and regulations being kept to a minimum; future professionals sharing with the Learning Leaders; and an emphasis on teamwork.

COSMETOLOGY: Cost of Tuition and Supplies

Because of inflationary cycles, and because we must occasionally change equipment to remain current, THE TEMPLE: A Paul Mitchell Partner School, reserves the right for the following tuition information to be subject to change.

Application Fee (due with application):	\$100.00
Enrollment Fee (due after acceptance):	\$175.00
Books, supplies, and materials (student kit):	\$3500.00
Sales Tax on student kits (6%):	\$210.00
<u>Tuition:</u>	<u>\$20,765.00</u>
TOTAL COSTS:	\$24,750.00

The registration fee is non-refundable after a seven-day cancellation period, and due upon presentation of the enrollment forms.

Books/Supplies fees are used to purchase the future professional's kits, supplies, scissors, books, and other miscellaneous necessities for use in the cosmetology program. This is fully refundable up to the point where the kit is ordered. Payment for this kit is necessary by the first day of class.

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

Financial aid is available to those who qualify.

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

COSMETOLOGY: Class Start and End Dates

2021	2022
<p>For 2021 DAY (MON - FRI):</p> <p>January 25, 2021 - December 18, 2021</p> <p>April 12, 2021 - March 5, 2022</p> <p>June 21, 2021 - May 21, 2022</p> <p>August 30, 2021 - July 30, 2022</p> <p>November 15, 2021 - October 15, 2022</p>	<p>For 2022 DAY (MON - FRI):</p> <p>February 21, 2022 - January 13, 2023</p> <p>May 09, 2022 - March 31, 2023</p> <p>August 15, 2022 - July 7, 2023</p> <p>October 24, 2022 - September 19, 2023</p>
<p>For 2021 3-DAY (MON-WED):</p> <p>March 01, 2021- August 13, 2022</p> <p>May 17, 2021 - October 29, 2022</p> <p>July 26, 2021 - January 07, 2023</p> <p>October 11, 2021 - March 18, 2023</p>	<p>For 2022 3-DAY (MON-WED):</p> <p>January 10, 2022 - June 20, 2023</p> <p>March 28, 2022 - September 11, 2023</p> <p>June 20, 2022 - November 29, 2023</p> <p>September 12, 2022 - February 24, 2024</p> <p>December 05, 2022 - May 25, 2024</p>
<p>For 2021 NIGHT:</p> <p>February 01, 2021 - August 27, 2022</p> <p>May 03, 2021 - December 10, 2022</p> <p>September 20, 2021 - April 08, 2023</p> <p>December 6, 2021 - July 1, 2023</p>	<p>For 2022 NIGHT:</p> <p>February 14, 2022 - September 7, 2023</p> <p>May 23, 2022 - December 19, 2023</p> <p>September 26, 2022 - April 27, 2024</p> <p>December 12, 2022 - July 6, 2024</p>

COSMETOLOGY: Course Overview

THE TEMPLE: A Paul Mitchell Partner School, breaks its curriculum into specific and distinctive phases based approximately on the amount of clock hours scheduled in the program.

Course Hours: 1500 actual clock hours

CORE: 0 to 160 clock hours

CORE is designed to acclimate new students to our culture, policies, curriculum and learning styles. In CORE, our students begin to learn both the theory and the technical foundations of hair, skin, and nails. Compared to ADAPTIVE and CREATIVE phases, the CORE phase is the most important. Essentially, our students will get a taste of every aspect of being a professional cosmetologist, allowing them to understand the path in front of them.

PROTÉGÉ: 161 to 350 clock hours

PROTÉGÉ is designed to allow our CORE students to start sharpening and honing their skills in preparation to working on live models/guests in our clinic classroom. This “buffer zone” between CORE and ADAPTIVE allows our student to get an additional seven days of hands-on practice while mentoring with CREATIVE students on the clinic classroom.

ADAPTIVE: 351 to 850 clock hours

ADAPTIVE is designed to get you comfortable with working on guests and start to expand your basic knowledge of the industry and your skill sets. ADAPTIVE is about applying what you have learned in CORE until it becomes natural and instinctive. Our students spend their time in ADAPTIVE developing the habits that will help them be successful in our industry. Essentially they are still learning new things, applying that to their base knowledge, then repeating it again and again until they become comfortable in their skills.

CREATIVE: 851 to 1300 clock hours

CREATIVE is designed to start moving your speed and skill forward as you prepare for working in the cosmetology industry. Specific instructions on specialized skills sets (like extensions and waxing) are brought into play and our students begin to expand on the knowledge they acquired in ADAPTIVE and CORE. By layering onto their previous education, students can start to create new possibilities and ideas on how to layer the basic skills they have learned based on this own understanding of the work.

FINAL PHASE: 1301 to 1500 clock hours

FINAL PHASE is an extension of CREATIVE that refocuses attention on the skills and information necessary to pass the Maryland State Boards. While you still attend theory and work on live guests, a large portion of your time here is focusing on the realities of the board exams.

COSMETOLOGY: Course Outline

THE TEMPLE: A Paul Mitchell Partner School, has developed a set of lesson plans and curriculum in conjunction with Paul Mitchell Schools, Pivot Point, Ultimate Face Cosmetics, and Dermalogica to create a unique learning environment. While we follow a specific outline in our curriculum, it would be difficult to say specifically what is covered “day by day” as different classes move at slightly different speeds.

In total, the curriculum clock hours break down as follows:

CORE:	160 clock hours total
CORE THEORY:	60 clock hours
CORE LAB:	100 clock hours

PROTÉGÉ:	190 clock hours total
PROTÉGÉ THEORY:	40 clock hours
PROTÉGÉ LAB:	150 clock hours

ADAPTIVE:	500 clock hours total
ADAPTIVE THEORY:	86 clock hours
ADAPTIVE LAB:	142 clock hours
ADAPTIVE CLINIC:	272 clock hours

CREATIVE:	450 clock hours total
CREATIVE THEORY:	77 clock hours
CREATIVE LAB:	77 clock hours
CREATIVE CLINIC:	296 clock hours

FINAL PHASE:	200 clock hours total
FINAL PHASE THEORY:	22 clock hours
FINAL PHASE LAB:	70 clock hours
FINAL PHASE CLINIC:	108 clock hours

TOTAL CLOCK HOURS:	1500
TOTAL THEORY:	255 clock hours
TOTAL LAB:	569 clock hours
TOTAL CLINIC:	676 clock hours

If enrolled in a distance education program, the following units of instruction will be offered via distance education:

THEORY :	150 clock hours
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SPECIALTY CLASS:	200 clock hours
COLOR:	Hair Structure; ABCD's of Hair Color; Paul Mitchell Color Map; Color Classifications of Traditional Color; Diagramming for Color
COLOR:	Color Consultation and Take Home; Light Theory, Tone, Depth; Hair Structure and pH; Color Chemistry and Developers; Product Knowledge and Color Classifications; The Blonding System; Hair Structure and Color Chemistry
TEXTURE:	Style & finish tools; Permanent Wave Overview Part 1; Style Consultation for Texture; Acid vs Alkaline (Chemical and Physical Process)
TEXTURE:	Style & Finish Lessons: (manipulating wet hair) -pre- dry round, finish round

- pre-dry flat wrap, finish leaving & beveling
- pre-dry directional, finish directional
- reverse round brushing

TEXTURE: Twist Outs, Palm Rolling, and comb coiling; locks & dreadlocks; Box braids and feed in braids; Braiding patterns

LONG HAIR: Braiding Techniques; French Twist; Basic Ponytail; bamboo braid; cornrows; fishtail braid; three-stranded braid; visible braid

LONG HAIR: Long Hair Design & principles; chignon; loops, rolls and knots; bridal up-styles; specialty up-styles

CUTTING: Haircutting tools; Diagramming; Preparing for cutting service and consultation

CUTTING: Haircutting Objectives; Identifying Geometric Shapes and Techniques; Men's Cutting

PRODUCT KNOWLEDGE: 25 clock hours

MAKE-UP: 50 clock hours

PROFESSIONAL DEVELOPMENT: 25 clock hours

TOTAL DISTANCE EDUCATION HOURS: 450 clock hours

COSMETOLOGY: Testing and Grading Procedures

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

In order to progress from the CORE phase a student must achieve a passing assessment on:

- CORE Worksheet
- CORE written exam
- CORE practical assessment
- Maintain a minimum of 75% on all Pivot Point theory exams

In order to progress from PROTÉGÉ phase a student must achieve a passing assessment on:

- PROTÉGÉ cutting, color and texture evaluations
- PROTÉGÉ clinic worksheet
- Maintain a minimum of 75% on all Pivot Point theory exams

In order to progress from ADAPTIVE phase a student must achieve a passing assessment on:

- Complete clinic worksheets #1 through #4 with passing assessments
- Pass the Adaptive Color evaluation
- Pass the Adaptive Cutting evaluation
- Pass the Adaptive Texture evaluation
- Maintain a minimum of 75% on all Pivot Point theory exams

In order to progress from CREATIVE phase a student must achieve a passing assessment on:

- Complete clinic worksheets #5 through #8 with passing assessments

Maintain a minimum of 75% on all Pivot Point theory exams
To enter Final Phase a student must complete the Final Phase entrance form

COSMETOLOGY: 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:** Upon completion, receive a graduation certificate.
- #4:** Pass the state board exam.

COSMETOLOGY: Industry Requirements

Students interested in pursuing a career in the cosmetology industry should:

- #1:** Develop finger dexterity and a sense of form and artistry.
- #2:** Enjoy dealing with the public.
- #3:** Stay current on 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.

COSMETOLOGY: Safety Precautions for the Cosmetology Industry

In the State of Maryland, the Department of Labor Licensing and Regulation issues licenses. Their primary role is to “protect the public safety”. Because of this, all licensed cosmetologist in Maryland are expected to follow certain base line safety precautions.

By following these safety precautions future professionals contribute to the health, welfare, and safety of the community. The following are a list of important guidelines and precautions to follow ... presented with the understanding that this is simply a listing of the most basic safety precautions and not meant to be the only list in its entirety:

- #1:** Always have good hygiene and be professionally dressed.
- #2:** Keep a first aid kit on hand.
- #3:** Follow safety regulations and keep equipment properly sanitized.
- #4:** Protect the client's clothing by appropriately draping them.
- #5:** Ask the client to remove any jewelry, hair accessory, glasses, etc.
- #6:** Keep any and all chemicals away from the eyes. In case of eye contact with chemicals, thoroughly rinse eyes with cold water.
- #7:** Wear gloves when dealing with chemicals.
- #8:** Carefully use all chemically active products to avoid injury

In addition, the professional cosmetology industry can be a difficult and physically challenging profession to work in. You will spend long hours on your feet with very few breaks to rest. You will need finger dexterity and a sense of form and artistry and keep yourself aware of the latest fashions and beauty techniques. You will need to be able to communicate clearly with strangers and the public. Some aromas and smells associated with our services can cause allergic responses or headaches to those that are specifically aroma sensitive. Finally, many of the products we utilize can be caustic and damaging to the skin during long-term exposure, which can cause dryness, and irritation to the skin upon repeated and prolonged exposure.

Finally, you need to understand that this is a very difficult journey: 1500 clock hours would take approximately four to five years to accomplish in a four-year college. You will be doing this in twelve to twenty-four months. Without a solid commitment to your education, this will be a difficult journey to embark on.

COSMETOLOGY: Graduation Requirements

Future professionals will be expected to complete the cosmetology program within a designated period of time. In general, the MAXIMUM TIME a Future Professional can take is 1500 contracted clock hours plus 150 clock hours missed, for a total of 1650 SCHEDULED (see COMPLETION OF PROGRAM BY THE CONTRACTED END DATE). In addition, the following requirements will be expected of all Future Professionals before they are successfully graduated:

- #1:** Future professionals MUST complete, and have recorded, all 1500 clock hours of training.
- #2:** Have a CUMULATIVE GRADE of at LEAST 75% on all practical graduation requirements and projects to include examinations, both practical and theoretical.
- #3:** 100% completion of all monthly worksheets.
- #4:** A cumulative attendance rate of at LEAST 90%.
- #5:** Successful completion of all steps on the Graduation Exit Worksheet.
- #6:** Make satisfactory arrangements for payment of all debts owed to THE TEMPLE: A Paul Mitchell Partner School.

Upon successfully completing all graduation requirements, future professionals will receive a Certificate of Graduation to show they have met all our graduation requirements.

If a future professional's progress is not satisfactory as determined by THE TEMPLE School's administration and/or the future professional fails to complete all listed requirements for graduation by the time the future professional completes 1500 clock hours, the future professional will be withdrawn from the program. In order to complete the graduation requirements, TEMPLE will require that the future professional reenroll with in the program, under a new contract, for a time frame necessary for them to accomplish this. The future professional will enter into a new contract with TEMPLE: A Paul Mitchell Partner School for this duration.

For the purposed of transfer or graduation, hours will not be released by THE TEMPLE: A Paul Mitchell Partner School until all monies owed to the institution have been paid, or satisfactory arrangements have been made to pay, and all academic requirements pertaining to those hours have been completed.

COSMETOLOGY: Graduation, Placement, and Job Opportunities

As we hear more and more about job "out sourcing" and employment opportunities being automated or sent overseas, finding a career in an industry built on building personal relationships with people is rapidly becoming where people will be finding new jobs.

The Council of Career Education Colleges and Universities, using data collected from the US Department of Education and the Bureau of Labor and Statistics (BLS) data, has shown that over 83% of the growth in the cosmetology industry for the next ten years will come from private career schools. Across the United States, in 2016 cosmetology schools missed the projected need for the industry by over 20%, with an estimated 15,000 graduates needed over the next ten years to meet demands. In Maryland alone, that need will be over 1300 new graduates during the same time frame. Republican Congressman Pete Sessions recently commenting that: "This research shows that we must take an active role in creating more opportunities in the marketplace and encouraging Americans to reenter the job market." and his colleague Democrat Congressman Henry Cuellar noted that "In today's 21st century economy, it is important that postsecondary education includes a career focus and prepares our students to be a successful part of the workforce."

In her acceptance speech, Hillary Clinton said "Here's something we don't say often enough: College is crucial, but a four-year degree should not be the only path to a good job. We're going to help more people learn a skill or practice a trade and make a good living doing it." The Republican Party Platform make a similar commitment: "Public Policy should advance

... affordability, innovation, and transparency and should recognize that a four-year degree from a brick-and-mortar institution is not the only path toward a prosperous and fulfilling career.”

For the average cosmetology graduate, a cross section of possible career choices include:

- #01:** Working for a cosmetology school in sales and admissions, paying it forward by being part of the education team, managing the back office as part of operations, guiding future graduates through their path as success coach and advisor, ensuring the school operates smoothly as a logistics coordinator, managing financial aid and compliance to keep the school on top of all regulatory changes, and becoming part of a national advanced academy team to teach continuing education.
- #02:** Working in a salon, a graduate can work as a salon trainer, oversee the operation of the entire salon as a salon coordinator, of course they can remain salon professional in practicing in hair, nails and/or skin, take their skills to actually becoming salon manager, and ultimately even become a salon owner.
- #03:** Some of our graduates have gone on to manage regional salons, worked for a product manufacturer as a regional coordinator and trainer, trained to be part of a platform artist team and done session work with photographers and video teams. Eventually, as their career progresses, graduates can become part of a business development team, as a regional sales director, be part of product testing, traveling nationally as a member of the sales team, working in house in marketing, education and show development, and becoming part of the platform artist team. Continuing their professional development, our graduates can also find roles in the distribution side of our industry. Working for a distributor they could be a sales manager, part of the marketing team marketing team, involved with the salon sales team, advance to the education manager, work the phones in customer service, travel as a show coordinator, get promoted onto the management team, be assigned their own retail establishment as a store management, and finally to join the warehouse and distribution team ensuring all the merchandise gets where it needs to.
- #04:** Finally, as they continue to grow their skills over time, graduates can find a few other roles in our industry. They can work in a funeral home, doing hair in a hospital and senior living centers, working in front of the camera in television and film, traveling the world on cruise ships, being part of the trend setting in fashion and runway work, getting completely creative with theater teams, and rocking out with music production.

Using data from the Maryland Occupational website, short-term Maryland projections for cosmetologists in 2016 saw a need of 953 graduates to meet industry requirements by 2018. That jumped to over 3000 new graduates needed by 2024. In addition, this data is supported by the Maryland Labor Market Information (LMI) teams. This growth is 24% faster than other industries in the State.

For average income, across the United States, the mean average income for cosmetologist before tips was \$29,590 in 2016. National employment data shows the DC/Baltimore metro areas as having one of the highest employment ratios for the cosmetology industry (fifth in the nation). Breaking that down into Maryland, LMI data shows the mean average wage in Maryland at \$31,350.

Finally, by Maryland region, 2016 income data is as follows:

BALTIMORE COUNTY:	mean average \$32,251
ANNE ARUNDEL COUNTY:	mean average \$26,771
FREDERICK COUNTY:	mean average \$25,257
SOUTHERN MARYLAND:	mean average \$27,177
MONTGOMERY COUNTY:	mean average \$37,622

NOTE: all average income is stated before tips

Although THE TEMPLE: A Paul Mitchell Partner School does not guarantee employment upon graduation, we do maintain an aggressive job placement program through our Placement Leader and will inform students of job openings and opportunities on a weekly basis, both on campus and through our school "app". In addition, THE TEMPLE coordinates placement programs with local and national salons by sending out surveys and inviting salon owners and guest artists to teach and speak at our campus and by providing an exclusive tool called "Plugged In" that provides only Paul Mitchell graduates and Future Professionals with unique job listings and connections to local, national and global salons and employment opportunities.

COSMETOLOGY: Student Kit

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

The student kit is tailored to THE TEMPLE School's unique needs and high standards and is usually purchased from the school. However, the future professional may use ANY supplier on the open market providing the resulting kit is of the same kind, items and quality used at THE TEMPLE School and meets the same high standards.

The following items are contained in the cosmetology kit:

Full Student Kit		Kit Package		
	Cost			Cost
Paul Mitchell Education Store		Combs:	Paul Mitchell Black Metal Tail Comb 429	\$2.00
Paul Mitchell Tote Bag	\$30.00		Paul Mitchell Black Rat Tail Comb 814	\$2.00
Cengage Learning			Paul Mitchell Metal Pick Teasing Comb 109	\$2.00
			Paul Mitchell Red cutting Comb 416	\$3.00
Pivot Point Learning System	\$290.00		Paul Mitchell Teal Cutting Comb 424	\$3.00
Ultimate Face			Paul Mitchell White Cutting Comb 408	\$3.00
			Paul Mitchell Detangler Comb	\$2.00
UFC Make-up Kit	\$750.00			
JPMS		Brushes:	Paul Mitchell Paddle Plastic 427	\$7.00
			Paul Mitchell Sculpting Plastic 413	\$4.00
Kit Package	\$1,178.00		Paul Mitchell Styling Plastic 407	\$6.00
(1) Male head	\$64.00		Paul Mitchell Scalp Brush	\$4.00
Burmax			Paul Mitchell Express Iron Round - Large	\$12.00
			Paul Mitchell Express Iron Round - Small	\$9.00
(1) Debra head	\$60.00		Olivia Garden Brush	\$30.00
Apple, INC.				
		Capes:	Paul Mitchell All - Purpose cape	\$18.00
Apple I-pad	\$325.00		Paul Mitchell Cutting cape	\$18.00
Staples			Paul Mitchell Color Apron	\$25.00
Name Tag	\$3.00	Accessories:	Paul Mitchell Metal Clips (10ct)	\$7.00
			Paul Mitchell Water Bottle	\$5.00
Total:			Paul Mitchell Rolling Metal case	\$95.00
			Future Professional Tshirt	\$25.00
		Tools:	Express Ion Dry +	\$90.00
			Express Ion Smooth +	\$80.00
			3/4" Marcel Curling Iron	\$35.00
			Andis Clipper (US-1) and Trimmer (RT-1)	\$150.00
			6.0 Scissor/5.5 Scissor/Texturizer 5.5/ Case	\$260.00
			Classic Razor	\$18.00
			(2) Female Mannequin	\$126.00
			Tri-pod	\$120.00
			Manicure Set	\$17.00
	Total:	\$1,178.00		

Suggested suppliers of Student Kits include:

<p>PIVOT POINT Pivot Point International, Inc. www.pivot-point.com 8725 West Higgins Road, Suite 700 Chicago, IL 60631 847-866-05009</p> <p>****</p> <p>Customer Service Department John Paul Mitchell Systems 20705 Centre Pointe Parkway Santa Clarita, CA 91350 (661) 298-0296</p>	<p>Ultimate Face Cosmetics www.ultimatefacecosmetics.com 16917 Joe Barbee Drive Round Rock, TX 78664 512-814-0292</p> <p>****</p> <p>CosmoProf Beauty System Group 5732 Buckeystown Pike, Suite #6 Frederick, MD 21704 301-228-3813</p> <p>NOTE: CosmoProf does not provide a wholly packaged kit. THE TEMPLE School supplements its student kit with items from this supplier.</p>
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COSMETOLOGY: Completion of Cosmetology Program by Contract End Date

Currently, there are three schedules for the cosmetology program at THE TEMPLE: A Paul Mitchell Partner School:

35 HOURS DAY:

Monday: 9am till 5pm 7hrs with 1hr break
Tues - Fri: 9am till 4:30pm 7hrs with 1/2hr break
TOTAL: 35hrs per week
WEEKS: 43 weeks of instructional time/1500 actual hours

21 HOURS 3-DAY:

Mon - Wedn: 9am till 4:30pm 7hrs with 1/2hr break
TOTAL: 21hrs per week
WEEKS: 72 weeks of instructional time/1500 actual hours

20 HOURS NIGHT:

Mon - Thurs: 5pm till 10pm 5hrs
TOTAL: 20hrs per week
WEEKS: 75 weeks of instructional time/1500 actual hours

The State of Maryland requires fifteen hundred (1500) actual clock hours for cosmetology licensure. At THE TEMPLE School, future professionals are expected to complete their program of cosmetology with a MINIMUM attendance rate of 90%. This is the ratio between PROGRAM CLOCK HOURS and ACTUAL CLOCK HOUR ATTENDED AS SCHEDULED.

Future professionals who are never absent will complete our 1500 clock hour program with a 100% attendance rate in the minimum amount of time under their contracted schedules.

Future professionals who are absent for 150 clock hours will complete our 1500 clock hour program with a 90% attendance rate in the maximum amount of time under their contracted schedules.

It is important to note that 1500 scheduled clock hours, plus making up 150 missed clock hours, is the MAXIMUM amount of time a Future Professional can take to finish our program NO MATTER WHICH schedule they are enrolled in. Scheduled hours are NOT impacted by school closings (such as additional snow days beyond what we build into the schedule). If future professionals are impacted by any of these occurrences, their ACTUAL program end date will be adjusted according to the contract since they are "off the schedule" during those times.

If your maximum amount of time under a contracted schedule has expired and the future professional has not achieved their required 1500 clock hours, will be considered "incomplete" and required to restart the program for the remaining clock hours under a new contract and additional costs.

For our FULL TIME 35 HOUR WEEK program, 1650 scheduled hours equals 236 days, or 47 weeks. THE TEMPLE School is closed for short Winter and Spring Breaks, all major holidays, staff trainings, and an additional five miscellaneous days to cover things like SNOW DAYS. This gives the Future Professionals an additional THIRTY-ONE (31) DAYS (or 6 weeks at five days a week) to complete their hours. Add this to Completion of Program by the Contracted End Time the SCHEDULED HOURS (which would equal the CALENDER HOURS if the school never closed) and the future professional will have a total of 53 weeks to finish.

Therefore, a future professional has a MAXIMUM of a little over TWELVE MONTHS to finish the 35 HOUR DAY program here at THE TEMPLE. The 20 HOUR DAY and 20 HOUR NIGHT programs will, of course, take longer as noted below.

Cosmetology - 35 HOUR DAY:

100% Attendance = 49 weeks (1500hrs / 35hrs a week = 43 weeks ... add in the six weeks closed)
Maximum Attendance = 53weeks (at 90% attendance ... or four additional weeks at 35hrs a week)

Cosmetology - 21 HOUR 3-DAY:

100% Attendance = 79 weeks (1500hrs / 21hrs a week = 72 weeks ... add in the 19 days closed which is another four weeks for the first year plus three for the second)
Maximum Attendance = 88 weeks (at 90% attendance ... or nine weeks at 21hrs a week)

Cosmetology - 20 HOUR NIGHT:

100% Attendance = 82 weeks (1500hrs / 20hrs a week = 75 weeks ... add in the 19 days closed which is another four weeks for the first year plus three for the second)
Maximum Attendance = 91 weeks (at 90% attendance ... or nine weeks at 20hrs a week)

COSMETOLOGY: Attendance and maintaining minimum standards

As mentioned in the beginning of this catalog, THE TEMPLE: A Paul Mitchell Partner School seeks to not only prepare our future professionals for achieving their professional licensure, we are also committed to fully preparing them for success in the cosmetology industry. Part of this success hinges on their ability to commit fully to their employers and to be able to handle the rigors that this industry demands. In today's cosmetology market, employees are expected to come to work ON TIME and ready to work. A typical workday usually consists of eight continuous hours of work, with little to no breaks. And being a "service" business, an employee is expected to be present and working when the clients wish to come in.

To help prepare our future professionals for sustained employment in the professional beauty industry, THE TEMPLE: A Paul Mitchell Partner School has a graduation attendance requirement of 90%.

Attendance takes on a very serious role in very beginning of our program, which we call CORE and PROTEGE. These two sections represent the time in our curriculum where you are learning all the rules. As importantly, there really is no way to “make up” hours during this extremely important time frame. Every day brings new instruction and new techniques. So missing time here can have a severely detrimental impact on future skill development.

Because of all this, THE TEMPLE School allows a future professional to miss a total of thirty five (35) hours during the first 350 hours (CORE and PROTEGE) of our curriculum before they are put onto immediate probation and meet with our Future Professional Advisor and Education Leader to plan out a course of action to bring themselves “Back on Track”. They remain on academic/attendance probation until finishing PROTEGE. If the future professional misses fourteen (14) more hours before completing PROTEGE they must restart the program with the next incoming class.

Again, a future professional cannot miss more than forty nine (49) hours between CORE and PROTEGE without being withdrawn and having to start the program under a new contract with the next incoming class.

Our role as an educational facility is to present “best practices” of our industry and to hold our future professionals to them. With that expectation, future professionals are required to achieve a minimum of 90% attendance rate for the program. Attendance will be posted into our computer system on a weekly basis 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 Management Team must approve ALL early dismissals.

NOTE: Institutional progress is checked, and noted in the future professional’s permanent record, at 150, 300, 450, 600, 750, 900, 1050, 1200, 1350, and 1500 SCHEDULED clock hours. A Future Professional who is NOT maintaining **at least a 90% attendance rate** standard will be placed on Institutional Attendance probation status until the next institutional progress check and a written attendance improvement plan will be drawn up for them to improve their attendance. The purpose of the progress check points are to monitor and encourage attendance in the program and to ensure all future professional will meet our graduation requirements. While the goal is to improve attendance, the Management Team has the option to drop a future professional who continues to not maintain minimum attendance or show improvements month over month in their attendance. In addition, a future professional may be dropped if it is determined there is no statistical way for them to meet our Graduation Requirements in the scheduled time remaining in their contract. Future professionals who are dropped due to not meeting attendance standards may appeal the decision. If the appeal is granted, they will re-contract for their remaining time and return to the program. If they return within six months, their attendance will remain what it was when they left. After six months, they will be treated as Transfer Students and their attendance will follow the guidance under the Transfer Student section.

Future professionals must NOT BE LATE as it inhibits the learning process. If you are late or cannot attend school you must contact THE TEMPLE School and talk to the school receptionist immediately, text the school’s call out number OR leave a message in the general voicemail box no later than 9:00 a.m. Future professionals are responsible to work with THE TEMPLE Team to make up all clock hours they have missed (see section MAKE UP WORK) . Future professionals who are late for any cutting, coloring, perm, texture, or special class, may attend the class, but must be accompanied into the classroom by a team member. Future professionals are never excused from mandatory theory class to work in the clinic.

Please note that you may not continuously call out to be late. While we appreciate the effort to let us know you are delayed, it is your responsibility to ensure you have given yourselves enough travel time to ensure you arrive to THE TEMPLE in time to start your day properly. THE TEMPLE understands that things can create challenges in your lives so we allow FOUR (4) late calls each month. After four lates, you will have a “write up” placed in your Advisory Binder.

A Future professional who does not call in by 9:00am, either to announce their lateness, or to excuse themselves from school for that day, will have a “write up” put into the Advisory Binder. In addition, a Future professional who calls in late, but then does not come in when they noted they would or does not come at all, will be written up. After five write ups, the Future Professional may be withdrawn. Two more write ups (for any reason) and a Future professional may be DROPPED from the program.

In order to closely facilitate a normal salon work environment, THE TEMPLE: A Paul Mitchell Partner School has designated specific “all day clinic” days. The purpose of these days is to get future professionals use to the rigors of the “real world” salon environment. All Day Clinic days are always on Saturday and Monday. However, from time to time, other days during the week may be designated as All Day Clinic days.

In the event of a weather emergency, or disaster, all future professionals and faculty will be notified by a staff member as to the closing and subsequent re-opening of the school. The general rule to follow is that IF THE SCHOOL IS OPEN, YOU ARE REQUIRED TO BE HERE. This is not high school. A message will be placed on both the school answering service, our Facebook page, the main page of our web site (www.pmthetemple.edu), through our school “app” and via text service to those that subscribe, notifying both future professionals and clients of the closing. Again, as an institution of higher education, our role is to help you understand the exception of the professional beauty industry. Most service businesses remain open during inclement weather so we do as well. Just because it may be snowing at your home does not mean it isn’t clear at the school. At the same time, THE TEMPLE recognizes that we do not want to put our future professionals in danger. So if the school is open and you don’t feel you can make it in, you may use the time allocated under our Attendance Policy and minimum attendance guidelines and stay home with the understanding that it will lower your total attendance percentage.

You have a responsibility to plan your day accordingly if you know inclement weather is imminent.

The thing to remember is that THE TEMPLE: A Paul Mitchell Partner School is a “clock hour” institution. One of your graduation requirements is to complete your clock hours within a certain period of time and a specific attendance. Failure to do so will result in a withdraw and you will need to reenroll to finish your remaining hours. At that time, you will be subject to the fees and requirements outlined in the section RE-ENTRY AND TRANSFER STUDENTS.

There are no “excused absences”.

If you cannot commit to maintaining good attendance standard and the schedule you are contracted for, please give serious thought to whether you really should be enrolling in the program.

COSMETOLOGY: Makeup Work

THE TEMPLE: A Paul Mitchell Partner School has a minimum attendance of 90%. This means future professionals can miss no more than one hundred and fifty (150) clock hours before being dropped from the program for failing to meet their contractual obligation to the school. Depending on which schedule a future professional is enrolled in, this is between four and seven weeks of instruction.

Future professionals are expected to utilize these one hundred and fifty (150) hours for normal challenges that come up in their lives: time off with family, sick time, unexpected personal challenges, etc.

If a future professional is aware of the event ahead of time, or follows THE TEMPLE "time off request" policy correctly, they are expected to work with our Future Professional Advisor to reschedule their time so they can have the exact same training they are expected to miss. To accommodate this, make up test days and worksheet periods are scheduled during program times the future professional is not normally in the program. For instance, if a future professional is normally on all day clinic on a Saturday and needs to take that day off, they can move their schedule to our second all day clinic which is Monday. In this case, the future professional receives exactly the same educational content, just on a different day. This time is not considered "missed" ... simply "rescheduled".

For all other times, a future professional can make up the time coming in and doing other activities however those hours do NOT count toward their attendance percentage for the purposes of their contract. They simply allow the future professional to graduate sooner. Hours missed and not rescheduled with the Future Professional Advisor are considered "absent hours". During the course of their contract, a future professional cannot have more than one hundred and fifty (150) absent hours without violating their contract and being dropped from the program with the option to reenroll immediately under a new contract.

NOTE: any new contract will maintain the 90% attendance requirement, which means the amount of missed hour may be less than one hundred and fifty (150). For instance, if the new contract is for nine hundred (900) than the amount of missed time would be ninety (90) ... or 10% of 900.

COSMETOLOGY: Program Incompletes and Incomplete Graduates

Under current attendance standards, THE TEMPLE School requires a minimum of 90% attendance. This means that the MAXIMUM length of time a student can be in our program is 1650 scheduled hours ($1500 * 10\% = 150$... $1500 + 150 = 1650$). Future professionals who get to the end of their CONTRACTED SCHEDULED TIME, but have not completed all their required clock hours (1500) will be considered withdrawn. In these cases, future professionals must reenroll as a NEW Enrollment and complete the remaining hours of their contract in order to change their status to GRADUATE. Future professionals who return to the program after crossing their contract end time before completing all their contracted hours are considered a TRANSFER STUDENT and fall under the rules listed in the Transfer Student section of the Catalog.

EXAMPLE: A future professional gets to 1650 SCHEDULED hours, but due to a drop off in attendance during the final weeks the program, they only have 1400 ACTUAL clock hours. This future professional is now classified as withdrawn and has completed their first Enrollment Agreement with THE TEMPLE School. However, they do not have enough hours take the Maryland State Boards. They will have to come back to school for another 100 clock hours ($1500 \text{ necessary} - 1400 \text{ achieved} = 100 \text{ remaining}$). In this case, the future professional would reenroll back into THE TEMPLE under a new Enrollment Agreement for the remaining 100 clock hours. The price and acceptance of these hours are covered under the Transfer Student section.

COSMETOLOGY: Satisfactory Academic Policy

Future professionals enrolled in a program approved by National Accrediting Commission of Career Arts and Sciences (NACCAS) must meet formal standards that measure their satisfactory progress toward graduation. The Satisfactory Academic Progress (SAP or FA-SAP) Policy is provided to all future professionals prior to enrollment. The policy is consistently applied to all applicable future professional.

Evaluations are maintained in the future professional file.

THE TEMPLE: A Paul Mitchell Partner School will develop an academic and/or attendance plan to address the specific needs of those future professionals who fail to meet the academic and/or attendance requirements at specific SAP evaluation points defined in the Evaluation Procedures and Required Level of Achievement section. A leave of absence will extend the future professional's contract period and maximum time frame by the same number of days taken in the leave of absence.

COSMETOLOGY SAP: Quantitative and Qualitative Factors

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

- #1:** A minimum cumulative theory grade level of 75% or higher.
- #2:** A minimum cumulative academic level of 75% or higher on practical worksheet completion.*
- #3:** To determine whether a future professional meets the academic requirements for satisfactory progress, theory and practical grades are averaged together to give a cumulative academic grade of 75% or higher.
- #4:** A minimum cumulative attendance of **75%** of their scheduled hours.**

**To meet the state practical requirements for graduation, future professionals must eventually complete monthly practical worksheets in entirety. See LEARNING PARTICIPATION GUIDELINES.*

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

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

COSMETOLOGY SAP: Completion of the course within the designated period of time

Future professionals enrolled in the 35 HOUR DAY Schedule will attend five (5) days, 35 hours per week, Tuesday - Friday from 9:00 AM to 4:30 PM and either Monday OR Saturday from 9:00 AM to 5:00 PM. Future professionals enrolled in the 28 HOUR DAY Schedule will attend three (3) days, 28 hours per week, Monday - Tuesday, from 9:00 AM to 8:00 PM and Wednesday 9:00 AM to 4:30 PM. Future professionals enrolled in the 20 HOUR NIGHT Schedule will attend four (4) days, 20 hours per week, Monday through Thursday from 5:00 PM to 10:00 PM.

The State of Maryland requires 1500 clock hours for a cosmetology course. Future professionals are expected to complete the course in no more than 110% of the program length. If a future professional is never absent, he/she should complete the course within forty three (43) weeks for the 35 HOUR WEEK schedule, fifty-four (54) weeks for the 28 HOUR WEEK schedule, and seventy-five (75) weeks for the 20 HOUR WEEK schedule.

COSMETOLOGY SAP: Maximum Time Frame

Future professionals must complete the educational program within the maximum time frame, which is based on attending at least 90% of the scheduled hours. However, THE TEMPLE School is closed for short Winter and Spring Breaks, all major holidays, staff trainings, and an additional five miscellaneous days to cover things like SNOW DAYS. Add this time to the specific schedule a future professional is enrolled in to get the Maximum Time Frame someone can be enrolled in the program.

COURSE	LENGTH	MAXIMUM TIME FRAME
35 HOUR Day	49 Weeks	53 Weeks
21 HOUR Day	79 Weeks	88 Weeks
20 HOUR Night	82 Weeks	91 Weeks

The maximum time frame allowed for transfer future professionals who need less than full course requirements or part-time future professionals will be determined based on 90% of the scheduled contracted hours, then adding in the scheduled school closures. If any future professional enrolled fails to complete the program within the maximum time frame they will lose their eligibility for Title IV programs, if applicable, but they will be able to complete the program on a cash pay basis.

COSMETOLOGY SAP: Interruptions, Course Incompletes, and Withdraws

If a future professional needs to take off more time than allotted in the contract or more than fourteen (14) consecutive calendar days, he/she must take a leave of absence or withdraw and reenroll when ready to return. If a future professional needs more than fourteen (14) consecutive calendar days of time off due to medical reason, pregnancy/new mother, and/or military duty then the future professional should take a leave of absence. Future professionals who withdraw prior to completing the course of study and who wish to reenter will reenter at the same satisfactory academic progress status as applicable at the time of withdrawal.

COSMETOLOGY SAP: Transfer Hours

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

COSMETOLOGY SAP: Determination of Progress Status

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

COSMETOLOGY SAP: Noncredit, remedial course, and repetitions

THE TEMPLE: A Paul Mitchell Partner School, does not track course incompletes, repetitions, and noncredit remedial courses. Therefore, these items have no effect upon THE TEMPLE School's satisfactory academic progress standards.

COSMETOLOGY SAP: Evaluation Procedures and Required Level of Achievement

Formal Satisfactory Academic progress evaluations in both attendance and academics will occur at the following intervals: 450, 900, and 1200 scheduled clock hours and the future professional will be notified how the evaluation will affect their eligibility for financial aid. A copy of the evaluation will be provided to the future professional and another placed in their future professional file. This evaluation will be conducted by a member of the Operations or Education Department and occurs at the moment the future professional arrives at each of the scheduled marks listed. Please note that while THE TEMPLE: A Paul Mitchell Partner School check our Satisfactory Academic Progress on scheduled hours, funds are disbursed to the school when a future professional actually reaches specific disbursement points (or hours) provided they are maintaining Satisfactory Academic Progress. Those hours are 0/30days, 450, 900, and 1200 ACTUAL clock hours.

Satisfactory Academic Progress Evaluations are maintained the future professional's file and a copy is given to the future professional. The first evaluation will occur no later than the midpoint of the academic year.

An academic standard of progress will be accomplished by future professionals being evaluated on their academic achievement at regular intervals. A future professional cannot advance to the next phase without maintaining satisfactory achievement on these practical exams. Theory exams are given every Friday with exam grades with results known as soon as the exams are graded and posted within one week to their permanent record. Grade point averages are updated as exams are graded and posted to their file. Future professionals can monitor their averages in real time through our school "app".

#1: Examinations are given in all subjects.

#2: Satisfactory academic progress reports (including grade point average and attendance percentage) are reviewed and signed by the future professional and maintained in the future professional's financial file. The Satisfactory Academic Progress will reflect if the future professional evaluation will impact the future professional's eligibility for Financial Aid. The future professional may request to review his or her financial aid file from the Financial Aid Leader or School Director.

The following grading scale is used for theory progress:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

Failing = Below 70%

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

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

COSMETOLOGY SAP: Warning

Future professionals failing to meet minimum requirements for attendance and/or academic progress will be placed on Financial Aid Warning and considered to be making satisfactory academic progress during the warning period which is until the next satisfactory academic progress evaluation period. The future professional will be advised in writing on the actions required to attain satisfactory academic progress by the next evaluation. During the Financial Aid Warning period, future professionals are eligible, if applicable, to receive financial aid funds. If at the end of the warning period, the future professional has still not met both academic and/or attendance requirements, he/she will be, if applicable, deemed Financial Aid Ineligible, and will no longer be able to receive Title IV fund unless the Appeal.

COSMETOLOGY SAP: Probation

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

Additionally, only future professionals who have the ability to meet satisfactory academic progress policy standards by the end of the evaluation period may be placed on probation. Future professionals placed on an academic plan must be able to meet requirements set forth in the academic plan by the end of the next evaluation period. Future professionals who are progressing according to their specific academic plan will be considered making satisfactory academic progress. The future professional will be advised in writing of the actions required to attain satisfactory academic progress by the next evaluation. If at the end of the probationary period, the future professional has still not met both the attendance and academic requirements required for satisfactory academic progress or set forth by the academic plan, the future professional will be determined as NOT making satisfactory academic progress, and if applicable, the future professional will not be deemed eligible to receive Title IV funds.

COSMETOLOGY SAP: Re-Establishing Satisfactory Academic Progress *for those who qualify*

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

COSMETOLOGY SAP: Appeal Procedure for Satisfactory Academic Progress

A future professional 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 future professional 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 future professional must submit a written appeal to the school's financial aid office on the designated schools Appeal Form describing why they failed to meet satisfactory academic progress standards, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the future professional's situation that will allow them to achieve satisfactory academic progress by the next evaluation point.

The reasons for which a future professional may appeal a negative progress determination include death of a relative, an injury or illness of the future professional, a future professional'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 future professional within thirty (30) calendar days. The appeal and decision documents will be retained in the future professional's file. If the future professional prevails upon appeal, the satisfactory academic progress determination will be reversed and federal financial aid will be reinstated, if applicable.

If the appeal is granted the future professional will be placed on Financial Aid Probation for one evaluation period. If the future professional has not met academic and/or attendance requirements for two (2) consecutive evaluation periods, and does not prevail on appeal, the future professional will be determined as not making satisfactory progress and will be ineligible for Title IV funding programs and may be terminated.

NOTE: This policy applies to all future professionals regardless of whether or not they are eligible for Title IV funding programs. In order to comply with United States Department of Education (USDE) requirements the terminology financial aid warning or financial aid probation will be used for both Title IV and non-Title IV future professionals.

COSMETOLOGY: Leave of Absence Policy

A Leave of Absence (LOA) is a temporary interruption in a future professional's program of study. LOA refers to the specific time period during an ongoing program when a future professional is not in academic attendance. Future professionals may not take more than two leaves of absence during a contracted enrollment period and the combined time may not exceed one hundred and eighty (180) days in a twelve month period.

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

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

- #1:** Request a Leave of Absence in advance in writing
- #2:** Complete and sign THE TEMPLE School's Leave of Absence Request Form, including the reason for the request.

- #3:** Be approved by THE TEMPLE School's Future Professional Advisor and Financial Aid Leader.
- #4:** Must be in Satisfactory Progress or on Appeal.
- #5:** **Leave of Absence can NOT be taken during CORE.** Leave of Absence must be a minimum of fourteen (14) days and a maximum of sixty (60) days unless for documented medical reasons, in which case it must not exceed a total of one hundred and eighty (180) days in a 12-month period.

Future professional's may not arbitrarily decide to "take" a leave of absence.

In unforeseen circumstances, a leave of absence may be granted to a future professional who did not provide the request in advance. The beginning date of the approved LOA would be determined by THE TEMPLE School to be the first date the student was unable to attend because of the unforeseen circumstances.

There will be no additional charges for a LOA. If the future professional fails to return or contact THE TEMPLE's Financial Aid Leader on the documented return date, the future professional will be considered to have withdrawn from school as of the date the future professional began the LOA. The withdrawal date for the purpose of calculating a refund is always the future professional's last day of attendance.

For federal aid recipients, the future professional's payment period is suspended during the LOA and no federal financial aid will be disbursed to future professional while on a Leave of Absence. 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. If the student is a Title IV loan recipient, the student will be informed of the effects that the student's failure to return from a leave may have on the student's loan repayment terms, including the expiration of the student's grace period. A contract addendum will be completed upon return from the LOA to extend the contract end date by the applicable number of days. In order to grant a Leave of Absence there must be the expectation that the student will be returning to school.

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

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

COSMETOLOGY: Performance Statistics / Job Outlook

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

THE TEMPLE: A Paul Mitchell Partner School's combined performance statistics for the calendar year 2018:

Graduation	Placement	Licensure
73.00%	78.65%	87.98%

THE TEMPLE: A Paul Mitchell Partner School performance statistics for the calendar year 2018:

Graduation	Placement	Licensure
66.93%	81.18%	91.14%

NACCAS' 2019 Annual Report is derived from a single cohort of students – those scheduled to graduate in 2018. NACCAS' graduation, placement and licensure definitions are:

Graduation: Based on all students scheduled to graduate from the program in 2018. The scheduled graduation date is a student's most recent contract end date (i.e., the contract end date after all leaves of absence, schedule changes and re-enrollments have been accounted for). A student may count as a graduate if they have completed all applicable graduation requirements at the institution.

Licensure: Based on graduates from the graduation cohort who sat for all parts of their required licensure exam prior to November 30, 2019. A student in the licensure cohort may count as a "pass" if they pass all required portions of the examination prior to November 30, 2019.

Placement: Based on graduates from the graduation cohort who are eligible for placement. A student may count as placed if they are employed in a field for which their training prepared them prior to November 30, 2019. Students may be excluded from the calculation if they fall into one of the categories listed. In 2018, the school excluded the following number of students* based on each of the following categories:

- #1:** The graduate is deceased: **0**
- #2:** The graduate is permanently disabled: **0**
- #3:** The graduate is deployed for military service/duty: **0**
- #4:** The graduate studied under a student visa and is ineligible for employment in the U.S.: **0**
- #5:** The graduate continued his/her education at an institution under the same ownership (e.g., a graduate of your cosmetology program subsequently enrolled in the instructor program of an institution under the same ownership): **0**

Total Excluded: 0

*If fewer than ten students were excluded for any one category, the disclosure will only include the total of all excluded students if that total is at least ten. If the calculation excluded fewer than a total of ten students the institution will state that it excluded students on the basis of each condition, and note that the number of total exclusions were fewer than ten and therefore cannot be disclosed.

Future professionals and prospective future professionals may obtain from the Maryland Higher Education Commission information regarding the performance of each approved program. This includes but is not limited to information regarding each program/s enrollment, completion rate, placement rate and pass rate of graduates on any licensure examination.

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor Baltimore, Maryland 21201
800-974-0203 / 410-767-3301
www.mhec.state.md.us

COSMETOLOGY: Program Integrity

THE TEMPLE: A Paul Mitchell Partner School is accredited by NACCAS and uses its calculation for student placement based on each program offered. For the most recent annual reporting period, the school shows the following data for the cosmetology program:

Placement Rate	On Time Graduation Rate	Median Loan Debt
81.18%	N/A	2013-2014: N/A 2014-2015: N/A

On-time completion is deemed by the U.S. Department of Education as the amount of time necessary for a future professional to complete all requirements for a degree or certificate according to the institution's catalog within the normal completion time. When a future professional completes their graduation requirements, including all theory and practical assignments, and the required number of clock hours originally contracted outside of the normal time to complete the program, that student is considered to have graduated on-time.

On the other hand, if a future professional delays their original graduation for any reason—such as family responsibilities, day care issues, and other life events—and that causes them to graduate after their outside of the normal time to complete the program, they are not considered an on-time graduate.

IMPORTANT: the concept of the Department of Education's "on time completion" assumes that a future professional comes to school 100% of the time, with no missed hours and no time off, even for legitimate leaves of absence. This means this number will usually be quite low as "life happens" and most people need time to take care of things in their lives. THE TEMPLE: A Paul Mitchell Partner School is a "year round" enrollment institution, meaning our future professionals can take time off and return to the program when they are ready. Therefore, our graduation rates that are provided in the school catalog are based on how many students started the program and how many ultimately completed within the reporting period. And even this number can be lower than our ACTUAL graduation rate as a future professional may ultimately finish outside of the reporting period.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our Web site at:

<http://paulmitchell.edu/frederick>

STUDENTS RIGHT-TO-KNOW—COMBINED DEPARTMENT OF EDUCATION RATES

GRADUATION
73%

THE TEMPLE: A Paul Mitchell Partner School must prepare the graduation rate of its certificate- or degree-seeking, first-time, full-time undergraduate future professionals each year. The annual rates are based on the 12-month period that ended August 31 of the prior year. The rates will track the outcomes for students for whom 150 percent of the normal time for completion or graduation has elapsed. Normal time is the amount of time necessary for a future professional to complete all requirements for a degree or certificate according to the institution's catalog. These rates are generated from the school student record management system and are combined rates.

BARBERING PROGRAM

BARBERING: Overview

Standard Occupational Classification (SOC 39-5011.00)

Classification of Instructional Program (CIP 12.0402)

The curriculum involves twelve hundred (1200) clock hours to satisfy Maryland state requirements. The program includes extensive instruction and practical experience in cutting, men's cutting, shaving, 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.

For further details please see the following links:

BARBERING: <https://www.onetonline.org/link/summary/39-5011.00>

Students are prepared to be entry-level barbers.

The barbering program breaks down as follows:

CORE:	0 to 160 actual clock hours
PROTÉGÉ:	161 to 350 actual clock hours
ADAPTIVE:	351 to 700 actual clock hours
CREATIVE:	701 to 1050 actual clock hours
FINAL PHASE:	1051 to 1200 actual clock hours

BARBERING: Education Goals

The primary purpose of the barbering program is to train future professionals in theory, practical and clinical experience which will prepare them for immediate employment in the field of barbering. The program is particularly directed toward developing desirable work ethics with respect to health, sanitation and safety and encourages self-reliance, readiness to assist others, and an ethical approach to this profession.

This program includes instruction in how to seek and obtain employment, outlines the various pay types and income methods, reviews the preparation of employment applications, and includes education into the laws and regulations governing salon operation and safety with respect to the barber.

Upon meeting all criteria laid out under Graduation Requirements, the future professional will receive a certificate and be prepared to take the State Board Examination of Maryland for Barbering. This enables the future professional to work as a barber in the State of Maryland.

INDUSTRY NOTE: in Maryland a licensed barber cannot work independently outside of the license of a salon or barber shop. All barber licenses are tied to a licensed establishment.

Ultimately, the goal of the barber program at THE TEMPLE: A Paul Mitchell Partner School is to successfully prepare our future professionals for a career in the barbering industry. To that extent, our education goals are:

- #1:** To educate students to be professional, knowledgeable, and skilled in their field for marketability within the industry.

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

All future professionals should fully expect a fair and open Learning Leader who is concerned about the future professional. The future professional is responsible to reach their fullest potential and to profit from the program of instruction. These goals are met with rules and regulations being kept to a minimum; future professionals sharing with the Learning Leaders; and an emphasis on teamwork.

BARBERING: Cost of Tuition and Supplies

Because of inflationary cycles, and because we must occasionally change equipment to remain current, THE TEMPLE: A Paul Mitchell Partner School, reserves the right for the following tuition information to be subject to change.

Application Fee (due with application):	\$100.00
Enrollment Fee (due after acceptance):	\$175.00
Books, supplies, and materials (student kit):	\$2800.00
Sales Tax on student kit (6%):	\$168.00
Tuition:	\$14,640.00
TOTAL COSTS:	\$20,000.00

The registration fee is non-refundable after a seven-day cancellation period, and due upon presentation of the enrollment forms.

Books/Supplies fees are used to purchase the future professional's kits, supplies, scissors, razors, books, and other miscellaneous necessities for use in the barbering program. This is fully refundable up to the point where the kit is ordered. Payment for this kit is necessary by the first day of class.

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

Financial aid is available to those who qualify.

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

BARBERING: Class Start and End Dates

2021	2022
For 2021: DAY: July 26, 2021 until August 13, 2022 DAY BRIDGE: August 30, 2021 until April 23, 2022 NIGHT: February 08, 2021 until May 14, 2022 NIGHT BRIDGE: April 06, 2021 until November 26, 2021 NIGHT: December 06, 2021 until March 11, 2023	For 2022: DAY: March 28, 2022 - May 22, 2023 DAY: September 12, 2022 - November 7, 2023 NIGHT: May 23, 2022 - August 28, 2023

BARBERING: Course Overview

THE TEMPLE: A Paul Mitchell Partner School, breaks its curriculum into specific and distinctive phases based approximately on the amount of clock hours scheduled in the program.

Course Hours: 1200 actual clock hours

CORE: 0 to 160 clock hours

CORE is designed to acclimate new students to our culture, policies, curriculum and learning styles. In CORE, our students begin to learn both the theory and the technical foundations of barbering. Compared to ADAPTIVE and CREATIVE phases, the CORE phase is the most important. Essentially, our students will get a taste of every aspect of being a professional barber, allowing them to understand the path in front of them.

PROTÉGÉ: 161 to 350 clock hours

PROTÉGÉ is designed to allow our CORE students to start sharpening and honing their skills. This “buffer zone” between CORE and ADAPTIVE allows our student to get an additional seven days of hands-on practice while mentoring with CREATIVE students on the clinic classroom.

ADAPTIVE: 351 to 700 clock hours

ADAPTIVE is designed to get you comfortable with working on guests and start to expand your basic knowledge of the industry and your skill sets. ADAPTIVE is about applying what you have learned in CORE until it becomes natural and instinctive. Our students spend their time in ADAPTIVE developing the habits that will help them be successful in our industry. Essentially they are still learning new things, applying that to their base knowledge, then repeating it again and again until they become comfortable in their skills.

CREATIVE: 701 to 1050 clock hours

CREATIVE is designed to start moving your speed and skill forward as you prepare for working in the cosmetology industry. Specific instructions on specialized skills sets are brought into play and our students begin to expand on the knowledge they acquired in ADAPTIVE and CORE. By layering onto their previous education, students can start to create new possibilities and ideas on how to layer the basic skills they have learned based on this own understanding of the work.

FINAL PHASE: 1051 to 1200 clock hours

FINAL PHASE is an extension of CREATIVE that refocuses attention on the skills and information necessary to pass the Maryland State Boards. While you still attend theory and work on live guests, a large portion of your time here is focusing on the realities of the board exams.

BARBERING: Course Outline

THE TEMPLE: A Paul Mitchell Partner School, has developed a set of lesson plans and curriculum in conjunction with Paul Mitchell Schools and Pivot Point to create a unique learning environment. While we follow a specific outline in our curriculum, it would be difficult to say specifically what is covered “day by day” as different classes move at slightly different speeds.

In total, the curriculum clock hours break down as follows:

CORE: 160 clock hours total
CORE THEORY: 80 clock hours
CORE LAB/CLINIC: 80 clock hours

PROTÉGÉ: 190 clock hours total
PROTÉGÉ THEORY: 40 clock hours
PROTÉGÉ LAB/CLINIC: 150 clock hours

ADAPTIVE: 350 clock hours total
ADAPTIVE THEORY: 80 clock hours
ADAPTIVE LAB: 135 clock hours
ADAPTIVE CLINIC: 135 clock hours

CREATIVE: 350 clock hours total
CREATIVE THEORY: 80 clock hours
CREATIVE LAB: 135 clock hours
CREATIVE CLINIC: 135 clock hours

FINAL PHASE: 150 clock hours total
FINAL PHASE THEORY: 25 clock hours
FINAL PHASE LAB: 60 clock hours
FINAL PHASE CLINIC: 65 clock hours

TOTAL CLOCK HOURS: 1200
TOTAL THEORY: 305 clock hours
TOTAL LAB: 560 clock hours
TOTAL CLINIC: 335 clock hours

If enrolled in a distance education program, the following units of instruction will be offered via distance education:

THEORY : 150 clock hours

SPECIALTY CLASS: 160 clock hours

COLOR: Hair Structure; ABCD's of Hair Color; Paul Mitchell Color Map; Color Classifications of Traditional Color; Diagramming for Color

COLOR: Color Consultation and Take Home; Light Theory, Tone, Depth; Hair Structure and pH; Color Chemistry and Developers; Product Knowledge and Color Classifications; The Blonding System; Hair Structure and Color Chemistry

TEXTURE: Style & finish tools; Permanent Wave Overview Part 1; Style Consultation for Texture; Acid vs Alkaline (Chemical and Physical Process)

TEXTURE: Style & Finish Lessons: (manipulating wet hair)
-pre- dry round, finish round
-pre-dry flat wrap, finish leaving & beveling

- pre-dry directional, finish directional
- reverse round brushing

TEXTURE: Twist Outs, Palm Rolling, and comb coiling; locks & dreadlocks; Box braids and feed in braids; Braiding patterns

CUTTING: Haircutting tools; Diagramming; Preparing for cutting service and consultation

CUTTING: Haircutting Objectives; Identifying Geometric Shapes and Techniques; Men's Cutting

PRODUCT KNOWLEDGE: 25 clock hours

PROFESSIONAL DEVELOPMENT: 25 clock hours

TOTAL DISTANCE EDUCATION HOURS: 360 clock hours

BARBERING: Testing and Grading Procedures

The following exams and grading procedures are incorporated during the future professional's 1200-hour course:

In order to progress from the CORE phase a student must achieve a passing assessment on:

- CORE Worksheet
- CORE written exam
- CORE practical assessment
- Maintain a minimum of 75% on all Pivot Point theory exams

In order to progress from PROTÉGÉ phase a student must achieve a passing assessment on:

- PROTÉGÉ cutting, color and texture evaluations
- PROTÉGÉ clinic worksheet
- Maintain a minimum of 75% on all Pivot Point theory exams

In order to progress from ADAPTIVE phase a student must achieve a passing assessment on:

- Complete clinic worksheets #1 through #4 with passing assessments
- Pass the Adaptive Color evaluation
- Pass the Adaptive Cutting evaluation
- Pass the Adaptive Texture evaluation
- Maintain a minimum of 75% on all Pivot Point theory exams

In order to progress from CREATIVE phase a student must achieve a passing assessment on:

- Complete clinic worksheets #5 through #8 with passing assessments
- Maintain a minimum of 75% on all Pivot Point theory exams
- To enter Final Phase a student must complete the Final Phase entrance form

BARBERING: 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:** Upon completion, receive a graduation certificate.
- #4:** Pass the state board exam.

BARBERING: Industry Requirements

Students interested in pursuing a career in the barbering industry should:

- #1:** Develop finger dexterity and a sense of form and artistry, including a specialty in men's grooming
- #2:** Enjoy dealing with the public.
- #3:** Stay current on 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.

BARBERING: Safety Precautions for the Barbering Industry

In the State of Maryland, the Department of Labor Licensing and Regulation issues licenses. Their primary role is to "protect the public safety". Because of this, all licensed barbers in Maryland are expected to follow certain base line safety precautions.

By following these safety precautions future professionals contribute to the health, welfare, and safety of the community. The following are a list of important guidelines and precautions to follow ... presented with the understanding that this is simply a listing of the most basic safety precautions and not meant to be the only list in its entirety:

- #1:** Always have good hygiene and be professionally dressed.
- #2:** Keep a first aid kit on hand.
- #3:** Follow safety regulations and keep equipment properly sanitized.
- #4:** Protect the client's clothing by appropriately draping them.
- #5:** Ask the client to remove any jewelry, hair accessory, glasses, etc.
- #6:** Keep any and all chemicals away from the eyes. In case of eye contact with chemicals, thoroughly rinse eyes with cold water.
- #7:** Wear gloves when dealing with chemicals.
- #8:** Carefully use all chemically active products to avoid injury

In addition, the professional barbering industry can be a difficult and physically challenging profession to work in. You will spend long hours on your feet with very few breaks to rest. You will need finger dexterity and a sense of form and artistry and keep yourself aware of the latest fashions and barbering techniques. You will need to be able to communicate clearly with strangers and the public. Some aromas and smells associated with our services can cause allergic responses or headaches to those that are specifically aroma sensitive. Finally, many of the products we utilize can be caustic and damaging to the skin during long-term exposure, which can cause dryness, and irritation to the skin upon repeated and prolonged exposure.

Finally, you need to understand that this is a very difficult journey: 1200 clock hours would take approximately three to four years to accomplish in a four-year college. You will be doing this in eleven to twenty-four months. Without a solid commitment to your education, this will be a difficult journey to embark on.

BARBERING: Graduation Requirements

Future professionals will be expected to complete the barbering program within a designated period of time. In general, the MAXIMUM TIME a Future Professional can take is 1200 contracted clock hours plus 120 clock hours missed, for a total of 1350 SCHEDULED (see COMPLETION OF PROGRAM BY THE CONTRACTED END DATE). In addition, the following requirements will be expected of all Future Professionals before they are successfully graduated:

- #1:** Future professionals MUST complete, and have recorded, all 1200 clock hours of training.
- #2:** Have a CUMULATIVE GRADE of at LEAST 75% on all practical graduation requirements and projects to include examinations, both practical and theoretical.
- #3:** 100% completion of all monthly worksheets.
- #4:** A cumulative attendance rate of at LEAST 90%.
- #5:** Successful completion of all steps on the Graduation Exit Worksheet.
- #6:** Make satisfactory arrangements for payment of all debts owed to THE TEMPLE: A Paul Mitchell Partner School.

Upon successfully completing all graduation requirements, future professionals will receive a Certificate of Graduation to show they have met all our graduation requirements.

If a future professional's progress is not satisfactory as determined by THE TEMPLE School's administration and/or the future professional fails to complete all listed requirements for graduation by the time the future professional completes 1200 clock hours, the future professional will be withdrawn from the program. In order to complete the graduation requirements, TEMPLE will require that the future professional reenroll with in the program, under a new contract, for a time frame necessary for them to accomplish this. The future professional will enter into a new contract with TEMPLE: A Paul Mitchell Partner School for this duration.

For the purposed of transfer or graduation, hours will not be released by THE TEMPLE: A Paul Mitchell Partner School until all monies owed to the institution have been paid, or satisfactory arrangements have been made to pay, and all academic requirements pertaining to those hours have been completed.

BARBERING: Graduation, Placement, and Job Opportunities

As we hear more and more about job "out sourcing" and employment opportunities being automated or sent overseas, finding a career in an industry built on building personal relationships with people is rapidly becoming where people will be finding new jobs.

In the State of Maryland, the barbering and cosmetology licenses are considered "blended licenses". This means a licensed barber can work in a full service cosmetology salon and a licensed cosmetologist can work in a full service barber shop. This means that salons AND barber shops are potential employers for our graduates. In Maryland there are approximately 3600 employers for licensed barbers with only five private career programs that only have a total enrollment of approximately 240 students.

In 2007 there were approximately 4200 barber shops in the United States. In 2017 it had grown 7%. In 2019, the profession generated over four billion dollars and employed over 162,000 people. Across the nation, the profession is expected to grow by over 13.5%.

In her acceptance speech, Hillary Clinton said "Here's something we don't say often enough: College is crucial, but a four-year degree should not be the only path to a good job. We're going to help more people learn a skill or practice a trade and make a good living doing it." The Republican Party Platform make a similar commitment: "Public Policy should advance ... affordability, innovation, and transparency and should recognize that a four-year degree from a brick-and-mortar institution is not the only path toward a prosperous and fulfilling career."

For the average barbering graduate, a cross section of possible career choices include:

- #01:** Working for a barbering program in sales and admissions, paying it forward by being part of the education team, managing the back office as part of operations, guiding future graduates through their path as success

coach and advisor, ensuring the school operates smoothly as a logistics coordinator, managing financial aid and compliance to keep the school on top of all regulatory changes, and becoming part of a national advanced academy team to teach continuing education.

- #02:** Working in a salon or barber shop, a graduate can work as a trainer, oversee the operation of the entire business as a business coordinator or manager, of course they can remain licensed professional in practicing their craft, and ultimately even become a business owner.
- #03:** Some of our graduates have gone on to manage regional salons, worked for a product manufacturer as a regional coordinator and trainer, trained to be part of a platform artist team and done session work with photographers and video teams. Eventually, as their career progresses, graduates can become part of a business development team, as a regional sales director, be part of product testing, traveling nationally as a member of the sales team, working in house in marketing, education and show development, and becoming part of the platform artist team. Continuing their professional development, our graduates can also find roles in the distribution side of our industry. Working for a distributor they could be a sales manager, part of the marketing team marketing team, involved with the salon sales team, advance to the education manager, work the phones in customer service, travel as a show coordinator, get promoted onto the management team, be assigned their own retail establishment as a store management, and finally to join the warehouse and distribution team ensuring all the merchandise gets where it needs to.
- #04:** Finally, as they continue to grow their skills over time, graduates can find a few other roles in our industry. They can work in a funeral home, doing hair in a hospital and senior living centers, working in front of the camera in television and film, traveling the world on cruise ships, being part of the trend setting in fashion and runway work, getting completely creative with theater teams, and rocking out with music production.

Of the registered barbers, the average wage is \$32,000/year in Maryland or about \$15/hour which is more than reported by Maryland DLLR data sheets.

Some other statistics about the barbering industry:

1. There are more than 140,000 businesses providing barbershop services in the United States. They currently offer 150,000 direct employment opportunities, and another 100,000 indirect employment opportunities. (IBIS World)
2. On their own, barber shops generated about \$800 million in revenues in 2016. (Statista)
3. From 1992-2012, there was a 23% decrease in the number of barber shops in the United States. Since 2013, growth rates for the industry have been at 10%, which is equal to the number of newly licensed barbers. That makes it the fastest-growing profession right now in the United States. (Forbes)
4. 81% of men's grooming product sales occur and brick-and-mortar locations within the barber shop industry. Only razors have been an e-commerce disruptor, with Dollar Shave Club recently selling to Unilever for \$1 billion. (Forbes)
5. The men's grooming industry has a net value of \$20.3 billion as of 2015. By 2020, it is expected to have a value approaching \$26 billion. (Statista)
6. 44% of men say that they prefer to get their hair cut at a barber shop. 32% say they prefer to go to a hair salon. 23% of men say that they prefer having a friend, relative, or their own hands cutting their hair. (Modern Salon)
7. Barbers report that the average cost of a men's cut at their shop is \$28.30. For men, the average time between haircuts is 3.8 weeks. (Modern Salon)
8. 71% of men stay loyal to their barber, with the average length of service with a single provider being longer than 7 years. (Modern Salon)

Although THE TEMPLE: A Paul Mitchell Partner School does not guarantee employment upon graduation, we do maintain an aggressive job placement program through our Placement Leader and will inform students of job openings and opportunities on a weekly basis, both on campus and through our school "app". In addition, THE TEMPLE coordinates placement programs with local and national businesses by sending out surveys and inviting owners and guest artists to teach and speak at our campus and by providing an exclusive tool called "Plugged In" that provides only Paul Mitchell graduates and Future Professionals with unique job listings and connections to local, national and global salons and employment opportunities.

BARBERING: Student Kit

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

The student kit is tailored to THE TEMPLE School's unique needs and high standards and is usually purchased from the school. However, the future professional may use ANY supplier on the open market providing the resulting kit is of the same kind, items and quality used at THE TEMPLE School and meets the same high standards.

The following items are contained in the barbering kit:

Full Student Kit		Kit Package		
	Cost			Cost
Paul Mitchell Education Store		Combs:	Paul Mitchell Clipper Comb 318	\$10.00
Paul Mitchell Tote Bag	\$30.00		Paul Mitchell White Comb 408	\$3.00
Cengage Learning			Paul Mitchell Red Comb 416	\$3.00
Pivot Point Learning System	\$328.00		Paul Mitchell Teal Carving 424	\$3.00
JPMS			Paul Mitchell Black Metal Tail 429	\$2.00
Kit Package	\$1,174.00		Paul Mitchell Black Rat Tail 814	\$2.00
(1) Male head	\$80.00		Paul Mitchell Taper Comb 818	\$4.00
Burmax			Paul Mitchell Detangler Comb	\$2.00
(1) Debra head	\$60.00	Brushes:	Paul Mitchell Paddle Plastic 427	\$7.00
Apple, INC.			Paul Mitchell Sculpting Plastic 413	\$4.00
Apple I-pad	\$325.00		Paul Mitchell Styling Plastic 407	\$6.00
Staples			Paul Mitchell Scalp Brush	\$4.00
Name Tag	\$3.00		Paul Mitchell Express Iron Round - Large	\$12.00
Total:			Paul Mitchell Express Iron Round - Small	\$9.00
		Capes:	Paul Mitchell All - Purpose cape	\$18.00
			Paul Mitchell Cutting cape	\$18.00
		Accessories:	Paul Mitchell Metal Clips (10ct)	\$7.00
			Paul Mitchell Water Bottle	\$5.00
			Paul Mitchell Barber Brush	\$20.00
			Paul Mitchell Neck Duster	\$20.00
			Paul Mitchell Rolling Metal case	\$95.00
			Barbering Shirt	\$100.00
		Tools:	Express Ion Dry +	\$90.00
			Male Mannequin with Beard	\$95.00
			Female Mannequin	\$60.00
			Andis Clipper (US-1) and Trimmer (RT-1)	\$150.00
			6.0 Scissor/5.5 Scissor/Texturizer 5.5/ Case	\$260.00
			Paul Mitchell Barber Razor	\$45.00
			Tri-pod	\$120.00
		Total: \$1,174.00		

Suggested suppliers of Student Kits include:

PIVOT POINT Pivot Point International, Inc. www.pivot-point.com 8725 West Higgins Road, Suite 700 Chicago, IL 60631 847-866-05009 John Paul Mitchell Systems Customer Service Department 20705 Centre Pointe Parkway Santa Clarita, CA 91350 (661) 298-0296	CosmoProf Beauty System Group 5732 Buckeystown Pike, Suite #6 Frederick, MD 21704 301-228-3813 NOTE: CosmoProf does not provide a wholly packaged kit. THE TEMPLE School supplements its student kit with items from this supplier.
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BARBERING: Completion of Barbering Program by Contract End Date

Currently, there two schedules for the barbering program at THE TEMPLE Annapolis: A Paul Mitchell Partner School:

21 HOUR DAY:

Mon - Wend: 9am till 4:30pm 7hrs with 1/2hr break
TOTAL: 21hrs per week
WEEKS: 57 weeks of instructional time/1200 actual hours

20 HOUR NIGHT:

Mon - Thurs: 5pm till 10:00pm 5hrs
TOTAL: 20hrs per week
WEEKS: 60 weeks of instructional time/1200 actual hours

The State of Maryland requires twelve hundred (1200) actual clock hours for barbering licensure. At THE TEMPLE School, future professionals are expected to complete their program of barbering with a MINIMUM attendance rate of 90%. This is the ratio between PROGRAM CLOCK HOURS and ACTUAL CLOCK HOUR ATTENDED AS SCHEDULED.

Future professionals who are never absent will complete our 1200 clock hour program with a 100% attendance rate in the minimum amount of time under their contracted schedules.

Future professionals who are absent for 120 clock hours will complete our 1200 clock hour program with a 90% attendance rate in the maximum amount of time under their contracted schedules.

It is important to note that 1200 scheduled clock hours, plus missing up to 120 clock hours, is the MAXIMUM amount of time a Future Professional can take to finish our program NO MATTER WHICH schedule they are enrolled in. Scheduled hours are NOT impacted by school closings (such as additional snow days beyond what we build into the schedule). If future professionals are impacted by any of these occurrences, their ACTUAL program end date will be adjusted according to the contract since they are "off the schedule" during those times.

If the maximum amount of time under a contracted schedule has expired and the future professional has not achieved their required 1200 clock hours, they will be considered "incomplete" and required to restart the program for the remaining clock hours under a new contract and additional costs.

For our 18 HOUR WEEK program, 1200 scheduled hours equals 67 weeks, or about 16 months. THE TEMPLE School is closed for short Winter and Spring Breaks, all major holidays, staff trainings, and an additional five miscellaneous days to cover things like SNOW DAYS. This gives the Future Professionals an additional TWENTY-THREE DAYS (or 7 weeks at three days a week) to complete their hours. Add this to Completion of Program by the Contracted End Time the SCHEDULED HOURS (which would equal the CALENDER HOURS if the school never closed) and the future professional will have a total of 74 weeks to finish.

Therefore, a future professional has a MAXIMUM of a little over EIGHTEEN MONTHS to finish the 18 HOUR DAY program here at THE TEMPLE.

Barbering - 21 HOUR DAY:

100% Attendance = 60weeks (1200hrs / 21hrs a week = 57 weeks ... add in the three weeks closed)
Maximum Attendance = 69weeks (at 90% attendance ... or six additional weeks at 21hrs a week)

Barbering - 20 HOUR NIGHT:

100% Attendance = 63weeks (1200hrs / 20hrs a week = 60 weeks ... add in the three weeks closed)
Maximum Attendance = 69weeks (at 90% attendance ... or six additional weeks at 20hrs a week)

BARBERING: Attendance and maintaining minimum standards

As mentioned in the beginning of this catalog, THE TEMPLE: A Paul Mitchell Partner School seeks to not only prepare our future professionals for achieving their professional licensure, we are also committed to fully preparing them for success in the barbering industry. Part of this success hinges on their ability to commit fully to their employers and to be able to handle the rigors that this industry demands. In today's barbering market, employees are expected to come to work ON TIME and ready to work. A typical workday usually consists of eight continuous hours of work, with little to no breaks. And being a "service" business, an employee is expected to be present and working when the clients wish to come in.

To help prepare our future professionals for sustained employment in the professional barbering industry, THE TEMPLE: A Paul Mitchell Partner School has a graduation attendance requirement of 90%.

Attendance takes on a very serious role in very beginning of our program, which we call CORE and PROTEGE. These two sections represent the time in our curriculum where you are learning all the rules. As importantly, there really is no way to "make up" hours during this extremely important time frame. Every day brings new instruction and new techniques. So missing time here can have a severely detrimental impact on future skill development.

Because of all this, THE TEMPLE School allows a future professional to miss a total of thirty five (35) hours during the first 350 hours (CORE and PROTEGE) of our curriculum before they are put onto immediate probation and meet with our Future Professional Advisor and Education Leader to plan out a course of action to bring themselves "Back on Track". They remain on academic/attendance probation until finishing PROTEGE. If the future professional misses fourteen (14) more hours before completing PROTEGE they must restart the program with the next incoming class.

Again, a future professional cannot miss more than forty nine (49) hours between CORE and PROTEGE without being withdrawn and having to start the program under a new contract with the next incoming class.

Our role as an educational facility is to present "best practices" of our industry and to hold our future professionals to them. With that expectation, future professionals are required to achieve a minimum of 90% attendance rate for the program. Attendance will be posted into our computer system on a weekly basis 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 Management Team must approve ALL early dismissals.

NOTE: Institutional progress is checked, and noted in the future professional's permanent record, at 150, 300, 450, 600, 750, 900, 1050, and 1200 SCHEDULED clock hours. A Future Professional who is NOT maintaining **at least a 90% attendance rate** standard will be placed on Institutional Attendance probation status until the next institutional progress check and a written attendance improvement plan will be drawn up for them to improve their attendance. The purpose of the progress check points are to monitor and encourage attendance in the program and to ensure all future professional will meet our graduation requirements. While the goal is to improve attendance, the Management Team has the option to drop a future professional who continues to not maintain minimum attendance or show improvements month over month in their attendance. In addition, a future professional may be dropped if it is determined there is no statistical way for them to meet our Graduation Requirements in the scheduled time remaining in their contract. Future professionals who are dropped due to not meeting attendance standards may appeal the decision. If the appeal is granted, they will re-contract for their remaining time and return to the program. If they return within six months, their attendance will remain what it was when they left. After six months, they will be treated as Transfer Students and their attendance will follow the guidance under the Transfer Student section.

Future professionals must NOT BE LATE as it inhibits the learning process. If you are late or cannot attend school you must contact THE TEMPLE School and talk to the school receptionist immediately, text the school's call out number OR leave a message in the general voicemail box no later than your scheduled start time. Future professionals are responsible to work with THE TEMPLE Team to reschedule all clock hours they have missed (see section MAKE UP WORK) . Future professionals who are late for any cutting, coloring, perm, texture, shaving, or special class, may attend the class, but must be accompanied into the classroom by a team member. Future professionals are never excused from mandatory theory class to work in the clinic.

Please note that you may not continuously call out to be late. While we appreciate the effort to let us know you are delayed, it is your responsibility to ensure you have given yourselves enough travel time to ensure you arrive to THE TEMPLE in time to start your day properly. THE TEMPLE understands that things can create challenges in your lives so we allow FOUR (4) late calls each month. After four lates, you will have a "write up" placed in your Advisory Binder.

A Future professional who does not call in by 9:00am, either to announce their lateness, or to excuse themselves from school for that day, will have a "write up" put into the Advisory Binder. In addition, a Future professional who calls in late, but then does not come in when they noted they would or does not come at all, will be written up. After five write ups, the Future Professional may be withdrawn. Two more write ups (for any reason) and a Future professional may be DROPPED from the program.

In order to closely facilitate a normal salon work environment, THE TEMPLE: A Paul Mitchell Partner School has designated specific "all day clinic" days. The purpose of these days is to get future professionals use to the rigors of the "real world" salon environment. All Day Clinic days are always on Saturday and Monday. However, from time to time, other days during the week may be designated as All Day Clinic days.

In the event of a weather emergency, or disaster, all future professionals and faculty will be notified by a staff member as to the closing and subsequent re-opening of the school. The general rule to follow is that IF THE SCHOOL IS OPEN, YOU ARE REQUIRED TO BE HERE. This is not high school. A message will be placed on both the school answering service, our Facebook page, the main page of our web site (www.pmthetemple.edu), through our school "app" and via text service to those that subscribe, notifying both future professionals and clients of the closing. Again, as an institution of higher education, our role is to help you understand the exception of the professional beauty industry. Most service businesses remain open during inclement weather so we do as well. Just because it may be snowing at your home does not mean it isn't clear at the school. At the same time, THE TEMPLE recognizes that we do not want to put our future professionals in danger. So if the school is open and you don't feel you can make it in, you may use the time allocated under our Attendance Policy and minimum attendance guidelines and stay home with the understanding that it will lower your total attendance percentage.

You have a responsibility to plan your day accordingly if you know inclement weather is imminent.

The thing to remember is that THE TEMPLE: A Paul Mitchell Partner School is a "clock hour" institution. One of your graduation requirements is to complete your clock hours within a certain period of time and a specific attendance. Failure to do so will result in a withdraw and you will need to reenroll to finish your remaining hours. At that time, you will be subject to the fees and requirements outlined in the section RE-ENTRY AND TRANSFER STUDENTS.

There are no "excused absences".

If you cannot commit to maintaining good attendance standard and the schedule you are contracted for, please give serious thought to whether you really should be enrolling in the program.

BARBERING: Makeup Work

THE TEMPLE: A Paul Mitchell Partner School has a minimum attendance of 90%. This means future professionals can miss no more than one hundred and twenty (120) clock hours before being dropped from the program for failing to meet their contractual obligation to the school. Depending on which schedule a future professional is enrolled in, this is between three and six weeks of instruction.

Future professionals are expected to utilize these one hundred and twenty (120) hours for normal challenges that come up in their lives: time off with family, sick time, unexpected personal challenges, etc.

If a future professional is aware of the event ahead of time, or follows THE TEMPLE's "time off request" policy correctly, they are expected to work with our Future Professional Advisor to reschedule their time so they can have the exact same training they are expected to miss. To accommodate this, make up test days and worksheet periods are scheduled during program times the future professional is not normally in the program. For instance, if a future professional is normally on all day clinic on a Saturday and needs to take that day off, they can move their schedule to our second all day clinic which is Monday. In this case, the future professional receives exactly the same educational content, just on a different day. This time is not considered "missed" ... simply "rescheduled".

For all other times, a future professional can make up the time coming in and doing other activities however those hours do NOT count toward their attendance percentage for the purposes of their contract. They simply allow the future professional to graduate sooner. Hours missed and not rescheduled with the Future Professional Advisor are considered "absent hours". During the course of their contract, a future professional cannot have more than one hundred and twenty (120) absent hours without violating their contract and being dropped from the program with the option to reenroll immediately under a new contract.

NOTE: any new contract will maintain the 90% attendance requirement, which means the amount of missed hour may be less than one hundred and twenty (120). For instance, if the new contract is for nine hundred (900) than the amount of missed time would be ninety (90) ... or 10% of 900.

BARBERING: Program Incompletes and Incomplete Graduates

Under current attendance standards, THE TEMPLE School requires a minimum of 90% attendance. This means that the MAXIMUM length of time a student can be in our program is 1320 scheduled hours ($1200 \times 10\% = 150$... $1200 + 120 = 1320$). Future professionals who get to the end of their CONTRACTED SCHEDULED TIME, but have not completed all their required clock hours (1200) will be considered withdrawn. In these cases, future professionals must reenroll as a NEW Enrollment and complete the remaining hours of their contract in order to change their status to GRADUATE. Future professionals who return to the program after crossing their contract end time before completing all their contracted hours are considered a TRANSFER STUDENT and fall under the rules listed in the Transfer Student section of the Catalog.

EXAMPLE: A future professional gets to 1320 SCHEDULED hours, but due to a drop off in attendance during the final weeks the program, they only have 1100 ACTUAL clock hours. This future professional is now classified as withdrawn and has completed their first Enrollment Agreement with THE TEMPLE School. However, they do not have enough hours take the Maryland State Boards. They will have to come back to school for another 100 clock hours ($1200 \text{ necessary} - 1100 \text{ achieved} = 100 \text{ remaining}$). In this case, the future professional would reenroll back into THE TEMPLE under a new Enrollment Agreement for the remaining 100 clock hours. The price and acceptance of these hours are covered under the Transfer Student section.

BARBERING: Satisfactory Academic Policy

Future professionals enrolled in a program approved by National Accrediting Commission of Career Arts and Sciences (NACCAS) must meet formal standards that measure their satisfactory progress toward graduation. The Satisfactory Academic Progress (SAP or FA-SAP) Policy is provided to all future professionals prior to enrollment. The policy is consistently applied to all applicable future professional.

Evaluations are maintained in the future professional file.

THE TEMPLE: A Paul Mitchell Partner School will develop an academic and/or attendance plan to address the specific needs of those future professionals who fail to meet the academic and/or attendance requirements at specific SAP evaluation points defined in the Evaluation Procedures and Required Level of Achievement section. A leave of absence will extend the future professional's contract period and maximum time frame by the same number of days taken in the leave of absence.

BARBERING SAP: Quantitative and Qualitative Factors

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

- #1:** A minimum cumulative theory grade level of 75% or higher.
- #2:** A minimum cumulative academic level of 75% or higher on practical worksheet completion.*
- #3:** To determine whether a future professional meets the academic requirements for satisfactory progress, theory and practical grades are averaged together to give a cumulative academic grade of 75% or higher.
- #4:** A minimum cumulative attendance of **75%** of their scheduled hours.**

**To meet the state practical requirements for graduation, future professionals must eventually complete monthly practical worksheets in entirety. See LEARNING PARTICIPATION GUIDELINES.*

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

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

BARBERING SAP: Completion of the course within the designated period of time

Future professionals enrolled in the 18 HOUR DAY Schedule will attend three (3) days, 18 hours per week, Thursday and Friday from 9:00 AM to 4:30 PM and Saturday from 9:00 AM to 1:00 PM.

The State of Maryland requires 1200 clock hours for a barber course. Future professionals are expected to complete the course in no more than 110% of the program length. If a future professional is never absent, he/she should complete the course within sixty seven (67) weeks for the 18 HOUR WEEK schedule.

BARBERING SAP: Maximum Time Frame

Future professionals must complete the educational program within the maximum time frame, which is based on attending at least 90% of the scheduled hours. However, THE TEMPLE School is closed for short Winter and Spring Breaks, all major holidays, staff trainings, and an additional five miscellaneous days to cover things like SNOW

DAYS. Add this time to the specific schedule a future professional is enrolled in to get the Maximum Time Frame someone can be enrolled in the program.

COURSE	LENGTH	MAXIMUM TIME FRAME
18 HOUR Day	67 Weeks	75 Weeks

The maximum time frame allowed for transfer future professionals who need less than full course requirements or part-time future professionals will be determined based on 90% of the scheduled contracted hours, then adding in the scheduled school closures. If any future professional enrolled fails to complete the program within the maximum time frame they will lose their eligibility for Title IV programs, if applicable, but they will be able to complete the program on a cash pay basis.

BARBERING SAP: Interruptions, Course Incompletes, and Withdraws

If a future professional needs to take off more time than allotted in the contract or more than fourteen (14) consecutive calendar days, he/she must take a leave of absence or withdraw and reenroll when ready to return. If a future professional needs more than fourteen (14) consecutive calendar days of time off due to medical reason, pregnancy/new mother, and/or military duty then the future professional should take a leave of absence. Future professionals who withdraw prior to completing the course of study and who wish to reenter will reenter at the same satisfactory academic progress status as applicable at the time of withdrawal.

BARBERING SAP: Transfer Hours

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

BARBERING SAP: Determination of Progress Status

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

BARBERING SAP: Noncredit, remedial course, and repetitions

THE TEMPLE: A Paul Mitchell Partner School, does not track course incompletes, repetitions, and noncredit remedial courses. Therefore, these items have no effect upon THE TEMPLE School's satisfactory academic progress standards.

BARBERING SAP: Evaluation Procedures and Required Level of Achievement

Formal Satisfactory Academic progress evaluations in both attendance and academics will occur at the following intervals: 450, 900, and 1050 scheduled clock hours and the future professional will be notified how the evaluation will affect their eligibility for financial aid. A copy of the evaluation will be provided to the future professional and another placed in their future professional file. This evaluation will be conducted by a member of the Operations or Education Department and occurs at the moment the future professional arrives at each of the scheduled marks listed. Please note that while THE TEMPLE: A Paul Mitchell Partner School check our Satisfactory Academic Progress on scheduled hours, funds are disbursed to the school when a future professional actually reaches specific disbursement points (or hours) provided they are maintaining Satisfactory Academic Progress. Those hours are 0/30days, 451, and 901 ACTUAL clock hours.

Satisfactory Academic Progress Evaluations are maintained the future professional's file and a copy is given to the future professional. The first evaluation will occur no later than the midpoint of the academic year.

An academic standard of progress will be accomplished by future professionals being evaluated on their academic achievement at regular intervals. A future professional cannot advance to the next phase without maintaining satisfactory achievement on these practical exams. Theory exams are given every Friday with exam grades with results known as soon as the exams are graded and posted within one week to their permanent record. Grade point averages are updated as exams are graded and posted to their file. Future professionals can monitor their averages in real time through our school “app”.

#1: Examinations are given in all subjects.

#2: Satisfactory academic progress reports (including grade point average and attendance percentage) are reviewed and signed by the future professional and maintained in the future professional’s financial file. The Satisfactory Academic Progress will reflect if the future professional evaluation will impact the future professional’s eligibility for Financial Aid. The future professional may request to review his or her financial aid file from the Financial Aid Leader or School Director.

The following grading scale is used for theory progress:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

Failing = Below 70%

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

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

BARBERING SAP: Warning

Future professionals failing to meet minimum requirements for attendance and/or academic progress will be placed on Financial Aid Warning and considered to be making satisfactory academic progress during the warning period which is until the next satisfactory academic progress evaluation period. The future professional will be advised in writing on the actions required to attain satisfactory academic progress by the next evaluation. During the Financial Aid Warning period, future professionals are eligible, if applicable, to receive financial aid funds. If at the end of the warning period, the future professional has still not met both academic and/or attendance requirements, he/she will be, if applicable, deemed Financial Aid Ineligible, and will no longer be able to receive Title IV fund unless the Appeal.

BARBERING SAP: Probation

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

Additionally, only future professionals who have the ability to meet satisfactory academic progress policy standards by the end of the evaluation period may be placed on probation. Future professionals placed on an academic plan must be able to meet requirements set forth in the academic plan by the end of the next evaluation period. Future professionals who are progressing according to their specific academic plan will be considered making satisfactory academic progress. The future professional will be advised in writing of the actions required to attain satisfactory academic progress by the next evaluation. If at the end of the probationary period, the future professional has still not met both the attendance and academic requirements required for satisfactory academic progress or set forth by

the academic plan, the future professional will be determined as NOT making satisfactory academic progress, and if applicable, the future professional will not be deemed eligible to receive Title IV funds.

BARBERING SAP: Re-Establishing Satisfactory Academic Progress *for those who qualify*

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

BARBERING SAP: Appeal Procedure for Satisfactory Academic Progress

A future professional 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 future professional 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 future professional must submit a written appeal to the school's financial aid office on the designated schools Appeal Form describing why they failed to meet satisfactory academic progress standards, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the future professional's situation that will allow them to achieve satisfactory academic progress by the next evaluation point.

The reasons for which a future professional may appeal a negative progress determination include death of a relative, an injury or illness of the future professional, a future professional'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 future professional within thirty (30) calendar days. The appeal and decision documents will be retained in the future professional's file. If the future professional prevails upon appeal, the satisfactory academic progress determination will be reversed and federal financial aid will be reinstated, if applicable.

If the appeal is granted the future professional will be placed on Financial Aid Probation for one evaluation period. If the future professional has not met academic and/or attendance requirements for two (2) consecutive evaluation periods, and does not prevail on appeal, the future professional will be determined as not making satisfactory progress and will be ineligible for Title IV funding programs and may be terminated.

NOTE: This policy applies to all future professionals regardless of whether or not they are eligible for Title IV funding programs. In order to comply with United States Department of Education (USDE) requirements the terminology financial aid warning or financial aid probation will be used for both Title IV and non-Title IV future professionals.

BARBERING: Leave of Absence Policy

A Leave of Absence (LOA) is a temporary interruption in a future professional's program of study. LOA refers to the specific time period during an ongoing program when a future professional is not in academic attendance. Future professionals may not take more than two leaves of absence during a contracted enrollment period and the combined time may not exceed one hundred and eighty (180) days in a twelve month period.

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

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

- #1:** Request a Leave of Absence in advance in writing
- #2:** Complete and sign THE TEMPLE School's Leave of Absence Request Form, including the reason for the request.
- #3:** Be approved by THE TEMPLE School's Future Professional Advisor and Financial Aid Leader.
- #4:** Must be in Satisfactory Progress or on Appeal.
- #5:** **Leave of Absence can NOT be taken during CORE.** Leave of Absence must be a minimum of fourteen (14) days and a maximum of sixty (60) days unless for documented medical reasons, in which case it must not exceed a total of one hundred and eighty (180) days in a 12-month period.

Future professional's may not arbitrarily decide to "take" a leave of absence.

In unforeseen circumstances, a leave of absence may be granted to a future professional who did not provide the request in advance. The beginning date of the approved LOA would be determined by THE TEMPLE School to be the first date the student was unable to attend because of the unforeseen circumstances.

There will be no additional charges for a LOA. If the future professional fails to return or contact THE TEMPLE's Financial Aid Leader on the documented return date, the future professional will be considered to have withdrawn from school as of the date the future professional began the LOA. The withdrawal date for the purpose of calculating a refund is always the future professional's last day of attendance.

For federal aid recipients, the future professional's payment period is suspended during the LOA and no federal financial aid will be disbursed to future professional while on a Leave of Absence. 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. If the student is a Title IV loan recipient, the student will be informed of the effects that the student's failure to return from a leave may have on the student's loan repayment terms, including the expiration of the student's grace period. A contract addendum will be completed upon return from the LOA to extend the contract end date by the applicable number of days. In order to grant a Leave of Absence there must be the expectation that the student will be returning to school.

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

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

BARBERING: Performance Statistics / Job Outlook

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

THE TEMPLE: A Paul Mitchell Partner School's combined performance statistics for the calendar year 2018:

Graduation	Placement	Licensure
73.00%	78.65%	87.98%

THE TEMPLE: A Paul Mitchell Partner School performance statistics for the calendar year 2018:

Graduation	Placement	Licensure
69.50%	62.59%	100%

NACCAS' 2016 Annual Report is derived from a single cohort of students – those scheduled to graduate in 2018. NACCAS' graduation, placement and licensure definitions are:

Graduation: Based on all students scheduled to graduate from the program in 2018. The scheduled graduation date is a student's most recent contract end date (i.e., the contract end date after all leaves of absence, schedule changes and re-enrollments have been accounted for). A student may count as a graduate if they have completed all applicable graduation requirements at the institution.

Licensure: Based on graduates from the graduation cohort who sat for all parts of their required licensure exam prior to November 30, 2019. A student in the licensure cohort may count as a "pass" if they pass all required portions of the examination prior to November 30, 2019.

Placement: Based on graduates from the graduation cohort who are eligible for placement. A student may count as placed if they are employed in a field for which their training prepared them prior to November 30, 2019. Students may be excluded from the calculation if they fall into one of the categories listed. In 2018, the school excluded the following number of students* based on each of the following categories:

- #1:** The graduate is deceased: **0**
- #2:** The graduate is permanently disabled: **0**
- #3:** The graduate is deployed for military service/duty: **0**
- #4:** The graduate studied under a student visa and is ineligible for employment in the U.S.: **0**
- #5:** The graduate continued his/her education at an institution under the same ownership (e.g., a graduate of your barbering program subsequently enrolled in the instructor program of an institution under the same ownership): **0**

Total Excluded: 0

*If fewer than ten students were excluded for any one category, the disclosure will only include the total of all excluded students if that total is at least ten. If the calculation excluded fewer than a total of ten students the institution will state that it excluded students on the basis of each condition, and note that the number of total exclusions were fewer than ten and therefore cannot be disclosed.

Future professionals and prospective future professionals may obtain from the Maryland Higher Education Commission information regarding the performance of each approved program. This includes but is not limited to information regarding each program/s enrollment, completion rate, placement rate and pass rate of graduates on any licensure examination.

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor Baltimore, Maryland 21201
800-974-0203 / 410-767-3301
www.mhec.state.md.us

BARBERING: Program Integrity

THE TEMPLE: A Paul Mitchell Partner School is accredited by NACCAS and uses its calculation for student placement based on each program offered. For the most recent annual reporting period, the school shows the following data for the barbering program:

Placement Rate	On Time Graduation Rate	Median Loan Debt
N/A	N/A	2013-2014: N/A 2014-2015: N/A

On-time completion is deemed by the U.S. Department of Education as the amount of time necessary for a future professional to complete all requirements for a degree or certificate according to the institution's catalog within the normal completion time. When a future professional completes their graduation requirements, including all theory and practical assignments, and the required number of clock hours originally contracted outside of the normal time to complete the program, that student is considered to have graduated on-time.

On the other hand, if a future professional delays their original graduation for any reason—such as family responsibilities, day care issues, and other life events—and that causes them to graduate after their outside of the normal time to complete the program, they are not considered an on-time graduate.

IMPORTANT: the concept of the Department of Education's "on time completion" assumes that a future professional comes to school 100% of the time, with no missed hours and no time off, even for legitimate leaves of absence. This means this number will usually be quite low as "life happens" and most people need time to take care of things in their lives. THE TEMPLE: A Paul Mitchell Partner School is a "year round" enrollment institution, meaning our future professionals can take time off and return to the program when they are ready. Therefore, our graduation rates that are provided in the school catalog are based on how many students started the program and how many ultimately completed within the reporting period. And even this number can be lower than our ACTUAL graduation rate as a future professional may ultimately finish outside of the reporting period.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our Web site at:

<http://paulmitchell.edu/frederick>

STUDENTS RIGHT-TO-KNOW—COMBINED DEPARTMENT OF EDUCATION RATES

GRADUATION
73%

THE TEMPLE: A Paul Mitchell Partner School must prepare the graduation rate of its certificate- or degree-seeking, first-time, full-time undergraduate future professionals each year. The annual rates are based on the 12-month period that ended August 31 of the prior year. The rates will track the outcomes for students for whom 150 percent of the normal time for completion or graduation has elapsed. Normal time is the amount of time necessary for a future professional to complete all requirements for a degree or certificate according to the institution's catalog. These rates are generated from the school student record management system and are combined rates.

Agreement and Signature

By signing this catalog cut sheet, I assert that I have received a copy the Pre Enrollment data, including, but not limited to, completion rates, licensure rates, placement Rates, compensation a successful graduate may reasonably expect, the physical demands of the profession, some safety requirements of the profession, and our State licensing requirements. In addition, I assert that I have received a complete copy of the catalog for THE TEMPLE: A Paul Mitchell Partner School and agree to abide by the Rules and Regulations contain therein.

Signature:

Name (Printed):

Date:

STAFFING ADDENDUM

First Name	Last Name	Position
SHARON	RISER	CO-CEO
CHARLES	RISER	CO-CEO
TRISH	KAISER	DIRECTOR/EDUCATION LEADER
KATY	GANT	CFO
ALEX	KING	OPERATIONAL SUPPORT
INGRID	NIELSEN	ENROLLMENT TEAM
ELIZABETH	RAPALUS	ENROLLMENT TEAM / EDUCATION TEAM
ALICE	NESS	ENROLLMENT TEAM / EDUCATION TEAM
MORGAN	MCALLISTER	EDUCATION TEAM
SHANNON	KLINE	EDUCATION TEAM
DANIELLE	WEST	EDUCATION TEAM
JACQUELINE	PARE	EDUCATION TEAM
BRENDAN	LAWSON	EDUCATION TEAM
KATHERINE	STURM	EDUCATION TEAM
HOLLY	RATTE	EDUCATION TEAM
NIKA	BARNECH	EDUCATION TEAM
SAMANTHA	COON	EDUCATION TEAM, SUBSTITUTE
EMILY	KLINE	EDUCATION TEAM / FUTURE PROFESSIONAL ADVISOR
RITA	HUBBARD	STUDENT SUPPORT
ELLEN	MURPHY	SERVICE DESK LEADER
BRITTANY	AGUIRRE	SERVICE DESK COORDINATOR
DAVID	STILWELL	SERVICE DESK COORDINATOR
BAILEY	RISER	SERVICE DESK COORDINATOR

2020 2021 CATALOG

"CERTIFIED TRUE AND CORRECT AS TO CONTENT AND POLICY."

Catalog Revised March 01, 2021