

WE ARE PAUL MITCHELL SCHOOLS 2026 CATALOG

Paul Mitchell The School Roanoke

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MISSION STATEMENT

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

SCHOOL FACILITIES

Training is conducted in a 9,949-square-foot facility which consists of a student lounge area, staff lounge area, five offices, three classrooms, and a storage closet. The classrooms are equipped with tables, chairs, erasable white boards, TV's and DVD players. The school is fully equipped to meet the demands of modern hair design. The facility includes dispensary, wash house, reception area and retail store. The school offers a full time day program, a three day program, and a part time night program. The school rotates the students on the clinic floor and in the classroom. While the adaptive students are on the clinic floor, the creative students are in class, then vice versa. By rotating class time and clinic floor time, as well as offering a day, three day and night program, the institution's space is equipped to handle the number of students enrolled.

All entrances at Paul Mitchell The School Roanoke have handicap ramp access point located by the entrance of the school. There is a sidewalk to all entrances at the school, so all entrances are accessible by wheelchair.

HOURS OF OPERATION

Monday - Friday: 9:00 am to 4:30 pm

Tuesday - Thursday: 9:00 am to 6:30 pm

Monday - Thursday: 5:30 pm to 10:00 pm

Closed Saturday and Sunday

The Campus Leader is Natasha Greene, they can be reached in person or by calling 540-343-0153, or by mail at 658 Brandon Ave. SW, Ste.210, Roanoke , VA 24015.

PARKING AND AMENITIES

Students must abide by local (city and/or landlord) parking rules, which are announced during orientation. Paul Mitchell The School Roanoke will not be responsible for parking violations and/or towing fees. Reserved parking is available, adequate and clearly marked for student and staff use. The parking area is well lit at night.

SCHOOL ADMINISTRATION

Owners: E412, LLC

Governing Board Members:

Turnage Family Holdings, LP

John Turnage

Janet Turnage

Conor Turnage

EXECUTIVE DIRECTOR

Ms. Audra Turner

CAMPUS LEADER

Ms. Natasha Greene

Manage day-to-day operations and Oversee Curriculum

Licensed Cosmetologist, Licensed Cosmetologist Instructor, Licensed Master Barber Instructor

License Number: 1204018659

Barber License Number: 1301094469

Bar Palma Beauty Careers Academy, 2004

An educator and stylist, Natasha teaches in the Core Classroom as well as Protege and in our Clinic Classroom at Paul Mitchell The School Roanoke as part of the Basic Cosmetology and Barbering program.

ADMISSIONS LEADER

Ms. Lisa Agnes

Graduate of Paul Mitchell The School Roanoke

SUCCESS COACH

Mr. Michael Wolfe

Graduate of Paul Mitchell The School Roanoke

EXECUTIVE DIRECTOR OF FINANCIAL AID AND COMPLIANCE

Mrs. Chandra Couch

Master's in Business Management

University of Phoenix

Record Keeping

SERVICE DESK

Jordan Falk

Naklyah Hardy

BASIC COSMETOLOGY INSTRUCTORS

Donna St. Clair - Part Time

Licensed Cosmetologist, Licensed Cosmetologist Instructor

License Number: 1204017573

American School of Beauty Culture, 1979

A theory educator and spa educator, Donna is the Theory Specialist at Paul Mitchell The School Roanoke. She teaches theory, Core, spa specialty, and is an educator in our clinic classroom as part of the Basic Cosmetology program.

Destini Easley - Substitute

Licensed Cosmetologist, Licensed Cosmetologist Instructor

License Number: 1204019320

Regency Beauty Institute, 2010

Destini is the Makeup Specialist at Paul Mitchell The School Roanoke. She is also an educator in our clinic classroom as part of the Basic Cosmetology program. She teaches Theory and is our Design Team Leader.

Michael Wolfe - Full Time

Licensed Cosmetologist, Licensed Cosmetologist Instructor

License Number: 1204020559

Paul Mitchell The School Roanoke, 2017

An educator and stylist, Michael teaches in the Clinic Classroom at Paul Mitchell The School Roanoke as part of the Basic Cosmetology program. He is the Color Specialist and Clinic Classroom Mentor.

Dawn Childress- Full Time

Licensed Cosmetologist, Licensed Cosmetologist Instructor

License Number: 1204018654

Virginia Hair Academy, 1991

An educator and stylist, Dawn teaches in the Core Classroom at Paul Mitchell The School Roanoke as part of the Basic Cosmetology program.

DuJuwan Franklin- Full Time

Licensed Barber, Licensed Barber Instructor

License Number: 1301093820

Choppers Barbershop, 2014

An educator and stylist, DuJuwan teaches in the Core Classroom and the Clinic Classroom at Paul Mitchell The School Roanoke as part of the Barber 1100 and Master Barber 400 programs.

Ashley McDaniel- Part Time

Licensed Cosmetologist, Licensed Cosmetologist Instructor

License Number: 1204021031

Paul Mitchell the School Roanoke, 2022

An educator and stylist, Ashley is a substitute teacher in the Core Classroom at Paul Mitchell The School Roanoke as part of the Basic Cosmetology program.

Markayla Wright- Part Time

Licensed Cosmetologist, Licensed Cosmetologist Instructor

License Number: 1204020943

Regency Beauty Academy

An educator and stylist, Markayla teaches in the Clinic Classroom.

Lauren Simms- Full Time

Licensed Cosmetologist, Licensed Cosmetologist Instructor

License Number: 1204021189

Paul Mitchell the School Roanoke

An educator and stylist, Lauren teaches in the Clinic Classroom at Paul Mitchell The School Roanoke as part of the Basic Cosmetology program.

Allison Purcell- Full Time

Licensed Cosmetologist, Licensed Cosmetologist Instructor

License Number: 1204021209

Paul Mitchell the School Roanoke

An educator and stylist, Allison teaches in the Clinic Classroom.

Michelle (Shelly) Jackson - Full Time

Licensed Cosmetologist, Licensed Cosmetologist Instructor

License Number: 1204021303

Paul Mitchell the School Roanoke

An educator and stylist, Michelle teaches in the Clinic Classroom.

Emily Naff - Full Time

Licensed Cosmetologist, Licensed Cosmetologist Instructor

License Number: 1204021301

Paul Mitchell the School Roanoke

An educator and stylist, Emily teaches in the Clinic Classroom.

BARBER INSTRUCTORS

DuJuwan Franklin- Full Time

Licensed Barber, Licensed Barber Instructor

License Number: 1301093820

Choppers Barbershop, 2014

An educator and stylist, DuJuwan teaches in the Core Classroom and the Clinic Classroom at Paul Mitchell The School Roanoke as part of the Barber 1100 program.

SCHOOL HISTORY

E412, LLC., DBA, Paul Mitchell The School Roanoke, is an independently owned and operated franchisee of Paul Mitchell Advanced Education, LLC, located at 658 Brandon Ave.SW, Suite 210, Roanoke, VA 24015. E412, LLC was chartered on March 14, 2013.E412, LLC purchased BarPalma Beauty Careers Academy on November 1, 2014. Initial Approval for reinstatement of accreditation following a change in ownership from the Council on Occupational Education (COE) as Paul Mitchell the School Roanoke was granted on June 12, 2015. PMTS Roanoke received permission to participate in Title IV programs under the Higher Education Act of 1965, by the determination of the Philadelphia School Participation Team of the United States Department of Education on July 21, 2015. E412, LLC is owned and operated by John Turnage, Janet Turnage and Conor Turnage and Steve and Lisa Pollak.

ADMISSIONS

ADMISSION REQUIREMENTS - HIGH SCHOOL EDUCATION AND EQUIVALENTS

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

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

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

VERIFICATION AND VALIDATION PROCEDURES

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

- i. The school will check with the high school to confirm the validity of the student's diploma by collecting documentation from the high school that confirms the validity of the high school diploma, including transcripts or other written descriptions of course requirements, or written and signed statements by principals or executive officers at the high school attesting to the rigor and quality of the coursework at the high school;
- ii. If the high school is regulated or overseen by a state agency, Tribal agency, or Bureau of Indian Education, confirm with the relevant department or agency in the state in which the secondary school is located or obtain documentation from that agency that the secondary school is recognized or meets requirements established by that agency;
- iii. If the Secretary has published a list of high schools that issued invalid high school diplomas, the school will confirm that the high school does not appear on that list.

A high school diploma is not valid if it:

- i. Does not meet the applicable requirements established by the appropriate state agency, Tribal Agency, or Bureau of Indian Education in the state where the high school is located;
- ii. Has been determined to be invalid by the Department of Education, the appropriate state agency in the state where the high school was located, or through a court proceeding; or
- iii. Was obtained from an entity that requires little or no secondary instruction or coursework to obtain a high school diploma, including through a test that does not meet the requirements for a recognized equivalent of a high school diploma.

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

ADMISSION PROCEDURES

1. **Complete an Application for Admission:** Complete and submit the application for admission. The application for admission may be obtained from an admissions advisor.
2. **Pay the Application Fee:** Action will not be taken on admission or any student loan application until a registration fee of \$100.00 is received. Please submit the fee, payable to Paul Mitchell The School Roanoke, in the form of cash, check, money order, or credit card. This is a refundable fee and is not included in the cost of tuition. The school may opt to waive the application fee for students who transfer from a school that has closed without notice.
3. **Interview:** All applicants must complete an interview with an admission's advisor.
4. **Provide Proof of Identity:** Applicants are required to provide proof of identification as part of the application of admission process. The school will maintain a copy of the identification presented as part of the student's admission file.

Acceptable forms of photo identification include:

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

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

Photo IDs must contain:

- i. Applicant Students Full Name
 - ii. Contain a photograph of the applicant
 - iii. Be an original document
 - iv. Be Current and valid: *expired documents are not acceptable*
 - v. Match the name used in the application
 - a. If the name has changed, supporting documentation including but not limited to a marriage certificate, court approval documentation, or related documents are required.
5. **High School or Equivalent Verification Documents:** Applicants must demonstrate that they meet the High School requirements. The school considers a high school diploma, high school transcripts, GED certificate, GED transcript or high school equivalency certificate valid if granted by a high school or agency/program accredited or recognized by a state department of education (e.g. The State of Virginia Department of Education).

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

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

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

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

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

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

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

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

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

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

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

Paul Mitchell The School Roanoke accepts re-entry students if they qualify. Please review the re-entry policy for specific requirements.

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

The applicant will be notified of the decision in writing.

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

If an applicant is not admitted and wishes to appeal the decision, they must write a letter/email to the School Director.

Once the Director has evaluated the reasons for denial, the Director may either redo the personal interview for a second opinion or provide a response to the student. Appeals will not be considered if an applicant is not admitted because they do not meet the minimum education requirements to be admitted or if they have provided false information during the admission process.

Anyone who applies for admission into the school that has been convicted of a Class 1, Class 2, Class 3, Class 4, Class 5 or Class 6 felony must notify the school in writing and provide a copy of the court order. We are required to notify you that the state of Virginia regulations may deny licensure to someone who has been convicted of such a felony, and as such may not be able to practice in the state. The state will not issue a ruling on whether they will license an individual convicted of a Class 1 thru Class 6 felony until the student has graduated from the program and applied to become licensed by the state.

APPLICANTS WITH NON-IMMIGRANT VISAS AND INTERNATIONAL STUDENTS

Applicants with non-immigrant visas should be aware of the following:

- Federal financial aid is not available to an applicant with a non-immigrant visa.
- An individual must be authorized to work in the United States to take the state licensure exam.

If an applicant needs assistance in understanding how their visa status impacts their ability to receive federal financial aid or take the state licensure exam after completing their program, they should contact an admissions advisor.

Paul Mitchell The School Roanoke is not eligible to enroll international students studying under an 1-20 student visa.

ENGLISH PROFICIENCY POLICY

English is the language of instruction and examination at the School. Minimum standards of English proficiency are required to ensure that students can understand and communicate clearly to be successful in the programs. Students who have successfully completed their High School Diploma or GED or a higher degree in the United States are exempt from this requirement.

Applicants for whom English is not a first/native language must demonstrate English Proficiency regardless of English language studies, academic history, residence in the United States or other English-speaking countries, or immigration status.

Applicants who have completed their education outside of the United States, may have the English Proficiency requirement waived if their transcript does not include any ESL course work, had completed their High School education with English as the primary language of instruction and have successfully completed four years of English language/literature with an average of 2.5 or higher on a 4.0 scale.

Applicants must meet the minimum test scores listed below, regardless of whether previous scores are higher. Only the most recent English Proficiency scores will be accepted. Tests must have been taken in the last 5 years.

Requests for testing waivers will not be considered.

Test	Minimum Score
TOEFL	80 iBT
IELTS	6-7
Duolingo	110
PTE	53

To know more about the tests, testing dates, location and the costs associated with taking the test, visit the following websites:

TOEFL: <https://www.ets.org/toefl/test-takers>

IELTS: <https://www.ielts.org/for-test-takers/ielts-online>

Duolingo: <https://englishtest.duolingo.com/applicants>

PTE: <https://www.pearsonpte.com/>

For additional information on the requirements, please contact the admissions team.

RE-ENTRY STUDENT POLICY

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

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

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

Re-entry is reserved to the sole discretion of Paul Mitchell The School Roanoke and may require special conditions.

If a student is transferring more than 100 clock hours they will be required to take a written and practical test overseen by an Education Leader. If a student is transferring 100 clock hours or less, all hours will be transferred without the need of a written or practical test.

Re-entering students will be placed on 30-day probation, during which time they must meet the school's Institutional Attendance Policy regarding minimum attendance. Students will also be evaluated for satisfactory Institutional Attendance progress at the next scheduled evaluation period to determine their new status. Students who fail to meet the minimum attendance and academic requirements for the 30-day probationary period may be terminated.

Students who re-enter the program are placed in the same Satisfactory Academic Progress standing as when they left. Re-entering students who have previously used all the excused absences provided under their original contract will not receive any additional excused absences under the new re-entry enrollment agreement.

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

TRANSFER OF CREDIT POLICIES

TRANSFER OF CREDIT POLICY - STUDENTS ENTERING THE SCHOOL

Paul Mitchell The School Roanoke will accept transfer hours from other schools based on an evaluation of the student's comprehension of the course material and the applicability of the courses to the student's intended academic program at the school. Veterans are encouraged to submit their Joint Service Transcripts to be evaluated by the school.

Transfer students are assessed tuition at the current per hour rate. Current tuition rate information is located in the "Costs of Tuition and Supplies" section of the catalog.

At the school's sole discretion, a student may be permitted to transfer in more hours from a non-Paul Mitchell School than is described in the policy below, if the student is transferring from a school that has closed without notice and the student can demonstrate the appropriate course knowledge.

Paul Mitchell The School Roanoke does not award clock hour credits for service in the armed forces, paid or unpaid employment, or other demonstrated competency.

A complete approved program may be composed of transferred hours under the following conditions:

1. Both the new and former school must be licensed by the appropriate state licensing entity while the student is enrolled. The schools' current curriculum must be approved by that entity;
2. The hours earned at the originating school must have been earned no more than two years prior to enrolling in the new school;
3. Both the new and former school must be accredited by an accrediting agency recognized by the U.S. Department of Education;
4. The new school may only credit completed content, and must substantiate, based on the student's transcript, how hours were awarded towards each content area.

Please note that students transferring to another school may not be able to transfer all the hours they earned at Paul Mitchell The School Roanoke; the number of transferable hours depends on the policy of the receiving school. Transfer hours accepted by the school are applied to the total number of hours necessary to complete the program and are considered both attempted and completed hours for the purpose of determining when the allowable maximum time frame has been exhausted. Satisfactory academic progress (SAP) evaluation periods are based on actual contracted hours at the institution.

TRANSFER OF CREDIT POLICY

Cosmetology

Cosmetology students transferring from a non-Paul Mitchell School and/or Paul Mitchell School. To determine how many transfer hours the school accepts is based on passing a practical and written test and what is allowed by state board.

1. Pass a practical test with a minimum of 75% on three of the following criterias:
 - Demonstrate State Board Sanitation and Disinfection
 - Finger Wave with 6 pin-curls
 - Color and Lightener Applications (Must perform four)
 - Permanent Wave (10 rods)
 - Chemical relaxer applications (virgin, re-touch)
 - Marcel iron work demonstrating the three base curl placements.
 - Haircut, style and finish of your choice (to complete on a doll head or model)
2. Pass a written exam with a minimum of 75% passing

Basic Barber

Basic Barber students transferring from a non-Paul Mitchell School and/or Paul Mitchell School. To determine how many transfer hours the school accepts is based on passing a practical and written test and what is allowed by state board.

1. Pass a practical test with a minimum of 75% on three of the following criteria:
 - Demonstrate State Board Sanitation and Disinfection
 - Finger Wave with 6 pin-curls
 - Color and Lightener Applications (Must perform four)
 - Permanent Wave (10 rods)
 - Chemical relaxer applications (virgin, re-touch)
 - Marcel iron work demonstrating the three base curl placements.
 - Haircut, style and finish of your choice (to complete on a doll head or model)
2. Pass a written exam with a minimum of 75% passing

TRANSFERRING FROM A PROGRAM AND RE-ENROLLING IN A NEW PROGRAM

A student that withdraws from one program within the school and wishes to enroll in another program within the school, a determination of the state laws will determine the amount of hours that will be transferred into the new program, the student will need to meet the quantitative and qualitative components of SAP for the new program.

TRANSFER OF CREDIT - CREDIT EARNED AT ANOTHER INSTITUTION

Paul Mitchell The School Roanoke may accept transfer clock hours or credits for courses completed at another institution.

A student must notify the Admissions team at the time of beginning the admissions process if requesting such credit. A transcript is required for each school a student attended. The school will review course descriptions and any transcripts provided by the student to arrive at a final decision.

Courses taken at another institution must be accredited by an agency recognized by either the U.S. Department of Education or Council for Higher Education Accreditation (CHEA).

To transfer credit, the student must do the following:

1. Inform the Admissions Leader during the application process requesting to transfer credit
2. Provide transcripts from previous attended school 7 days prior to signing the enrollment agreement (exceptions may be granted for extenuating circumstances)

Acceptance of transfer credit is at the sole discretion of the school. In addition, the institution does not have articulation agreements and does not give credit for experiential learning.

TRANSFERABILITY OF CREDIT - CREDIT EARNED AT THE SCHOOL

The transferability of hours you earn at Paul Mitchell The School Roanoke is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma you earn in Cosmetology and/ or Basic Barber is also at the complete discretion of the institution to which you may seek to transfer.

If the hours or diploma that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Paul Mitchell Schools to determine if your hours or diploma will transfer.

The school will provide an Official Transcript and School Catalog to any student requesting to transfer credit to another school. The up-to-date catalog is also available online for public access. The school catalog contains course descriptions for each program at our school.

STATE LICENSING DISCLAIMER

The state may refuse to grant a license if a student has been convicted of a crime; committed any act involving dishonesty, fraud, or deceit; or committed any act that, if committed by a licentiate of the business or profession in question, would be grounds for the Virginia Department of Professional and Occupational Regulations (DPOR) to deny licensure. The Virginia Department of Professional and Occupational Regulations (DPOR) denies licensure on the grounds that the applicant knowingly made a false statement of fact required to be revealed in the application for such license. Paul Mitchell The School Roanoke is not responsible for students denied licensure.

STATE BOARD EXAMINATION POLICY

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

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

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

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

DISCLOSURE FOR PROGRAMS LEADING TO LICENSURE

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

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

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

FUTURE PROFESSIONAL INFORMATION

CONSTITUTION DAY

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

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

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

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

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

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

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

EDUCATIONAL GOALS

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

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

INDUSTRY REQUIREMENTS

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

1. Develop finger dexterity and a sense of form and artistry.
2. Enjoy dealing with the public.
3. Keep aware of the latest fashions and beauty techniques.
4. Make a strong commitment to your education.
5. Be aware that the work can be arduous and physically demanding because of long hours standing and using your hands at shoulder level.

LOCKER POLICY

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

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

GUIDELINES

1. Lockers will be issued to all students during Core. A locker number will be provided during Core. Assigned lockers may not be traded or changed unless approved by the school’s administration.
2. Locker assignments are valid from the beginning of enrollment until the day of graduation or withdrawal. At that time, all locker contents must be removed. After that time, any lockers that have not yet been vacated will be emptied, and the contents stored for 30 days, at which time they become the property of the school.
3. Lockers are for individual use only and are not to be shared. Locker content is the sole responsibility of the registered occupant of the locker. To reduce the risk of theft, students are encouraged to keep their lockers locked. Students should not store money, wallets, jewelry, credit or debit cards, or any other personal item of high value.
4. Paul Mitchell The School Roanoke is not in any way responsible for a locker’s contents or liable for the loss of or damage to items stored in lockers. Students are required to maintain their locker’s interior and exterior in a clean, neat and undamaged condition. Marking, defacing or graffiti on lockers is not acceptable.
5. No person shall store in a locker: weapons of any kind, explosives, prohibited drugs, illegal or illicit items or substances or other items deemed by Paul Mitchell The School Roanoke to be harmful, offensive or inappropriate.
6. Paul Mitchell The School Roanoke may in its sole discretion carry out or authorize searches/inspections for any reason. The following is a partial listing of examples of when Paul Mitchell The School Roanoke will exercise its discretion without notice:
 - a. Locker abandonment.
 - b. Suspected contents that may be illegal, illicit or deemed by the school to be harmful, offensive or inappropriate.
 - c. At the request of or generally in cooperation with law enforcement authorities.
 - d. Investigative purposes related to suspected or alleged criminal, illegal, or inappropriate activities.
 - e. Risk to the general good of the school.
 - f. Risk to the general good of the student or student population.
 - g. Unregistered locker.
 - h. Physical damage to or defacing of the locker.
 - i. Odors (spoiled/rancid food, garbage or smelly contents).
 - j. Locker maintenance.
7. Paul Mitchell The School Roanoke works with the local law enforcement authorities and maintains the right in the school’s sole discretion to allow law enforcement to carry out specific and random searches/inspections of locker contents. Such searches/inspections may be carried out with or without notice to or in the presence of the locker’s occupant. Such police activity may include but is not limited to: random drug or weapon searches of lockers, backpacks, book bags, brief cases, containers, jackets and winter coats.

MAKE-UP HOURS

Students are allowed to make up a maximum of 5 hours per week of previously missed hours. Students can makeup hours during course times the student is not normally scheduled for attendance. (For example, night school Tuesday-Thursday, or Saturday) Students may not make up hours until the student has completed the Core program. Make-up time will only be allowed for students until a cumulative attendance percentage 100% is achieved. All make up hours must be pre-approved by the school director. Students must complete a Future Professional Make-Up Request Form indicating the date, time, activity completed, and the name of the Learning Leader who supervised the make-up time.

MAKE-UP ASSIGNMENTS AND TUTORING HOURS

Makeup work can be assigned to students giving each student the opportunity to maintain satisfactory academic progress. Each student is responsible to request makeup work from his or her Learning Leader. Credit cannot be given for incomplete work. The letter “I” is recorded for that day and the incomplete status remains until work is made up. The “I” will change to a “O” if the work is not made up by the last Friday of the month. If a student is present and refuses to do assigned work, the Future Professional will automatically be dismissed for the day and will receive a “O” for the day. This grade will not be allowed to be made up.

Instructional faculty will be accessible for academic advising to students throughout the length of the program. For day program students, instructors will be available during night program hours. For night program students, instructors will be available during day program hours. Faculty are also accessible via email outside regularly scheduled class hours. A list of faculty email addresses is posted on the school bulletin board.

MEASURABLE PERFORMANCE OBJECTIVES

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

SAFETY PRECAUTIONS FOR THE BEAUTY INDUSTRY

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

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

FUTURE PROFESSIONAL DEVELOPMENT GUIDELINES

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

SANITATION REQUIREMENTS

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

GUEST AND PERSONAL SALON SERVICES

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

COMMUNICATION GUIDELINES AND PROFESSIONAL CONDUCT

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

LEARNING PARTICIPATION GUIDELINES

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

- Student Technical Kit
 - iPad with program education kit apps (cutting system app, make-up systems app, plugged in app, etc)
 - Program textbooks
2. Peer teaching and tutoring are encouraged.
 3. Future Professionals are responsible for their own technical kit and equipment. All kit, equipment, tools, and personal items must be secured in a locker or kept within view and control of the Future Professional. The school is not responsible for any lost or stolen articles.
 4. Future Professionals are required to work under the direction of a licensed professional. Therefore, Future Professionals must comply with school personnel and Learning Leader's assignments, directions, and requests as required by the curriculum and Future Professional guidelines and rules.
 5. Future Professionals must have a signed service ticket before beginning any service on the clinic classroom.
 6. Future Professionals may not perform hair, skin, barber or nail services outside of school unless authorized, in advance, in writing, to do so by school administration. Conducting unauthorized hair, skin, barber or nail services outside of school may be reported to the state board and may result in your inability to receive a professional license.
 7. Taking credit for another's work (e.g. submitting the photos of another's work as your own) or cheating during exams is unacceptable and is grounds for termination.
 8. Future Professionals will be expected to maintain an average of 75% on all academic exams and practical skill assignments.
 9. Only service desk personnel may schedule or change clinic classroom guest appointments.
 10. All practical skill services must be graded and the service ticket initialed by a Learning Leader.
 11. Future Professionals are expected to be continuously working on school-related projects, assignments, clinic practical skills, reading theory, or test preparation during school hours.
 12. When Future Professionals are not scheduled with guest service appointments or are not scheduled to attend theory or a specialty class, they must be actively engaged in their education at all times, and may focus on the following:
 - a. Completion of practical skill assessments through the Edular App.
 - b. Completion of theory review assignments.
 - c. Performing a service on another Future Professional. Please note that the service must be within the scope of practice for the program for both Future Professionals.
 - d. Listening to or reading school resource center materials, including educational videos, audiotapes, Plugged In, and school related textbooks.
 13. Parking is allowed in assigned parking areas only or cars may be towed at the owner's expense.
 14. If a Future Professional fails to complete the practical skill assessments or required academic theory exams they will be placed on the Back on Track List. Future Professionals have one week to get caught up before they receive a coaching advisory.
 15. If a Future Professionals fails to pass the Core written and/or practical exam on their second attempt, they may be asked to withdraw from the program and may be allowed to re-start in the next Core class start date.

ATTENDANCE AND DOCUMENTATION OF TIME

1. The school records attendance in clock hours and gives appropriately earned attendance credit for all hours attended and does not add or deduct attendance hours as a penalty. Attendance is calculated using an attendance tracking app called Edular. It is the responsibility of the Future Professional to record their hours by checking in and out through the app. If a Future Professional fails to clock in or out for their schedule, the Future Professional will not receive hours.

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

- When they arrive at school,
- When they leave for lunch,
- When they return from lunch,
- When they leave at the end of the day;
- If a Future Professional leaves the premises for any reason, and
- If a Future Professional is taking a break over 10 minutes, they are required to clock out.

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.

If a Future Professional is experiencing timeclock challenges and are unable to clock in or out, they must report the challenge to the Future Professional Advisor within 24 hours.

2. The school is open Monday - Friday from 9:00 AM to 4:30 PM for day Future Professionals, 9:00 AM-6:30 PM for Future Professionals on a 3-day schedule; and Monday through Thursday 5:00 PM-10:00PM for night Future Professionals.

3. The Future Professional must attend school according to the schedule in the Future Professional's enrollment agreement. All programs require continuous attendance.

4. The following are mandatory attendance days: Night Future Professionals may not miss Mondays; day Future Professionals may not miss Monday and Friday. Failure to attend mandatory days may result in an advisory. If a Future Professional is unable to attend a mandatory day they may find a substitute and submit the Substitution Request Form to the Future Professional Advisor for approval.

5. Future Professionals must be on time, as tardiness inhibits the learning process. Future Professionals who are late for any class must be accompanied into the classroom by a Learning Leader. Future Professionals are never excused from mandatory theory classes to work in the clinic classroom.

6. Attendance Expectation Generally: Future Professionals must maintain a 100% attendance average each month in order to complete the program by the expected/calculated completion date. The school attendance policy requires 80% to maintain satisfactory progress. Falling below this number means that the Future Professional may receive a coaching on the advisory form for their attendance.

7. CORE/Protege Attendance Expectation: Future Professionals attend Core/Protege during their first weeks of enrollment. If a Future Professional misses any time in Core, they are responsible for coordinating with their Learning Leader to obtain handouts, notes and assignments. During the period of Core a maximum of 21 unexcused absence hours may be missed. If the Future Professional missed more than 21 hours of Core, the Future Professional may be withdrawn from the program and may be required to re-enroll into the next Core start date they qualify for.

8. Extra Instructional Charges: During the contracted enrollment period, the Future Professional is required to maintain an average monthly attendance of at least 80% in order to complete the program by the expected or calculated completion date. The Future Professional is allowed up to 20% of their scheduled hours as absent time, which may be used for personal needs such as illness or doctor appointments. However, if the Future Professional is absent for 14 consecutive calendar days, they may be subject to termination. If additional program hours are required beyond the expected or calculated completion date—due to falling below the 80% attendance requirement or if training extends past the contracted end date—extra instructional charges will apply. These charges will be assessed based on the hourly rate stated in the student's enrollment agreement.

9. Future Professionals are required to be in attendance and actively participating in their education. When a Future Professional is scheduled for attendance but not present, these will be reflected as absent hours. If a Future Professional does not clock in or out properly resulting in the hours not being counted, these will be reflected in the absent hours unless the missing time form and necessary documentation is provided as outlined in the catalog.

If a Future Professional is absent refer to the school make-up hour policy on how to make-up those hours. Please keep in mind make-up hours and policies are optional for the school to provide and may be changed.

Future Professionals will receive clock hours during the times they fully participate in their learning experience.

10. Vacation and Planned Time Away (e.g. medical appointments, outside commitments): Future Professionals must request planned time off from school from the Future Professional Advisor and the Financial Services Leader. The

approval of any request does not mean that the Future Professional will continue to meet the attendance requirements.

11. Unplanned Absences or Tardiness: Future Professionals who are late or cannot attend school must contact the school and talk to the school service desk team immediately. Day Future Professionals must call in by 8:30 AM. Night Future Professionals must call in by 4:30 PM.

12. Lunches and breaks are scheduled for all Future Professionals. All full-time Future Professionals are required to take a 30-minute lunch break. Future Professionals should communicate with their Learning Leader if they have not had lunch by 1:30 p.m. Part-time Future Professionals will take a 10-minute break as scheduled by school administration.

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

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

13. Documentation of time: Future Professionals may not leave the school premises during regular hours without a Learning Leader’s permission.

- a. Future Professionals who leave the school premises for more than 10 minutes or those who leave early must document their time by clocking out on the time clock, signing the sign-out sheet, and having a Learning Leader book them out.
- b. Future Professionals who leave the school premises for less than 10 minutes must sign the sign-out break sheet.
- c. Day Future Professionals must clock out on the time clock for lunch for 30 minutes every day. Future Professionals will not receive credit for the hour if they fail to clock in/out for lunch.

14. Future Professionals can not clock in or out for another Future Professional.

15. Future Professionals can not ask others to clock them in or out.

16. Future Professionals must keep a record of all services performed each day digitally via the Edular app.

SCHOOL HOLIDAYS AND CLOSURES

2026	Date
New Years Day	January 1, 2026
Martin Luther King Day	January 19, 2026
Spring Break	April 2-3, 2026
Memorial Day	May 23-25, 2026
Juneteenth	June 19, 2026
Independence Day	July 4, 2026
Labor Day	September 5-7, 2026
Halloween	October 31, 2026 - night school only
Thanksgiving	November 26-29, 2026
Winter Break	December 24-31, 2026
Staff Training	January 12, February 9, March 9, April 13, May 11, June 8, July 13, August 10, September 14, October 12, November 9, December 14

The school reserves the right to amend the calendar.

The weather will play a major role in actual class schedule. Classes cancelled due to weather are not counted against the students.

For unexpected closures and snow days will be announced on the schools website, voice mail system, eblast, social media, and WDBJ7.

PROFESSIONAL IMAGE (DRESS CODE)

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

1. Future Professionals may wear black or gray in any combination.
2. Phase Two Future Professionals may wear black , gray, or white in any combination.
3. A minimal print in clothing is acceptable if it is a black and white print.
4. Clothing should be professional and clean.
5. Any shoe color is acceptable as long as they are professional, practical, clean, and close-toed.
6. Hair should be styled prior to arriving at the school.
7. Any cosmetics should be applied prior to arriving at the school.
8. The following is a list of acceptable dress:
 - a. Jeans or clothing made of jean material if they are black or gray in color.NO RIPS IN JEANS.
 - b. Sweatshirts, printed T-shirts, hooded sweatshirts and/or jackets with the Paul Mitchell logo or the school logo may be worn. Hoods may not be worn in the building.
 - c. Stylish hats and scarves.
 - d. Fashionable sneakers i.e. Vans, Sperry's, Converse. Black, white, or gray **CLEAN** athletic sneakers.
9. Tights or leggings should be worn with skirts or dresses that fall above the knees for all Future Professionals.
10. Name tag — as provided by the school. All Future Professionals are required to wear a name tag while in attendance.

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

- a. Gym workout shoes, foot thongs, or beach sandals.
- b. Tank tops, spaghetti string tops, or belly shirts.
- c. Sweatpants.
- d. Sweatshirts, hooded sweatshirts, jackets and printed T-shirts other than those with the Paul Mitchell logo or the school logo.
- e. No shorts and/or skirts that fall above fingertips.
- f. Baseball hats, visors, bandanas, caps, or beanies.
- g. Spandex or biking shorts.
- h. Headphones, headgear, and/or earphones are not permitted in the classroom or the clinic classroom.
- i. Sunglasses.

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

STUDENT SERVICES

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

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

VOTER REGISTRATION

Students are encouraged to register to vote in State and Federal Elections. Voter Registration and Election Date information for the state of Virginia can be found at <http://www.sbe.virginia.gov>.

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

SUSPENSION AND TERMINATION

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

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

SUSPENSION POLICY

PURPOSE

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

This policy applies to all students enrolled at our school.

POLICY STATEMENT

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

- Physical assault or threat of physical assault
- Possession or use of weapons or illegal drugs
- Harassment or bullying
- Vandalism or destruction of school property
- Repeated and serious violation of school rules and policies
- Failure to follow dress code
- Malicious gossip
- Attendance
- Academics

- Parking violation
- Smoking on campus
- Vaping on campus
- Violation of internet/social media policy including the use of technology for noneducational purposes.
- Violation of the Future Professional Advisory Policy or School Standards on-campus, at a school-sponsored event, externship, off-campus event, and/or field trip.
- Disruptive behavior, which is defined as any behavior that a reasonable instructor believes substantially interferes with the teaching or learning process, whether in a classroom or other learning environment (such as an online platform, clinic classroom, field experience, in an office, or other setting whether it is an on-campus or off-campus location) and continues after an instructor or other school employee's request to cease. Examples of disruptive behavior include, but are not limited to:
 - a. verbal abuse of or threatening the instructor or other students;
 - b. damaging classroom furniture or property;
 - c. damaging the property of another Future Professional or instructor;
 - d. creating excessive noise;
 - e. refusal to comply with instructor direction;
 - f. persistently speaking without being recognized or called upon;
 - g. refusing to be seated;
 - h. unauthorized use of cell phones, laptops, or other relevant technology; and disrupting the class by repeatedly leaving and entering the room without authorization.
- The expression of disagreement with the instructor or classmates is not in itself disruptive behavior. Disruptive behavior also does not include appropriate demonstration of disagreements or differences of opinion, cultural differences, differing values or beliefs, or needing extra time or attention based on reasonable accommodation for disabilities.
- Sleeping in class is prohibited.
- Unprofessional communication
- Lying/Cheating/Stealing
- Failure to be actively engaged in school-related activities
- Time Clock Violations: Clocking in and out another student, Requesting another student clock you in and out. Leaving the school facility and/or premises without notifying a Learning Leader and/or signing out for a break and remaining clocked in on the time clock and receiving unearned hours; the school parking lot and surrounding businesses are not included as part of the school facility for educational time; this includes exceeding allotted break or lunch times.
- Tampering is the attempt to alter school records, grades, assignments, or other documents without authorization.
- Plagiarism
- Other academic misconduct

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

SUSPENSION PROCEDURES

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

WRITTEN APPEALS

Student may appeal a school determination imposed on Student to the Appeal Committee. A student may initiate an appeal within fourteen (14) days of receipt of the school's decision.

The results of the appeal to the Appeal Committee shall be final.

An appeal shall be limited to review of the record for one or more of the following purposes:

1. To determine whether the decision reached regarding the student was based on reasonable evidence.
2. To determine whether the sanction(s) imposed were reasonably appropriate for the violation of the student was found to have committed.
3. To consider new evidence sufficient to alter the decision or sanction which was not previously considered because such evidence was not known or available. The student is required to submit a written appeal to the Appeal Committee, which includes the following:
 - A full description of the student's basis for appeal;
 - A statement of the remedy the student is seeking; and
 - Any supporting documentation.

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

Certain Terminations Are Final and Are Not Appealable.

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

RETURN AFTER TERMINATION APPEAL

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

ADVISORY PROCESS RETURN AFTER SUSPENSION

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

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

POLICY REVIEW

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

PROGRAM OBJECTIVES

The objective of this program is to prepare students to manage a successful basic cosmetology career and/ or business, while preparing them to successfully pass the Virginia State Board of basic cosmetology.

TRANSCRIPT REQUEST PROCEDURE

You may request a transcript be sent electronically or by mail by the school's Success Coach. The request must be in written form and will be responded to within three business days. The transcript that is electronically produced contains the identical information as a paper transcript. Paul Mitchell The School Roanoke do not release transcripts if a student has a financial hold.

COSMETOLOGY PROGRAM

COSMETOLOGY COURSE INFORMATION

COSMETOLOGY COURSE DESCRIPTION

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

The curriculum involves 1000 clock hours to satisfy Virginia state requirements. This program provides students with the knowledge and technical skills required to become licensed cosmetologists in Virginia. Instruction blends theory with hands-on practice and prepares students to perform services in hair care, basic facial treatments, hair removal, nail care, and related cosmetology procedures. Students will develop proficiency in cleansing and basic facial techniques; manicuring and pedicuring; and arranging, dressing, curling, waving, cutting, shaping, relaxing, coloring, and similar work on human hair, wigs, or hairpieces in accordance with Virginia's scope of practice.

**Graduates are prepared to be entry level cosmetologist.*

This course is taught in English. Textbooks and course materials are only offered in the English Language. The basic cosmetology course is an approved program through DPOR, COE, SCHEV, and USDE.

COSMETOLOGY COURSE OVERVIEW

The objective of this program is to prepare students for a successful cosmetology career and to meet the requirements needed to pass the state licensing exam. Upon completion of the program, students will be able to:

- Master the fundamentals of cosmetology theory and required safety protocols.
- Develop practical skills in hair cutting, styling, coloring, perming, and chemical relaxing for all hair types, including textured hair.
- Apply principles of anatomy, physiology, and skin and scalp analysis.
- Perform basic skincare techniques, including facial procedures, lash and brow services.
- Demonstrate proficiency in nail care, including manicures, pedicures, and artificial nail applications.
- Perform proper procedures for fitting, styling, and maintaining hairpieces and wigs.
- Apply approved hair removal techniques safely and effectively.
- Communicate with clients effectively and conduct thorough consultations.
- Meet the standards required to sit for and successfully complete the state licensing exam.

Program Hours: 1000 clock hours

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

1. **Pre-clinical Classroom Instruction:** Students receive instruction through classroom lessons and workshops covering fundamental theory, safety, and professional practices.
2. **Clinic Classroom Learning Experience:** Students develop practical skills through supervised hands-on training performed in the clinic classroom setting on clients, models, and mannequins.
3. **Distance Education Learning Experience:** Students approved for distance education may complete a portion of their theory instruction online. Only theory hours may be completed through distance education; all practical and lab instruction is delivered in person on campus.

COSMETOLOGY COURSE OUTLINE

Instruction in the Cosmetology program at Paul Mitchell The School Roanoke is delivered through structured phases designed to support student progression from foundational learning to advanced practical skills.

1. **Core Curriculum:** A multi-week pre-clinical phase focused on fundamental theory, safety, and basic technical skills. Students are evaluated through written, oral, and practical assessments.

2. **Protégé Learning Experience:** This phase provides a structured transition from Core into hands-on work. Students begin applying fundamental skills while preparing for the clinic classroom environment.
3. **Adaptive Curriculum:** Students participate in specialty classroom workshops and increasing levels of practical services to build technical proficiency and service readiness.
4. **Creative Curriculum:** Students refine their skills through advanced practical work, professionalism, and real-world application. Emphasis is placed on speed, accuracy, communication, and preparing for entry-level employment.
5. **Classroom Learning Experience:** Instruction covers seven primary areas of study: styling, cutting, coloring, texture, skin care, nail care, and theory. Classes are taught by licensed instructors and may include additional topics such as retail, professional development, motivation, and attendance expectations.
6. **Clinic Classroom Learning Experience:** Students receive supervised practical training through individual and group learning experiences. Workshops, skills tracking, and periodic evaluations monitor progress. Students perform services on clients in the clinic classroom under instructor supervision.

COSMETOLOGY COURSE SUBJECTS

The instructional program at Paul Mitchell The School Roanoke meets or exceeds state requirements. The following subjects are delivered through on-campus instruction and, where approved, through distance education for theory components only:

Curriculum Requirements	Minimum Hours of Instruction
Orientation & Business Topics <ol style="list-style-type: none"> a. School policies b. Management c. Sales, inventory, and retailing d. Taxes and payroll e. Insurance f. Client records and confidentiality g. Professional ethics and practices 	45
Laws and Regulations	10
General Sciences <ol style="list-style-type: none"> a. Principles and practices of infection control b. Safety Data Sheet (SDS) c. Chemical usages and safety 	55
Applied Sciences <ol style="list-style-type: none"> a. Anatomy, physiology, and histology 	40
Shampooing, rinsing, and scalp treatments for all hair types, including textured hair <ol style="list-style-type: none"> a. Client consultation and analysis b. Procedures, manipulations, and treatments 	25
Hair Styling for all hair types, including textured hair <ol style="list-style-type: none"> a. Finger waving, molding, and pin curling b. Roller curling, combing, and brushing c. Heat curling, waving, and pressing 	65
Haircutting for all hair types, including textured hair <ol style="list-style-type: none"> a. Fundamentals, materials, and equipment b. Procedures 	125
Permanent Waving and Chemical Relaxing for all hair types, including textured hair	135

Curriculum Requirements	Minimum Hours of Instruction
<ul style="list-style-type: none"> a. Chemistry b. Supplies and equipment c. Procedures and practical application 	
Hair Coloring and Bleaching for all hair types, including textured hair <ul style="list-style-type: none"> a. Basic color theory b. Supplies and equipment c. Procedure and practical application 	190
Wigs, hair pieces, and related theory <ul style="list-style-type: none"> a. Types b. Procedures 	15
Manicuring and Pedicuring <ul style="list-style-type: none"> a. Nail theory, nail structure, and composition b. Nail procedures, including manicuring, pedicuring, and nail extensions c. Electric filing 	75
Skin Care <ul style="list-style-type: none"> a. Client skin analysis and Consultation b. Effleurage and related movements and manipulations of the face c. Cleansing Procedures d. Masks e. Extraction techniques f. Machines avoiding direct contact with the skin g. Equipment avoiding direct contact with the skin h. Electricity avoiding direct contact with the skin i. Manual facials and treatments j. General procedures and safety measures 	150
Lashes and Brows <ul style="list-style-type: none"> a. Setup, supplies, and implements b. Consultation c. Application of false lashes and lash extensions d. Lash and brow tinting e. Lash perming f. Lightening of the hair on the body except scalp g. General procedures and safety measures. 	35
Hair removal <ul style="list-style-type: none"> a. Client consultation and analysis b. Waxing c. Mechanical hair removal d. Tweezing and threading e. Chemical hair removal 	35
TOTAL MINIMUM HOURS OF INSTRUCTION	1000

Cosmetology students must complete the minimum number of practical performances required by the Virginia Board for Barbers and Cosmetology. All services are performed under the supervision of a licensed instructor in the clinic classroom.

The Cosmetology curriculum requires the completion of:

Practical Performance Requirements	Minimum Performance Requirements
Shampooing, rinsing, and scalp treatments, for all hair types, including textured hair	20
Hair styling, for all hair types, including textured hair	60
Hair cutting, for all hair types, including textured hair	60
Permanent waving-chemical relaxing, for all hair types, including textured hair	60
Hair coloring and bleaching, for all hair types, including textured hair	65
Wigs, hair pieces, and related theory	10
Manicuring and Pedicuring	15 procedures
Individual sculptured nails and nail tips	30
Lashes and Brows	20
Skin care	15
Hair removal	10
TOTAL PRACTICAL PERFORMANCES	365

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

COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

Paul Mitchell The School Roanoke offers Future Professionals the option to enroll in a traditional on-campus program or, when available, a hybrid program that includes distance education. In the hybrid schedule, a portion of theory instruction is completed through distance education, while all practical and lab instruction is delivered in person at the school.

1. **Academic theory exams:** Students must achieve a grade of 75% or higher on each assigned theory exam. These exams are administered at the conclusion of each assigned online theory module. Theory exams may occur weekly or bi-monthly depending on module length. Additionally, students must demonstrate competency through an exam based on the information taught via distance education, which must be completed within the school facility.
2. **Core written and practical skills evaluation:** Students must earn a minimum score of 75% on both the Core written examination and Core practical skill evaluation to successfully complete the Core phase. These assessments evaluate instruction delivered during the Core schedule and determine eligibility to advance to the Clinic Classroom. All Core written and practical assessments must be completed in person at the school facility and are not permitted through distance education. Students who do not achieve a passing score after two attempts may be required to withdraw and re-enroll in a subsequent Core class.
3. **Clinic Practical Skill Assessments:** Students are required to complete all assigned practical skill assessments during the Clinic phase. These assessments are performed in person under instructor supervision and must be completed to satisfy program requirements.
4. **Distance Education Assessments:** Students enrolled in a hybrid program must complete a monthly distance education theory assessment on campus. These assessments evaluate comprehension of theory content delivered online.

The following grading scale is used for theory progress:
A = 90 – 100% B = 80 – 89% C = 75 – 79% Failing = Below 75%

COSMETOLOGY INSTRUCTIONAL TECHNIQUES AND METHODS

The Cosmetology 1000 clock hour course is provided through a sequential set of learning steps which address specific tasks necessary for State Board preparation, graduation and job entry level skills. Clinic equipment, implements and products are comparable to those used in the industry. Each student will receive instruction that relates to the performance of useful, creative and productive career-oriented activities. The course is presented through well-developed lesson plans that reflect the latest educational methods. Subjects are presented by means of lecture, demonstration, and student participation. Audio-visual aids, guest speakers, field trips, and other related learning methods are used in the course.

COSMETOLOGY CLASS START DATES

2026 5 - DAY SCHEDULE

START DATE	ANTICIPATED COMPLETION DATE*
January 13, 2026	September 29, 2026
February 17, 2026	November 2, 2026
March 24, 2026	December 9, 2026
April 28, 2026	January 22, 2027
June 2, 2026	February 25, 2027
August 4, 2026	April 28, 2027
September 8, 2026	June 2, 2027
October 13, 2026	July 6, 2027
November 17, 2026	August 11, 2027

2026 3 - DAY SCHEDULE

START DATE	ANTICIPATED COMPLETION DATE*
January 13, 2026	November 19, 2026
February 17, 2026	January 6, 2027
March 24, 2026	February 10, 2027
April 28, 2026	March 16, 2027
June 2, 2026	April 20, 2027
August 4, 2026	June 22, 2027
September 8, 2026	July 27, 2027
October 13, 2026	August 31, 2027
November 17, 2026	October 5, 2027

2026 NIGHT SCHOOL

START DATE	ANTICIPATED COMPLETION DATE*
January 26, 2026	May 3, 2027
March 23, 2026	July 29, 2027
May 18, 2026	August 23, 2027

START DATE	ANTICIPATED COMPLETION DATE*
August 3, 2026	November 9, 2027
September 28, 2026	January 11, 2028
November 30, 2026	March 14, 2028

*Completion dates may change depending on clocked time by student.

** **A student may enroll at any time prior to the start of a new class. A new class starts approximately every nine (9) weeks for 5-day full-time students, approximately every fifteen (15) weeks for part-time students, and approximately every ten (10) weeks for 3-day full-time students.**

COSMETOLOGY PROGRAM SCHEDULES

Students may choose from the following schedules:

Option	Days	Times	Location
Full-time weekly scheduled hours (35)	Monday - Friday	9:00 AM to 4:30 PM	On Campus
3-Day weekly scheduled hours (27)	Tuesday - Thursday	9:00 AM to 6:30 PM	On Campus
Part-time weekly scheduled hours (20)	Monday - Thursday	5:00 PM to 10:00 PM	On Campus

COSMETOLOGY COST OF TUITION AND SUPPLIES

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

Prospective students are encouraged to use the Net Price Calculator available on our website to receive a personalized estimate of the cost of attending Paul Mitchell The School Roanoke.

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

TUITION - Cosmetology	COST
Tuition	\$14,000.00
Registration Fee	100.00
Technical Kit*	2,276.88
Textbooks (non-refundable)	447.12
Sales Tax (non-refundable)	144.37
TOTAL COSTS	\$16,968.37

Students have the option to purchase the iPad for an additional \$336.18 + \$17.82 sales tax, for a total of \$354.00.

PROGRAM	PER HOUR CLOCK RATE (Transfer and Re-Entry Students Only)
Cosmetology	\$14.00

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

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

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

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

Financial aid available to those who qualify.

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

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

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

COSMETOLOGY KIT AND TEXTBOOKS

COSMETOLOGY STUDENT TEXTBOOK AND KITS

Students will only be allowed to use Paul Mitchell technical kits and equipment while enrolled at the School. Students may purchase the Paul Mitchell Technical kit in its entirety from the School, or the individual contents may be purchased independently. Students are responsible to purchase a Paul Mitchell Technical Kit at an additional cost apart from the tuition. Please note that Students are responsible for the purchase of personal stationery supplies.

If purchased independently, the items must meet the criteria listed on the School's Technical Kit List. The most recent Technical Kit list can be requested from the School. If the student needs to replace a technical kit or equipment item at any time during his or her enrollment in the school, these items may be purchased through the School or independently. Technical kit contents and/or textbooks are subject to change.

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

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

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

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

TEXTBOOK

Pivot Point Cosmetology eBook & Digital App Two-Year Subscription \$371.88

Qnity \$98.94

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

COSMETOLOGY EDUCATION KIT

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

THE CUTTING SYSTEM APP

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

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

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

Features Include:

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

THE COLOR SYSTEM APP

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

THE STYLE AND TEXTURE SYSTEM APP

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

Features:

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

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

THE BARBER AND SHORT HAIR SYSTEM APP

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

Filmed in high definition (HD) from a barber's perspective, these videos teach short haircutting theory and scissor-over-comb and clipper-over-comb techniques. Learn how to execute fades, tapers, and layered shapes on various hair

textures and formations; how the head shape affects the approach to cutting and blending shorter hair; and which tools will create the final desired end result for the service guests. The learners will also discover five short hair-coloring techniques to enhance the look or cover unwanted grays.

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

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

The features include:

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

THE SKILL CARDS APP

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

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

THE MAKEUP SYSTEM APP

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

Special features of the app include:

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

PLUGGED IN APP

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

Features and Access Includes:

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

CONNECTING TO MY FUTURE APP

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

This book focuses on the following:

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

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

BE NICE OR ELSE IBOOK

MAKEUP PORTFOLIO

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

THE MINI-COLOR SWATCH BOOK

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

EDULAR

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

Edular provides a centralized hub where students can:

- Access and complete required documents – Enrollment forms and other school documents are sent and stored within the Edular app for convenient and secure submission.
- Track academic progress – Through the Edular Skills Tracker, students can record completed skills, upload supporting materials such as photos, PDFs, and short videos, and submit skills for instructor review. Instructors can approve, reject, or grade submissions according to program requirements.

- Monitor program details – Students can view real-time information from the school’s Student Information System (Freedom), including Attendance Percentage, GPA, Program Details, Last Date of Attendance (LDA), Start Date, End Date, and additional information related to their enrollment.
- Engage in streamlined financial processes – Edular integrates with the school’s payment portal system to provide efficient workflows and greater transparency for student financial accounts.

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

Transfer students are responsible to purchase the education kit at an additional cost from the tuition. The cost of the education kit is \$837.14, which includes sales tax.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS IN COURSES

The Student must complete the following graduation requirements:

1. Complete the required number of Program clock hours.
2. For a student to meet state requirements, all practical worksheets must be completed in their entirety.
3. Pass written and practical exams.
4. Complete the required theory hours.
5. Tuition has been paid in full or payment arrangements of all monies owed to the school have been made.

Once the student has met all graduation requirements, including completion of all required academic work and financial obligations—such as tuition, fees, and any applicable extra instructional charges— he/she will receive a CERTIFICATE of COMPLETION.

The school will not release an official transcript until all graduation requirements are fulfilled. A certified transcript will be provided to any student who withdraws, which will reflect only the hours for which the school has been compensated. For the purposes of graduation or transfer, hours will not be released until all monies owed to the school—including extra instructional charges—have been paid in full or satisfactory payment arrangements have been made, and all academic requirements for those hours have been successfully completed.

Students must pay all tuition cost and extra instructional charges in full or establish a payment plan with the Financial Aid Bursar prior to graduation.

Students may obtain a copy official transcript from the Financial Aid Leader within 48 hours of their request.

CAREER SERVICES

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

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

Paul Mitchell The School Roanoke has placed students in the beauty industry as Hair Stylists, Color Stylists, Makeup Artists, Nail Technicians, Barbers, Educators, Salon Owners and Managers.

BASIC COSMETOLOGY (1500)

BASIC COSMETOLOGY COURSE INFORMATION (1500)

BASIC COSMETOLOGY COURSE DESCRIPTION

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

Classification of Instructional Programs (CIP) Code 12.0401

The curriculum involves 1500 hours to satisfy Virginia state requirements. The course includes extensive instruction and practical experience in cutting, hair coloring, perming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, business ethics, sanitation, state laws and regulations, salon-type administration, and job interviewing.

**Graduates are prepared to be entry level cosmetologist.*

This course is taught in English. Textbooks and course materials are only offered in the English Language.

The basic cosmetology course is an approved program through DPOR, COE, SCHEV, and USDE.

THE SCHOOL IS NOT CURRENTLY ENROLLING IN THIS PROGRAM.

BASIC COSMETOLOGY COURSE OVERVIEW

The objective of this program is to prepare students for a successful cosmetology career and to meet the requirements needed to pass the state licensing exam. Upon completion of the program, students will be able to:

- Master the fundamentals of cosmetology theory and required safety protocols.
- Develop practical skills in hair cutting, styling, coloring, perming, and chemical relaxing for all hair types, including textured hair.
- Apply principles of anatomy, physiology, and skin and scalp analysis.
- Perform basic skincare techniques, including facial procedures, lash and brow services.
- Demonstrate proficiency in nail care, including manicures, pedicures, and artificial nail applications.
- Perform proper procedures for fitting, styling, and maintaining hairpieces and wigs.
- Apply approved hair removal techniques safely and effectively.
- Communicate with clients effectively and conduct thorough consultations.
- Meet the standards required to sit for and successfully complete the state licensing exam.

Program Hours: 1500 clock hours

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

1. **Pre-clinical Classroom Instruction:** Students receive instruction through classroom lessons and workshops covering fundamental theory, safety, and professional practices.
2. **Clinic Classroom Learning Experience:** Students develop practical skills through supervised hands-on training performed in the clinic classroom setting on clients, models, and mannequins.

BASIC COSMETOLOGY COURSE OUTLINE

Instruction in the Basic Cosmetology program at Paul Mitchell The School Roanoke is delivered through structured phases designed to support student progression from foundational learning to advanced practical skills.

1. **Core Curriculum:** A multi-week pre-clinical phase focused on fundamental theory, safety, and basic technical skills. Students are evaluated through written, oral, and practical assessments.
2. **Protégé Learning Experience:** This phase provides a structured transition from Core into hands-on work. Students begin applying fundamental skills while preparing for the clinic classroom environment.

3. **Adaptive Curriculum:** Students participate in specialty classroom workshops and increasing levels of practical services to build technical proficiency and service readiness.
4. **Creative Curriculum:** Students refine their skills through advanced practical work, professionalism, and real-world application. Emphasis is placed on speed, accuracy, communication, and preparing for entry-level employment.
5. **Classroom Learning Experience:** Instruction covers seven primary areas of study: styling, cutting, coloring, texture, skin care, nail care, and theory. Classes are taught by licensed instructors and may include additional topics such as retail, professional development, motivation, and attendance expectations.
6. **Clinic Classroom Learning Experience:** Students receive supervised practical training through individual and group learning experiences. Workshops, skills tracking, and periodic evaluations monitor progress. Students perform services on clients in the clinic classroom under instructor supervision.

BASIC COSMETOLOGY COURSE SUBJECTS

The instructional program at Paul Mitchell The School Roanoke meets or exceeds state requirements.

Subject	Minimum Hours of Theory Instruction	Minimum Hours of Practical Instruction
I. Orientation 1. School Policies 2. State Laws, Regulations, Professional Ethics 3. Personal Hygiene 4. Bacteriology, Sterilization, Sanitation	60	
II. Manicuring and Pedicuring 1. Anatomy and Physiology 2. Diseases and Disorders 3. Natural and Artificial Application Procedures 4. Sterilization	60	15 20
III. Shampooing and Rinsing 1. Fundamentals 2. Safety Rules 3. Procedures 4. Chemistry, anatomy, and physiology	65	
IV. Scalp Treatment 1. Analysis 2. Disorders and Diseases 3. Manipulations 4. Treatments	50	10
V. Hairstyling 1. Anatomy and Facial Shapes 2. Finger Waving, Molding, and Pin Curling 3. Roller Curling, Combing, and Brushing 4. Heat Curling, Waving, Braiding, and Pressing	155	320 15 15
VI. Haircutting / Hair Shaping 1. Anatomy and Physiology 2. Fundamentals, Materials, Equipment 3. Procedures 4. Safety Practices	105	50
VII. Permanent Waving and Chemical Relaxing 1. Analysis 2. Supplies and Equipment 3. Procedures and Practical Application	75	25

Subject	Minimum Hours of Theory Instruction	Minimum Hours of Practical Instruction
4. Chemistry 5. Record keeping 6. Safety		
VIII. Hair Coloring and Bleaching 1. Analysis and Basic Color Theory 2. Supplies and Equipment 3. Procedures and Practical Application 4. Chemistry and Classification 5. Record keeping 6. Safety	105	45
IX. Skin Care and Make-up 1. Analysis 2. Anatomy 3. Health, Safety, and Sanitary Rules 4. Procedures 5. Chemistry and Light Therapy 6. Temporary Removal of Hair 7. Lash and Brow Tinting	70	5
X. Wigs, Hairpieces, and Related Theory 1. Sanitation and Sterilization 2. Types 3. Procedures	25	5
XI. Salon Management 1. Business and Professional ethics 2. Care of equipment 3. Compensation Package and Payroll Deductions 4. Licensing Requirements and Regulations 5. Fundamentals of Business Management	55	
TOTAL MINIMUM HOURS OF INSTRUCTION	975	525

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

BASIC COSMETOLOGY PROGRAM TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student's 1500-hour course:

- 1. Academic theory exams:** Students must achieve a grade of 75% or higher on each assigned theory exam. These exams are administered at the conclusion of each assigned online theory module. Theory exams may occur weekly or bi-monthly depending on module length.
- 2. Core written and practical skills evaluation:** Students must earn a minimum score of 75% on both the Core written examination and Core practical skill evaluation to successfully complete the Core phase. These assessments evaluate instruction delivered during the Core schedule and determine eligibility to advance to the Clinic Classroom. Students who do not achieve a passing score after two attempts may be required to withdraw and re-enroll in a subsequent Core class.
- 3. Clinic Practical Skill Assessments:** Students are required to complete all assigned practical skill assessments during the Clinic phase. These assessments are performed in person under instructor supervision and must be completed to satisfy program requirements.

The following grading scale is used for theory progress:

A = 90 – 100% B = 80 – 89% C = 75 – 79% Failing = Below 75%

BASIC COSMETOLOGY INSTRUCTIONAL TECHNIQUES AND METHODS

The Basic Cosmetology 1500 clock hour course is provided through a sequential set of learning steps which address specific tasks necessary for State Board preparation, graduation and job entry level skills. Clinic equipment, implements and products are comparable to those used in the industry. Each student will receive instruction that relates to the performance of useful, creative and productive career-oriented activities. The course is presented through well-developed lesson plans that reflect the latest educational methods. Subjects are presented by means of lecture, demonstration, and student participation. Audio-visual aids, guest speakers, field trips, and other related learning methods are used in the course.

BASIC BARBER PROGRAM

BASIC BARBER COURSE INFORMATION

BASIC BARBER COURSE DESCRIPTIONS

**Basic Barber: Standard Occupational Classification (SOC) 39-5011.00
Classification of Instructional Programs (CIP) Code 12.0402**

The Basic Barber course is 750 clock hours and meets the requirements of the Virginia State Board for Barbers and Cosmetology. This program provides students with the knowledge and technical skills required to become licensed barbers in Virginia. Instruction blends theory with hands-on practice and prepares students to perform services in haircutting, shaving, beard design, hair coloring, basic facial treatments, scalp care, and related barbering procedures. Students will develop proficiency in cutting and tapering the hair with clippers, shears, and razors; shaping and trimming the beard; performing facial massage and basic skincare; applying hair color; and providing shaving and grooming services in accordance with Virginia's scope of practice for barbering.

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

This course is taught in English. Textbooks and course materials are only offered in the English Language. The barber programs is an approved program through DPOR, COE, SCHEV, and USDE.

BASIC BARBER COURSE OVERVIEW

The objective of this program is to prepare students for a successful career in barbering and to meet the requirements needed to pass the state licensing exam.

Upon completion of the program, students will be able to:

- Learn Barber techniques, including cutting, tapering, shaving, and styling using clippers, razors, and shears.
- Develop skills in client consultation, haircut design, and grooming services for hair and facial hair.
- Apply standards of sanitation, disinfection, and safety in compliance with state regulations and industry best practices.
- Learn the principles of anatomy, physiology, and skin and scalp analysis
- Understand the fundamentals of hair coloring, scalp treatments, and facial care services.
- Demonstrate professionalism through knowledge of shop management and ethical practices.
- Prepare for and successfully pass the state licensing exam

Program Hours: 750 clock hours

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

1. **Pre-clinical Classroom Instruction:** Students receive instruction through classroom lessons and workshops covering fundamental theory, safety, and professional practices.
2. **Clinic Classroom Learning Experience:** Students develop practical skills through supervised hands-on training performed in the clinic classroom setting on clients, models, and mannequins.
3. **Distance Education Learning Experience: (if applicable):** Students approved for the hybrid option may complete a portion of their theory instruction online through Pivot Point LAB. Only theory hours may be completed through distance education; all practical and lab instruction is delivered in person on campus.

BASIC BARBER COURSE OUTLINE

Instruction in the Basic Barber program at Paul Mitchell The School Roanoke is delivered through structured phases designed to support student progression from foundational learning to advanced practical skills.

1. **Core Curriculum:** A pre-clinical phase focused on foundational theory, safety, sanitation, and basic technical skills using barbering tools. Students are evaluated through written, oral, and practical assessments.

2. **Protégé Learning Experience:** This phase bridges the transition from Core to the clinic floor. Students begin applying basic skills while preparing for guest services.
3. **Adaptive Curriculum:** Students participate in specialty workshops and hands-on training that strengthens technical ability, timing, and service confidence.
4. **Creative Curriculum:** Students refine their barbering skills through advanced practical work, leadership habits, communication, and the behaviors required of an entry-level professional
5. **Classroom Learning Experience:** Instruction covers the primary areas of barbering: haircutting, shaving, facial massage and skincare, hair coloring, scalp treatments, shop safety, sanitation, business skills, and theory. Classes are led by licensed instructors and may include topics such as retailing, communication, motivation, and professional development.
6. **Clinic Classroom Learning Experience:** Students receive supervised practical training through individual and group learning experiences. Workshops, skills tracking, and periodic evaluations monitor progress. Students perform services on clients in the clinic classroom under instructor supervision.

BASIC BARBER COURSE REQUIREMENTS

Curriculum Requirements	Minimum Hours of Instruction
Orientation and Business Topics <ol style="list-style-type: none"> a. School Policies b. Business and Shop Management c. Professional Ethics and Personal Hygiene 	25
State Laws and Regulations	10
Shampooing, cutting, thinning, tapering the hair with razor, clippers, and shears <ol style="list-style-type: none"> a. Client consultation b. Styling hair with a hand hair dryer 	270
Shaving and trimming a moustache or beard to include client consultation	100
Applying hair color to include client consultation	50
Applied sciences <ol style="list-style-type: none"> a. Anatomy and physiology b. Skin structure and function c. Skin types d. Skin conditions e. Diseases and disorders of the skin f. Analyzing skin or scalp conditions g. Giving scalp treatments 	100
General sciences <ol style="list-style-type: none"> a. Bacteriology b. Microorganisms c. Infection control, sanitation, disinfection, and sterilization d. Occupational Safety and Health Administration (OSHA) requirements e. Safety Data Sheet (SDS) f. General procedures and safety measures g. Cosmetic chemistry h. Products and ingredients 	80
Facial hair and skin care services <ol style="list-style-type: none"> a. Client skin analysis and consultation b. Effleurage and related movements and manipulations of the face c. Cleansing procedures d. Masks 	100

Curriculum Requirements	Minimum Hours of Instruction
e. Extraction techniques f. Machines, equipment, and electricity g. Manual facials and treatments h. General procedures and safety measures	
Understanding and maintaining implements and equipment (e.g. tools)	15
TOTAL MINIMUM HOURS OF INSTRUCTION	750

Basic Barber students must complete the minimum number of practical performances required by the Virginia Board for Barbers and Cosmetology. All services are performed under the supervision of a licensed instructor in the clinic classroom.

The Basic Barber curriculum requires the completion of:

Practical Performance Requirements	Minimum Performance Requirements
Hair and Scalp Treatments	10
Straight Razor Shaving on Face and Neck	12
Hair Services	285
Hair Coloring (including tinting, temporary rinses, and semi-permanent color)	20
Basic Facials	5
TOTAL PRACTICAL PERFORMANCES	332

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

BASIC BARBER PROGRAM TESTING AND GRADING PROCEDURE

Paul Mitchell The School Roanoke offers both on-campus and hybrid program options. Students in the hybrid program complete a portion of their theory instruction through distance education, while all practical and lab instruction is delivered in person.

1. **Academic Theory Exams:** Students must earn a minimum score of 75% on each theory exam. These exams are administered at the conclusion of each assigned online theory module. Theory exams may occur weekly or bi-monthly depending on module length.
2. **Core Written and Practical Evaluations:** During the Core phase, students must pass all written and practical skill assessments with a minimum score of 75%. These evaluations review the material taught during the Core schedule. All Core exams are completed on campus; no Core assessments may be completed through distance education.
3. **Clinic Practical Skill Assessments:** Students are required to complete all assigned practical skill assessments during the Clinic phase. These assessments are performed in person under instructor supervision and must be completed to satisfy program requirements.
4. **Distance Education Assessments:** Students enrolled in a hybrid program must complete a monthly distance education theory assessment on campus. These assessments evaluate comprehension of theory content delivered online.

The following grading scale is used for theory progress:
 A = 90 – 100% B = 80 – 89% C = 75 – 79% Failing = Below 75%

BASIC BARBER INSTRUCTIONAL TECHNIQUES AND METHODS

The Basic Barber 750 clock hour course is provided through a sequential set of learning steps which address specific tasks necessary for State Board preparation, graduation and job entry level skills. Clinic equipment, implements and products are comparable to those used in the industry. Each student will receive instruction that relates to the performance of useful, creative and productive career-oriented activities. The course is presented through well-developed lesson plans that reflect the latest educational methods. Subjects are presented by means of lecture, demonstration, and student participation. Audio-visual aids, guest speakers, field trips, and other related learning methods are used in the course.

BASIC BARBER CLASS START DATES

2026 NIGHT SCHOOL

START DATE	ANTICIPATED COMPLETION DATE*
February 16, 2026	February 1, 2027
March 23, 2026	March 9, 2027
May 18, 2026	April 29, 2027
August 3, 2026	July 19, 2027
September 28, 2026	September 9, 2027
November 30, 2026	November 11, 2027

*Completion dates may change depending on clocked time by student.

** *A student may enroll at any time prior to the start of a new class. New classes for the evening part-time schedule begin on designated start dates throughout the year, generally ranging between five (5) and eleven (11) weeks apart, as outlined in the school's published academic calendar.*

BASIC BARBER PROGRAM SCHEDULES

Option	Delivery	Days	Times
Part-time (20 hours)	Traditional	Monday - Thursday	5:00 PM to 10:00 PM
Part-time (20 hours)	Hybrid	Monday - Thursday Friday (Distance Education)	5:30 PM to 10:00 PM 2:00 PM to 4:00 PM

BASIC BARBER COST OF TUITION AND SUPPLIES

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

Prospective students are encouraged to use the Net Price Calculator available on our website to receive a personalized estimate of the cost of attending Paul Mitchell The School Roanoke.

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

TUITION - Basic Barber	COST
Tuition	\$10,500.00
Registration Fee	100.00
Technical Kit*	1,862.67
Textbooks (<i>non-refundable</i>)	414.00

TUITION - Basic Barber	COST
Sales Tax (<i>non-refundable</i>)	120.66
TOTAL COSTS	\$12,997.33

Students have the option to purchase the iPad for an additional \$336.18 + \$17.82 sales tax, for a total of \$354.00.

PROGRAM	PER HOUR CLOCK RATE (Transfer and Re-Entry Students Only)
Basic Barber	\$14.00

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

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

Please contact the school's Bursar for payment options. The school accepts cash, credit card, and personal check payments. Financial aid recipients understand that monies received on their behalf are applied first to tuition costs. Be advised that a 4.5% fee will be applied to each credit or debit card transaction conducted with our organization. This fee is necessary to cover processing costs associated with card payments. However, please note that the 4.5% fee is waived for ACH payments. By proceeding with a credit or debit card transaction, you acknowledge and agree to the imposition of this fee.

Financial aid available to those who qualify.

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

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

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

BASIC BARBER KIT AND TEXTBOOKS

BASIC BARBER STUDENT TEXTBOOK AND KITS

Students will only be allowed to use Paul Mitchell technical kits and equipment while enrolled at the School. Students may purchase the Paul Mitchell Technical kit in its entirety from the School, or the individual contents may be purchased independently. Students are responsible to purchase a Paul Mitchell Technical Kit at an additional cost apart from the tuition. Please note that Students are responsible for the purchase of personal stationery supplies. If purchased independently, the items must meet the criteria listed on the School's Technical Kit List. The most recent Technical Kit list can be requested from the School. If the student needs to replace a technical kit or equipment item at any time during his or her enrollment in the school, these items may be purchased through the School or independently. Technical kit contents and/or textbooks are subject to change.

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

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

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

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

TEXTBOOK

Pivot Point Barber eBook & Digital App Two-Year Subscription \$344.33

Qnity \$91.61

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

BASIC BARBER EDUCATION KIT

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

THE CUTTING SYSTEM APP

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

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

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

Features Include:

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

THE BARBER AND SHORT HAIR SYSTEM APP

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

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

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

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

The features include:

- All videos are available with English and Spanish subtitles.

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

THE SKILL CARDS APP

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

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

PLUGGED IN APP

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

Features and Access Includes:

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

CONNECTING TO MY FUTURE APP

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

This book focuses on the following:

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

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

BE NICE OR ELSE IBOOK

EDULAR

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

Edular provides a centralized hub where students can:

- Access and complete required documents – Enrollment forms and other school documents are sent and stored within the Edular app for convenient and secure submission.
- Track academic progress – Through the Edular Skills Tracker, students can record completed skills, upload supporting materials such as photos, PDFs, and short videos, and submit skills for instructor review. Instructors can approve, reject, or grade submissions according to program requirements.
- Monitor program details – Students can view real-time information from the school's Student Information System (Freedom), including Attendance Percentage, GPA, Program Details, Last Date of Attendance (LDA), Start Date, End Date, and additional information related to their enrollment.
- Engage in streamlined financial processes – Edular integrates with the school's payment portal system to provide efficient workflows and greater transparency for student financial accounts.

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

Transfer students are responsible to purchase the education kit at an additional cost from the tuition. The cost of the education kit is \$581.24, which includes sales tax.

GRADUATION INFORMATION

GRADUATION REQUIREMENTS IN COURSES

The Student must complete the following graduation requirements:

1. Complete the required number of Program clock hours.
2. For a student to meet state requirements, all practical worksheets must be completed in their entirety.
3. Pass written and practical exams.
4. Complete the required theory hours.
5. Tuition has been paid in full or payment arrangements of all monies owed to the school have been made.

Once the student has met all graduation requirements, including completion of all required academic work and financial obligations—such as tuition, fees, and any applicable extra instructional charges— he/she will receive a CERTIFICATE of COMPLETION.

The school will not release an official transcript until all graduation requirements are fulfilled. A certified transcript will be provided to any student who withdraws, which will reflect only the hours for which the school has been compensated. For the purposes of graduation or transfer, hours will not be released until all monies owed to the school—including extra instructional charges—have been paid in full or satisfactory payment arrangements have been made, and all academic requirements for those hours have been successfully completed.

Students must pay all tuition cost and extra instructional charges in full or establish a payment plan with the Financial Aid Bursar prior to graduation.

Students may obtain a copy official transcript from the Financial Aid Leader within 48 hours of their request.

CAREER SERVICES

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

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

Paul Mitchell The School Roanoke has placed students in the beauty industry as Hair Stylists, Color Stylists, Makeup Artists, Nail Technicians, Barbers, Educators, Salon Owners and Managers.

BARBER COURSE INFORMATION (1100)

BARBER COURSE INFORMATION (1100)

BARBER COURSE DESCRIPTIONS

Barber: Standard Occupational Classification (SOC) 39-5011.00
Classification of Instructional Programs (CIP) Code 12.0402

The curriculum involves 1100 hours to satisfy State of Virginia state requirements. The program includes extensive instruction and practical experience in men's cutting, hair coloring, perming, men's grooming, customer service, personal appearance and hygiene, personal motivation and development, retail skills, client record keeping, and business ethics, as well as sanitation, state laws and regulations, salon-type administration, and job interviewing.

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

This course is taught in English. Textbooks and course materials are only offered in the English Language. The barber programs is an approved program through DPOR, COE, SCHEV, and USDE.

THE SCHOOL IS NOT CURRENTLY ENROLLING IN THIS PROGRAM.

BARBER COURSE OVERVIEW

The objective of this program is to prepare students for a successful career in barbering and to meet the requirements needed to pass the state licensing exam.

Upon completion of the program, students will be able to:

- Learn Barber techniques, including cutting, tapering, shaving, and styling using clippers, razors, and shears.
- Develop skills in client consultation, haircut design, and grooming services for hair and facial hair.
- Apply standards of sanitation, disinfection, and safety in compliance with state regulations and industry best practices.
- Learn the principles of anatomy, physiology, and skin and scalp analysis
- Understand the fundamentals of hair coloring, scalp treatments, and facial care services.
- Demonstrate professionalism through knowledge of shop management and ethical practices.
- Prepare for and successfully pass the state licensing exam

Program Hours: 1100 clock hours

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

1. **Pre-clinical Classroom Instruction:** Students receive instruction through classroom lessons and workshops covering fundamental theory, safety, and professional practices.
2. **Clinic Classroom Learning Experience:** Students develop practical skills through supervised hands-on training performed in the clinic classroom setting on clients, models, and mannequins.

BARBER COURSE OUTLINE

Instruction in the Basic Barber program at Paul Mitchell The School Roanoke is delivered through structured phases designed to support student progression from foundational learning to advanced practical skills.

1. **Core Curriculum:** A pre-clinical phase focused on foundational theory, safety, sanitation, and basic technical skills using barbering tools. Students are evaluated through written, oral, and practical assessments.
2. **Protégé Learning Experience:** This phase bridges the transition from Core to the clinic floor. Students begin applying basic skills while preparing for guest services.

3. **Adaptive Curriculum:** Students participate in specialty workshops and hands-on training that strengthens technical ability, timing, and service confidence.
4. **Creative Curriculum:** Students refine their barbering skills through advanced practical work, leadership habits, communication, and the behaviors required of an entry-level professional
5. **Classroom Learning Experience:** Instruction covers the primary areas of barbering: haircutting, shaving, facial massage and skincare, hair coloring, scalp treatments, shop safety, sanitation, business skills, and theory. Classes are led by licensed instructors and may include topics such as retailing, communication, motivation, and professional development.
6. **Clinic Classroom Learning Experience:** Students receive supervised practical training through individual and group learning experiences. Workshops, skills tracking, and periodic evaluations monitor progress. Students perform services on clients in the clinic classroom under instructor supervision.

BARBER COURSE REQUIREMENTS

Subject	Minimum Hours of Theory Instruction	Minimum Hours of Practical Instruction
I. Orientation 1. School Policies 2. State Laws, Regulations, Professional Ethics 3. Personal Hygiene 4. Bacteriology, Sterilization, Sanitation	60	
II. Shampooing and Rinsing 1. Fundamentals 2. Safety Rules 3. Procedures 4. Chemistry, anatomy, and physiology	60	40
III. Scalp Treatment 1. Analysis 2. Disorders and Diseases 3. Manipulations 4. Treatments	50	15
IV. Hairstyling 1. Anatomy 2. Facial Shapes 3. Using a Hair Dryer 4. Sterilization and Sanitation	100	180
V. Skin Care and Facials 1. Anatomy 2. Analysis and Procedures 3. Health, Safety, and Sanitary Rules 4. Shaving the Face. Facial Massage or Treatments	60	45
VI. Client Centered Design 1. Communication and Client Consultation 2. Record Keeping 3. Procedures and Processes 4. Health, Safety, and Sanitary Rules	20	50
VII. Haircutting and Hair Shaping 1. Anatomy and Physiology 2. Fundamentals, Materials, Equipment 3. Procedures 4. Safety Practices 5. Cutting the hair with a razor, clippers, and shears. Tapering the hairline. Thinning the hair. Honing and stropping a razor. Trimming a mustache or beard.	120	140

Subject	Minimum Hours of Theory Instruction	Minimum Hours of Practical Instruction
XI. Salon Management 1. Business and Professional ethics 2. Care of equipment 3. Compensation Package and Payroll Deductions 4. Licensing Requirements and Regulations 5. Fundamentals of Business Management	40	
IX. Theory	120	
TOTAL MINIMUM HOURS OF INSTRUCTION	630	470

The Barber curriculum requires the completion of:

Practical Performance Requirements	Minimum Performance Requirements
Hair and Scalp Treatments	10
Hair Shaping	320
Hair Coloring (including tinting, temporary rinses, and semi-permanent color)	35
Basic Facials	5
TOTAL PRACTICAL PERFORMANCES	370

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

BARBER PROGRAM TESTING AND GRADING PROCEDURE

The following tests and grading procedures are incorporated during the student's 1100-hour course:

1. **Academic Theory Exams:** Students must earn a minimum score of 75% on each theory exam. These exams are administered at the conclusion of each assigned online theory module. Theory exams may occur weekly or bi-monthly depending on module length.
2. **Core Written and Practical Evaluations:** During the Core phase, students must pass all written and practical skill assessments with a minimum score of 75%. These evaluations review the material taught during the Core schedule.
3. **Clinic Practical Skill Assessments:** Students are required to complete all assigned practical skill assessments during the Clinic phase. These assessments are performed in person under instructor supervision and must be completed to satisfy program requirements.

The following grading scale is used for theory progress:

A = 90 – 100% B = 80 – 89% C = 75 – 79% Failing = Below 75%

BARBER INSTRUCTIONAL TECHNIQUES AND METHODS

The Barber 1100 clock hour course is provided through a sequential set of learning steps which address specific tasks necessary for State Board preparation, graduation and job entry level skills. Clinic equipment, implements and products are comparable to those used in the industry. Each student will receive instruction that relates to the performance of useful, creative and productive career-oriented activities. The course is presented through well-developed lesson plans that reflect the latest educational methods. Subjects are presented by means of lecture, demonstration, and student participation. Audio-visual aids, guest speakers, field trips, and other related learning methods are used in the course.

FINANCIAL INFORMATION

FINANCIAL AID

The school encourages all students to apply for financial aid. A Financial Aid Guide is also available to all prospective students to assist with understanding the eligibility criteria and application process to receive federal and institutional financial aid.

Financial aid refers to a variety of financial aid sources are available to help you pay for college or career school. It is money in the form of grants, scholarships, work-study, loans, or a benefit from completing community service or military service to help students pay for education after high school. Aid comes from various sources, with most of the aid coming from the U.S. Department of Education.

A FAFSA or Federal Application for Federal Student aid must be completed at www.studentaid.gov to apply for all federal aid. Students will need to re-apply for Aid every academic year and meet all required eligibility criteria.

ADDITIONAL INFORMATION AND DETAILS MAY BE FOUND IN THE FINANCIAL AID GUIDE PUBLISHED BY THE SCHOOL.

The school participates in the following Federal Aid Programs:

GRANTS

Federal Pell Grant This federal grant program provides need-based grants to eligible low-income students. Eligibility for a Federal Pell Grant is determined by your Expected Family Contribution from the FAFSA. You can receive the Federal Pell Grant for no more than the equivalent of 12 semesters, which includes your receipt of Federal Pell Grant from any college you have attended. Additional general information regarding the Federal Pell Grant is available at www.studentaid.gov.

Federal Supplemental Educational Opportunity Grants (SEOG) This federal grant is awarded to students who demonstrate exceptional financial need. Funding is limited for this program, and priority is given to students who qualify for a Federal Pell Grant. A FSEOG Grant does not need to be repaid.

Federal Iraq and Afghanistan Service Grant (IASG): This federal grant is awarded to students whose parents or guardian was a member of the U.S. armed forces and died as a result of performing military service in Iraq or Afghanistan after the events of 9/11. To qualify, you must be ineligible for a Pell Grant due to not demonstrating adequate financial need, and you must have been younger than 24 years old at the time of your parent's or guardian's death.

FEDERAL DIRECT LOANS

Federal Direct Subsidized Loans are loans available to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education at a college or career school.

- i. Interest does not accrue on the Subsidized loan while you are enrolled at least half-time.
- ii. Repayment on the loan begins 6 months after you graduate or withdraw from the school.

Federal Direct Unsubsidized Loans are available to eligible students regardless of financial need. The school determines the amount you can borrow based on your cost of attendance and other financial aid you receive.

- i. Interest begins to accrue on the Unsubsidized loan from the date of the first disbursement.
- ii. You are responsible for paying the interest on a Direct Unsubsidized Loan during all periods.
- iii. If you choose not to pay the interest while you are in school and during grace periods and deferment or forbearance periods, your interest will accrue (accumulate) and be capitalized (that is, your interest will be added to the principal amount of your loan).

Federal Direct PLUS Loans are loans, a parent of a dependent undergraduate student can borrow for up to the amount of the student's cost of attendance for their educational program less any other financial aid the student is

receiving. Financial need is not required for this program. The parent (not the student) is the borrower of a Parent PLUS Loan and therefore the parent is responsible for repaying the loan. In addition to the student completing the FAFSA and meeting the basic eligibility requirements for federal student aid, an additional application is required for a parent to borrow a Parent PLUS Loan. Repayment is required immediately following the last disbursement of a loan.

- i. Eligibility is not based on financial need and can be applied to cover the entire cost of attendance.
- ii. A credit check is required. Borrowers who have an adverse credit history must meet additional requirements to qualify.
- iii. If you are a dependent student and your parent is denied the PLUS loan because of an adverse credit history, the student may apply for an additional Direct Unsubsidized Loan.

INTEREST RATES

The interest rates are published each year and vary depending on the loan type and for is set by the first disbursement date of the loan.

DIRECT LOANS TERMS AND CONDITIONS

- i. A student must be enrolled at least half-time to receive a federal student loan disbursement.
- ii. Repayment of federal student loans begins 6 months after a student cease to be enrolled at least half-time. This 6-month period is called a grace period.
- iii. A student must complete a master promissory note and loan entrance counseling prior to receiving a Federal Direct Loan disbursement and must complete loan exit counseling once they cease to be enrolled at least half-time.
- iv. Students and parents who borrow Federal Direct Loans will have their loan submitted to the National Student Loan Data System (NSLDS) and the information will be accessible to guaranty agencies, eligible lenders, and eligible institutions of higher education as determined by the Secretary of Education to be authorized users of NSLDS.

For more information including terms and conditions and current rates visit:

<https://studentaid.gov/understand-aid/types/loans/interest-rates>

DEFAULTING ON THE FEDERAL DIRECT LOAN

A student is considered to be in default, if no payment is made for at least 270 days. Consequences of default include:

- i. The entire unpaid balance of your loan and any interest you owe becomes immediately due (this is called “acceleration”).
- ii. You can no longer receive deferment or forbearance, and you lose eligibility for other benefits, such as the ability to choose a repayment plan.
- iii. You lose eligibility for additional Federal Student aid.
- iv. The default is reported to credit bureaus, damaging your credit rating and affecting your ability to buy a car or house or to get a credit card.
- v. Your wages, tax refunds and federal benefit payments may be withheld and applied toward repayment of your defaulted loan.

THINGS TO KNOW ABOUT FINANCIAL AID:

ELIGIBILITY

All Criteria must be met to qualify for Federal aid

- i. Be a citizen or an eligible non-citizen of the United States
- ii. Have a valid Social Security Number (Students from the Republic of the Marshall Islands, Federated States of Micronesia and the Republic of Palau are exempt from this requirement)

- iii. Have a High School Diploma or a General Education Development Certificate (GED) or have completed the state requirements for homeschooling or have an equivalent or higher degree
- iv. Be enrolled in an eligible program
- v. Maintain satisfactory academic progress as described in the school policy
- vi. Not owe a refund on a Federal Student grant or be in default of a Federal Student Loan
- vii. Demonstrate Financial need
- viii. Use aid only for educational purposes

ESTIMATED FINANCIAL AID

The following tools and resources can be used to get an estimate of your EFC, Cost of Attendance and Estimated Financial Aid:

- i. Net Price Calculator Tool available at <https://www.paulmitchell.edu/roanoke> allows prospective students to enter information about themselves to find out what students like them paid to attend the institution in the previous year, after taking grants and scholarship aid into account.
- ii. College Financing Plan is a resource tool to help you better understand your educational costs and the financial aid that is available to meet those costs. This form was created by the Department of Education (ED) and is available to help prospective students compare the cost of attendance (COA) and aid offers from multiple institutions in order to make an informed decision about where to attend school. Please contact the Financial Aid office for your personalized College Financing Plan.
- iii. College Affordability & Transparency Center provides the Department of Education tools for comparing college costs, please visit: <https://collegecost.ed.gov>.

STEPS TO APPLY

- A. Sign up for an FSA ID at <https://studentaid.gov/fsa-id/create-account/launch>. The FSA ID serves as your digital signature for the Free Application for Federal Student Aid (FAFSA) and login information for Federal Student Aid websites.
- B. Complete the Free Application for Federal Student Aid (FAFSA)
- C. Submit all Required Documents to the Financial Services Office
- D. If you decide to apply for Federal Student Loans
 - 1. Log on to <https://studentaid.gov/>
 - 2. Complete your Direct Loan Entrance Counseling the Federal Government requires you to complete entrance counseling to ensure that you understand the responsibilities and obligations you are assuming.

The goal of entrance counseling is to help you understand what it means to take out a federal student loan. During entrance counseling, you will learn about the following:

- i. What a Direct Loan is and how the loan process works
- ii. Managing your education expenses
- iii. Other financial resources to consider helping pay for your education
- iv. Your rights and responsibilities as a borrower
 - Complete an Annual Loan Acknowledgment If this is your first time accepting a federal student loan, you are acknowledging that you understand your responsibility to repay your loan.
- v. If you have existing federal student loans, you are acknowledging that you understand how much you owe and how much more you can borrow.
 - Complete Master Promissory Notes (MPN)
The MPN is a legally binding agreement between you and us and contains the terms and conditions of your loans.

E. Review your Financial Aid Notification

The notification will provide a snapshot of what financial aid you are eligible to receive for the current academic year

F. Accept your Estimated Financial Aid Offer

VERIFICATION

The U.S. Department of Education may select your FAFSA for a process called verification. If your FAFSA is selected for verification, The School will need to collect additional documentation from you to verify some of the information you provided on your FAFSA. For example, The School may ask for additional information about your income, the number of people in your household, the number of people attending college in your household and identification document, or other information. You may be required to complete verification worksheets and submit tax documents for yourself and your parent(s) or spouse. The School will use the information you provide through the verification process to make any necessary corrections to the information you reported on the FAFSA.

Verification Deadline and Failure to Submit: The Financial Aid Office will not award or disburse federal financial aid until the verification process is complete. Failure to complete the verification process by the deadline may result in a student not being eligible for federal financial aid, in which case the student will need to make other arrangements to pay their educational costs.

FINANCIAL AID DISBURSEMENTS

The federal financial aid for which a student qualifies is applied to your student account. This process is referred to as financial aid disbursement. Expected disbursement schedule can be found in individual Financial Aid offer letters.

Financial Aid disbursements are evaluated and paid at the end of every payment period, based on the student's satisfactory academic progress.

- i. The first payment period is the period in which the student successfully completes half the clock hours AND half the weeks of instructional time in the academic year.
- ii. The second payment period is the period in which the student completes the academic year and weeks of instructional time in the academic year.

For any remaining portion of the program that is more than the academic year, but less than a full academic year.

- i. The first payment period is the period in which the student successfully completes half of the clock hours AND half of the weeks of instructional time in the remaining portion of the program; and
- ii. The second payment period is the period of time in which the student successfully completes the remainder of the program.

CREDIT BALANCE

If your financial aid award exceeds your direct costs at the school (tuition, etc.), you will receive a Credit Balance refund.

- i. Refunds begin to be issued within 14 days after the disbursement date.
- ii. All funds issued to you by Paul Mitchell The School Roanoke through a federal financial aid refund must be used toward educational expenses only and using these funds in any other manner is in violation of and punishable by federal law.

IMPACT OF WITHDRAWAL OR LEAVE OF ABSENCE

Students taking a leave of absence or withdrawing from classes who are recipients of Federal Financial Aid should contact the Financial Aid office to determine the implications of that leave/withdrawal for their financial aid program. Once you withdraw, drop below half-time enrollment, or leave school, your federal student loan goes into repayment. In most cases, however, you have a six-month grace period before you are required to start making regular payments.

EXIT COUNSELING

Students who graduate, withdraw or drop below half-time enrollment must complete exit counseling. The purpose of exit counseling is to ensure that student understand their loan obligations and are prepared for repayment.

OVERPAYMENT

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is any grant overpayment in excess of half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. You must make arrangements with the school or the Department of Education to return the unearned grant funds. The requirements for Title IV program funds when you withdraw are separate from the school's refund policy. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school will also charge you for any Title IV program funds that the school was required to return. The school's tuition refund policy is available in the college catalog. If you have questions regarding the Return of Title IV calculation or the school's refund policy, the Financial Services Office can assist.

ADDITIONAL INFORMATION AND DETAILS MAY BE FOUND IN THE FINANCIAL AID GUIDE PUBLISHED BY THE SCHOOL.

FEDERAL RETURN OF TITLE IV FUNDS POLICY

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

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

WITHDRAWAL BEFORE 60%

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

WITHDRAWAL AFTER 60%

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

5. The federal formula requires a return of Title IV aid if the student received federal financial assistance in the form of Stafford loans, Pell Grants, or Plus loans and withdraws on or before completing 60% of the payment period. The percentage of Title IV aid earned is equal to the percentage of the payment period that was completed as of the withdrawal date if this occurs on or before the 60% point of time. The percentage that has not been earned is calculated by determining the complement of the percentage earned (e.g., if 40% was earned, 60% was unearned)
6. The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of the Title IV aid that was or could have been disbursed as of the withdrawal date. The percentage of the payment period scheduled to complete is calculated by dividing the total number of clock hours scheduled to complete by the payment period as of the last date of attendance.
7. If a student withdraws (officially or unofficially) and has received federal loans, the loans will go into repayment.

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

ORDER OF RETURN

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

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

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

STUDENT NOTIFICATION OF REPAYMENT

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

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

SCHOOL AND STUDENT RESPONSIBILITIES REGARDING THE R2T4 POLICY & PROCESS

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

STUDENT'S RESPONSIBILITIES REGARDING THE RETURN OF TITLE IV FUNDS

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

POST WITHDRAWAL

If you did not receive all the funds that you have earned, you may be due a post-withdrawal disbursement. Paul Mitchell The School Roanoke may use a portion or all your post- withdrawal disbursement for tuition and fees (as contracted with Paul Mitchell The School Roanoke. For all other school charges, Paul Mitchell The School Roanoke needs your permission to use a post-withdrawal disbursement of direct loans. If you do not give permission, you will not be offered the direct loan funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

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

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

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

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

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

OR

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

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

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

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

INSTITUTIONAL REFUND POLICY

This policy applies to all terminations for any reason, by either party, including student decision, course or program cancellation, or school closure.

1. Refunds for Students Enrolled Prior to Visiting the Institution. Students who have not visited the school facility prior to enrollment have the opportunity to withdraw without penalty within three days following either attendance at a regularly scheduled orientation or following a tour of the facilities and inspection of the equipment.
2. Any monies due the applicant or student shall be refunded within 45 days of official cancellation or withdrawal. Official cancellation or withdrawal shall occur on the earlier of the dates that:
 - a. An applicant is not accepted by the school. This applicant shall be entitled to a refund of all monies paid to the school except a non-refundable application fee of \$100.00.

- b. A student (or in the case of a student under legal age, his/her parent or guardian) cancels his/her contract and demands his/her money back in writing, within three (3) business days of signing the enrollment agreement. In this case all monies collected by the school shall be refunded except a non-refundable application fee. This policy applies regardless of whether or not the student has actually started training.
 - c. A student who cancels his/her contract after three (3) business days of signing the contract but prior to entering classes is entitled to a refund of all monies paid to the school less a non-refundable application fee of \$100.00.
 - d. A student notifies the institution of his/her official withdrawal in writing.
 - e. A student is expelled by the institution.
 - f. For official cancellations as defined in paragraphs b, c, d, or e, the cancellation date will be determined by the postmark on written notification, or the date said information is delivered to the school administrator/owner in person.
 - g. Monies paid for student kit is nonrefundable unless the student cancels within three (3) business days of signing the enrollment agreement or the student cancels prior to entering class.
3. Any monies due a student who unofficially withdraws from the institution shall be refunded within 45 days of a determination by the institution that the student has withdrawn without notifying the institution. Unofficial withdrawals are monitored every 30 days and a determination is made to withdraw a student who has been absent from school for 14 or more consecutive calendar days; the withdrawal date that will be used in this calculation is the student's actual last date of attendance.
 4. When situations of mitigating circumstances are in evidence, such as serious illness, a disabling accident, or death in the immediate family, the school may make a settlement that is reasonable and fair to both parties.
 5. All extra costs, such as books, equipment, graduation fees, application fee, rentals, and other such charges, are not considered in the tuition adjustment computation if the charges are itemized separately in the enrollment agreement.
 6. For Students who terminate prior to completion, an administration fee in the amount of \$100.00 will be assessed.
 7. For a student on a leave of absence date of withdrawal determination shall be the earlier of the scheduled date of return from the leave of absence or the date the student notifies the school that the student will not be returning.
 8. If a course and/or program is cancelled subsequent to a student's enrollment, and before instruction in the course and/or program has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
 9. If a course and/or program is cancelled and ceases to offer instruction after the student has enrolled and instruction has begun, the school shall either provide a full refund of all monies paid or provide completion of the course and/or program.
 10. If the school closes permanently and no longer offers instruction after a student has enrolled and instruction has begun, the school will provide a pro rata refund of tuition to the student.

Upon withdrawal, drop or termination, a student may owe tuition or be entitled to a refund based on his/her scheduled hours.

Refund Policy for Programs Obligor Students for Periods of 12 Months or Less

The refund policy for students attending non-public institutions who incur a financial obligation for a period of 12 months or less is as follows:

- (i) During the first 10% of the period of financial obligation, the institution refunds at least 90% of the tuition;
- (ii) After the first 10% of the period of financial obligation and until the end of the first 25% of the period of obligation, the institution refunds at least 50% of the tuition;
- (iii) After the first 25% of the period of financial obligation and until the end of the first 50% of the period of obligation, the institution refunds at least 25% of the tuition; and,
- (iv) After the first 50% of the period of financial obligation, the institution may retain all of the tuition.

SPECIAL PROVISIONS FOR BOOKS AND SUPPLIES

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

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

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

PREFERRED LENDER LIST AND PRIVATE EDUCATION LOAN DISCLOSURES

Our school does not have a list of preferred lenders and we do not offer private education loans. Students are encouraged to explore federal student aid options before considering private education loans.

ELIGIBILITY OF FINANCIAL AID AFTER A DRUG CONVICTION

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

MAJORS, DEGREES, SECOND DEGREE, OR SUMMER TERMS

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

CANCELLATION, WITHDRAWAL AND REFUND POLICIES

CANCELLATION

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

“OFFICIAL” VOLUNTARY WITHDRAWAL

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

1. Date student provided official notification of notice to withdraw.
2. The date the student began the withdrawal process from Paul Mitchell The School records. A student is allowed to rescind his/her notification in writing and continue the program. If the student subsequently drops, the student's withdrawal date is the date of notification to withdraw
3. Upon receipt of the withdrawal information, Paul Mitchell The School will complete the following:

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

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

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

UNOFFICIAL WITHDRAWAL

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

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

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

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

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

Students are required to purchase books, supplies and equipment at the beginning of the program. According to Paul Mitchell The School Dallas, Paul Mitchell The School San Antonio and/or Paul Mitchell The School Arlington's refund policy, once these materials are purchased, no refund will be made. However, students will not be charged for the kit if they withdraw within the first 30 days of the first scheduled class date and return their kit un-opened and in new condition.

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

RETURN OF TITLE IV, HEA POLICY

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

This policy applies to students' who **withdraw officially, withdraw unofficially or are terminated** from Paul Mitchell The School Roanoke. It is separate and distinct from Roanoke's Institutional Refund Policy.

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

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

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

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

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

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

TIME FRAME FOR REFUNDS

Refunds, when due, are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student. Refunds, when due, are made without a request from the student.

SCHOLARSHIPS

PAUL MITCHELL SCHOOLS HIGH SCHOOL SCHOLARSHIP

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

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

MILITARY MEMBER SURVIVING DEPENDENTS SCHOLARSHIP

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

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

SATISFACTORY ACADEMIC PROGRESS POLICY

SATISFACTORY ACADEMIC PROGRESS POLICY

The Satisfactory Academic Progress Policy applies to all students regardless of whether or not they are eligible and/or apply for Title IV funding programs. Every student enrolled in a program approved by NACCAS must meet formal standards that measure their satisfactory progress toward graduation. The Satisfactory Academic Progress Policy is provided to all students prior to enrollment. The policy is consistently applied to all students, regardless if they are part time, full time or the program enrolled in. SAP evaluations are maintained in the student file. The school will develop an academic and/or attendance plan to address the specific needs of those students who fail to meet the academic and/or attendance requirements at specific SAP evaluation points. A leave of absence will extend the student's contract period and maximum time frame by the same number of days taken in the leave of absence.

In order to comply with USDE requirements the terminology financial aid warning or financial aid probation will be used for Title IV, non-Title IV, and other federal funding students.

QUANTITATIVE AND QUALITATIVE FACTORS

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

1. A minimum cumulative theory grade level of 75%.
2. A minimum cumulative academic level of 75% on practical worksheet completion*
3. To determine whether a student meets the academic requirements for Satisfactory Academic Progress, theory and practical grades are averaged together to give a minimum cumulative academic grade of 75%.
4. A minimum cumulative attendance level of 80% of scheduled hours**

**To meet the state practical requirements for graduation, students must eventually complete monthly practical worksheets 100%. See LEARNING PARTICIPATION GUIDELINES.*

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

A student who has not achieved the minimum cumulative GPA of 75% and/or who has not successfully completed at least a cumulative rate of attendance of 80% is not eligible for Title IV assistance, if applicable, unless the student is on warning or has prevailed upon appeal of the determination that resulted in a status of Financial Aid Probation.

MAXIMUM TIME FRAME

Course	Length	Maximum Time Frame
Cosmetology - 35 hours	29 Weeks	36 Weeks
Cosmetology - 27 hours	37 Weeks	47 Weeks
Cosmetology - 20 hours	50 Weeks	63 Weeks
Basic Cosmetology	43 Weeks	54 Weeks
Basic Barber - 20 hours	38 Weeks	47 Weeks
Barber - 20 hours	41 Weeks	36 Weeks

The maximum time frame allowed for transfer students who need less than full course requirements or part-time students will be determined based on 80% of the scheduled contracted hours. If any student enrolled fails to complete the program within the maximum time frame they will lose their eligibility for Title IV programs, if applicable, but they will be able to complete the program on a cash pay basis. VA students will lose their eligibility for VA funds. Whether a

student pays out of pocket or receives Title IV Financial aid all hours attempted and completes are considered part of the Satisfactory Academic Progress calculation. For students with a disability that appeal, the student's disability will be considered as a factor towards maintaining Satisfactory Academic Progress.

NONCREDIT, REMEDIAL COURSE, AND REPETITIONS

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

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

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

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

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

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

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

1. The Future Professional submitted a written request, with the reason for the leave of absence and applicable back up documentation.(Unless unforeseen circumstances prevent the Future Professional from doing so.)
2. The leave of absence was reviewed/approved by the school's Future Professional Success Coach and Financial Aid Department.(Please see the Coaching and Corrective Action Policy and the Corrective Action Steps policy located in the catalog for additional information.)
3. The leave of absence must be a minimum of 14 calendar days and must not exceed a total of 180 calendar days in a 12-month period.
4. Service members called up to active duty, regardless of the period of absence as long as it does not last longer than 3 years, may be granted a LOA past the 180 calendar days.

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

If enrollment is temporarily interrupted for an LOA, the student will return to school in the same progress status as prior to the LOA. The hours elapsed during an LOA will not be included in the student's cumulative attendance percentage calculation. Students may be granted one LOA in a twelve-month period.However, in the case of unforeseen circumstances and at the school's discretion, the student may be granted a subsequent LOA. The total

time for the LOA must be a minimum of 14 calendar days and may not exceed 180 calendar days in a twelve-month period. An approved LOA will extend the student's contract period by the same number of days taken in the leave and will result in no additional charges to the student.

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

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

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

EVALUATION PROCEDURES AND REQUIRED LEVEL OF ACHIEVEMENT

The following programs receive Satisfactory Progress Evaluations in both attendance and academics.

Cosmetology 1000 clock hours

Basic Cosmetology 1500 clock hours

Basic Barber 750 clock hours

Barber 1100 clock hours

The Satisfactory Progress Evaluation will occur when students reach the following actual hours and academic weeks:

Program	Actual Hours Check Point	Actual Hours Check Point
Cosmetology	450	900
Basic Cosmetology	450	900
Basic Barber	375	N/A
Barber	450	900

The first evaluation will occur no later than the midpoint of the academic year. The SAP evaluations are completed within seven (7) school business days of the student reaching the evaluation points.

At the end of each evaluation period, the school will determine if the student has maintained at least 80% cumulative attendance since the beginning of the course which indicates that, given the same attendance rate, the student will graduate within the maximum 125% time frame allowed.

The student's attendance will be evaluated at Institutional Attendance checkpoints at the completion of each calendar month. A student who is not maintaining at least a cumulative of 80% attendance will be placed on Institutional Attendance Warning status until the next Institutional Attendance checkpoint. The student will be advised in writing on the actions required to attain Institutional Attendance by the next evaluation. Students are allowed to make up hours to meet attendance. Refer to the Make Up Hour Policy. If at the end of the Institutional Attendance warning period, the student has still not met attendance requirements, he/she may be dropped from the program with the right to appeal.

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

1. Examinations are given in all subjects.

2. If a student receives an UnSatisfactory Academic Progress Evaluation, the Future Professional Advisor will meet in person with the student, the evaluation will be reviewed and signed by the student acknowledging their unsatisfactory status. The evaluation is maintained in the student's financial file. The Satisfactory Academic Progress Evaluation will reflect if the student's evaluation will impact the student's eligibility for Financial Aid. The student may request to review their Satisfactory Academic Progress Evaluation from the Financial Services Leader or Future Professional Advisor.

The following grading scale is used for theory progress:

A = 90 – 100% B = 80 – 89% C = 75– 79% Failing = Below 75%

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

An academic year consists of 900 clock hours over a period of not less than 26 weeks for all of its programs.

TRANSFER HOURS

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

DETERMINATION OF PROGRESS STATUS

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

WARNING

Students failing to meet minimum requirements for attendance and/or academic progress will be placed on Financial Aid Warning and will be considered to be making satisfactory academic progress during the warning period until the next evaluation period. The student will be advised in writing on the actions required to attain satisfactory academic progress by the next evaluation. During the Financial Aid Warning period, students are eligible, if applicable, to receive financial aid funds. If a student does not meet the minimum requirements after a financial aid warning period, they are placed on financial aid suspension and not eligible for Title IV Aid, if the student appeals and then it is approved, the student is then placed on financial aid probation, if applicable.

RE-ESTABLISHMENT OF SATISFACTORY ACADEMIC PROGRESS

FOR THOSE WHO QUALIFY

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

PROBATION

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

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

APPEAL PROCEDURE

A student may appeal the Financial Aid ineligible decision if the student has a reason for not making satisfactory progress and if the student can document that the circumstances that caused the unsatisfactory academic progress determination have in some way changed and that satisfactory academic progress standard can be met by the end of the next evaluation period. A student has ten (10) school days from the date of notification that they are not meeting the second consecutive satisfactory progress determination to appeal the unsatisfactory academic progress determination. The student must submit a written appeal to the school's financial aid office on the designated schools Appeal Form describing why they failed to meet satisfactory academic progress standards, along with supporting documentation of the reasons why the determination should be reversed. This information should include what has changed about the student's situation that will allow them to achieve satisfactory academic progress by the next evaluation point.

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

The Appeal documents will be reviewed and a decision will be made and reported to the student within 30 calendar days. The appeal and decision documents will be retained in the student's file. If the student prevails upon appeal, the satisfactory academic progress determination will be reversed and federal financial aid will be reinstated, if applicable. If the appeal is granted the student will be placed on Financial Aid Probation for one evaluation period. If the student has not met academic and/or attendance requirements for two (2) consecutive evaluation periods, for example 450 to 900 actual hours evaluations; and does not prevail on appeal, the student will be determined as not making satisfactory progress and may be terminated.

STUDENT CONSUMER INFORMATION

STUDENT RIGHT OF ACCESS AND RECORD RETENTION POLICY

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

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

Students (or parents or guardians, if the student is a dependent minor) are guaranteed access to their school records, with a staff member present, within 30 days from the date of the request.

GENERAL RELEASE OF INFORMATION

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

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

FERPA DISCLOSURES TO PARENTS

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

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

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

A school may let parents of students under age 21 know when the student has violated any law or policy concerning the use or possession of alcohol or a controlled substance.

A school official may share with parents information that is based on that official's personal knowledge or observation and that is not based on information contained in an education record.

RELEASE OF INFORMATION TO REGULATORY AGENCIES

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

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

Paul Mitchell The School Roanoke provides and permits access to student and other school records as required for any accreditation process initiated by the school or by the Council on Occupational Education (COE), or in response to a directive of said Commission.

DISCLOSURES IN RESPONSE TO SUBPOENAS OR COURT ORDERS

FERPA permits schools to disclose education records, without the student's consent, to comply with a lawfully issued subpoena or court order.

In most cases, the school must make a reasonable effort to notify the student who is the subject of the subpoena or court order before complying, so the student may seek protective action. However, the school does not have to notify the student if the court or issuing agency has prohibited such disclosure.

The school may also disclose information from education records, without the consent or knowledge of the student, to representatives of the U.S. Department of Justice in response to an ex parte order issued in connection with the investigation of crimes of terrorism.

DISCLOSURES FOR OTHER REASONS

There are two FERPA provisions concerning the release of records relating to a crime of violence. One concerns the release to the victim of any outcome involving an alleged crime of violence (34 CFR 34 CFR 99.31[a][13]). A separate provision permits a school to disclose to anyone the final results of any disciplinary hearing against an alleged perpetrator of a crime of violence where that student was found in violation of the school's rules or policies with respect to such crime or offense (34 CFR 99.31[a][14]).

DIRECTORY INFORMATION

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

RECORD MAINTENANCE

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

AMENDMENT TO STUDENT RECORDS

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

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

VETERAN OR ELIGIBLE PERSON

The school maintains a written record of the previous education and training of the veteran or eligible person and clearly indicates that appropriate credit has been given for previous education and training, with the training period shortened proportionately, and the veteran or eligible person and the Department of Veterans Affairs so notified.

PERFORMANCE STATISTICS/JOB OUTLOOK

Paul Mitchell The School Roanoke is accredited by the Council on Occupational Education (COE) 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. COE requires schools to list the outcome rates for each program. The U.S. Department of Education

requires outcome rates be provided based upon the school location. Outcome rates have also been provided for the individual school you are interested in attending. If you have any questions regarding our outcome rates, please see our admissions team for assistance.

Paul Mitchell The School Roanoke Performance Statistics for the Calendar Year 2024:

Institution:

Completion	Placement	Licensure
60%	77%	100%

Basic Cosmetology: (teach out)

Completion	Placement	Licensure
60%	77%	100%

Cosmetology 1000 hour:

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

Barber 1100 hour:

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

Opportunities will be better for those licensed to provide a broad range of services. Additional information is available at www.council.org.

COE's 2024 Annual Report is derived from a single cohort of students – those scheduled to graduate from 7/1/2023 to 6/30/2024.

Council on Occupational Education (COE)

7840 Roswell Road
 Building 300, Suite 325
 Atlanta, GA 30350
 (770) 396-3898
www.council.org



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

2018 Graduation
59%

Paul Mitchell The School Roanoke must prepare the completion and graduation rate of its certificate- or degree-seeking, first-time, full-time undergraduate students each year. The rates will track the outcomes for students for whom 150% of the normal time for completion or graduation has elapsed. Normal time is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. These rates are generated from the school student record management system.

REGULATORY AND ACCREDITATION AGENCIES

Paul Mitchell the School Roanoke is a licensed school. The following institutions license and regulate our institution:

Virginia Department of Professional and Occupational Regulations (DPOR)

9960 Mayland Drive
Perimeter Center, Suite 400
Richmond, VA 23233
(804) 367-8509

State of Council of Higher Education For Virginia (SCHEV)

Private and Out-of-State Postsecondary Education

James Monroe Building
101 N.14th Street, 9th Floor
Richmond, VA 23219
Phone: (804) 225-2600
Fax: (804) 225-2604

*The school is certified to operate by State of Council of Higher Education Private and Out-of-State Postsecondary Education (SCHEV).

Council on Occupational Education (COE)

7840 Roswell Road
Building 300, Suite 325
Atlanta, GA 30350
(770) 396-3898
www.council.org



The school is accredited by Council on Occupational Education (COE). Council on Occupational Education (COE) is recognized by the United States Department of Education as a national accrediting agency for postsecondary school. If you are interested in reviewing or receiving a copy of the school's state license/approval or a copy of the school's letter of accreditation, please contact the school director.

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

SCHOOL STANDARDS & POLICIES

DISABILITY ACCOMMODATION & GRIEVANCE POLICY

STATEMENT OF NON-DISCRIMINATION AND ACCOMMODATION

Paul Mitchell The School does not discriminate on the basis of disability. Individuals with disabilities are entitled to a reasonable accommodation to ensure that they have full and equal access to the School's educational resources, consistent with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and the Americans with Disabilities Act (42 U.S.C. § 12182) (ADA), their related statutes and regulations, and corresponding state and local laws.

Section 504 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. The ADA prohibits a place of public accommodation from discriminating on the basis of disability. The applicable law and regulations may be examined in the office of the ADA Compliance Coordinator, or his/her trained designee who has been designated to coordinate the efforts of the school to comply with Section 504 and ADA.

ADA Compliance Coordinators

Michael Wolfe
658 Brandon Ave. SW, Ste. 210,
Roanoke, VA 24015
(540) 343-0153
ada@pmtsroanoke.com

TRAINING AND MEDIATION RESPONSIBILITIES OF THE ADA COMPLIANCE COORDINATOR

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

The Coordinator may also provide trainings for students who wish to learn about the School's process for providing accommodations or about the School's grievance procedures. To help ensure that future campus staff members and students are aware of the School's policy, the Coordinator will make sure that the Accommodations Procedures and the Grievance Procedures are posted at the campus.

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

REQUESTS FOR ACCOMMODATION

Individuals with disabilities wishing to request an accommodation must contact the ADA Compliance Coordinator at their campus. A disclosure of a disability or a request for accommodation made to any staff, faculty, or personnel other than the ADA Compliance Coordinator will not be treated as a request for an accommodation. However, if a student discloses a disability to such an individual, he or she is required to direct the student to the ADA Compliance Coordinator. Upon request, the ADA Compliance Coordinator (or his/her trained designee) will provide a student or applicant with a Request for Accommodations Form, which is also available on the School's website under the Helpful Links tab. To help ensure timely consideration and implementation, individuals making a request for an accommodation are asked to contact the ADA Compliance Coordinator and/or submit a Request for Accommodations form at least two weeks prior to when the accommodation is needed.

Individuals requesting reasonable accommodation may be asked to provide medical documentation substantiating his/her physical and/or mental impairment(s) and/or the need for the requested accommodation(s), including but not limited to when the limitation or impairment is not readily apparent and/or a requested accommodation does not clearly relate to the impairment(s). Such documentation should specify that a student has a physical or mental impairment and how that impairment substantially limits one or more major life activities. In general, the supporting documentation must be dated less than three years from the date a student requests a reasonable accommodation, and must be completed by a qualified professional in the area of the student's disability, as enumerated below:

Disability	Qualified Professional
Physical disability	MD, DO
Visual impairment	MD, ophthalmologist, optometrist
Mobility, orthopedic impairment	MD, DO
Hearing impairment	MD, Audiologist (Au.D) *audiology exam should not be more than a year old
Speech and language impairment	Licensed speech professional
Learning disability	PhD Psychologist, college learning disability specialist, other appropriate professional
Acquired brain impairment	MD neurologist, neuropsychologist
Psychological disability	Psychiatrist, PhD Psychologist, LMFT or LCSW
ADD/ADHD	Psychiatrist, PhD Psychologist, LMFT or LCSW
Other disabilities	MD who practices or specializes within the field of the disability.

Documentation used to evaluate the need and reasonableness of potential accommodations may include a licensed professional's current medical diagnosis and date of diagnosis, evaluation of how the student's disability affects one or more of the major life activities and recommendations, psychological and/or emotion diagnostic tests, functional effects or limitations of the disability, and/or medications and recommendations to ameliorate the effects or limitations. Documentation may be the student's existing medical records, or reports created by the student's medical provider, the state department of rehabilitation, the U.S. Department of Veteran's Affairs, or an appropriate professional who conducts an assessment of the student (see chart above). Supporting medical documentation is not necessary for an obvious disability (for example a student in a wheel chair or a missing limb). The School may request additional documentation or testing as needed.

The documentation of disability is kept at all times in a locked, private file at the School, separate from the student's educational record. The ADA Compliance Coordinator will determine what information needs to be shared with School staff and Learning Leaders, on an "as needed basis," in order to facilitate academic accommodations or other services. After the ADA Compliance Coordinator receives the Request Form and the required documentation, he/she (or his/her trained designee) will engage the student or applicant in an interactive process to determine what accommodations may be appropriate.

INTERACTIVE PROCESS

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

The student and the ADA Compliance Coordinator will discuss how the student's impairment impacts the student, how the student expects the impairment to impact the student in the School's program, and the accommodations being

requested by the student from the School. The Coordinator and the student should discuss accommodations needed during all phases of the program (Core, Adaptive and Creative), and for classroom instruction, skills-based instruction and skills practice.

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

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

ADDITIONAL FACTORS

The School does not provide accommodations that would result in a fundamental alteration of the School's program or would cause an undue financial burden. However, the Coordinator will continue the interactive process with the student to determine if an alternative accommodation is available.

If the student or applicant is denied any requested accommodation, he/she may file a grievance using the Grievance Process below or he/she may file a complaint with the U.S. Department of Education's Office for Civil Rights or a similar state entity. The School will make appropriate arrangements to ensure that a person with a disability is provided other accommodations, if needed, to participate in this grievance process. The ADA Compliance Coordinator will be responsible for such arrangements.

GRIEVANCE POLICY RELATING TO COMPLAINTS OF DISABILITY DISCRIMINATION

The School has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 and/or the ADA. Any person who believes she/he has been subjected to discrimination on the basis of disability, including disagreements regarding requested accommodations, may file a grievance with:

ADA Compliance Coordinators

Lisa Agnes
658 Brandon Ave. SW, Ste. 210,
Roanoke, VA 24015
(540) 343-0153
ada@pmtsroanoke.com

Grievances must be in writing, contain the name and address of the person filing it, state the problem or action alleged to be discriminatory (including dates and individuals involved), and the remedy or relief sought. The student should explain why he/she believes the acts were taken based on disability. The student should describe or provide copies of any relevant documents or emails, if available.

The School will investigate each complaint filed, and will not retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. All reasonable efforts will be made to provide a written determination to the student or applicant within 30 days after its filing. If a written determination cannot be made within 30 days of the complaint's filing, the student will be advised and provided an update as to the status of the investigation. The student may also inquire as to the status of the investigation at reasonable intervals. The student will be provided with

a written decision stating the determination and any remedial action (if applicable). Based on the results of the investigation, the School will take all appropriate actions to prevent any recurrence of discrimination and/or to correct any discriminatory effects.

If the student disagrees with the decision made by the ADA Grievance Coordinator, or disagrees with the remedial action specified, the student may appeal the decision to the School Executive Team. The appeal must be in writing and sent to Chandra Couch; Assistant Executive Director of Financial Aid and Compliance; 18402 US Highway 281 N, Suite 124, San Antonio, TX 78259; (210) 523-8333; Chandra@pmtssanantonio.com. The appeal must state the specific reasons that the student disagrees with the decision. Appeals must be filed no later than 30 days after the student receives the written decision from the ADA Grievance Coordinator. The Owner will issue a written decision to the student within 14 days after receiving the student's appeal. The Owner will determine whether the decision should be revised or remain the same. If the Owner determines that the decision should be revised, the Owner will ensure that any necessary changes in the remedies are implemented.

U.S. DEPARTMENT OF EDUCATION

The availability of the School's grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Education's Office for Civil Rights and/or a similar state agency.

Students or School staff who have questions or concerns about disability issues may contact the Office for Civil Rights (OCR), U.S. Department of Education. OCR enforces Section 504 and the ADA as applied to post-secondary educational institutions.

The OCR National Headquarters is located at:

U.S. Department of Education, Office for Civil Rights

Lyndon Baines Johnson Department of Education Bldg.

400 Maryland Avenue, SW

Washington, DC 20202-1100

Telephone: (800) 421-3481

FAX: (202) 453-6012; TDD: (877) 521-2172 Email: OCR@ed.gov

OCR has regional offices located throughout the country. To find the office for our state, you can check the OCR website at: <http://wdcrobcopl01.ed.gov/CFAPPS/OCR/contactus.cfm>, or call the telephone number above.

SERVICE ANIMAL POLICY

Paul Mitchell The School Roanoke does not allow animals in the school; however, an individual with a disability may request a reasonable accommodation under the Americans with Disabilities Act to bring a service animal to school when medically necessary. Procedures for requesting a reasonable accommodation are described in the ADA policy which can be found on the school's website:

<https://paulmitchell.edu/roanoke>.

SERVICE ANIMALS

A service animal (dog or miniature horse only) is an animal that is trained to provide a service to an individual with a disability, such as guiding individuals with impaired vision, alerting individuals to an impending seizure, or pulling a wheelchair and fetching dropped items.

Paul Mitchell The School Roanoke will evaluate all requests to bring a service animal into the workplace to determine if the accommodation is reasonable and can be provided without undue hardship. Handlers may be asked to bring the service animal to demonstrate the animal's training and ability to be in the school without disruption.

If an accommodation is granted to allow a service animal in the school, the arrangement may be permitted on a temporary or trial basis. Reasonable behavior is expected from service animals while on school property. Disruptive and aggressive service animals must be removed from the premises immediately and permission to bring the animal to the school will be revoked.

All animals need to be immunized against rabies and other diseases common to that type of animal. All vaccinations must be current, and animals must be in good health. For future professionals and/or staff members, current immunization records must be on file with the school. Service animals must wear an owner identification tag (which includes the name and phone number of the owner) at all times.

Animals must be on a leash, harness or other type of restraint at all times, unless the handler is unable to retain an animal on leash due to a disability.

The handler must be in full control of the animal at all times. The care and supervision of the animal is solely the responsibility of the handler. The handler is expected to clean and dispose of all animal waste appropriately.

Handler agrees to assume all liability for the service animal's behaviors. Handler agrees to comply with all laws, regulations, and ordinances regarding such service animals. Handler shall be personally liable for any damage or loss caused by the service animal's actions or reactions, including, but not limited to property damage.

SOCIAL NETWORKING POLICY

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

Paul Mitchell Schools does not permit ethnic slurs, personal insults, obscenity, intimidation, cyber bullying, harassment or engaging in conduct that would be unbecoming of a Paul Mitchell Future Professional and misrepresent Paul Mitchell culture. Paul Mitchell The 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 POLICY

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

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

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

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

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

HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION POLICY

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

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

Such conduct or communication has the purpose or effect of substantially interfering with an individual's work or school performance and creates an intimidating, hostile, or offensive work or school environment. Harassment, intimidation, bullying, and discrimination can interfere and limit a person's ability to participate in or benefit from the education, services, activities, or opportunities offered by the Paul Mitchell School. Administration will take prompt, equitable, and remedial action (including but not limited to requiring sensitivity training, probation, suspension, expulsion, or termination) on all reports and complaints that come to the attention of school personnel, either formally or informally. Allegations of any policy violation will be investigated and handled appropriately based upon the findings, including reporting any criminal activity to the appropriate law enforcement agency.

Engaging in harassment, intimidation, bullying, or discrimination will result in appropriate discipline or other appropriate sanctions against offending students, staff, service guests, third-party vendors, or contractors. Anyone engaging in these behaviors on school property or at school activities will have their access to school property and activities restricted or revoked, as appropriate.

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

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

For a list of state anti-bullying laws and policies please go to: www.stopbullying.gov.

For a list of federal anti-discrimination laws and policies, please go to:

<https://www.ftc.gov/site-information/no-fear-act/protections-against-discrimination>

COPYRIGHT INFRINGEMENT

This policy applies to those who use Paul Mitchell The School Roanoke's network or equipment to share files, including, the school's faculty, staff, students, guests, external individuals, and organizations accessing network services via the school's networking or computer facilities.

This copyright policy also includes the use of streaming services within the school network such as Netflix, Hulu, YouTube, Spotify, Pandora, or any other similar services.

Copyright is legal protection of intellectual property, in whatever medium, that is provided for by the laws of the United States to the owners of copyright. Types of works that are covered by copyright law include, but are not limited, to

literary, dramatic, musical, artistic, pictorial, graphic, film, and multi-media works. This protection extends to software, digital works, and unpublished works and it covers all forms of a work, including its digital transmission and subsequent use.

This is in accord with the Digital Millennium Copyright Act (DMCA), which provides educational institutions with some protections if individual members of the community violate the law. For the school to maintain this protection, it must expeditiously take down or otherwise block access to infringing material whenever it is brought to the attention of the organization. If the school receives an allegation of copyright infringement based on your use of the school's networking or computers, the matter will be referred to the school director for further investigation.

The following are some examples of copyright infringement that may be found in a school setting:

- Downloading, using, or sharing files of music, videos, and games without proper documented permission of the copyright owner.
- Using corporate logos without permission.
- Placing an electronic copy of a standardized test on a department's website without permission of the copyright owner.
- Enhancing a departmental website with music that is downloaded or artwork that is scanned from a book, all without attribution or proper documented permission of the copyright owners.
- Scanning, taking a picture of, or digitally posting any photograph/image and using it without the proper documented permission or attribution.
- Placing a number of full-text articles on a course webpage that is not password protected and allowing the web page to be accessible to anyone who can access the Internet.
- Downloading licensed software from non-authorized sites without the permission of the copyright or license holder.
- Making a movie file or a large segment of a movie available on a website without proper documented permission of the copyright owner.
- Torrenting or other peer to peer communication on the network.
- Streaming personal music from non-commercial platforms such as Spotify, Pandora, YouTube Music or Apple Music.
- Streaming personal TV/Movies from streaming platforms such as Netflix, Hulu, YouTube TV, Disney Plus or similar platform is a violation of Copyright Law, as the agreement made is not between the Streaming Service and the School, but the Streaming Service and the individual.
- Sharing, taking a picture of, digitally posting, downloading, or distributing the proprietary curriculum, educational systems, and supporting digital or printed assets and tools (apps and printed materials such as books or guides) created and owned by Paul Mitchell Advanced Education.

The Digital Millennium Copyright Act requires that all infringement claims must be made in writing and sent to copyright@paulmitchell.edu. For Paul Mitchell The School Roanoke to act on your notice, you must be authorized to enforce the copyrights that you allege have been infringed. When informing the School of an alleged copyright infringement, you must include the following information:

- A physical or electronic signature of the copyright owner or the person authorized to act on its behalf.
- A description of the copyrighted work claimed to have been infringed.
- A description of the infringing material and information reasonably sufficient to permit us to locate the material.
- Your contact information, including your address, telephone number, and email.
- A statement by you that you have a good faith belief that use of the material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and
- A statement that the information in the notification is accurate, and, under the pains and penalties of perjury, that you are authorized to act on behalf of the copyright owner.

Please note, the School may not be able to act on your complaint promptly or at all if you do not provide this information.

Upon notification or due to detection, the School will take all necessary actions, including, but not limited to, temporary disconnection from internet access, to stop illegal sharing of copyrighted material on its network or computing devices by identified users.

Corrective actions can range from a written reprimand to termination from the School in the case of a student, or termination from employment in the case of an employee, depending on the nature and severity of the charges.

The consequences of copyright infringement also extend outside of the school. Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file sharing context, downloading, or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties.

In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

GRIEVANCE PROCEDURE

This Grievance Procedure will be used to process a written grievance or complaint concerning any other grievance, not covered by the above Protected Class Non-Discrimination Policy and Procedures and Anti Bullying Policies that a Future Professional feels have been left unresolved against a Future Professional, employee, or third-party. The grievance or complaint will be referred to the School Director and/or School Owner. The following grievance procedures shall be used to address a grievance filed by Future Professionals for complaints filed on their behalf against employees, other Future Professionals, or third parties. This process will be used to investigate reports under the Anti-Hazing Policy. For the Anti-Hazing Policy specifically, the School may initiate the process without a Future Professional grievance if it may also be used by the School independently. A copy of the Grievance form may be obtained from the School’s Director.

In order to facilitate the investigation, the complaint must include details of the incident or incidents, dates and times, names of the individuals involved, and names of any witnesses. A complaint should be filed within seven (7) days from the date of the alleged incident to allow the school to take timely and appropriate action. The complaint once received will be maintained in the Director’s office, which has limited staff access. The school Director has the responsibility of investigating the complaint allegations; however, if it is in the best interest of the parties involved the school may choose to designate another individual to follow this process.

The time necessary to conduct an investigation will vary based on the complexity of the allegation(s) but will generally be completed within fourteen (14) days of receipt of the complaint. If a Grieving Party requests confidentiality, the school will take all reasonable steps to investigate and respond to the Grievance consistent with the request. If a complainant insists that his or her name or other identifiable information not be disclosed to the party alleged to have engaged in the behavior, the school will inform the Grieving Party that its ability to respond may be limited. In circumstances involving Hazing, the School may be required to take action that discloses identifiable information based on the reported information.

All complaints involving a student, employee, contract worker, vendor, customer service guest, or other person who does business with the school will be referred to the school’s Grievance Coordinator. The Grievance Coordinator will begin the complaint process outlined in this policy.

INVESTIGATION OF ALLEGATIONS

The school will investigate all complaints received. The school's grievance procedures are designed to ensure that the complaint process is free from conflicts of interest.

1. During the grievance process each individual is considered innocent of the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The school may remove an individual from the school on an emergency basis, provided that the school undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations justifies removal and provides the individual with notice and an opportunity to challenge the decision immediately following the removal. In the case of a school employee, the school may place the individual on mandatory administrative leave.
2. All provisions, rules, or practices that are a part of the school's grievance process for handling formal complaints apply equally to both parties.
3. The school will make appropriate referrals to law enforcement, if necessary. The school will also notify complainants of the right to proceed with a criminal investigation, while the school conducts its own investigation simultaneously. The school will not wait for the criminal investigation or criminal proceeding to be concluded before beginning its own investigation and acting on the evidence obtained.
4. The school will dismiss allegations of conduct that do not meet the school's written policies.
5. The school will provide equal opportunity for the parties involved to present facts, documentation, and witnesses. Any witnesses listed will be interviewed by the school Grievance Coordinator.
6. The school may, in their discretion, dismiss a complaint or allegations therein if the complainant informs the Grievance Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the individual is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination. If the complaint is dismissed, the school will give the parties written notice of a dismissal of the complaint and the reasons why.
7. The school may, in their discretion, consolidate complaints where the allegations arise out of the same facts or circumstances, whether it is complaints against multiple individuals.
8. Upon conclusion of the investigation into the allegations, the Grievance Coordinator will provide a written determination to all parties, as to the final decision and any actions taken.

Students should follow the above process; however, the student may, at any time, file a complaint with the State Council of Higher Education for Virginia, the school's accrediting agency, or the U.S. Department of Education. The Student should submit written complaint to:

**State Council of Higher Education for Virginia (SCHEV)
Private and Out-of-State Postsecondary Education (POPE)**

James Monroe Building
101 N.14th Street, 9th Floor
Richmond, VA 23219
Phone: (804) 225-2600
Fax: (804) 225-2604

To file a complaint with the school's accrediting agency, the Council on Occupational Education, please follow the directions below:

COUNCIL ON OCCUPATIONAL EDUCATION (COE)

<http://council.org/>
7840 Roswell Road, Building 300, Suite 325
Atlanta, GA 30350
(770) 396-3898

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI BILL® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov.

The GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

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

NONDISCRIMINATION

Paul Mitchell The School Roanoke, in its admission, instruction, and graduation policies and practices, does not allow or tolerate harassment or discrimination based on race, religion, creed, color, national origin, ethnic 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. The school does not condone discrimination of any kind, bullying, harassment, or hazing of any sort. If any student or team member experiences or witnesses anyone being bullied, harassed, or hazed, in any way, he or she is required to report the matter to the school's director, Mollie Castaneda, in person or by calling 540-343-0153, or by mail at 658 Brandon Ave.SW, Ste.210, Roanoke , VA 24015 immediately so appropriate action can be taken. The school conforms with the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Please refer to the schools POLICIES AND PROCEDURES FOR STUDENTS WITH DISABILITIES.

SEXUAL HARASSMENT POLICY

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

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

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

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

Sexual harassment may include but is not limited to:

1. Verbal harassment or abuse of a sexual nature
2. Subtle pressure for sexual activity
3. Inappropriate or unwelcome touching, patting, or pinching of a sexual nature
4. Intentional brushing against a student's or an employee's body
5. Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status
6. Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status

7. Use of sexually or gender-degrading words or comments, verbal or written (e.g., graffiti)
8. Display in the school, on school grounds, or at school-sponsored events of sexually suggestive pictures
9. Leering of a sexual nature
10. Spreading of sexual rumors

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

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

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

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

STUDENT AND EMPLOYEE ANTI-HARASSMENT AND DISCRIMINATION POLICY

Paul Mitchell The School Roanoke is committed to providing a work and school environment free of unlawful harassment or discrimination. In furtherance of this commitment, all students and employees are required to take the mandatory sexual harassment and prevention training upon starting in school and again in January of each year. The 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. Additionally, in accordance with Title IX of the Education Amendments of 1972, the school prohibits discrimination based on sex, which includes sexual harassment and sexual violence, and the school has jurisdiction over the investigation of Title IX complaints.

Title IX applies to all of the school's educational programs or activities, whether such programs or activities occur on-campus or at an off-campus events. The school's anti-harassment and discrimination policy applies to all persons involved in the operation of the school and prohibits unlawful harassment and discrimination by any employee of the school, as well as students, customers or service guests, third parties, vendors, or anyone who does business with the school. It further extends to prohibit unlawful harassment by or against students.

Any employee, student, or contract worker who violates this policy will be subject to disciplinary action. To the extent a customer or service guest, vendor, or other person with whom the school does business engages in unlawful harassment or discrimination, the school will take appropriate corrective action. The grievance procedure will provide that grievances may be filed about discrimination in any academic, educational, extracurricular, athletic, or other programs operated or sponsored by, or related to, the school, whether the programs take place on the campus of the school, during a school-sponsored field trip, or during other off-campus events.

As part of the school's commitment to providing a harassment-free working and learning environment, this policy shall be disseminated to the school community through publications such as the school's catalog, the school's website, new employee orientations, student orientations, and other appropriate channels of communication. The school will provide training to key staff members to enable them to handle any allegations of discrimination and harassment, including sexual harassment or sexual violence, promptly and effectively. The 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 REGARDING SEX DISCRIMINATION

Dating violence is defined 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 the definition of “domestic violence” 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 defined as treating individuals differently on the basis of sex with regard to any aspect of services, benefits, or opportunities the school provides, such as:

- Treating a person differently in determining whether he or she satisfies any requirement or condition for the provision of an aid, benefit, or service.
- Providing different aid, benefits, or services, or providing aid, benefits, or services in a different manner.
- Denying any person an aid, benefit, or service.
- Subjecting any person to separate or different rules of behavior, sanctions, or other treatment in providing an aid, benefit, or service.
- 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.
- Otherwise limiting any person in the enjoyment of any right, privilege, advantage, or opportunity.

Sexual harassment is defined as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the school conditioning the provision of an aid, benefit, or service of the school on an individual’s participation in unwelcome sexual conduct;
2. 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 recipient’s education program or activity; or
3. “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). The federal definitions identified in this paragraph are included as a part of the school’s policy.

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.

Stalking is defined 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.

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). Education programs or activities that receive Federal financial assistance. Under the Final Rule, schools must respond when sexual harassment occurs in the school’s education program or activity, against a person.

Complainant is defined as an individual who is alleged to be the victim of conduct that could constitute sexual harassment. Any third-party, as well as the complainant, may report sexual harassment. While parents and guardians do not become complainants (or respondents); however, the school recognizes the legal rights of parents and guardians to act on behalf of parties (including by filing formal complaints) in Title IX matters.

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.

Corrective measures are defined as actions taken to address a security breach or privacy violation, with the intent to counteract the breach or violation and reduce future risks. The school's owner and School Director are the school's designated officials who have the authority to institute corrective measures.

Formal complaint is defined as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the 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. A school may address sexual harassment affecting its students or employees that falls outside Title IX's jurisdiction in any manner the school chooses, including providing supportive measures or pursuing discipline

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.

Sexual assault is defined 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).

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. Evidence regarding the victim's reputation and evidence of past sexual behavior not related to the rape accusation at hand is prohibited.

PROHIBITED CONDUCT

Title IX protects students' rights to educational opportunities free from sex discrimination. This policy strictly prohibits sexual or other unlawful harassment or discrimination, as well as sexual violence, dating violence, domestic violence and stalking, as defined above. Sexual or other unlawful harassment or discrimination that includes any verbal, physical, or visual conduct, racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons 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 basis if:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment;An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct (quid pro quo);
- 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
- 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 recipient's education program or activity.It creates a hostile or offensive environment, which means the alleged conduct is sufficiently serious to limit or deny a student or student's ability to participate or benefit from the student's education program.

Sexual harassment is conduct based on sex, whether directed toward a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing," practical jokes, jokes about or displays of obscene printed or visual material, questions about sexual fantasies, preferences, or history, and physical contact, such as patting, pinching, or intentionally brushing against another person's body. Gender-based harassment, including acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping are strictly prohibited, even if those acts do not involve conduct of a sexual nature.

COMPLAINT/GRIEVANCE PROCEDURE

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

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.

If you believe that you have experienced or witnessed harassment or sexual violence, you need to notify the Title IX coordinator as soon as possible after the incident. Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, student, vendor, customer or service guest, or other person who does business with the school is exempt from the prohibitions in this policy. The school Director or Education Leader, if they are informed of a Title IX complaint will refer all harassment complaints to the Title IX coordinator.

In order to facilitate the investigation, your complaint should include details of the incident or incidents, dates and times, names of the individuals involved, and names of any witnesses. A sex discrimination complaint should be filed within seven (7) days from the date of the alleged discriminatory incident in order for the school to take timely and appropriate action. All documentation pertaining to the complaint/grievance process will be confidential.The complaint/grievance once received will be maintained in the Title IX Coordinator's office, which has limited staff access.

All complaints involving a student, employee, contract worker, vendor, customer or service guest, or other person who does business with the school will be referred to the campus's Title IX Coordinator to begin the complaint process outline in this policy. The Title IX Coordinator is listed below and has the responsibility of Intake reports and complaints, initiating the formal complaint process, and providing supportive measures to both the complainant and respondent.

If the school has actual knowledge of sexual harassment in an educational program or activity at the school, against a person in the United States, they will respond promptly in a manner that is not deliberately indifferent. A school is considered deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

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

Title IX Coordinator:

Lisa Agnes
658 Brandon Ave.SW, Ste.210
Roanoke, VA 24015
titleix@pmtsroanoke.com
540-343-0153

The school ensures that its Title IX Coordinator(s), Investigator(s), Decision-Maker(s), and Informal Resolution Facilitator(s) have adequate training on what constitutes sexual harassment, including sexual violence, dating violence, domestic violence, sex discrimination, and stalking, and that they understand how the school's grievance procedures operate. Please refer to the end of this policy for a listing of the various roles of individuals involved in the Title IX process, their responsibilities, and training requirements.

REPORTERS

We encourage all individuals who have a Title IX complaint to meet with the Title IX Coordinator to begin the formal grievance process. If the school Director or Education Leader, who are not Title IX Coordinators, are informed of a Title IX complaint they must notify the Title IX Coordinator of the complaint immediately, as long as they have the Complainant's consent that they can report the incident to the Title IX Coordinator. These are the only school employees that a complainant may discuss Title IX allegations with that are required under the school's policy to be obligated to inform the Title IX Coordinator of information that they received, as long as the Complainant grants that authority. Once any of these reports are notified of complaint allegations the notice triggers the start of the complaint process by the Title IX Coordinator.

FORMAL COMPLAINT

A "formal complaint" is defined as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the 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 school. A formal complaint may be filed with the school's Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information located in the 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 school's Title IX Policy provides for a consistent, transparent grievance process for resolving formal complaints of sexual harassment. The 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 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 school will provide a written notice to each of the parties involved, which will include a copy of the 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. The advisor should not be a lawyer. If during the investigation additional allegations are investigated, then a new notice must be provided to the parties, which identifies the new issues.

GRIEVANCE PROCEDURE

The school's grievance procedures are designed to ensure that the Title IX complaint process is free from conflicts of interest and to treat everyone equally during the process, which requires Title IX personnel (Title IX Coordinators, Investigators, Decision-Makers, and people who facilitate any informal resolution process) to be free from conflicts of interest or bias for or against complainants or respondents. In order to accomplish this, we have put into place the following requirements.

1. All Title IX personnel must include training on the definition of sexual harassment, the scope of the 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.
2. The school provides all decision-makers with training on any technology to be used at a live hearing. In addition, the 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.
3. 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. The school may remove a respondent from the recipient's educational program or activity on an emergency basis, provided that the school undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. In the case of a school employee, the school may place the individual on mandatory administrative leave.
4. All of the materials the school uses to train Title IX personnel are located on the school's website under the Required Disclosures section on the home page.
5. Once the hearing takes place, the Decision-Maker may take the following actions against the respondent: dismiss the complaint; 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.
6. The school may provide the following remedies to a complainant: an escort; removal from shared classes; academic support services, such as tutoring; and medical or counseling services.
7. The school has chosen to use the preponderance of the evidence standard, for all formal complaints of sexual harassment (including where employees and faculty are respondents).
8. Upon completion of the Title IX process, either party may file an appeal of the decision. The school's appeal process is outlined below.
9. Throughout the grievance process the 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.
10. All provisions, rules, or practices that are a part of the 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. The criminal process is separate from the school’s disciplinary process. To the extent that an employee or contract worker is not satisfied with the 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 school will 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 school will not wait for the criminal investigation or criminal proceeding to be concluded before beginning its own investigation.

INVESTIGATION OF ALLEGATIONS

In response to all complaints, the school will ensure prompt and equitable resolution through a reliable and impartial investigation of the allegations, including the opportunity for both parties to present witnesses or other evidence. The 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 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.

The federal regulations require a school to investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator. The regulations affirm that a complainant’s wishes with respect to whether the school investigates should be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

If the allegations in a formal complaint do not meet the definition of sexual harassment, or did not occur in the school’s education program or activity against a person in the United States, the school must dismiss such allegations for purposes of Title IX but may still address the allegations in any manner the school deems appropriate under the school’s own code of conduct, which is published in the school’s catalog. The school may also dismiss a complaint if: the complainant withdraws the complaint; if the respondent is no longer enrolled or employed at the school; or if circumstances prevent institution from being able to investigate the complaint allegations. In this case, each party needs to be notified that the complaint has been dismissed and the reasons why it has been dismissed.

The time necessary to conduct an investigation will vary based on complexity of the allegation but will generally be completed within sixty (60) days of receipt of the complaint, which includes appeals and informal resolutions, with an allowance for short-term and good cause delays or extensions of the time frame. If a complainant requests confidentiality, the 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 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 school will evaluate whether it is more likely than not that the alleged conduct occurred.

During the investigation, the school will provide interim measures, as necessary, to protect the safety and well-being of students and/or employees involved and are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party and to protect the safety of all parties, the school’s educational environment, or deter sexual harassment.

The Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures; consider the complainant’s wishes with respect to supportive measures; inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and explain to the complainant the process for filing a formal complaint. The school will offer supportive measures, at no cost, to the person alleged to be the victim (referred to as the “complainant”), which may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures to help protect the alleged victim and deter sexual harassment. The respondent is also eligible for the same supportive measures that the complainant has available. The school will maintain as confidential any

supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the school to provide the supportive measures. The 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.

The school will investigate the allegations in any formal complaint and send written notice to both parties (complainants and respondents) of the allegations upon receipt of a formal complaint. The Title IX Coordinator has the responsibility of investigating the complaint allegations; however, if it is in the best interest of the parties involved the school may choose another employee or hire a third-party to conduct the investigation.

During the grievance process, and when investigating the complaint allegations, the school will abide by the following procedures:

1. The 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 school, not on the individual parties.
2. The 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.
3. The 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.
4. 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.
5. The 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.
6. The 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.
7. The school will send the parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 days for the parties to respond to the report.
8. The 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 school from addressing the conduct in any manner the school deems appropriate.
9. The 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 school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination.
10. The school will give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.
11. The 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.
12. The school will protect the privacy of a party's medical, psychological, and similar treatment records by stating that the school cannot access or use such records unless the school obtains the party's voluntary, written consent to do so.

LIVE HEARINGS

The school's Title IX grievance process provides for a live hearing. If the complaint goes to a live hearing, then each party must have an advisor. The appointed Decision-Maker is the individual who will be conducting the hearing. The following conditions will apply for a live hearing:

1. 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.

2. Cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by either the complainant or respondent personally.
3. At the request of either party, the 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.
4. Only relevant cross-examination and other questions may be asked of a party or witness. Before a 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.
5. 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.
6. The 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.
7. If either party does not have an advisor present at the live hearing, the school will provide, at no cost to that party, an advisor of the school's choice who may be, but is not required to be, an attorney to conduct cross-examination on behalf of that party. Only the advisor may cross-examine the witnesses.
8. 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.
9. Live hearings may be conducted with all parties physically present in the same geographic location or, at the school's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually.
10. As a part of the process, the school will create an audio or audiovisual recording, or transcript, of any live hearing, as a part of the record.

FINAL DETERMINATION OF THE INVESTIGATION

The school's grievance process uses the preponderance of the evidence standard to determine responsibility. The 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 in all instances cannot be the Title IX Coordinator or the investigator in order to ensure that the investigative process is fair and free of bias. The Decision-Maker will issue a written determination regarding responsibility with findings of fact to include the following:

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

APPEAL PROCESS

The 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:

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

INFORMAL RESOLUTION

The 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 school will provide written notice to the parties of the allegations, requirements of the resolution process, and any limitations.

If the complaint allegations are in regard to an employee of the school sexually harassing a student, the opportunity for an informal resolution is not available.

A school may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. Similarly, a school may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.

RETALIATION PROHIBITED

The 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 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:

1. Exercising one's rights protected under the First Amendment.
2. 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.
3. 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 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 school reserves the right to notify parents/guardians of dependent students regarding any health or safety risk or a change in student status. The 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 school's Clery Act coordinator to be included in the school's annual reporting requirements.

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 school for at least 7 years.

REQUIRED TRAINING

The school's Title IX Coordinator, Investigator, Decision-Maker, or any person designated by the 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 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 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 school will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. Any materials used to train Title IX Coordinators, Investigators, Decision-Makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

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>.

ADDENDUM

VETERANS ADDENDUM TO THE CATALOG

Paul Mitchell The School Roanoke will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which the Department of Veterans Affairs provides payment for such course of education to such institution.
2. The date that is 90 days after the date on which the educational institution certifies for tuition and fees following receipt from the student such certificate of eligibility

Paul Mitchell The School Roanoke will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs.

PRIOR EDUCATION OR TRAINING

The School will inquire about each veteran's previous education and training, and request transcripts from all prior institution's, including military training, traditional college coursework and vocational training. Previous transcripts will be evaluated and credit will be granted, as appropriate.

REINSTATEMENT

General Provision: A description of the circumstances under which a student shall be entitled to reinstatement in the institution following the student's release or return from military service, which shall provide that a student is entitled to reinstatement without having to re-qualify for admission if:

- a. the student returns to the same institution after a cumulative absence of not more than five years, and
- b. the student provides notice of intent to return to the institution not later than three years after the completion of the period of service.

Institutional policies should defer to the provisions of the Higher Education Opportunity Act for application of relevant exceptions to these time periods.

Reinstatement into Specific Program of Study: A description of the circumstances under which a student may be reinstated in the same program of study in which he or she had been enrolled prior to withdrawal. The policy shall provide for counseling for the student to determine the impact of absence from the program on the ability to resume study and to advise the student of his or her options when a program is no longer available or suitable.

Deferral of Enrollment: A description of the circumstances under which a student who was admitted to a program but did not begin attendance because of military service may be allowed to defer his or her enrollment in the program.

GRIEVANCE POLICY

The Virginia State Approving Agency (SAA) approves education and Virginia training programs. Our office investigates complaints of GI BILL® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email at saa@dvs.virginia.gov.

This institution is approved to offer GI BILL® educational benefits by the Virginia State Approving Agency.

The GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

2026 CATALOG ADDENDUM

Paul Mitchell The School Roanoke requires applicants and students to check for updates to the catalog at paulmitchell.edu/roanoke.

REVISED 01.07.26

- CONSTITUTION DAY

REVISED 01.28.26

- ADMISSION REQUIREMENTS - HIGH SCHOOL EDUCATION AND EQUIVALENTS
- ADMISSION PROCEDURES

REVISED 02.10.26

- PERFORMANCE STATISTICS/JOB OUTLOOK
- REGULATORY AND ACCREDITATION AGENCIES

REVISED 02.12.26

- PERFORMANCE STATISTICS/JOB OUTLOOK
- BASIC COSMETOLOGY UPDATED TO COSMETOLOGY
- BARBER UPDATED TO BASIC BARBER

REVISED 03.17.26

- INSTITUTIONAL REFUND POLICY - DROP FEE